

Information Literacy Learning Outcomes

Students will show evidence of meeting information literacy competency standards* while planning and completing an information research project, such as a paper, presentation, thesis, capstone project, etc.

Please note: This is a general template, to be adjusted as necessary based on the specific requirements of the assignment.

Criteria	Exceeds Standard	Meets Standard	Does Not Meet Standard
Standard 1: Determines the Nature and Extent of Information Needed	Student determines a topic appropriate to the requirements of the project, and uses appropriate research tools and well-developed search strategies in a meaningful and strategic manner. Clearly determines the scope of the information needed.	Student uses appropriate research tools and develops search strategies. Determines the scope of information needed.	Student uses marginal/inappropriate research tools and/or search strategies. Does not determine the scope of the information needed.
Standard 2: Accesses Information Effectively and Efficiently	Student shows evidence of using well-developed search strategies to relevant research tools. Retrieves high quality sources applicable to topic.	Student applies search strategies to relevant research tools. Retrieves sources applicable to topic.	Student applies search strategies to research tools. Retrieves sources marginally applicable or inapplicable to topic.
Standard 3: Evaluates Information	Consistently uses evaluation criteria effectively to assess value, relevance, authority, and applicability of information. Only exemplary sources of information are cited.	Uses evaluation criteria effectively to assess value, relevance, authority, and applicability of information. Sources are relevant.	Does not use evaluation criteria effectively to assess value, relevance, authority, and applicability of information. Sources are marginally relevant or irrelevant.
Standard 4: Uses Information Effectively to Accomplish a Specific Purpose	Purpose of project is explicitly stated. Content is organized in a manner that fully demonstrates understanding of the purposes and format of the product.	Purpose of the project is stated and content is organized a manner that supports the purposes and format of the product.	Purpose is not stated, although it may be implicit. Content organization does not support the purposes and format of the product.
Standard 5: Uses Information Ethically and Legally	Demonstrates a clear understanding of academic integrity. Selects an appropriate citation style and uses it expertly to cite sources.	Demonstrates understanding of academic integrity; selects an appropriate citation style and uses it consistently to cite sources, perhaps with some minor errors.	Does not demonstrate an understanding of academic integrity. Citation style inconsistently applied.

* Association of College and Research Libraries. (2000). *Information Literacy Competency Standards for Higher Education*.

<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.cfm>. These standards were also endorsed by the American Association for Higher Education (October 1999) and the Council of Independent Colleges (February 2004).