

NJIT Information Literacy Standards Mapping-Constructed Response

ACRL Standards*	ACRL Performance Indicator	ARCL Performance Outcomes	Local Criteria category	Local Criteria
1 –Determines the nature and extent of the information needed.	1.1 Defines & articulates the need for information	c. Explores general information sources to increase familiarity with the topic. f. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information	Evidence of Research	- Puts effort into obtaining outside sources outside of those references in the syllabus. - Recognizes the need for more research.
	1.2 Identifies a variety of types and formats of potential sources for information.	a. Knows how information is formally and informally produced, organized, and disseminated.	Citation	- can correctly designate different types of sources.
		c. Identifies that value and differences of potential resources in a variety of formats. d. Identifies the purpose and audience of potential resources.	Appropriateness	-Knows when a website, article, or book is appropriate. - Uses scholarly materials when necessary.
2 Accesses needed information effectively and efficiently.	2.3 Retrieves information online or in person using a variety of methods	a. Uses various search systems to retrieve information in a variety of formats	Evidence of research	- Obtains resources not only from the web, but also books, articles, and other materials when necessary.
	2.5 extracts, records, and manages the information and its sources.	c. differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources. d. records all pertinent citation information for future reference.	Citation	- differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources. - records all pertinent citation information for future reference.
3. Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.	3.1. summarizes the main ideas to be extracted from the information granted.	a. Reads the text and selects main ideas b. Restates textual concepts in his/her own words and selects data accurately c. Identifies verbatim material that can be then appropriately quoted	Integration	-uses sources listed on the works cited page reflectively in the paper. - uses sources to sharpen critical analysis. - Identifies verbatim material that can be then appropriately quoted
3.2 articulates & applies initial criteria for evaluating both the information & its sources	3.2 articulates and applies initial criteria for evaluating both the information and its sources.	a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias	Appropriateness	- chooses sources reliable, authoritative sources that are appropriate to the topic the student addressed.

* National Standards taken from Association of College and Research Libraries. *Information Literacy Competency Standards for Higher Education*. Chicago: American Library Association, 2001. Accessible at <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>

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		c. Recognizes prejudice, deception, or manipulation d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information	Integration	- demonstrates evidence that thought has been given to the resources. - the sources used are not merely cosmetic in nature
	3.3. synthesizes main ideas to construct new concepts.	a. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence b. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information	Integration	- uses sources to sharpen critical analysis.
	3.4 compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.	a. Determines whether information satisfies the research or other information need b. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources f. Integrates new information with previous information or knowledge g. Selects information that provides evidence for the topic	Appropriateness	- chooses sources reliable, authoritative sources that are appropriate to the topic the student addressed.
	3.7 determines whether the initial query should be revised	a. Determines if original information need has been satisfied or if additional information is needed c. Reviews information retrieval sources used and expands to include others as needed	Appropriateness	- finds resources that include enough evidence to support the thesis
4. individually or as a member of a group, uses information effectively to accomplish a specific purpose.	4.1 applies new and prior information to the planning and creation of a particular product or performance.	c. integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purpose of the product or performance	Integration	- integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purpose of the product or performance
5. understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.	5.3 acknowledges the user of information sources in communicating the product or performance	a. selects appropriate documentation style and uses it consistently to cite sources.	Citation	- follows a citation style as a guide to include all necessary information

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Summary of ACRL Standards and Performance Outcomes & Indicators by Local Trait.

Citation

1 Determines the nature and extent of the information needed.

1.2 Identifies a variety of types and formats of potential sources for information.

a. Knows how information is formally and informally produced, organized, and disseminated.

2 The information literate student accesses needed information effectively and efficiently.

2.5 extracts, records, and manages the information and its sources.

c. differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources.

d. records all pertinent citation information for future reference.

5. understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

5.3 acknowledges the user of information sources in communicating the product or performance

a. selects appropriate documentation style and uses it consistently to cite sources.

Evidence of Research

1 Determines the nature and extent of the information needed.

1.1 Defines & articulates the need for information **c.** Explores general information sources to increase familiarity with the topic.

f. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information

2 The information literate student accesses needed information effectively and efficiently.

2.3 retrieves information online or in person using a variety of methods **a.** uses various search systems to retrieve information in a variety of formats

a. Uses various search systems to retrieve information in a variety of formats

c. uses specialized online or in person services available at the institution to retrieve information needed.

Appropriateness

1 Determines the nature and extent of the information needed.

1.2 Identifies a variety of types and formats of potential sources for information.

c. Identifies that value and differences of potential resources in a variety of formats.

d. Identifies the purpose and audience of potential resources

3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

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3.2 articulates and applies initial criteria for evaluating both the information and its sources.

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

3.4 compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

a. Determines whether information satisfies the research or other information need

b. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources

f. Integrates new information with previous information or knowledge

g. Selects information that provides evidence for the topic

3.7 determines whether the initial query should be revised. **a.** Determines if original information need has been satisfied or if additional information is needed

c. Reviews information retrieval sources used and expands to include others as needed

Integration

3. Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

3.1. summarizes the main ideas to be extracted from the information granted.

a. Reads the text and selects main ideas

b. Restates textual concepts in his/her own words and selects data accurately

c. Identifies verbatim material that can be then appropriately quoted

3.2 articulates and applies initial criteria for evaluating both the information and its sources.

c. Recognizes prejudice, deception, or manipulation

d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information

3.3. synthesizes main ideas to construct new concepts.

a. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence

b. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information

4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

4.1 applies new and prior information to the planning and creation of a particular product or performance.

c. integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purpose of the product or performance