

# 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 Literacy
- Information Literacy
- Digital Scholarship
- Learning Skills
- Information and Communication Technology (ICT) Literacy
- Career and Identity Management
- Communications and Collaboration

	<b>Dimensions</b>	<b>Beginning</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>	<b>Score</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Meaning Making	Reading, Relating, Expressing (agency of the learner as a participant in the construction of the text; reflexive process in which content, style and purpose of the text is in dialogue with the prior experience knowledge and responses of the reader; implies both understanding and interpretation)	<ul style="list-style-type: none"> <li>•Never assimilates digital content</li> <li>•Never purposefully and efficiently moves around software and platforms</li> <li>•Never makes connections by developing linkages among data</li> <li>•Never makes connections between new and existing knowledge</li> <li>•Never acquires and adapts mental models</li> <li>•Never translates a purpose or intention, feeling, or idea into a digital form across a range of communicative modes</li> <li>•Never develops content, artifacts, or social relations and an understanding of potential readerships</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely assimilates digital content</li> <li>•Rarely purposefully and efficiently moves around software and platforms</li> <li>•Rarely makes connections by developing linkages among data</li> <li>•Rarely makes connections between new and existing knowledge</li> <li>•Rarely acquires and adapts mental models</li> <li>•Rarely translates a purpose or intention, feeling, or idea into a digital form across a range of communicative modes</li> <li>•Rarely develops content, artifacts, or social relations and an understanding of potential readerships</li> </ul>	<ul style="list-style-type: none"> <li>•Sometimes assimilates digital content</li> <li>•Sometimes purposefully and efficiently moves around software and platforms</li> <li>•Sometimes makes connections by developing linkages among data</li> <li>•Sometimes makes connections between new and existing knowledge</li> <li>•Sometimes acquires and adapts mental models</li> <li>•Sometimes translates a purpose or intention, feeling, or idea into a digital form across a range of communicative modes</li> <li>•Sometimes develops content, artifacts, or social relations and an understanding of potential readerships</li> </ul>	<ul style="list-style-type: none"> <li>•Almost always assimilates digital content</li> <li>•Almost always purposefully and efficiently moves around software and platforms</li> <li>•Almost always makes connections by developing linkages among data</li> <li>•Almost always makes connections between new and existing knowledge</li> <li>•Almost always acquires and adapts mental models</li> <li>•Almost always translates a purpose or intention, feeling, or idea into a digital form across a range of communicative modes</li> <li>•Almost always develops content, artifacts, or social relations and an understanding of potential readerships</li> </ul>	

<p>Analyzing</p>	<p>Deconstructing, Selecting, Interrogating (developing the ability to make informed judgements and choices in the digital domain; applying critical, aesthetic, and ethical perspectives to the production and consumption of digitized material)</p>	<ul style="list-style-type: none"> <li>•Never discerns elements that contribute to the meanings, uses, and messages in digital products and communications</li> <li>•Never makes judgments and draws conclusions about digital tools, environments, and artifacts</li> <li>•Never evaluates, chooses, recommends, or rejects digital systems, content, networks, or artifacts</li> <li>•Never employs skills of analysis and rigor in questioning the provenance, purposes, and impact of digital content and interactions</li> <li>•Never perceives and exploits digital opportunities</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely discerns elements that contribute to the meanings, uses, and messages in digital products and communications</li> <li>•Rarely makes judgments and draws conclusions about digital tools, environments, and artifacts</li> <li>•Rarely evaluates, chooses, recommends, or rejects digital systems, content, networks, or artifacts</li> <li>•Rarely employs skills of analysis and rigor in questioning the provenance, purposes, and impact of digital content and interactions</li> <li>•Rarely perceives and exploits digital opportunities</li> </ul>	<ul style="list-style-type: none"> <li>•Sometimes discerns elements that contribute to the meanings, uses, and messages in digital products and communications</li> <li>•Sometimes makes judgments and draws conclusions about digital tools, environments, and artifacts</li> <li>•Sometimes evaluates, chooses, recommends, or rejects digital systems, content, networks, or artifacts</li> <li>•Sometimes employs skills of analysis and rigor in questioning the provenance, purposes, and impact of digital content and interactions</li> <li>•Sometimes perceives and exploits digital opportunities</li> </ul>	<ul style="list-style-type: none"> <li>•Almost always discerns elements that contribute to the meanings, uses, and messages in digital products and communications</li> <li>•Almost always makes judgments and draws conclusions about digital tools, environments, and artifacts</li> <li>•Almost always evaluates, chooses, recommends, or rejects digital systems, content, networks, or artifacts</li> <li>•Almost always employs skills of analysis and rigor in questioning the provenance, purposes, and impact of digital content and interactions</li> <li>•Almost always perceives and exploits digital opportunities</li> </ul>
