

INFORMATION LITERACY

Basic Research Skills*



The Desired Outcome

ACRL Standard	Knowledge & Skill	What the <u>Unsuccessful</u> Student Does	What the <u>Successful</u> Student Does
Standard 1: Determining the Nature and Extent of the Information Need	A. Recognizing the Need for Accurate Information and the Value Of General Information Sources	<ul style="list-style-type: none"> - Skips the initial exploratory phase of research - Selects random, convenient sources 	<ul style="list-style-type: none"> - Recognizes the need to increase his general knowledge about the topic - Selects reliable sources to gain a general overview of the topic.
	B. Understanding What a Focused Topic Is and How to Shape One by Broadening & Narrowing Ideas	<ul style="list-style-type: none"> - Chooses topics for research that are too broad or too narrow - Chooses topics that are inappropriate for a writing assignment of a particular length - Stays with a topic exactly as initially conceived 	<ul style="list-style-type: none"> - Defines or modifies a topic to achieve a manageable focus - Refines the topic based on discoveries through the research process
	C. Identifying Appropriate Subject Headings and Keywords	<ul style="list-style-type: none"> - Chooses subject headings that don't actually represent the main idea of the topic - Chooses key words that don't capture the significant aspects of a topic 	<ul style="list-style-type: none"> - Identifies key concepts and terms that best describe a research topic
	D. Choosing Best Format for a Given Purpose	<ul style="list-style-type: none"> - Uses any available source without understanding its purpose or value 	<ul style="list-style-type: none"> - Identifies the value and differences of potential resources in a variety of formats
	E. Understanding Nature and Use Of Potential Sources	<ul style="list-style-type: none"> - Does not read the abstract of each article to determine the best source for the topic - Fails to consider the purpose and audience of potential sources 	<ul style="list-style-type: none"> - Identifies the purpose and audience of potential resources - Uses appropriate sources for the type of research project being undertaken
Standard 2: Accessing Needed Information Effectively and Efficiently	F. Generating Keywords and Synonyms to Conduct an Electronic Search	<ul style="list-style-type: none"> - Types the topic wording as assigned into any random search box - Conducts a subject search using a non-subject heading and (when results are poor) assumes information on the topic is not in the system 	<ul style="list-style-type: none"> - Identifies keywords, synonyms, and phrases to search for the information needed - Understands that keyword searching can be used to retrieve subject headings and uses this method to locate them
	G. Interpreting Bibliographic Records and Using Them Effectively	<ul style="list-style-type: none"> - Is unable to determine from bibliographic record where a book will be on the shelf - Does not notice that status information reveals that a book is not likely to be on the shelf 	<ul style="list-style-type: none"> - Uses various search systems to retrieve information in a variety of formats - Recognizes location information in the library catalog

* This rubric, developed by the Richland College librarians, is based on 13 of the ACRL Information Literacy Competency Standards for Higher Education. Used in conjunction with the 40 question NILRC assessment instrument it can be used to diagnose and remediate critical understandings for basic research. <http://nilrc.org/IMLS/assessment_instrument.asp>. E-mail or call for more information. E-mail: richlandlibrary@dccd.edu. Phone: 972-238-6082. Last reviewed 3/20/2008.

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Standard 2: Accessing Needed Information Effectively and Efficiently	H. Recognizing How to Use Library Call Number Systems and Aisle Guides for Finding Books	- Is unable to use library call numbers and aisle guides to determine where a particular book is located on the shelf	- Uses various classification systems to locate information sources within the library
	I. Assessing Search Results for Relevancy and Modifying Search Strategy when Necessary	- Accepts initial search results regardless of their relevancy - Chooses articles that appear first in search results without considering their appropriateness - Does not modify an unsuccessful search strategy	- Considers the relevancy of search results -Modifies search strategy if results do not satisfy currency, authority, or relevancy criteria
	J. Understanding Purpose of Documentation Formats and How to Apply Them	- Does not document sources - Fails to use standard documentation style like MLA	- Documents all cited sources using standard documentation style like MLA - Knows what elements are required for documenting different types of sources.
	K. Recording the Elements Required for Citing a Source	- Misses recording all pertinent citation information for future reference	- Records all pertinent citation information at the appropriate time
Standard 3: Evaluating Information	L. Evaluating Research Sources Critically	- Accepts sources without evaluating them for reliability, validity, accuracy, authority, timeliness, or bias	-Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias.
Standard 5: Understanding the legal and ethical use of information	M. Understanding Plagiarism	- Does not understand what plagiarism is or how to avoid it - Uses passages from sources without citing them	- Uses a variety of cited quotations, paraphrasing, and summarizing in her work - Prepares a correctly formatted paper, noting all cited work, and includes a correctly formatted works cited list

Information Literacy is defined by ACRL as a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." *Information Literacy Competency Standards for Higher Education*. American Library Association. 2006. <http://www.ala.org/acrl/ilcomstan.html>

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