

*Select ACRL Information Literacy performance indicators mapped onto Bloom's taxonomy* © Dan Hood, 2008

	<i>Remember</i>	<i>Understand</i>	<i>Apply</i>	<i>Analyze</i>	<i>Evaluate</i>	<i>Create</i>
<b><i>Factual</i></b>		1.2 identifies a variety of types and formats of potential sources for information. 5.1 understands many of the ethical, legal and socio-economic issues surrounding information and information technology.		3.4 compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.		4.1 applies new and prior information to the planning and creation of a particular product or performance.
<b><i>Conceptual</i></b>		3.1 summarizes the main ideas to be extracted from the information gathered.		1.3 considers the costs and benefits of acquiring the needed information.		3.3 synthesizes main ideas to construct new concepts.
<b><i>Procedural</i></b>		5.2 follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources. 5.3 acknowledges the use of information sources in communicating the product or performance.	2.3 retrieves information online or in person using a variety of methods.		3.2 articulates and applies initial criteria for evaluating both the information and its sources. 2.1 selects the most appropriate investigative methods or information retrieval systems for accessing the needed information. 2.4 refines the search strategy if necessary.	2.2 constructs and implements effectively-designed search strategies.
<b><i>Meta-cognitive</i></b>	1.1 defines and articulates the need for information.				3.5 determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences. 3.6 validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.	