5. Students will demonstrate effective information and technology literacy skills
Effective information and technology skills are characterized by the ability to recognize, locate, evaluate, and effectively use information in either electronic or paper forms; and to demonstrate skills in the use of computers, software applications, databases, and other technology tools to solve problems in order to achieve a wide variety of academic and personal goals. http://www.njcu.edu/centerfortl/university-wide-student-learning-goals/

Definition: The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. This rubric is recommended for use evaluating a collection of work, rather than a single work sample in order to fully gauge students' information and technological skills. A description of the assignments with the instructions that initiated the student work would be vital in providing the complete context for the work. Although a student's final work must stand on its own, evidence of a student's research and information gathering and utilization processes could provide further demonstration of a student's information and technological proficiency. *Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Tier 3	Tier 2	Tier 1	
Criteria	**Capstone** **4**	**Milestone** **3**	**Milestone** **2**	**Benchmark** **1**
Determine the Extent of Information and Technology Needed	Effectively defines the scope of the research question or thesis and the technology needed to access and/or utilize information. Effectively determines key concepts. Types of information and technology selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis and technology needed to access and/or utilize information completely. Can determine key concepts. Types of information and technology selected clearly relate to concepts or answer research question.	Defines the scope of the research question or thesis and technology needed to access and/or utilize information incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information and technology selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or and technology needed to access and/or utilize information. Has difficulty determining key concepts. Types of information and technology selected do not relate to concepts or answer research question.
Access and Use Needed Information with Appropriate Strategies and Technologies	Accesses information with effective, well-designed search strategies and most appropriate information sources. Utilizes information in conjunction with appropriate technologies to extract maximum value.	Accesses information with a variety of search strategies and relevant information sources. Demonstrates ability to refine search and utilize information in conjunction with appropriate technology to achieve desired result.	Accesses information with simple search strategies, retrieves information from limited and similar sources, and utilizes information with appropriate technology in a limited way.	Accesses information randomly, retrieves information that lacks relevance and quality, and is unable to effectively use information in conjunction with technology.
Evaluate Sources and Applications of Information Critically	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources and determines applications after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, bias or point of view.) Determines full array of data needed.	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources and determines applications using multiple criteria (such as relevance to the research question, currency, authority.) Finds a broad array of data from which to choose.	Chooses a variety of information sources, but not necessarily appropriate to the scope and discipline of the research question. Selects sources and determines applications using basic criteria (such as relevance to the research question, currency.) Finds a limited array of data from which to choose.	Chooses a few information sources. Selects sources and determines applications using limited criteria (such as relevance to the research question.) Finds a narrow array of data types and sources from which to choose.
Use Information Effectively to Accomplish a Specific Purpose, Using Technology as Needed	Communicates, organizes, and synthesizes information from sources, using appropriate technology as needed to fully achieve a specific purpose, with clarity and depth,	Communicates, organizes, and synthesizes information from sources, using appropriate technology as needed. Intended purpose is achieved.	Communicates, organizes, and utilizes information from sources in a limited manner. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources, but information is fragmented and/or used inappropriately (misquoted, incorrectly paraphrased), intended purpose is not achieved.
Access and Use Information and Technology Ethically and Legally	Students use correctly all of the following information and technology use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information and technology.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information and technology.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information and technology.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information and technology.

Application of Information Literacy and Technology Resources	Demonstrates a superior understanding of how to use the World Wide Web and other technology resources to access, process, and utilize information.	Demonstrates a solid understanding of how to use the World Wide Web and other technology resources to access, process, and utilize information.	Demonstrates a limited understanding of how to use the World Wide Web and other technology resources to access, process, and utilize information.	Needs to demonstrate sufficient understanding of how to use the World Wide Web and other technology resources to access, process, and utilize information.
Evaluation of Web-Based and Technology Resources	Critically and systematically evaluates the authenticity and validity of World Wide Web resources. Identifies and utilizes all appropriate technological resources.	Systematically evaluates the authenticity and validity of World Wide Web resources. Identifies and utilizes many appropriate technological resources.	Haphazardly evaluates the authenticity and validity of World Wide Web resources. Identifies and utilizes some appropriate technological resources.	Uncritically accepts the authenticity of World Wide Web resources. Identifies and utilizes few, if any, appropriate technological resources.

* Adapted from the "Information Literacy" VALUE Rubrics.