Information Literacy

ZU graduates will be able to find, evaluate and use appropriate information from multiple sources to respond to a variety of needs.

Indicator	Criteria	LEVEL			
		Beginning	**Developing**	**Accomplished**	**Exemplary***
1. **Determine the nature and extent of information needs**	**1.1. Scope of content Scope of sources**	Identifies a range of potential content and sources, with extensive dependence on teacher for language support and organization of ideas	Identifies a range of potential content and sources, with some dependence on teacher for language support and organization of ideas	Identifies a good range of potential content and sources independently, consulting experts when needed	Goes above and beyond the Accomplished level, for example, by identifying a comprehensive range of potential content and sources independently, consulting experts when needed
2. **Access** information	**2.1. Effectiveness and efficiency Scope of information**	Demonstrates beginning search strategies and retrieval of information at an appropriate academic level, with extensive dependence on teacher for language support and organization of ideas	Demonstrates search strategies and retrieval of information at an appropriate academic level, with some dependence on teacher for language support and organization of ideas	Demonstrates effective search strategies and retrieval of a comprehensive range of information at an appropriate academic level independently, consulting experts when needed	Goes above and beyond the Accomplished level, for example, by demonstrating extremely effective search strategies and retrieval of a comprehensive range of information at an appropriate academic level independently Makes judicious use of experts when needed
3. **Evaluate information and its sources critically**	**3.1. Reliability Relevance Breadth and depth**	Shows awareness of the need and begins to critically evaluate sources for reliability, relevance, and breadth and depth, with extensive dependence on teacher	Evaluates more effectively for reliability, relevance, and breadth and depth Identifies gaps in breadth and depth, with some dependence on teacher	Evaluates reliability, relevance, and breadth and depth effectively Identifies gaps in breadth and depth	Goes above and beyond the Accomplished level, for example, by showing outstanding ability to evaluate for reliability, relevance, and breadth and depth and to identify gaps

		LEVEL			
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					in breadth and depth
4. **Use information to communicate effectively to varied audiences in multiple contexts**	4.1. **Relevance**	Extracts and uses relevant information, with extensive dependence on the teacher	Extracts and uses relevant information, with some independence	Extracts and uses relevant information independently	Goes above and beyond the Accomplished level, for example, by showing an outstanding ability to • Extract and use relevant information independently
	4.2. **Communicative competence**	Organizes and communicates ideas with fluency and accuracy at a beginning academic and linguistic level	Organizes and communicates ideas with fluency and accuracy at a developing academic and linguistic level	Organizes and communicates ideas with fluency and accuracy at an accomplished academic and linguistic level	• Organize and communicate ideas with fluency and accuracy at the appropriate academic and linguistic level
	4.3. **Audience**	Shows awareness of the importance of determining the audience and its needs	Adjusts for audience, with some dependence on the teacher	Tailors communication to meet audience needs	• Tailor communication to meet audience needs
	4.4. **Processing, analyzing and synthesizing**	Demonstrates some evidence of ability to process and analyze, with extensive guidance from teacher	Demonstrates evidence of ability to process and analyze, with some guidance from teacher	Demonstrates proficiency in processing, analyzing and synthesizing information	• Demonstrate proficiency in processing, analyzing and synthesizing information
5. **Adhere to ethical practices in use of information**	5.1. **Ethics**	Explores concepts of ethical use of information and begins to apply the principles	Shows an understanding of the concepts and applies the principles of ethical use of information.	Expresses a sophisticated understanding of the ethics of using information in a range of contexts	Expresses a sophisticated understanding of the ethics of using information in a range of contexts

Information Literacy Zulo

Indicator	Criteria	LEVEL			
		Beginning	**Developing**	**Accomplished**	**Exemplary***
		Shows some evidence of understanding the concept of plagiarism and the importance of acknowledging the work of others	Consistently shows evidence of understanding the concept of plagiarism and the importance of acknowledging the work of others	Consistently applies the principle of ethical use of information	Consistently applies the principle of ethical use of information

* NOTE: An exemplary student is one who can independently conduct sophisticated original research.