Digital Literacy Rubric
Leverage existing technologies to ethically and legally solve problems, complete tasks, and accomplish goals. Demonstrate effective adaptability to new and emerging technologies within one's field.
-Meaning Making
-Analyzing
-Persona
-Using
-Decoding
-Collaboration-Sociability
-Communication Skills
-Creativity
-Operational Skills
-Information Skills
-Strategic Skills
-Digital Culture and Identity
-Learning Skills and Attitudes Media Literary
-Media Literacy -Information Literacy
-Digital Scholarship
-Learning Skills
-Information and Communication Technology (ICT) Literacy
-Career and Identity Management
-Communications and Collaboration

	Dimensions	Beginning	Developing	Accomplished	Exemplary	Score
				-		
		1	2	3	4	
Meaning Making	Reading,	•Never	,	•Sometimes	•Almost always	
	Relating,	assimilates digital		assimilates digital		
	Expressing		0	content	content	
	(agency of the	•Never	,	•Sometimes	•Almost always	
		* *	purposefully and	, i	purposefully and	
	* *	efficiently moves			efficiently moves	
	construction of			around software	around software	
	the text; reflexive	*	_ *	and platforms	and platforms	
	L	• Never makes	_	•Sometimes	•Almost always	
		connections by	,	makes	makes	
		developing	1 0	connections by developing	connections by	
	text is in dialogue	data	0	1 0	developing	
	with the prior	• Never makes		linkages among data	linkages among data	
	experience knowledge and	connections	•	•Sometimes	•Almost always	
	responses of the		between new and		makes	
	1 *			connections	connections	
		_	_		between new and	
	understanding and	_	•Rarely acquires		existing	
	_	and adapts mental		knowledge	knowledge	
	_ * '			•Sometimes	•Almost always	
		•Never translates		acquires and	acquires and	
		a purpose or		adapts mental	adapts mental	
		intention, feeling,		models	models	
		_	<u> </u>	•Sometimes	•Almost always	
		digital form	· · · · · · · · · · · · · · · · · · ·	translates a	translates a	
			_	purpose or	purpose or	
			form across a	intention, feeling,	intention, feeling,	
		modes	range of	or idea into a	or idea into a	
		•Never develops	communicative	digital form	digital form	
		content, artifacts,	modes	across a range of	across a range of	
		or social relations	•Rarely develops	communicative	communicative	
		and an	content, artifacts,	modes	modes	
		understanding of	or social	•Sometimes	•Almost always	
		potential	relations and an	develops content,	develops content,	
		readerships	_	artifacts, or social		
			ļ.	relations and an	relations and an	
			_ *	_	understanding of	
				potential	potential	
				readerships	readerships	

Analyzing Deconstructing, Never discerns •Rarely discerns |•Sometimes •Almost always discerns elements discerns elements Selecting, elements that elements that Interrogating contribute to the contribute to the that contribute to that contribute to (developing the meanings, uses, meanings, uses, the meanings, the meanings, ability to make and messages in and messages in uses, and uses, and informed digital products digital products messages in messages in judgements and and and digital products digital products choices in the communications communications and and digital domain; Never makes •Rarely makes communications communications applying critical, judgments and iudgments and •Sometimes •Almost always aesthetic, and draws conclusions draws makes judgments makes judgments ethical about digital conclusions and draws and draws perspectives to tools, about digital conclusions about conclusions about the production environments, and tools, digital tools, digital tools, and consumption artifacts environments, environments, and environments, and of digitized •Never evaluates, and artifacts artifacts artifacts material) •Rarely •Sometimes •Almost always chooses, evaluates, evaluates, recommends, or evaluates, rejects digital chooses, chooses, chooses, recommends, or systems, content, recommends, or recommends, or networks, or rejects digital rejects digital rejects digital artifacts systems, content, systems, content, systems, content, •Never employs networks, or networks, or networks, or skills of analysis artifacts artifacts artifacts and rigor in •Rarely employs •Sometimes •Almost always skills of analysis employs skills of questioning the employs skills of analysis and rigor analysis and rigor provenance, and rigor in purposes, and questioning the in questioning the in questioning the impact of digital provenance, provenance, provenance, purposes, and content and purposes, and purposes, and interactions impact of digital impact of digital impact of digital • Never perceives content and content and content and and exploits interactions interactions interactions digital Rarely •Sometimes •Almost always opportunities perceives and perceives and perceives and exploits digital exploits digital exploits digital opportunities opportunities opportunities

