

INFORMATION
LITERACY STANDARDS
FOR STUDENT
LEARNING

STANDARDS AND INDICATORS

Prepared by the
American Association of School Librarians
Association for Educational Communications
and Technology

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Excerpt from [Information Literacy Standards for Student Learning](#), published by the American Library Association. The full publication includes a chapter on the philosophy and the mission and goals of the information literacy standards, along with the following supporting material to illustrate how standards and indicators can be applied.

- *Levels of Proficiency* items for the indicators within each standard
- *Standards in Action* that provide examples of potential situations requiring information literacy for each standard
- *Examples of Content-Area Standards* for each standard

[Information Power: Building Partnerships for Learning](#) includes the full content of Information Literacy Standards for Student Learning with additional content designed to guide and support library media specialists' efforts in three major areas: learning and teaching, information access, and program administration. It also shows how skills and strategies in collaboration, leadership, and technology support these efforts.

Introduction

Information Literacy Standards for Student Learning provides a conceptual framework and broad guidelines for describing the information-literate student. The standards consist of three categories, nine standards, and twenty-nine indicators. The core learning outcomes that are most directly related to the services provided by school library media programs are found in the three standards and thirteen indicators in the “information literacy” category. The other two categories—three standards and seven indicators for “independent learning” and three standards and nine indicators for “social responsibility”—are grounded in information literacy but describe more general aspects of student learning to which school library media programs also make important contributions. Taken together, the categories, standards, and indicators describe the content and processes related to information that students must master to be considered information literate.

The standards and indicators are written at a general level so that library media specialists and others in individual states, districts, and sites can tailor the statements to meet local needs. These educators are the ones who know their student populations; their role is to apply these general statements in light of the developmental, cultural, and learning needs of all the students they serve. By offering broad guidelines for describing the information-literate student, *Information Literacy Standards for Student Learning* provides a conceptual framework and supporting material for local efforts.

Information Literacy Standards For Student Learning

INFORMATION LITERACY STANDARDS

Standard 1 The student who is information literate accesses information efficiently and effectively.

The student who is information literate recognizes that having good information is central to meeting the opportunities and challenges of day-to-day living. That student knows when to seek information beyond his or her personal knowledge, how to frame questions that

will lead to the appropriate information, and where to seek that information. The student knows how to structure a search across a variety of sources and formats to locate the best information to meet a particular need.

Indicators

Indicator 1. Recognizes the need for information

Indicator 2. Recognizes that accurate and comprehensive information is the basis for intelligent decision making

Indicator 3. Formulates questions based on information needs

Indicator 4. Identifies a variety of potential sources of information

Indicator 5. Develops and uses successful strategies for locating information

Standard 2 The student who is information literate evaluates information critically and competently.

The student who is information literate weighs information carefully and wisely to determine its quality. That student understands traditional and emerging principles for assessing the accuracy, validity, relevance, completeness, and impartiality of information. The student applies these principles insightfully across information sources and formats and uses logic and informed judgment to accept, reject, or replace information to meet a particular need.

Indicators

Indicator 1. Determines accuracy, relevance, and comprehensiveness

Indicator 2. Distinguishes among fact, point of view, and opinion

Indicator 3. Identifies inaccurate and misleading information

Indicator 4. Selects information appropriate to the problem or question at hand

Standard 3 The student who is information literate uses information accurately and creatively.

The student who is information literate manages information skillfully and effectively in a variety of contexts. That student organizes and integrates information from a range of sources and formats in order to apply it to decision making, problem solving, critical thinking, and creative expression. The student communicates information and ideas for a variety of purposes, both scholarly and creative; to a range of audiences, both in school and beyond; and in print, nonprint, and electronic formats. This Standard promotes the design and execution of authentic products that involve critical and creative thinking and that reflect real world situations. The indicators under this Standard therefore deviate from the traditional definition of use. Rather than suggesting that students simply insert researched information into a perfunctory product, the indicators emphasize the thinking processes involved when students use information to draw conclusions and develop new understandings.

Indicators

Indicator 1. Organizes information for practical application

Indicator 2. Integrates new information into one's own knowledge

Indicator 3. Applies information in critical thinking and problem solving

Indicator 4. Produces and communicates information and ideas in appropriate formats

INDEPENDENT LEARNING STANDARDS**Standard 4 The student who is an independent learner is information literate and pursues information related to personal interests.**

The student who is an independent learner applies the principles of information literacy to access, evaluate, and use information about issues and situations of personal interest. That student actively and independently seeks information to enrich understanding of career,

community, health, leisure, and other personal situations. The student constructs meaningful personal knowledge based on that information and communicates that knowledge accurately and creatively across the range of information formats.

Indicators

Indicator 1. Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits

Indicator 2. Designs, develops, and evaluates information products and solutions related to personal interests

Standard 5 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

The student who is an independent learner applies the principles of information literacy to access, evaluate, enjoy, value, and create artistic products. That student actively and independently seeks to master the principles, conventions, and criteria of literature in print, nonprint, and electronic formats. The student is able both to understand and enjoy creative works presented in all formats and to create products that capitalize on each format's particular strengths.

Indicators

Indicator 1. Is a competent and self-motivated reader

Indicator 2. Derives meaning from information presented creatively in a variety of formats

Indicator 3. Develops creative products in a variety of formats

Standard 6 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

The student who is an independent learner applies the principles of information literacy to evaluate and use his or her own information

processes and products as well as those developed by others. That student actively and independently reflects on and critiques personal thought processes and individually created information products. The student recognizes when these efforts are successful and unsuccessful and develops strategies for revising and improving them in light of changing information.

Indicators

Indicator 1. Assesses the quality of the process and products of personal information seeking

Indicator 2. Devises strategies for revising, improving, and updating self-generated knowledge

SOCIAL RESPONSIBILITY STANDARDS

Standard 7 **The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.**

The student who is socially responsible with regard to information understands that access to information is basic to the functioning of a democracy. That student seeks out information from a diversity of viewpoints, scholarly traditions, and cultural perspectives in an attempt to arrive at a reasoned and informed understanding of issues. The student realizes that equitable access to information from a range of sources and in all formats is a fundamental right in a democracy.

Indicators

Indicator 1. Seeks information from diverse sources, contexts, disciplines, and cultures

Indicator 2. Respects the principle of equitable access to information

Standard 8 The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

The student who is socially responsible with regard to information applies principles and practices that reflect high ethical standards for accessing, evaluating, and using information. That student recognizes the importance of equitable access to information in a democratic society and respects the principles of intellectual freedom and the rights of producers of intellectual property. The student applies these principles across the range of information formats—print, nonprint, and electronic.

Indicators

Indicator 1. Respects the principles of intellectual freedom

Indicator 2. Respects intellectual property rights

Indicator 3. Uses information technology responsibly

Standard 9 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

The student who is socially responsible with regard to information works successfully—both locally and through the variety of technologies that link the learning community—to access, evaluate, and use information. That student seeks and shares information and ideas across a range of sources and perspectives and acknowledges the insights and contributions of a variety of cultures and disciplines. The student collaborates with diverse individuals to identify information problems, to seek their solutions, and to communicate these solutions accurately and creatively.

Indicators

Indicator 1. Shares knowledge and information with others

Indicator 2. Respects others' ideas and backgrounds and acknowledges their contributions

Indicator 3. Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions

Indicator 4. Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions
