Information Literacy Qualities Matrix: Grades 9-12

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| **Dimensions** | **1** | **2** | **3** | **4** | **5** |
| **Develop Topic**  *What is the essential question?* | No clear focus. Topic not appropriate. | Exploration: generating ideas and asking questions. | Identify topics, broaden or narrow a topic, and develop ideas to direct the focus of an inquiry. | Generate research questions based on interests, observations, information, stories, and issues on an assigned topic. | Develop and present a clear thesis statement or hypothesis. |
| **Identify Sources**  *Where might information be found?* | Sources limited to popular Search Engines such as Yahoo and/or Google. | Sources of information clearly identified: print, websites, academic research databases, and personal interviews. | Select and use appropriate tools and technology to locate resources, including the library website and catalog. | Differentiate between scholarly and popular publications in print and/or digital format. | Use a variety of scholarly print, media, and online resources to locate information, including research databases and other reference materials (interlibrary loan; personal interviews) |
| **Search Strategies**  *What key words will be used to search for information?* | Random searching of the Internet. | Terms that relate to the topic and the need for information identified. | Search for information in the library catalog and the Internet using both controlled vocabulary (key words) and natural language. | Search for information by using advanced search skills. Create search statements using key words and Boolean operators: “AND” narrows a search, “OR” broadens a search. | Use advanced search skills (including book indexes, limiters, and search parameters). Use “pre-search” strategies to identify what should be read in-depth (e.g., scan titles, abstracts, captions, introductions, summaries, conclusions) |
| **Evaluate Information Sources**  *Is the information current, credible and accurate?* | Information source trusted without verifying (e.g., Wikipedia). | Determine whether resources are designed to persuade, educate, inform, or sell. | Evaluate and analyze information to determine what is appropriate to address the topic. | Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources. | Analyze important ideas and supporting evidence in an information source by using logic and informed judgment to accept or reject information. |
| **Use of Information / Synthesis**  *What conclusions can be drawn? What informed decisions can be made? How will findings be presented?* | Differences between quoting, summarizing, and paraphrasing are not understood nor applied. | Draw conclusions and make informed decisions. Use information with different perspectives. | Ethically organize, create, and communicate information. Demonstrate respect for intellectual property, copyright restrictions, fair use, and public-performance rights when downloading or duplicating media. | Use information and technology creatively and ethically to answer a question, solve a problem, or enrich understanding. Draw clear and appropriate conclusions supported by evidence and examples. | Construct and test hypotheses; collect, evaluate, and employ scholarly information from multiple primary and secondary sources; and apply it in oral, written, and/or multi-media presentations, using appropriate citations. |

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