Persona

Managing Reputation, Participating (sensitivity to the issues of reputation, identity and membership within different digital contexts; purposeful management and calibration of one's online presence; developing a sense of belonging and a confident participant role)

sense of one's own roles within different digital environments sensitivity to alignments within alignments communities •Never understands the multi-faceted in different relationships and other identities

contexts, and the between digital • Is never aware of and other one's own and one's community • Is rarely aware reputations as assets that should be developed and reputations as

aspirations (e.g., those related to career and employment) •Never and understands how to protect

one's online activity asynchronous) via (e.g.,

digital interaction synchronous and and exchange

Never experiences the contribution that individuals,

Identity Building, Never develops a Rarely develops Sometimes a sense of one's different digital environments • Never develops a • Rarely develops environments a sensitivity to relationships and relationships and develops a online groups and within online groups and

nature of identity, multi-faceted how this operates nature of

managed effectively to support

safeguards against employment) loss of reputation •Rarely

and partition

• Never works with others in a variety of modes (e.g., synchronous with others in a and

communities

Rarely understands the identity, how this nature of identity, nature of identity,

operates in different contexts, and the contexts, and the relationships between digital

identities

one's community own and one's assets that should reputations as

be developed and assets that should managed effectively to support

aspirations (e.g., those related to career and

safeguards against loss of reputation and understands how to protect and

partition one's online activity

•Rarely works variety of modes

asynchronous) via digital

interaction and exchange Rarely

develops a sense within different digital •Sometimes sensitivity to

relationships and alignments within online groups and communities •Sometimes understands the

multi-faceted how this operates in different

relationships between digital and other identities •Is sometimes

of one's own and aware of one's community

be developed and managed

effectively to support aspirations (e.g., those related to

career and employment) •Sometimes

safeguards against safeguards against loss of reputation and understands how to protect

and partition one's online activity

•Sometimes works with others in a variety of modes (e.g., synchronous and

and exchange

•Sometimes

•Almost always develops a sense own roles within of one's own roles of one's own roles within different digital environments •Almost always develops a

> sensitivity to relationships and alignments within online groups and communities •Almost always understands the multi-faceted

how this operates in different contexts, and the relationships between digital and other identities

•Is almost always aware of one's own and one's community reputations as assets that should

be developed and managed effectively to support aspirations (e.g., those related to

career and employment) •Almost always

loss of reputation and understands how to protect and partition one's online activity

•Almost always works with others in a variety of modes (e.g., synchronous and asynchronous) via asynchronous) via digital interaction digital interaction

and exchange •Almost always

groups, and communities can make to an activity or endeavor and be aware of the ethical and cultural challenges this raises	individuals, groups, and	experiences the contribution that individuals, groups, and communities can make to an activity or endeavor and be aware of the ethical and cultural challenges this raises	experiences the contribution that individuals, groups, and communities can make to an activity or endeavor and be aware of the ethical and cultural challenges this raises	

Using

Finding, Applying, Problem Solving, information, Creating (developing the ability to deploy digital tools appropriately and recognizes and effectively for the exploits the task in hand; solving practical problems dynamically and flexibly as they arise using a range of methods and approaches both individually and as part of communities)

•Never gathers appropriate resources, and tools for a given purpose •Never potential in communities, information, resources, and tools encountered tools •Never asks, searches, filters,

- curates, or shares Never deploys tools and techniques for given purposes and audiences within the bounds and audiences of ethical, legal, and usability criteria
- •Never exploits digital tools, resources, and networks for problem finding and definition, problem analysis, problem finding and approaches to and definition, solutions
- •Never generates imaginative approaches, techniques, artifacts, or content through the application of digital literacy skills
- •Never explores, experiments, and innovates using digital literacy skills

