

## Divisional Breakout Session Information Literacy Assessment

**Groups:** Within your division, break into dyads or triads (no more than three!). *Ideally*, each group should include at least one individual who already has an information literacy assessment activity embedded in his or her spring syllabus and one or two individuals who don't.

**Time:** Spend twenty (20) minutes on the following activities. *If you finish early*, help one another develop additional information literacy assessment activities for your courses.

### Assignments:

1. If someone in your group already has an information literacy assessment activity embedded in their spring syllabus, examine it to make sure that the assessment activity speaks to the correct academic level (see below).
2. Assist those in the group who do not have an information literacy assessment activity already embedded in their spring syllabus. Help them identify where such an activity could be placed and help develop the activity. Be sure to target the activity for the appropriate level (see below).

Information Literacy Components	Learning Goals (Quality Criteria) According to Academic Levels		
	Freshman/Sophomore Student	Junior/Senior Student	Graduate Student
<b>Framing the Research Question</b>	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 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.
<b>Accessing Sources</b>	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.
<b>Evaluating Sources</b>	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 information is sufficient to address the issue at a level appropriate for a junior/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.

Adapted from MSCHE's (2003), *Developing Research & Communication Skills: Guidelines for Information Literacy in the Curriculum*.