Information Literacy Student Learning Outcomes Rubric

Framing	Draft SLO	Developing = 1	Proficient = 2	Advanced = 3	Mastery = 4
Authority is Constructed **1**	Students can assess structures of authority within a context including how barriers have impacted full participation in the construction of authority by members of marginalized communities	Identify one structure of authority within a specific context Does not identify barriers to full participation by marginalized communities	Evaluate one structure of authority within a specific context Identifies a barrier created by a structure of authority to full participation by marginalized communities	Evaluate multiple structures of authority within a specific context Identifies both barriers to full participation by marginalized communities affected by those barriers and impacted communities	Evaluate multiple structures of authority within a specific context Critically evaluates barriers to full participation by marginalized communities affected by those barriers, and proposes changes to reduce barriers
Information has value **Creation as a Process** **2**	Students can ethically participate in the evolving process of creating and publishing new information	Student work displays an attempt to give credit to the ideas of others in a manner that substantially meets standards of the community to which the work is presented	Student work gives credit to the ideas of others in a manner that meets standards of the community to which the work is presented.	Student work gives credit to the ideas of others in a manner that meets standards of the community to which the work is presented. Use sources meeting minimal standards (for the situation) and accurately represents content of sources	Student work gives credit to the ideas of others in a manner that meets standards of the community to which the work is presented. Use sources beyond the minimal standards (for the situation) and accurately represents content of sources
Information Access is Bounded **3**	Students can evaluate environmental factors involved in making rules and regulations that affect access† and discoverability of information sources for a population	Identifies rules and regulations Attempts to evaluate environmental factors such as (social, economic, political climate(s)) _or_ Attempts to explain how rules affect access or discoverability in a general way	Determines impact of rules and regulations that affect access and discoverability on a single population or societal group with few details. Connects the impact to an environmental factor such as (social, economic, political climate(s)) with few details	Accurately determines impact of rules and regulations that affect access and discoverability a single population or societal group in detail. Accurately connects the impact to an environmental factor such as (social, economic, political climate(s)) in detail	Accurately determines impact of rules and regulations that affect access and discoverability on more than one population or societal group. Connects the impact to multiple environmental factors such as (social, economic, political climate(s))

†Access here can refer to the idea of viewing or hearing content as well as being able to reuse content. Some examples of rules and regulations that affect access might be the paywalls for scholarly journals only surmountable to those people and institutions who can afford them, copyright laws can stifle creativity, and the impact of algorithms that effectively dictate the things some people see and read online.

Searching as Strategic Exploration 4	Students can apply knowledge of different search methods, and their limitations, in the retrieval of information sources through iterative searching	Searching shows evidence of: Information retrieval without iteration A single method (e.g. search tool) of searching.	Searching shows evidence of: Information retrieval with basic iteration (e.g. use of limiters) Use of multiple methods of searching	Searching shows evidence of: Information retrieval with reflective iteration (e.g. revising searches based on source contents) Use of multiple methods of searching	Searching shows evidence of: Information retrieval with reflective iteration (e.g. revising searches based on source contents) Use of multiple methods of searching and application of pros and cons for different tools (e.g. applying language across methods, masking yourself, analytics of some kind)
Scholarship as Conversation 5	Students can explain ongoing conversations, using traditional and emerging processes of knowledge creation, within a community	Integrates multiple sources of information into an explanation of a current focus of discussion in a community Explanation contains significant inaccuracies or fails to include significant perspectives and sources that are part of traditional processes of knowledge creation	Integrates multiple sources of information into an explanation of a current focus of discussion in a community. Explanation includes some but not all of the following: Contributions from members of the community with a minority view, gaps or areas for further research and exploration, both traditional and emerging sources/genres	Integrates multiple sources of information into an accurate explanation of a current focus of discussion in a community. Student shows evidence of original ideas in conversation with ideas and concepts of multiple others Explanation includes some but not all of the following: Contributions from members of the community with a minority view, gaps or areas for further research and exploration, both traditional and emerging sources/genres Explanation includes basic examination of bias in sources (e.g. language choice, creator motivation)	Integrates multiple sources of information into an accurate explanation of a current focus of discussion in a community. Student shows evidence of original ideas in conversation with ideas and concepts of multiple others Explanation includes **all** of the following: Contributions from members of the community with a minority view, gaps or areas for further research and exploration, both traditional and emerging sources/genres Explanation includes advanced examination of bias in sources (e.g data analysis, comparison of creation processes)