Information Literacy Instruction and Assessment Questionnaire:

Tags for Shared Responsibility: Librarians/Course Instructors

To emphasize the shared nature of information literacy instruction, the components of the Competency Standards are marked with the tags L and L/C as examples of who might take the lead for a given component. "C" is the abbreviation used to indicate the "course instructor." (See the definition of this term above.) The tags applied to the Competency Standards thus are defined as: L = primarily librarians' responsibility; L/C = responsibility shared by librarians and the course instructor through guidance, consultation or collaboration. The course content is always the responsibility of the course instructor.

Please use the L/C (Librarian/Course Instructor) IS objectives below to: 1) Identify IS objectives you have taught in your information literacy instruction. (T = Taught). 2) Identify which IS objectives you have evaluated in your information literacy instruction. (E=Evaluated) 3) If you have evaluated an IS objective, use the assessment rubric to identify the method (Radcliff). 4) Optional: Course Instructor

Competency Standard One: The information literate student determines the extent of the information needed.

Performance Indicator 1: The information literate student defines and articulates the need for information.

(T) ___ (E) ___ Assessment Method: ____________________________C/I ____________________

1.1.d. Defines or modifies the information need to achieve a manageable focus (L/C)

- Identifies an initial question that might be too broad or narrow, as well as one that is probably manageable.
- Explains his/her reasoning regarding the manageability of a topic with reference to available information sources.
- Narrows a broad topic and broadens a narrow one by modifying the scope or direction of the question.
- Demonstrates an understanding of how the desired end product (i.e., the required depth of investigation and analysis) will play a role in determining the need for information.
- Uses background information sources effectively to gain an initial understanding of the topic.

(T) ___ (E) ___ Assessment Method: ____________________________C/I ____________________

1.1.e. Identifies key concepts and terms that describe the information need (L/C)

- Lists terms that may be useful for locating information on a topic.
- Identifies and uses appropriate general or subject-specific sources to discover terminology related to an information need.
Decides when a research topic has multiple facets or may need to be put into a broader context.
- Identifies more specific concepts that comprise a research topic.

**Performance Indicator 2:** The information literate student identifies a variety of types and formats of potential sources for information.

(T) ___ (E) ___ Assessment Method: _______________________________ C/I  __________________

1.2.a. Knows how information is formally and informally produced, organized, and disseminated (L/C)

- Describes the publication cycle appropriate to the discipline of a research topic.
- Defines the “invisible college” (personal contacts, listservs specific to a discipline or subject) and describes its value.

(T) ___ (E) ___ Assessment Method: _______________________________ C/I  __________________

1.2.b. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed (L/C)

- Names the three major disciplines of knowledge (humanities, social sciences, sciences) and some subject fields that comprise each discipline.
- Finds sources that provide relevant subject field- and discipline-related terminology.
- Uses relevant subject- and discipline-related terminology in the information research process.
- Describes how the publication cycle in a particular discipline or subject field affects the researcher’s access to information.

(T) ___ (E) ___ Assessment Method: _______________________________ C/I  __________________

1.2.c. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book) (L/C)

- Identifies various formats in which information is available.
- Demonstrates how the format in which information appears may affect its usefulness for a particular information need.

(T) ___ (E) ___ Assessment Method: _______________________________ C/I  __________________

1.2.d. Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical) (L/C)

- Distinguishes characteristics of information provided for different audiences.
- Identifies the intent or purpose of an information source (this may require use of additional sources in order to develop an appropriate context).
1.2.e. Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline (L/C)

- Describes how various fields of study define primary and secondary sources differently.
- Identifies characteristics of information that make an item a primary or secondary source in a given field.

**Performance Indicator 3:** The information literate student considers the costs and benefits of acquiring the needed information.

1.3.a. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound) (L/C)

- Determines if material is available immediately.
- Uses available services appropriately to obtain desired materials or alternative sources.

1.3.c. Defines a realistic overall plan and timeline to acquire the needed information (L/C)

- Searches for and gathers information based on an informal, flexible plan.
- Demonstrates a general knowledge of how to obtain information that is not available immediately.
- Acts appropriately to obtain information within the time frame required.