•Rarely gathers appropriate information, resources, and tools for a given purpose Rarely recognizes and exploits the potential in communities, information, resources, and encountered Rarely asks,

- searches, filters, curates, or shares •Rarely deploys tools and techniques for
- given purposes within the bounds of ethical, legal,
- and usability criteria •Rarely exploits digital tools,
- resources, and networks for
- problem analysis, and approaches to solutions
- •Rarely generates imaginative approaches, techniques,
- artifacts, or content through the application of skills
- digital literacy skills
- experiments, and innovates using innovates using
- digital literacy skills

•Sometimes gathers appropriate information, resources, and tools for a given purpose •Sometimes recognizes and

- exploits the potential in communities, information, resources, and tools encountered
- •Sometimes asks, searches, filters, curates, or shares •Sometimes
- deploys tools and techniques for given purposes and audiences within the bounds
- of ethical, legal, and usability criteria •Sometimes
- exploits digital tools, resources, and networks for problem finding
- and definition, problem analysis,
- solutions •Sometimes
- generates imaginative approaches, techniques,
- artifacts, or content through
- the application of digital literacy
- •Sometimes explores,
- •Rarely explores, experiments, and digital literacy skills

- •Almost always gathers appropriate information, resources, and tools for a given purpose
- •Almost always recognizes and exploits the potential in communities, information, resources, and tools encountered
- Almost always asks, searches, filters, curates, or
- shares •Almost always deploys tools and techniques for given purposes
- and audiences within the bounds of ethical, legal, and usability criteria
- •Almost always exploits digital tools, resources. and networks for problem finding and definition, and approaches to problem analysis,
 - and approaches to solutions •Almost always
 - generates imaginative approaches, techniques, artifacts, or content through the application of digital literacy
 - •Almost always explores, experiments, and innovates using digital literacy

skills

skills

Decoding

Navigation, Conventions, Operations, Stylistics, **Modalities** (developing familiarity with the structures and buttons, etc.) conventions of digital media; sensitivity to the different modes at movement in the work within digital artifacts; confidently using (e.g., metaphors, the operational frameworks within which they mouse, swiping, exist)

•Never understands how to use navigational systems (e.g., scrolling, active windows, menus, •Never understands notions of avatars) and

digital landscape, both conceptual practical (e.g., VR) •Never locates oneself spatially (such as when following links)

and operationally (e.g., having several programs or sites running simultaneously) •Never understands the practices and

norms of decoding (e.g., Information and Communication Technologies (ICT) usage including safety and security, and

accessible production; participation in online

communication protocols, ethics, privacy, sharing, and attribution)

•Never grasps common functional procedures such as saving, printing,

organizing files,

Rarely understands how to use navigational systems (e.g., scrolling, active buttons, etc.) Rarely understands notions of

both conceptual avatars) and

practical (e.g., mouse, swiping, VR)

•Rarely locates oneself spatially (such as when following links) and operationally links) and (e.g., having several programs (e.g., having or sites running simultaneously) Rarely understands the

decoding (e.g., Information and Communication Technologies (ICT) usage

practices and

norms of

including safety and security, and including safety presentational and presentational and accessible

> production; participation in online communication

privacy, sharing, and attribution) •Rarely grasps

common functional procedures such

as saving, printing, organizing files,

• Sometimes understands how to use navigational systems (e.g., scrolling, active windows, menus, windows, menus, buttons, etc.) •Sometimes understands notions of movement in the movement in the digital landscape, digital landscape, both conceptual (e.g., metaphors, (e.g., metaphors, avatars) and practical (e.g., mouse, swiping, VR)

