

## AI Literacy Framework - Version 1 (October 2025)

Dimension / Skill	Novice	Intermediate	Advanced	Expert
<b>Understanding of AI Concepts &amp; Terminology</b>	Recognizes basic terms (e.g. Artificial Intelligence, Generative AI, Machine Learning, Large Language Model, algorithm, model, training data); can paraphrase simple definitions.	Explains more nuanced concepts (e.g. overfitting, bias, validation) in coursework or discussions., or work applications. Can explain basic terms to others.	Integrates multiple AI concepts accurately when reading research, academic resources, completing assignments or work applications; Can compare AI approaches within context.	Demonstrates facility with advanced concepts in applied use (e.g. AI architectures, fine-tuning AI use, creating AI bots, responsible AI use, can teach or mentor peers in usages or create products; Can analyze emerging trends and situate new tools, advances, approaches, algorithms in relation to existing ones.
<b>Critical Evaluation of AI Outputs / Tools</b>	Identifies ways to evaluate appropriate uses and outputs. Identifies obvious errors or obvious hallucinations in AI-generated content; Understands and can point out that there are different AI tools for various purposes.	Evaluates and questions sources, flags possible misinformation or bias in results, begins to compare and contrast strengths/weaknesses of the outputs from multiple tools.	Performs systematic evaluation across instances (e.g. prompt variations, metric comparison) to discern strengths / weaknesses of AI outputs; Critically examines underlying assumptions and methodologies.	Conducts sophisticated critique: e.g. contextual biases, ethical implications, reproducibility issues, adversarial behaviors in AI; Develops evidence-based critiques for academic contexts and work contexts.

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<b>Effective Prompting &amp; Interaction</b>	Uses simple, direct prompts (basic questions or requests) to generate content; recognizes variability in outputs.	Applies prompt generation guidelines (clarity, context, specificity) to refine prompts; applies prompts across different modalities (e.g., text-to-image, text-to-video); begins experimenting with adding constraints and role-based instructions.	Designs prompts systematically using guidelines and strategies (iteration, scaffolding, zero-shot prompting); integrates multimodal inputs or outputs and evaluates which structures yield stronger results.	Demonstrates mastery of prompt engineering across modalities: develops and documents reusable prompt frameworks, integrates multiple guideline strategies (context-rich, multi-step, role-based, reflective), and teaches or mentors others in effective AI interaction.
<b>Societal Impact</b>	Recognizes that AI shapes everyday life and multiple sectors (education, healthcare, business, government); identifies surface-level benefits and risks; begins to identify related impacts (ranging from human to social and natural environment).	Analyzes concrete case studies of AI use in various academic disciplines and careers; begins weighing potential benefits against ethical, social, environmental, and / or economic risks.	Critically examines tradeoffs in AI adoption in all sectors, addressing issues including issues of equity, power, labor, and governance; connects disciplinary impacts to global contexts (ranging from human development to social and natural environment).	Proposes or designs approaches for more equitable and responsible AI use; creates strategies for civic engagement, policy discussion, or community education.
<b>Ethical Awareness &amp; Responsibility</b>	Understands basic ethical issues (e.g. plagiarism, bias, environmental implications). Is aware of institutional policy; identifies obvious bias and incorrect reasoning; becomes aware of mitigation strategies and practices transparency of use.	Articulates potential harms (e.g. algorithmic fairness, data privacy, environmental impacts) in assignments, class discussion, and / or work applications; applies ethical frameworks to scenarios; continues mitigation strategies and practice of transparent use.	Identifies and explains the major ethical implications of AI use, including potential bias or inaccuracies; continues mitigation strategies and practice of transparent use; considers equity in AI design. analyzes regulations around use of AI.	Suggests robust preventative measures or policy improvements; leads debate or inquiry on AI governance, policy, or societal impact; designs responsible AI workflows and audits; integrates AI tools strategically to enhance work, while transparently documenting the process - including prompts, modifications, and reasoning.

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<b>Information Literacy</b>	Recognizes that AI tools draw on vast, variable, and sometimes unreliable information; understands that not all sources are included; Seeks out where AI information comes from and compares with other sources.	Distinguishes between freely available web content and curated academic or business resources (databases, catalogs; research datasets); can describe concepts like copyright, open access, and predatory publications; can identify appropriate personal versus academic versus business uses of data.	Evaluates AI outputs against scholarly standards (peer review, citation practices); identifies red flags like retracted or questionable sources; deliberately seeks multiple information environments. Evaluates academic / scholarly compared to work/business resources and applications.	Integrates advanced information literacy into AI use: cross-checks AI results with authoritative scholarly sources, discusses approaches to creating training data; discusses systemic biases in training data, articulates implications of open access, predatory publishing, and retractions for AI literacy and knowledge production.
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\* Adapted from Lo, L. S. (2025). AI literacy for all: A universal framework [Preprint]. University of New Mexico Digital Repository. and EDUCAUSE AI Literacy Framework and AAC&U Value Rubrics for “Ethical Reasoning” and for “Information Literacy”