
 Skyline College	<p>Fall 2022</p> <p>INFORMATION LITERACY ISLO AND RUBRIC</p> <p>Office of Planning, Research, and Institutional Effectiveness</p>	
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STUDENTS WILL BE ABLE TO DEMONSTRATE SKILLS CENTRAL TO INFORMATION LITERACY.

Information literacy includes the ability to:

- **APPLYING RESEARCH STRATEGIES:** apply effective research strategies, including formulating and defining the scope of the research question, determining key concepts, and identifying relevant sources.
- **MAKING INFORMED CHOICES:** make informed choices about credible and relevant information types and/or sources (journal, newspaper, magazine, interviews, media, etc.).
- **EVALUATING SOURCES:** critically evaluate content for credibility, accuracy, and relevance.
- **ENGAGING DIVERSE VIEWS:** proactively engage with diverse ideas, marginalized voices and/or world views while recognizing that information sources can be influenced by authority that is reinforced by existing power structures.
- **DEMONSTRATING ETHICAL AND LEGAL USE:** use verbal and/or nonverbal media ethically and legally by appropriately citing and following copyright guidelines.
- **DEVELOPING A SCHOLARLY IDENTITY:** develop and demonstrate scholarly identity by generating meaning rather than merely consuming and restating information.

SKYLINE COLLEGE INFORMATION LITERACY ISLO RUBRIC

Indicator	Exceeding	Meeting	Progressing	Emerging
APPLYING RESEARCH STRATEGIES	<p>Student formulates relevant research questions while defining scope and determining key concepts</p> <p>Student successfully recognizes and addresses missing information-</p> <p>Student selects from relevant research tools that address their information need(s)</p>	<p>Student establishes scope that may be either too narrow or too broad; research questions guide development but may be underutilized or too general.</p> <p>Student recognizes and attempts to address missing information.</p>	<p>Student attempts to formulate guiding questions and/or scope but ultimately lacks direction and/or purpose.</p> <p>Student demonstrates an elementary understanding of necessary and/or required information.</p>	<p>Student neglects to formulate guiding research questions and on the whole lacks focus and scope.</p> <p>Student neglects to address missing information.</p>
MAKING INFORMED CHOICES	<p>Student uses extensive information from a wide variety of relevant and credible source types and formats.</p>	<p>Student uses appropriate information from a variety of relevant and credible source types and formats.</p>	<p>Student uses appropriate information while lacking variety in sources and/or formats.</p>	<p>Student uses information from limited sources, though inadequate.</p>

<p style="text-align: center;">EVALUATING SOURCES</p>	<p>Student demonstrates sophisticated evaluation of sources based on context, accuracy, relevance, and credibility.</p> <p>Student clearly distinguishes between subjective and objective information; Investigates contradictory information with an open mind</p> <p>Student consciously identifies and addresses prejudice, deception, or manipulation</p>	<p>Student evaluates sources based on context, accuracy, relevance and/or credibility.</p> <p>Student distinguishes between subjective and objective information; student shows awareness of contradictory information.</p> <p>Student identifies instances of prejudice, deception, or manipulation.</p>	<p>Student attempts to evaluate sources, yet does so while neglecting context, accuracy, relevance and/or credibility.</p> <p>Student attempts to distinguish between subjective and objective information; student shows some awareness of contradictory information.</p> <p>Student shows some awareness of prejudice, deception, or manipulation.</p>	<p>Student neglects to evaluate sources or does so provisionally.</p> <p>Student does not or only rarely differentiates between subjective and objective information; student neglects to explore contradictory information.</p>
<p style="text-align: center;">ENGAGING DIVERSE VIEWS</p>	<p>Student identifies and incorporates appropriate, credible information sources and perspectives from underrepresented or systemically marginalized individuals or groups.</p>	<p>Student identifies and incorporates, somewhat minimally, credible information sources and perspectives from underrepresented or systemically marginalized individuals or groups.</p>	<p>Student attempts to identify credible information sources and perspectives from underrepresented or systemically marginalized individuals or groups but may not fully incorporate these sources into the assignment.</p>	<p>Student neglects to incorporate credible information sources and perspectives from underrepresented or systemically marginalized individuals or groups.</p>

<p style="text-align: center;">DEMONSTRATING ETHICAL AND LEGAL USE</p>	<p>Student accurately uses documentation style that is appropriate to the discipline to attribute sources.</p> <p>Student clearly demonstrates an understanding of the ethical and legal restrictions on the use of all copyrighted, licensed, and confidential information expressed in different mediums.</p>	<p>Student uses a documentation style to attribute sources with few errors.</p> <p>Student demonstrates an understanding of the ethical and legal restrictions on the use of all copyrighted, licensed, and confidential information expressed in different mediums.</p>	<p>Student inconsistently uses a documentation style to attribute sources.</p> <p>Student shows some understanding of the ethical and legal restrictions on copyrighted, licensed, and/or confidential information expressed in different mediums but does not follow guidelines consistently.</p>	<p>Student neglects to use a consistent documentation style to attribute sources.</p> <p>Student demonstrates little to no understanding of the ethical and legal restrictions on the use of copyrighted, licensed, and confidential information expressed in different mediums.</p>
<p style="text-align: center;">DEVELOPING A SCHOLARLY IDENTITY</p>	<p>Student generates novel claims and questions by synthesizing information rather than re-stating it.</p> <p>Student clearly expresses a scholarly identity through the production of student work.</p>	<p>Student synthesizes information rather than merely re-stating it.</p> <p>Student tentatively develops a scholarly identity through the production of student work.</p>	<p>Student attempts to synthesize information but ultimately relies on summary and/or recapitulation.</p> <p>Student inconsistently attempts to express a scholarly identity.</p>	<p>Student summarizes, recapitulates, and/or plagiarizes information without synthesizing.</p> <p>Student has an elementary understanding of the concept of scholarly identity.</p>