**Performance Indicator 4:** The information literate student reevaluates the nature and extent of the information need.

1.4.a. Reviews the initial information need to clarify, revise, or refine the question (L/C)

- Identifies a research topic that may require revision, based on the amount of information found (or not found).
- Identifies a topic that may need to be modified, based on the content of information found.
- Decides when it is and is not necessary to abandon a topic depending on the success (or failure) of an initial search for information.
1.4.b. Describes criteria used to make information decisions and choices (L/C)

• Demonstrates how the intended audience influences information choices.
• Demonstrates how the desired end product influences information choices.
• Lists various criteria, such as currency, which influence information choices. (See also 2.4 and 3.2).

Competency Standard Two: The information literate student accesses needed information effectively and efficiently.

Performance Indicator 1: The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

2.1.c. Investigates the scope, content, and organization of information retrieval systems (L/C)

• Describes the structure and components of the system or tool being used, regardless of format (e.g., index, thesaurus, type of information retrieved by the system).
• Identifies the source of help within a given information retrieval system and uses it effectively.
• Identifies what types of information are contained in a particular system (e.g., all branch libraries are included in the catalog; not all databases are full text; catalogs, periodical databases, and Web sites may be included in a gateway.
• Distinguishes among indexes, online databases, and collections of online databases, as well as gateways to different databases and collections.
• Selects appropriate tools (e.g., indexes, online databases) for research on a particular topic.
• Identifies the differences between freely available Internet search tools and subscription or fee-based databases.
• Identifies and uses search language and protocols (e.g. Boolean, adjacency) appropriate to the retrieval system.
• Determines the period of time covered by a particular source.
• Identifies the types of sources that are indexed in a particular database or index (e.g. an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature).
• Demonstrates when it is appropriate to use a single tool (e.g., using only a periodical index when only periodical articles are required)
• Distinguishes between full-text and bibliographic databases
**Performance Indicator 2:** The information literate student constructs and implements effectively-designed search strategies.

(T) __ (E) __ Assessment Method: _______________________________ C/I ____________________

2.2.a. Develops a research plan appropriate to the investigative method (L/C)

- Describes a general process for searching for information.
- Describes when different types of information (e.g., primary/secondary, background/specific) may be suitable for different purposes.
- Gathers and evaluates information and appropriately modifies the research plan as new insights are gained.

**Performance Indicator 3:** The information literate student retrieves information online or in person using a variety of methods.

(T) __ (E) __ Assessment Method: _______________________________ C/I ____________________

2.3.c. Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners) (L/C)

- Retrieves a document in print or electronic form.
- Describes various retrieval methods for information not available locally.
- Identifies the appropriate service point or resource for the particular information need.
- Initiates an interlibrary loan request by filling out and submitting a form either online or in person.
- Uses the Web site of an institution, library, organization or community to locate information about specific services.

**Performance Indicator 4:** The information literate student refines the search strategy if necessary.

(T) __ (E) __ Assessment Method: _______________________________ C/I ____________________

2.4.a. Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized (L/C)

- Determines if the quantity of citations retrieved is adequate, too extensive, or insufficient for the information need.
- Evaluates the quality of information retrieved using criteria such as authorship, point of view/bias, date written, citations, etc.
- Assesses the relevance of information found by examining elements of the citation such as title, abstract, subject headings, source, and date of publication.
• Determines the relevance of an item to the information need in terms of its depth of coverage, language, and time frame.

**Performance Indicator 5:** The information literate student extracts, records, and manages the information and its sources.

(T) ___ (E) ___ Assessment Method: _______________________________C/I ____________________

2.5.c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of sources (L/C)

• Identifies different types of information sources cited in a research tool.
• Determines whether or not a cited item is available locally and, if so, can locate it.
• Demonstrates an understanding that different disciplines may use different citation styles.

**Competency Standard Three:** The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

**Performance Indicator 2:** The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

(T) ___ (E) ___ Assessment Method: _______________________________C/I ____________________

3.2.a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias (L/C)

• Locates and examines critical reviews of information sources using available resources and technologies.
• Investigates an author’s qualifications and reputation through reviews or biographical sources.
• Investigates validity and accuracy by consulting sources identified through bibliographic references.
• Investigates qualifications and reputation of the publisher or issuing agency by consulting other information resources (See also 3.4.e.)
• Determines when the information was published (or knows where to look for a source’s publication date).
• Recognizes the importance of timeliness or date of publication to the value of the source.
• Determines if the information retrieved is sufficiently current for the information need.
• Demonstrates an understanding that other sources may provide additional information to either confirm or question point of view or bias.
3.2.c. Recognizes prejudice, deception, or manipulation (L/C)

- Demonstrates an understanding that information in any format reflects an author’s, sponsor’s, and/or publisher’s point of view.
- Demonstrates an understanding that some information and information sources may present a one-sided view and may express opinions rather than facts.
- Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group.
- Applies evaluative criteria to information and its source (e.g., author’s expertise, currency, accuracy, point of view, type of publication or information, sponsorship).
- Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source.

