Information Literacy and Technological Agility Rubric

The Information Literacy and Technological Agility rubric articulates what Syracuse University students should know and be able to demonstrate by the time they graduate through six learning outcomes and specific indicators. The Information Literacy and Technological Agility rubric was created by a community of practice with faculty, librarians, and staff from across the University. This rubric is intended for institutional-level use in assessing and reflecting on undergraduate student learning. Faculty teaching courses with an Information Literacy and Technological Agility course tag may refer to the learning outcomes when developing course learning objectives, signature assignments, and other learning experiences for students. This rubric will continue to evolve as Syracuse University collects feedback from faculty who utilize it to reflect on student learning.

Information Literacy and Technological Agility Framing Language

Identification, collection, evaluation, and responsible use of information. Effective, ethical, and critical application of various technologies and media in academic, creative, personal, and professional endeavors.

Preamble & Guidance

This rubric is meant to provide faculty and students with specific learning outcomes for Information Literacy and Technological Agility. The indicators associated with each learning outcome are broadly worded, so each discipline has the flexibility to apply them within their own context. The indicators are determined by the faculty and communicated to students in assignment instructions. Examples of indicators could include:

- Research questions or information needs may encompass an investigation around a particular topic such as a thesis question or problem statement.
- Scope of information could encompass a time frame, information type, primary and/or secondary sources, emerging technology, popular or scholarly sources, etc.
- Information resources may encompass journal articles, books, data sources, interviews, lectures, catalogs, or websites.
- Search strategies may include the iterative use of keywords, filters, and/or subject headings in databases, catalogs, web browsers, or other tools that fit the assignment need.
- Access limitations may encompass cost, paywalls, scholars from underrepresented populations, technology, or news deserts.
- Evaluation criteria may encompass source characteristics such as author credentials, artificially generated content, publication date, relevancy, and/or accuracy.
- Citation styles may include following MLA, APA, Chicago Style, or other disciplinary formats.
- Documenting ideas may encompass correct paraphrasing, avoiding and/or acknowledging artificial intelligence tools, use of quotations, and/or in text citations.
- Technologies may encompass web, email, office software/hardware, social media, generative artificial intelligence tools, and/or lab equipment.
- Diverse sources may encompass scholarship from underrepresented populations, non-traditional scholarship or media, research journals, international authors and publications, and/or trade associations.
- Inequities inherent in information and/or data systems may encompass dominant worldviews, biases, and/or lack of representation within the discipline.
- Employing strategies to circumvent inequities in information systems may encompass selecting underrepresented scholars, alternate keywords, variety of databases, non-traditional sources, change result display options, using specific subject headings.

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Learning Outcomes	Indicators	Exemplary	Developing	Emergent	Not Evident
1. IDENTIFICATION: Establish a research question or information need.	1.1 Articulates a research question or information need.	Articulates a specific research question or information need.	Articulates a broad research question or information need.	Unclearly articulates a research question or information need.	Does not articulate a research question or information need.
	1.2 Identifies scope of information to satisfy need.	Identifies the full scope with multiple facets of information needed.	Identifies most of the scope of information needed.	Identifies a limited part of the scope of information needed.	Does not identify the scope of information needed.
2. LOCATION: Apply strategies to access information from resources.	2.1 Selects information resources that match information needs and/or assignment criteria.	Selects all resources according to information need.	Selects most resources according to information need.	Selects some resources based on information need.	Does not select resources based on information need.
	2.2 Applies search strategies.	Applies an advanced search strategy with revisions.	Applies a basic search strategy with revisions.	Applies a basic search strategy with little to no revision.	Does not apply search strategies.
	2.3 Identifies access limitations in information systems.	Identifies all access limitations in information systems.	Identifies most of the limitations in information systems.	Identifies few limitations in information systems.	Does not Identify access limitations.
3. EVALUATION: Evaluate materials in context.	3.1 Applies evaluation criteria to determine the quality of information.	Applies all evaluation criteria relevant to a given topic, subject, domain, or purpose.	Applies most evaluation criteria relevant to a given topic, subject, domain, or purpose.	Applies one evaluation criterion relevant to a given topic, subject, domain, or purpose.	Does not apply relevant evaluation criteria.
	3.2 Selects or excludes information based on relevant evaluation criteria.	Selects or excludes information with a specific justification based on relevant evaluation criteria.	Selects or excludes information with a broad justification based on relevant evaluation criteria.	Selects or excludes information without justification based on relevant evaluation criteria.	Does not select or exclude information based on relevant evaluation criteria.

Learning Outcomes	Indicators	Exemplary	Developing	Emergent	Not Evident
4. USE: Use information sources ethically to address information needs.	4.1 Credits ideas gathered from sources according to relevant citation styles.	Accurately credits all sources according to guidelines.	Accurately credits sources according to guidelines with minor inaccuracies (e.g., typos, formatting mistakes).	Credits sources but does not follow the guidelines (e.g., incorrect APA format).	Does not credit sources.
	4.2 Uses sources accurately and appropriately to document ideas.	Uses sources to elaborate on student's own ideas and cites them accurately and appropriately (e.g., synthesis of student's own ideas are evident).	Sources are paraphrased appropriately and cited but little synthesis of student's own ideas are evident (e.g., excessive use of direct quotes).	Sources are used inappropriately or inaccurately (e.g., paraphrasing without citation, or patchwriting).	Sources are used with no documentation (e.g., verbatim copying without citation).
5. TECHNOLOGICAL AGILITY: Employ appropriate technology in context.	5.1 Uses a variety of technologies to complete academic and personal work.	Uses required technologies accurately to complete academic or personal work.	Uses required technology with minor inaccuracies to complete academic or personal work	Uses required technology inaccuracies to complete academic or personal work with major.	Does not use required technologies to complete academic or personal work.
	5.2 Uses technological tool(s) to accurately analyze information.	Applies technological tool(s) to analyze information and/or to reach valid conclusions accurately.	Applies technological tool(s) to analyze information and/or to reach valid conclusions with minor inaccuracies.	Applies technological tool(s) to analyze information and/or to reach valid conclusions with major inaccuracies.	Does not use technological tools to analyze information and/or to reach valid conclusions.
6. INCLUSIVITY: Apply strategies to discern power and justice dynamics within information and/or data systems.	6.1 Includes diverse sources in personal and academic work.	Includes more than two diverse sources in personal and academic work.	Includes two diverse sources in personal and academic work.	Includes one diverse source in personal and academic work.	Does not include diverse sources.
	6.2 Identifies biases, worldviews, and inequities inherent in information and/or data systems.	Identifies more than two biases, worldviews, and inequities inherent in information and/or data systems.	Identifies two biases, worldviews, and inequities inherent in information and/or data systems.	Identifies one bias, worldview, or inequity inherent in information and/or data systems.	Does not identify the bias, worldviews, and inequities inherent in information and/or data systems.
	6.3 Employs strategies to circumvent inequities in information systems.	Employs more than two strategies to circumvent inequities in information systems.	Employs two strategies to circumvent inequities in information systems.	Employs one strategy to circumvent inequities in information systems.	Does not employ strategies to circumvent inequities in information systems.