•Sometimes locates oneself spatially (such as when following operationally several programs or sites running simultaneously) •Sometimes understands the practices and norms of

decoding (e.g., Information and Communication Technologies (ICT) usage and security, and accessible production; participation in

online protocols, ethics, communication protocols, ethics, privacy, sharing, and attribution) •Sometimes

grasps common functional

procedures such as saving, printing,

•Almost always understands how to use navigational systems (e.g., scrolling, active windows, menus, buttons, etc.) •Almost always understands notions of movement in the digital landscape, both conceptual (e.g., metaphors, avatars) and practical (e.g., mouse, swiping, VR) •Almost always

locates oneself spatially (such as when following links) and operationally (e.g., having several programs or sites running simultaneously) •Almost always understands the

practices and

norms of

decoding (e.g., Information and Communication Technologies (ICT) usage including safety and security, and presentational and presentational and accessible production; participation in online communication protocols, ethics, privacy, sharing, and attribution)

•Almost always

grasps common

procedures such

functional

as saving,

printing,

uploading and uploading and organizing files, organizing files, downloading, and downloading, uploading and uploading and starting up and and starting up downloading, and downloading, and shutting down and shutting starting up and starting up and down •Is never shutting down shutting down confident in •Is rarely •Is sometimes •Is almost always confident in engaging with confident in confident in new tools or engaging with engaging with engaging with applications new tools or new tools or new tools or •Never designs applications applications applications and presents •Rarely designs •Sometimes Almost always elements of a and presents designs and designs and presents elements digital text (e.g., elements of a presents elements colors used, digital text (e.g., of a digital text of a digital text typefaces and colors used, (e.g., colors used, (e.g., colors used, typefaces and typefaces and layouts, typefaces and illustration styles, layouts, layouts, layouts, transitions illustration illustration styles, illustration styles, between pages, styles, transitions transitions transitions slides, or scenes) between pages, between pages, between pages, Never exhibits slides, or scenes) slides, or scenes) slides, or scenes) •Sometimes •Almost always the ability to •Rarely exhibits consider and the ability to exhibits the exhibits the separate the items consider and ability to consider ability to consider listed in the and separate the separate the and separate the bulleted point items listed in the items listed in the items listed in above and their the bulleted point bulleted point bulleted point impact on the above and their above and their above and their messages within impact on the impact on the impact on the the text messages within messages within messages within •Never the text the text the text Rarely •Sometimes •Almost always understands different modes of understands understands understands digital texts (e.g., different modes different modes of different modes of video, immersive digital texts (e.g., of digital texts digital texts (e.g., game, Short video, immersive (e.g., video, video, immersive Message Service immersive game, game, Short game, Short (SMS), Short Message Message Service Message Service Multimedia Service (SMS), (SMS). (SMS). Message Services Multimedia Multimedia Multimedia (MMS), Twitter Message Services Message Message Services Services (MMS), (MMS), Twitter (MMS), Twitter streams) have different Twitter streams) streams) streams) characteristics and have different have different have different conventions characteristics characteristics and characteristics and and conventions conventions conventions

Collaboration- Sociability	ideas, knowledge, and forms •Never creates and participates in communities of learning	and transforms media •Rarely co- creates new concepts, ideas, knowledge, and forms •Rarely creates and participates	•Sometimes shares and transforms media •Sometimes co-creates new concepts, ideas, knowledge, and forms •Sometimes creates and participates in communities of learning	•Almost always shares and transforms media •Almost always co-creates new concepts, ideas, knowledge, and forms •Almost always creates and participates in communities of learning	
Communication Skills	and leverages new communication practices, social media, and social networking	new communication practices, social	•Sometimes knows and leverages new communication practices, social media, and social networking	•Almost always knows and leverages new communication practices, social media, and social networking	
Creativity	content and constructs knowledge •Never publishes and peer reviews •Never exhibits creative thinking using digital	and constructs knowledge •Rarely publishes and peer reviews •Rarely exhibits creative thinking using digital	•Sometimes generates content and constructs knowledge •Sometimes publishes and peer reviews •Sometimes exhibits creative thinking using digital	•Almost always generates content and constructs knowledge •Almost always publishes and peer reviews •Almost always exhibits creative thinking using digital	
Operational Skills	formal computer and internet skills and navigation and orientation	 Rarely develops formal computer and internet skills and navigation and 	•Sometimes develops formal computer and	•Almost always develops formal computer and internet skills and navigation and orientation skills	
Information Skills	manages, and transforms using online public services and applications	identifies, accesses, manages, and transforms using online public services and applications	•Sometimes identifies, accesses, manages, and transforms using online public services and applications	•Almost always identifies, accesses, manages, and transforms using online public services and applications	
Strategic Skills	critical thinking, evaluating, and problem solving skills when interfacing with	evaluating, and problem solving skills when interfacing with	•Sometimes uses critical thinking, evaluating, and problem solving skills when interfacing with digital	•Almost always uses critical thinking, evaluating, and problem solving skills when interfacing with digital	

