

EDIT

Information Literacy Skills at Trinity

Drawing from your experience and work with Trinity students, please rate the information literacy skill level of students in their 1st -3rd semester.

* Required

Determine the Extent of Information Needed *

- (1) Defining scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research questions.
- (2) Defines the scope of the research question or thesis incompletely (parts missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.
- (3) Defines the scope of the research question completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.
- (4) Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to the concepts or answer research question.
- N/A or Have not observed

Access the Needed Information *

- (1) Accesses information randomly, retrieves information that lacks relevance and quality.
- (2) Accesses information using simple search strategies, retrieves information from limited and similar sources.
- (3) Accesses information using variety of search strategies and some



relevant information sources. Demonstrates ability to refine search.

- (4) Accesses information using effective, well-designed search strategies and most appropriate information sources.
- N/A or Have not observed

Evaluate Information and it's Sources Critically *

- (1) Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
- (2) Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).
- (3) Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).
- (4) Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).
- N/A or Have not observed

Use Information Effectively to Accomplish a Specific Purpose

- (1) Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
- (2) Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.
- (3) Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.
- (4) Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.

N/A or have not observed

Access and Use Information Ethically and Legally *

- (1) Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- (2) Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- (3) Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- (4) Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- N/A or Have not observed

In what capacity do you work with students *

- Librarian
- Library Staff

- Academic Support
- Faculty / Professor
- Other :

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