

IPSD 204 INFORMATION LITERACY LEARNING STANDARDS – 11th GRADE

Learning Standard 1	Learning Standard 2	Learning Standard 3	Learning Standard 4	Learning Standard 5	Learning Standard 6
The student determines information needs	The student plans strategies for research	The student accesses information	The student evaluates information	The student uses information	The student evaluates the process and product
<p>A. Identify information needed</p> <ol style="list-style-type: none"> Recognize that accurate and comprehensive information is the basis for intelligent decision-making Identify key concepts and terms that describe the information need independently Develop and examine the topic and formulate research questions independently <p>B. Relate the question/problem to what is already known</p> <ol style="list-style-type: none"> Recognize that existing information can be combined with original thought, experimentation, and/or analysis to produce new information <p>C. Refine the question/problem</p> <ol style="list-style-type: none"> Explore general information sources to increase familiarity with topic Develop a thesis statement and define or modify the information needed to achieve a manageable focus, based on background readings, personal experiences, and interests <p>D. Identify what further information is needed</p> <ol style="list-style-type: none"> Generate ideas for further information, e.g., mind mapping, brainstorming, questioning, listing Revise search as needed 	<p>A. Identify possible information sources</p> <ol style="list-style-type: none"> Develop a realistic overall plan and timeline for research Identify a full range of appropriate information sources, including print, non-print, electronic, human, and community sources Distinguish between primary and secondary sources Develop a realistic overall plan and timeline for research Discriminate between popular press and journal articles Identify the value of and differences among various sources of information and various formats Seek information from diverse sources, contexts, disciplines, and cultures <p>B. Prioritize possible sources of information</p> <ol style="list-style-type: none"> List a range of possible sources Develop and utilize criteria to prioritize sources Review and reevaluate nature and extent of information need <p>C. Identify subject headings and key words</p> <ol style="list-style-type: none"> Understand the difference between keyword and subject searches Develop keywords, synonyms, and related terms, and investigate subject headings prior to search Construct effective searches using appropriate subject headings and keywords 	<p>A. Recognize and use a variety of systems that organize information</p> <ol style="list-style-type: none"> Locate information using the classification system at school and public libraries Master basic searches and use special features of information sources strategically to refine search; i.e., advanced searches, limiters, truncation, quotation marks, etc. Understand and use a variety of Internet search engines, online databases, and search strategies Use data gathering strategies that include summarizing, paraphrasing, contrasting, and quoting <p>B. Apply keyword and subject headings when using indexes to access information</p> <ol style="list-style-type: none"> Construct effective Boolean searches Revise search as needed 	<p>A. Use strategies to determine the value of information accessed</p> <ol style="list-style-type: none"> Determine the source of the information Develop and use criteria to evaluate information; e.g., timeliness, authority, fact v. opinion, source, viewpoint, validity Read the text, select, and summarize main ideas Distinguish among fact, opinion, point of view, and inference Evaluate information for stereotyping, prejudice, bias, manipulation, and misrepresentation Determine whether information gathered satisfies information need Recognize importance of context <p>B. Consider and prioritize selected sources of information and access more if needed</p> <ol style="list-style-type: none"> Develop and use criteria to analyze quality and quantity of information Assess appropriateness of information to the information need Identify gaps in the information retrieved and determine if search strategy should be revised Revise search and locate additional information as needed <p>C. Determine effectiveness of subject headings and key words and modify if needed</p> <ol style="list-style-type: none"> Evaluate search terms and strategies used and revise as needed 	<p>A. Know and apply ethical practices</p> <ol style="list-style-type: none"> Understand criteria for plagiarism v. research Follow established note-taking procedures and compile bibliographic information in an approved format Credit sources for all quotations, visuals, major ideas, and specific facts or data using appropriate citation format Respect principles of intellectual freedom and intellectual property rights Respect the principle of equitable access to information <p>B. Use a system to organize information</p> <ol style="list-style-type: none"> Use effective organizational techniques to clarify and relate ideas, including graphic organizers, note cards, charts, tables, databases, outlines, and spreadsheets <p>C. Synthesize ideas and information from various sources</p> <ol style="list-style-type: none"> Interpret complex information concerning the question or problem Formulate ideas from information used Derive valid inferences and conclusions from information Integrate new information into one's own knowledge Support conclusions with relevant information Determine whether additional information is needed <p>D. Create and present a product using information effectively</p> <ol style="list-style-type: none"> Understand a variety of modes to present findings Select most effective presentation form based on audience and purpose Make clear, well-supported presentation that addresses the question or problem 	<p>A. Evaluate the process</p> <ol style="list-style-type: none"> Determine how well conclusions and product meet the original information need Assess the process to determine how the search strategy or resources could have been improved or modified Self-assess performance Identify those areas of the process that need further study, practice, or development Identify strengths and weaknesses and set goals for improvement <p>B. Evaluate the product</p> <ol style="list-style-type: none"> Self-assess the product or presentation Identify strengths and weaknesses and set goals for improvement