

4. Information Literacy

Finds information online that assists in accomplishing personal and professional goals and evaluates information and shares it digitally in an ethical, responsible manner.

#	Competency	Tasks
4.1	Compares Online Search Results with Objectives Solves problems by identifying the type of information needed and by describing how it will help to accomplish goals.	<input type="checkbox"/> Level 1: Identifies a problem and selects from explicitly provided online sources of information that could be used to solve it. (IL 4.1.1) <input type="checkbox"/> Level 2: Identifies a problem to be solved, draws upon existing knowledge to select the online sources of information needed, and outlines the steps to reach the goal. (IL 4.1.2) <input type="checkbox"/> Level 3: Identifies a problem to be solved, selects information from a wide variety of online sources, and establishes an organized approach to reaching goals, reflecting upon the process and making adjustments as necessary. (IL 4.1.3)
4.2	Optimizes Online Search Strategies Uses effective search strategies to find information online that will help to achieve goals.	<input type="checkbox"/> Level 1: Follows explicit directions to complete a search for information relevant to goals. (IL 4.2.1) <input type="checkbox"/> Level 2: Uses basic search strategies with increasing independence to complete a search for information relevant to goals. (IL 4.2.2) <input type="checkbox"/> Level 3: Uses advanced search strategies to find information relevant to goals. (IL 4.2.3)
4.3	Assesses Reliability of Search Results Locates reliable online sources of information by evaluating and comparing multiple sources.	<input type="checkbox"/> Level 1: Describes the qualities of reliable online information and identifies these qualities in information found or provided, seeking assistance as needed. (IL 4.3.1) <input type="checkbox"/> Level 2: Describes the qualities of reliable and unreliable online information, discriminating between sources with increasing independence. (IL 4.3.2) <input type="checkbox"/> Level 3: Assesses the reliability of a wide variety of online information sources, using multiple points of reference to assess the reliability of any given piece of information. (IL 4.3.3)
4.4	Demonstrates Expanded Topic Knowledge Uses online information to expand content knowledge, makes claims that are supported with evidence, or creates a unique artifact.	<input type="checkbox"/> Level 1: Describes how at least one piece of information found online expands understanding of a topic, helps make a claim that is supported with evidence, or aids in the creation of a unique artifact. (IL 4.4.1) <input type="checkbox"/> Level 2: Employs two to three pieces of information found online to expand content knowledge, make a claim that is supported with evidence, or create a unique artifact. (IL 4.4.2) <input type="checkbox"/> Level 3: Employs several pieces of information they have found online, drawing from a variety of sources to expand their understanding of a topic, make a claim that is supported with evidence, or create a unique artifact. (IL 4.4.3)

#	Competency	Tasks
4.5	Complies with Intellectual Property Controls Shows a respect for intellectual property by accurately citing sources, avoiding plagiarism, and obeying copyright law.	<input type="checkbox"/> Level 1: Identifies the owner of a piece of information found online. (IL 4.5.1) <input type="checkbox"/> Level 2: Identifies and gives credit to the owner of a piece of information found online. (IL 4.5.2) <input type="checkbox"/> Level 3: Identifies and gives credit for a piece of information found online, in addition to modifying or repurposing it (where licensing allows). (IL 4.5.3)
4.6	Shares Online Content Appropriately Shares online information or novel creations demonstrating comprehension of the purpose, audience, and potential impact of what is being shared.	<input type="checkbox"/> Level 1: Explains the potential impact of digitally sharing a predefined piece of information with a predefined audience. (IL 4.6.1) <input type="checkbox"/> Level 2: Digitally shares a piece of information or novel creation with a predefined or self-defined audience, using cause and effect to predict the potential impact of what is being shared. (IL 4.6.2) <input type="checkbox"/> Level 3: Identifies potential digital audiences for a piece of information or novel creation, demonstrating the ability to limit with whom the information or creation is shared. (IL 4.6.3)

References

- Chartered Institute of Library and Information Professionals (CILIP) (2012). *Information Literacy Skills*. [Infolit.org.uk](https://infolit.org.uk). https://infolit.org.uk/wp-content/uploads/2021/09/information_literacy_skills.pdf
- Colorado Department of Labor, Employment's Office of Future of Work (OFOW), and Colorado Center on Law and Policy (CCLP) (2021). *Digital Equity Framework*. https://docs.google.com/spreadsheets/d/1J9Md_E2OrC6-FKzPqVTGpgLAR1ltClPrJv_zlO-NPmQ/edit#gid=0
- International Society for Technology in Education. (2021, Nov. 22). *ISTE Standards: Educators*. Iste.org. <https://www.iste.org/standards/iste-standards-for-teachers>
- International Society for Technology in Education. (2021, Nov. 22). *ISTE Standards: Students*. Iste.org. <https://www.iste.org/standards/iste-standards-for-students>
- Maryland Department of Labor, Adult Education (n.d.). *Digital Literacy Framework for Adult Learners*.
- Northstar Digital Literacy (2021). *Standards for Essential Computer Skills (V2.0)*. Literacy Minnesota.
- Pennsylvania Department of Education (2002, Jan. 5). *Academic Standards for Science and Technology*. [stateboard.education.pa.gov](https://www.stateboard.education.pa.gov/Documents/Regulations%20and%20Statements/State%20Academic%20Standards/ScienceandTechnologyStandards.pdf). <https://www.stateboard.education.pa.gov/Documents/Regulations%20and%20Statements/State%20Academic%20Standards/ScienceandTechnologyStandards.pdf>
- Wedlake, S., Lothian, K., Keyes, D., & Coward, C. (2019). *Digital skill sets for diverse users: A comparison framework for curriculum and competencies*. Seattle Digital Equity Initiative.