Digital Culture and Identity	social understandir digital medir resources, e- safety, and e skills • Never prac	ethical safety, and ethical skills	develops a social understanding of digital media and resources, e- safety, and ethical skills	•Almost always develops a social understanding of digital media and resources, esafety, and ethical skills •Almost always practices digital citizenship	
Learning Skills and Attitudes	•Never inquereflects, or useritical thinks when interfaction with digital •Never empautonomous self-directed learning avaivia digital resources	reflects, or uses critical thinking when interfacing with digital •Rarely employs autonomous and	inquires, reflects, or uses critical thinking when interfacing with digital •Sometimes employs	•Almost always inquires, reflects, or uses critical thinking when interfacing with digital •Almost always employs autonomous and self-directed learning available via digital resources	
Media Literacy	Never critic reads acader and professi communicatin a range of media Never crear produces academic an professional communicatin a range of media Never crear produces academic an professional communicatin a range of media	reads academic onal onal and professional communications in a range of media tively Rarely creatively produces academic and tions tions	critically reads academic and professional communications in a range of media •Sometimes creatively produces academic and professional communications in a range of	•Almost always critically reads academic and professional communications in a range of media •Almost always creatively produces academic and professional communications in a range of media	
Information Literacy	•Never finds interprets, evaluates, manages, an shares information	interprets, evaluates, ad manages, and shares	•Sometimes finds, interprets, evaluates, manages, and shares information	•Almost always finds, interprets, evaluates, manages, and shares information	
Digital Scholarship	•Never participates emerging academic, professional research pra that depend	emerging academic, , and professional, and ctices research	•Sometimes participates in emerging academic, professional, and research practices that depend on	•Almost always participates in emerging academic, professional, and research practices that depend on	

	digital systems	depend on digital systems	digital systems	digital systems	
Learning Skills	•Never studies and learns in technology-rich environments (both formal and informal)	environments (both formal and		•Almost always studies and learns in technology-rich environments (both formal and informal)	
Information and Communication Technologies (ICT) Literacy	digital devices,	•Rarely adopts, adapts, and uses digital devices, applications, and services	•Sometimes adopts, adapts, and uses digital devices, applications, and services	•Almost always adopts, adapts, and uses digital devices, applications, and services	
Career & Identity Management	and online	•Rarely manages digital reputation and online identity		•Almost always manages digital reputation and online identity	
Communications and Collaboration	•Never participates in digital networks for learning and research	•Rarely participates in digital networks for learning and research	•Sometimes participates in digital networks for learning and research	•Almost always participates in digital networks for learning and research	

First five rubric elements are based on *The Five Resources of Digital Literacy: A Framework for Curriculum Integration* by Juliet Hinrichsen and Anthony Coombs, 2014 https://journal.alt.ac.uk/index.php/rlt/article/view/1433/html

Next eight rubric elements are based on *Digital Literacy and Adult Learners* by Athanassios Jimoyiannis, 2015 https://www.researchgate.net/publication/327252152_Digital_literacy_and_adult_learners

Last seven rubric elements are based on JISC *Developing Digital Literacies* program, 2014 https://www.jisc.ac.uk/full-guide/developing-digital-literacies