# AI Literacy Framework - Version 1 (October 2025)

| Dimension / Skill | Novice | Intermediate | Advanced | Expert |
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| **Understanding of AI Concepts & Terminology** | 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. |
| **Critical Evaluation of AI Outputs / Tools** | 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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| **Effective Prompting & Interaction** | 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. |
| **Societal Impact** | 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. |
| **Ethical Awareness & Responsibility** | 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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| **Information Literacy** | 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. |

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”