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<p>Persona</p>	<p>Identity Building, 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)</p>	<ul style="list-style-type: none"> <li>•Never develops a sense of one's own roles within different digital environments</li> <li>•Never develops a sensitivity to relationships and alignments within online groups and communities</li> <li>•Never understands the multi-faceted nature of identity, how this operates in different contexts, and the relationships between digital and other identities</li> <li>•Is never 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)</li> <li>•Never safeguards against loss of reputation and understands how to protect and partition one's online activity</li> <li>•Never works with others in a variety of modes (e.g., synchronous and asynchronous) via digital interaction and exchange</li> <li>•Never experiences the contribution that individuals,</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely develops a sense of one's own roles within different digital environments</li> <li>•Rarely develops a sensitivity to relationships and alignments within online groups and communities</li> <li>•Rarely understands the multi-faceted nature of identity, how this operates in different contexts, and the relationships between digital and other identities</li> <li>•Is rarely 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)</li> <li>•Rarely safeguards against loss of reputation and understands how to protect and partition one's online activity</li> <li>•Rarely works with others in a variety of modes (e.g., synchronous and asynchronous) via digital interaction and exchange</li> <li>•Rarely</li> </ul>	<ul style="list-style-type: none"> <li>•Sometimes develops a sense of one's own roles within different digital environments</li> <li>•Sometimes develops a sensitivity to relationships and alignments within online groups and communities</li> <li>•Sometimes understands the multi-faceted nature of identity, how this operates in different contexts, and the relationships between digital and other identities</li> <li>•Is sometimes 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)</li> <li>•Sometimes safeguards against loss of reputation and understands how to protect and partition one's online activity</li> <li>•Sometimes works with others in a variety of modes (e.g., synchronous and asynchronous) via digital interaction and exchange</li> <li>•Sometimes</li> </ul>	<ul style="list-style-type: none"> <li>•Almost always develops a sense of one's own roles within different digital environments</li> <li>•Almost always develops a sensitivity to relationships and alignments within online groups and communities</li> <li>•Almost always understands the multi-faceted nature of identity, how this operates in different contexts, and the relationships between digital and other identities</li> <li>•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)</li> <li>•Almost always safeguards against loss of reputation and understands how to protect and partition one's online activity</li> <li>•Almost always works with others in a variety of modes (e.g., synchronous and asynchronous) via digital interaction and exchange</li> <li>•Almost always</li> </ul>
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Using	<p>Finding, Applying, Problem Solving, Creating (developing the ability to deploy digital tools appropriately and effectively for 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)</p>	<ul style="list-style-type: none"> <li>•Never gathers appropriate information, resources, and tools for a given purpose</li> <li>•Never recognizes and exploits the potential in communities, information, resources, and tools encountered</li> <li>•Never asks, searches, filters, curates, or shares</li> <li>•Never deploys tools and techniques for given purposes and audiences within the bounds of ethical, legal, and usability criteria</li> <li>•Never exploits digital tools, resources, and networks for problem finding and definition, problem analysis, and approaches to solutions</li> <li>•Never generates imaginative approaches, techniques, artifacts, or content through the application of digital literacy skills</li> <li>•Never explores, experiments, and innovates using digital literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely gathers appropriate information, resources, and tools for a given purpose</li> <li>•Rarely recognizes and exploits the potential in communities, information, resources, and tools encountered</li> <li>•Rarely asks, searches, filters, curates, or shares</li> <li>•Rarely deploys tools and techniques for given purposes and audiences within the bounds of ethical, legal, and usability criteria</li> <li>•Rarely exploits digital tools, resources, and networks for problem finding and definition, problem analysis, and approaches to solutions</li> <li>•Rarely generates imaginative