### SOURCES STUDENTS USE IN COLLEGE

<table>
<thead>
<tr>
<th>WEB SITES</th>
<th>ARTICLES</th>
<th>BOOKS</th>
<th>REFERENCE BOOKS</th>
<th>DATA &amp; STATISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Required to Use Web Sites</td>
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#### Standards & Performance Indicators

Standards & performance indicators drawn from 4 major sources. Use the symbol key at the bottom for more information.

- **Choose a search engine**
  - Navigate a library website; choose an article database
  - Navigate a library website and online catalog
  - Navigate a library site and online catalog
  - Identify and located sources of data and statistics

- **Construct an effective web search**
  - Construct an effective database search
  - Construct an effective online catalog search; use LC classification
  - Construct search strategies that identify reference books within the rest of the collection
  - Construct an effective search of data and statistics sources

- **Skills Required to Use Web Sites**
  - Find, evaluate, and select appropriate sources to answer questions. (1.1.4)
  - Students locate...information from a variety of sources and media. (3b)
  - The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information. (2.1)

- **Skills Required to Use Articles**
  - Students plan strategies to guide inquiry. (3a)
  - Demonstrate mastery of technology tools for accessing information and pursuing inquiry. (1.1.8)
  - Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. (1.2.5)
  - Display emotional resilience by persisting in information searching despite challenges. (1.2.6)
  - Display persistence by continuing to pursue information to gain a broad perspective. (1.2.7)
  - Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. (2.2.1)

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*Source:* [ISTE National Educational Technology Standards (NETS-S) and Performance Indicators for Students](http://www.iste.org/standards/nets-for-students)


*Source:* [ACRL Information Literacy Competency Standards for Higher Education](http://www.ala.org/acrl/standards/informationliteracycompetency)
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<td>Evaluate web site quality</td>
<td>Distinguish popular and scholarly articles; evaluate article quality</td>
<td>Evaluate book quality</td>
<td>Distinguish among a variety of reference books</td>
<td>Interpret and evaluate data and statistics</td>
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### Standards & Performance Indicators

(Standards & performance indicators drawn from 4 major sources. Use the symbol key at the bottom for more information)

- Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. (1.1.5)
- The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system. (3)
- The information literate student articulates and applies initial criteria for evaluating both the information and its sources. (3.2)
- Students communicate information and ideas effectively to multiple audiences using a variety of media and formats. (2b)
- Students collect and analyze data to identify solutions and/or make informed decisions. (4c)
- Using information accurately and creatively for the issue or problem at hand. (IM&T Skills)
- The information literate student summarizes the main ideas to be extracted from the information gathered. (3.1)
- The information literate student synthesizes main ideas to construct new concepts. (3.3)
- The information literate student applies new and prior information to the planning and creation of a particular product or performance. (4.1)

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- ISTE National Educational Technology Standards (NETS-S) and Performance Indicators for Students: [www.iste.org/standards/nets-for-students](http://www.iste.org/standards/nets-for-students)
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