

## **INFORMATION PROBLEM-SOLVING SKILLS: (1)**

### **STUDENT DEFINES THE INFORMATION NEED**

Given an assignment, the student can determine what is needed to complete the assignment, and set up a plan to get the work done accurately and on time.

### **STUDENT DEVELOPS INFORMATION SEEKING STRATEGIES AND ACQUIRES INFORMATION**

Given an assignment in which the student may need to acquire information in order to complete the task, the student

#### **FORMS AN INFORMATION STRATEGY**

- frames appropriate questions
- identifies likely resources
- uses a variety of strategies
- builds a reasonable timeline
- credits sources
- records bibliographic information

#### **ACQUIRES INFORMATION**

- questions others and - listens actively
- queries electronic resources
- reads for significant details and concepts
- views for significant details and concepts
- extracts appropriate details and concepts
- analyzes information relative to need
- identifies criteria in terms of authoritativeness, completeness, format, relevance point of view, reliability, timeliness
- applies criteria to information
- retains only appropriate material

## **INFORMATION SKILLS INCOMING FRESHMEN SHOULD HAVE.**

When giving assignments we hope teachers will verify that students have the necessary skills to complete the project. The library can help fill any gaps by providing whole class, small group or individual instruction in a particular skill. We can also make available student handouts on a particular skill required for a project.

### **STUDENT ORGANIZES INFORMATION**

- organizes and compares information using graphic organizers, storyboarding, and other relational techniques
- uses notetaking strategies including summarizing and paraphrasing
- records concise notes in a prescribed manner, including bibliographic information
- creates outlines and assembles material to meet information need
- credits appropriate sources by citing the source of specific quotations or visuals using footnotes, endnotes, or internal citation formats
- organizes information in a systematic manner appropriate to question, audience, and intended format of presentation

**Adapted from the Colorado Department of Education  
Model Information Literacy Guidelines  
Jane Constant, Keeley Library, 3/19/2000**