approaches, techniques, artifacts, or content through the application of digital literacy skills</li> <li>•Rarely explores, experiments, and innovates using digital literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>•Sometimes gathers appropriate information, resources, and tools for a given purpose</li> <li>•Sometimes recognizes and exploits the potential in communities, information, resources, and tools encountered</li> <li>•Sometimes asks, searches, filters, curates, or shares</li> <li>•Sometimes deploys tools and techniques for given purposes and audiences within the bounds of ethical, legal, and usability criteria</li> <li>•Sometimes exploits digital tools, resources, and networks for problem finding and definition, problem analysis, and approaches to solutions</li> <li>•Sometimes generates imaginative approaches, techniques, artifacts, or content through the application of digital literacy skills</li> <li>•Sometimes explores, experiments, and innovates using digital literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>•Almost always gathers appropriate information, resources, and tools for a given purpose</li> <li>•Almost always recognizes and exploits the potential in communities, information, resources, and tools encountered</li> <li>•Almost always asks, searches, filters, curates, or shares</li> <li>•Almost always deploys tools and techniques for given purposes and audiences within the bounds of ethical, legal, and usability criteria</li> <li>•Almost always exploits digital tools, resources, and networks for problem finding and definition, problem analysis, and approaches to solutions</li> <li>•Almost always generates imaginative approaches, techniques, artifacts, or content through the application of digital literacy skills</li> <li>•Almost always explores, experiments, and innovates using digital literacy skills</li> </ul>
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Decoding

Navigation, Conventions, Operations, Stylistics, Modalities (developing familiarity with the structures and conventions of digital media; sensitivity to the different modes at work within digital artifacts; confidently using the operational frameworks within which they exist)

- Never understands how to use navigational systems (e.g., scrolling, active windows, menus, buttons, etc.)
- Never understands notions of movement in the digital landscape, both conceptual (e.g., metaphors, avatars) and practical (e.g., mouse, swiping, 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 presentational 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 windows, menus, buttons, etc.)
- Rarely understands notions of movement in the digital landscape, both conceptual (e.g., metaphors, avatars) and practical (e.g., mouse, swiping, VR)
- Rarely locates oneself spatially (such as when following links) and operationally (e.g., having several programs or sites running simultaneously)
- Rarely understands the practices and norms of decoding (e.g., Information and Communication Technologies (ICT) usage including safety and security, and presentational and accessible production; participation in online communication protocols, ethics, 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, buttons, etc.)
- Sometimes understands notions of movement in the digital landscape, both conceptual (e.g., metaphors, avatars) and practical (e.g., mouse, swiping, VR)
- Sometimes locates oneself spatially (such as when following links) and operationally (e.g., having several programs or sites running simultaneously)
- Sometimes understands the practices and norms of decoding (e.g., Information and Communication Technologies (ICT) usage including safety and security, and presentational and accessible production; participation in online 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 accessible production; participation in online communication protocols, ethics, privacy, sharing, and attribution)
- Almost always grasps common functional procedures such as saving, printing,

<p>uploading and downloading, and starting up and shutting down</p> <ul style="list-style-type: none"> <li>•Is never confident in engaging with new tools or applications</li> <li>•Never designs and presents elements of a digital text (e.g., colors used, typefaces and layouts, illustration styles, transitions between pages, slides, or scenes)</li> <li>•Never exhibits the ability to consider and separate the items listed in the bulleted point above and their impact on the messages within the text</li> <li>•Never understands different modes of digital texts (e.g., video, immersive game, Short Message Service (SMS), Multimedia Message Services (MMS), Twitter streams) have different characteristics and conventions</li> </ul>	<p>uploading and downloading, and starting up and shutting down</p> <ul style="list-style-type: none"> <li>•Is rarely confident in engaging with new tools or applications</li> <li>•Rarely designs and presents elements of a digital text (e.g., colors used, typefaces and layouts, illustration styles, transitions between pages, slides, or scenes)</li> <li>•Rarely exhibits the ability to consider and separate the items listed in the bulleted point above and their impact on the messages within the text</li> <li>•Rarely understands different modes of digital texts (e.g., video, immersive game, Short Message Service (SMS), Multimedia Message Services (MMS), Twitter streams) have different characteristics and conventions</li> </ul>	<p>organizing files, uploading and downloading, and starting up and shutting down</p> <ul style="list-style-type: none"> <li>•Is sometimes confident in engaging with new tools or applications</li> <li>•Sometimes designs and presents elements of a digital text (e.g., colors used, typefaces and layouts, illustration styles, transitions between pages, slides, or scenes)</li> <li>•Sometimes exhibits the ability to consider and separate the items listed in the bulleted point above and their impact on the messages within the text</li> <li>•Sometimes understands different modes of digital texts (e.g., video, immersive game, Short Message Service (SMS), Multimedia Message Services (MMS), Twitter streams) have different characteristics and conventions</li> </ul>	<p>organizing files, uploading and downloading, and starting up and shutting down</p> <ul style="list-style-type: none"> <li>•Is almost always confident in engaging with new tools or applications</li> <li>•Almost always designs and presents elements of a digital text (e.g., colors used, typefaces and layouts, illustration styles, transitions between pages, slides, or scenes)</li> <li>•Almost always exhibits the ability to consider and separate the items listed in the bulleted point above and their impact on the messages within the text</li> <li>•Almost always understands different modes of digital texts (e.g., video, immersive game, Short Message Service (SMS), Multimedia Message Services (MMS), Twitter streams) have different characteristics and conventions</li> </ul>
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Collaboration-Sociability		<ul style="list-style-type: none"> <li>•Never shares and transforms media</li> <li>•Never co-creates new concepts, ideas, knowledge, and forms</li> <li>•Never creates and participates in communities of learning</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely shares and transforms media</li> <li>•Rarely co-creates new concepts, ideas, knowledge, and forms</li> <li>•Rarely creates and participates in communities of learning</li> </ul>	<ul style="list-style-type: none"> <li>•Sometimes shares and transforms media</li> <li>•Sometimes co-creates new concepts, ideas, knowledge, and forms</li> <li>•Sometimes creates and participates in communities of learning</li> </ul>	<ul style="list-style-type: none"> <li>•Almost always shares and transforms media</li> <li>•Almost always co-creates new concepts, ideas, knowledge, and forms</li> <li>•Almost always creates and participates in communities of learning</li> </ul>	
Communication Skills		<ul style="list-style-type: none"> <li>•Never knows and leverages new communication practices, social media, and social networking</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely knows and leverages new communication practices, social media, and social networking</li> </ul>	<ul style="list-style-type: none"> <li>•Sometimes knows and leverages new communication practices, social media, and social networking</li> </ul>	<ul style="list-style-type: none"> <li>•Almost always knows and leverages new communication practices, social media, and social networking</li> </ul>	
Creativity		<ul style="list-style-type: none"> <li>•Never generates content and constructs knowledge</li> <li>•Never publishes and peer reviews</li> <li>•Never exhibits creative thinking using digital</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely generates content and constructs knowledge</li> <li>•Rarely publishes and peer reviews</li> <li>•Rarely exhibits creative thinking using digital</li> </ul>	<ul style="list-style-type: none"> <li>•Sometimes generates content and constructs knowledge</li> <li>•Sometimes publishes and peer reviews</li> <li>•Sometimes exhibits creative thinking using digital</li> </ul>	<ul style="list-style-type: none"> <li>•Almost always generates content and constructs knowledge</li> <li>•Almost always publishes and peer reviews</li> <li>•Almost always exhibits creative thinking using digital</li> </ul>	
Operational Skills		<ul style="list-style-type: none"> <li>•Never develops formal computer and internet skills and navigation and orientation skills</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely develops formal computer and internet skills and navigation and orientation skills</li> </ul>	<ul style="list-style-type: none"> <li>•Sometimes develops formal computer and internet skills and navigation and orientation skills</li> </ul>	<ul style="list-style-type: none"> <li>•Almost always develops formal computer and internet skills and navigation and orientation skills</li> </ul>	
Information Skills		<ul style="list-style-type: none"> <li>•Never identifies, accesses, manages, and transforms using online public services and applications</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely identifies, accesses, manages, and transforms using online public services and applications</li> </ul>	<ul style="list-style-type: none"> <li>•Sometimes identifies, accesses, manages, and transforms using online public services and applications</li> </ul>	<ul style="list-style-type: none"> <li>•Almost always identifies, accesses, manages, and transforms using online public services and applications</li> </ul>	