3.2.d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information (L/C)

- Describes how the age of a source or the qualities characteristic of the time in which it was created may impact its value.
- Describes how the purpose for which information was created affects its usefulness.
- Describes how cultural, geographic, or temporal contexts may unintentionally bias information.

Performance Indicator 4: The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

3.4.e. Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions (L/C)

- Describes how the reputation of the publisher affects the quality of the information source. (See also 3.2.a).
- Determines when a single search strategy may not fit a topic precisely enough to retrieve sufficient relevant information.
- Determines when some topics may be too recent to be covered by some standard tools (e.g., a periodicals index) and when information on the topic retrieved by less authoritative tools (e.g., a Web search engine) may not be reliable.
- Compares new information with own knowledge and other sources considered authoritative to determine if conclusions are reasonable.
3.4.g. Selects information that provides evidence for the topic (L/C)

- Describes why not all information sources are appropriate for all purposes (e.g. ERIC is not appropriate for all topics, such as business topics; the Web may not be appropriate for a local history topic.
- Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency).
- Applies established evaluation criteria to decide which information sources are most appropriate.

**Performance Indicator 7:** The information literate student determines whether the initial query should be revised.

3.7.b. Reviews search strategy and incorporates additional concepts as necessary (L/C)

- Demonstrates how searches may be limited or expanded by modifying search terminology or logic.

3.7.c. Reviews information retrieval sources used and expands to include others as needed (L/C)

- Examines footnotes and bibliographies from retrieved items to locate additional sources.
- Follows, retrieves and evaluates relevant online links to additional sources.
- Incorporates new knowledge as elements of revised search strategy to gather additional information.

**Competency Standard Four:** The information literate student, individually, or as a member of a group, uses information effectively to accomplish a specific purpose.

Objectives were not written for this Standard because its Performance Indicators and Outcomes are best addressed by the course instructor, rather than by librarians. (See the Introduction and Competency Standards document).

**Competency Standard Five:** The information literate student understands many of the economic, legal and social issues surrounding the use of information and accesses and uses information ethically and legally.
**Performance Indicator 1:** The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.

(T) ___ (E) ___ Assessment Method: _______________________________C/I __________________

5.1.b. Identifies and discusses issues related to free vs. fee-based access to information (L/C)

- Demonstrates an understanding that not all information on the Web is free, i.e. some Web-based databases require users to pay a fee or to subscribe in order to retrieve full text or other content.
- Demonstrates awareness that the library pays for access to databases, information tools, full-text resources, etc., and may use the Web to deliver them to its clientele.
- Describes how the terms of subscriptions or licenses may limit their use to a particular clientele or location.
- Describes the differences between the results of a search using a general Web search engine (e.g., Yahoo, Google) and a library-provided tool (e.g., Web-based article index, full-text electronic journal, Web-based library catalog).

**Performance Indicator 3:** The information literate student acknowledges the use of information sources in communicating the product or performance.

(T) ___ (E) ___ Assessment Method: _______________________________C/I __________________

5.3.a. Selects an appropriate documentation style and uses it consistently to cite sources (L/C)

- Describes how to use a documentation style to record bibliographic information from an item retrieved through research.
- Identifies citation elements for information sources in different formats (e.g. book, article, television program, Web page, interview).
- Demonstrates an understanding that there are different documentation styles, published or accepted by various groups.
- Demonstrates an understanding that the appropriate documentation style may vary by discipline (e.g., MLA for English, University of Chicago for history, APA for psychology, CBE for biology).
- Describes when the format of the source cited may dictate a certain citation style.
- Uses correctly and consistently the citation style appropriate to a specific discipline.
- Locates information about documentation styles either in print or electronically, e.g., through the library’s Web site.
- Recognizes that consistency of citation format is important, especially if a course instructor has not required a particular style.