

Learning Goals across Academic Levels

Information Literacy Components	Learning Goals (Quality Criteria)		
	First-year Student	Senior	Graduate student
Framing the Research Question	Recognizes the need to find information to fill the gaps in his/ her knowledge; begins to understand the value of finding information to support own ideas and opinions	Recognizes the value of using information to strengthen his/her own arguments; articulates focused research questions	Articulates a focused research question; reevaluates it for clarity or precision ; refines the question; considers the costs and benefits of completing a particular research project in light of available financial resources
Accessing Sources	Understands that there are differences among information sources; can search several kinds of sources to retrieve information	Identifies the most appropriate sources to answer the question; develops effective search strategies that may be unique to each source	Understands how information is produced and disseminated; develops and implements a search strategy appropriate to the discipline
Evaluating Sources	Reviews information retrieved to assess the reliability of each source; considers whether or not the amount of information is sufficient to address the issue	Reviews information retrieved to assess the reliability of each source; determines ways of modifying search strategies to ensure that information is sufficient to address the issue at a level appropriate for a senior	Reviews information retrieved to assess the reliability of each source; modifies search strategies to ensure that the information retrieved is as comprehensive as possible
Evaluating Content (including the learner achieves understanding, then incorporates selected information in his/her knowledge base and value system)	Examines and compares information from various sources; determines the probable accuracy and reliability of the content; identifies an author's thesis and the basic structure of the information; avoids immediate agreement or disagreement with the information	Analyzes information and evaluates point of view; considers contradictory information; recognizes prejudice, deception, or manipulation; compares new information with prior knowledge; draws conclusions based on the information retrieved; develops a critical response to the information	Understands the value of the information within a discipline or profession, its contradictions, the author's research methodology, and other unique characteristics; selects information that provides the evidence needed at a professional level; skillfully integrates new information with prior knowledge

<p>Using Information For a Specific Purpose</p>	<p>Organizes content to support the purposes of the student's product; develops topic in essay or other format; communicates cogently; can prepare an annotated bibliography; and uses the designated editorial style appropriately</p>	<p>Effectively organizes content in support of the purpose of a product, using multiple sources; chooses a communication medium that best supports the purposes of the assignment; and uses an editorial style appropriate to the specific discipline involved</p>	<p>Expertly organizes content in support of the student's product produces new knowledge in the discipline or develops new strategies as a practitioner; and considers the value of further research using alternative methods or strategies</p>
<p>Understanding Issues Affecting the Use of Information; Observing Laws, Regulations, and Institutional Policies</p>	<p>Understands what plagiarism is and does not plagiarize; uses appropriate documentation style for citing sources</p>	<p>Observes copyright laws; understands issues of privacy, information security, censorship, and freedom of speech</p>	<p>Understands issues of intellectual property, copyright, the fair use of copyrighted material, human subject research and other emerging or reemerging ethical issues.</p>

Middle States Association of Colleges and Schools. Commission on Higher Education . *Developing research & communication skills: guidelines for information literacy in the curriculum*. Philadelphia, PA: Middle States Commission on Higher Education, 2003.