Strategic Skills		<ul style="list-style-type: none"> <li>•Never uses critical thinking, evaluating, and problem solving skills when interfacing with digital</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely uses critical thinking, evaluating, and problem solving skills when interfacing with digital</li> </ul>	<ul style="list-style-type: none"> <li>•Sometimes uses critical thinking, evaluating, and problem solving skills when interfacing with digital</li> </ul>	<ul style="list-style-type: none"> <li>•Almost always uses critical thinking, evaluating, and problem solving skills when interfacing with digital</li> </ul>	

Digital Culture and Identity		<ul style="list-style-type: none"> <li>•Never develops a social understanding of digital media and resources, e-safety, and ethical skills</li> <li>•Never practices digital citizenship</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely develops a social understanding of digital media and resources, e-safety, and ethical skills</li> <li>•Rarely practices digital citizenship</li> </ul>	<ul style="list-style-type: none"> <li>•Sometimes develops a social understanding of digital media and resources, e-safety, and ethical skills</li> <li>•Sometimes practices digital citizenship</li> </ul>	<ul style="list-style-type: none"> <li>•Almost always develops a social understanding of digital media and resources, e-safety, and ethical skills</li> <li>•Almost always practices digital citizenship</li> </ul>	
Learning Skills and Attitudes		<ul style="list-style-type: none"> <li>•Never inquires, reflects, or uses critical thinking when interfacing with digital</li> <li>•Never employs autonomous and self-directed learning available via digital resources</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely inquires, reflects, or uses critical thinking when interfacing with digital</li> <li>•Rarely employs autonomous and self-directed learning available via digital resources</li> </ul>	<ul style="list-style-type: none"> <li>•Sometimes inquires, reflects, or uses critical thinking when interfacing with digital</li> <li>•Sometimes employs autonomous and self-directed learning available via digital resources</li> </ul>	<ul style="list-style-type: none"> <li>•Almost always inquires, reflects, or uses critical thinking when interfacing with digital</li> <li>•Almost always employs autonomous and self-directed learning available via digital resources</li> </ul>	
Media Literacy		<ul style="list-style-type: none"> <li>•Never critically reads academic and professional communications in a range of media</li> <li>•Never creatively produces academic and professional communications in a range of media</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely critically reads academic and professional communications in a range of media</li> <li>•Rarely creatively produces academic and professional communications in a range of media</li> </ul>	<ul style="list-style-type: none"> <li>•Sometimes critically reads academic and professional communications in a range of media</li> <li>•Sometimes creatively produces academic and professional communications in a range of media</li> </ul>	<ul style="list-style-type: none"> <li>•Almost always critically reads academic and professional communications in a range of media</li> <li>•Almost always creatively produces academic and professional communications in a range of media</li> </ul>	
Information Literacy		<ul style="list-style-type: none"> <li>•Never finds, interprets, evaluates, manages, and shares information</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely finds, interprets, evaluates, manages, and shares information</li> </ul>	<ul style="list-style-type: none"> <li>•Sometimes finds, interprets, evaluates, manages, and shares information</li> </ul>	<ul style="list-style-type: none"> <li>•Almost always finds, interprets, evaluates, manages, and shares information</li> </ul>	
Digital Scholarship		<ul style="list-style-type: none"> <li>•Never participates in emerging academic, professional, and research practices that depend on</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely participates in emerging academic, professional, and research practices that</li> </ul>	<ul style="list-style-type: none"> <li>•Sometimes participates in emerging academic, professional, and research practices that depend on</li> </ul>	<ul style="list-style-type: none"> <li>•Almost always participates in emerging academic, professional, and research practices that depend on</li> </ul>	

		digital systems	depend on digital systems	digital systems	digital systems	
Learning Skills		•Never studies and learns in technology-rich environments (both formal and informal)	•Rarely studies and learns in technology-rich environments (both formal and informal)	•Sometimes studies and learns in technology-rich environments (both formal and informal)	•Almost always studies and learns in technology-rich environments (both formal and informal)	
Information and Communication Technologies (ICT) Literacy		•Never adopts, adapts, and uses digital devices, applications, and services	•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		•Never manages digital reputation and online identity	•Rarely manages digital reputation and online identity	•Sometimes 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](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>