

School Library Media Performance Indicators PreK-8

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Division of Instruction
*Instructional Technology
& School Library Media Program*



**Maryland State Performance Indicators
School Library Media
Grades PK-8**

1.0 Define and Refine Problem or Question: Students will be able to follow an inquiry process to define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need. (AASL 21st 1)

A. Follow an Inquiry Process

PK-1	2-3	4-5	6-8
<p>1. Follow an inquiry process and connect the process to real life.</p> <p>a. With guidance, identify inquiry as a process.</p> <p>b. With guidance, provide examples of how the process can be used in real life.</p> <p>c. With guidance, follow the inquiry process used in the school for an assigned information need.</p>	<p>1. Follow an inquiry process and connect the process to real life.</p> <p>a. With guidance, identify the inquiry process used in the school.</p> <p>b. With guidance, provide examples of how the process can be used in real life.</p> <p>c. With guidance, follow the inquiry process used in the school for an assigned information need.</p>	<p>1. Follow an inquiry process and connect the process to real life.</p> <p>a. With guidance, identify the inquiry process used in the school.</p> <p>b. With guidance, explain how the process can be used in real life.</p> <p>c. With guidance, follow the inquiry process used in the school for an assigned information need.</p>	<p>1. Follow an inquiry process and connect the process to real life.</p> <p>a. Identify the inquiry process used in the school.</p> <p>b. Explain how the process can be used to solve a personal information need.</p> <p>c. Follow the inquiry process used in the school for an assigned information need.</p>

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1.0 Define and Refine Problem or Question: Students will be able to follow an inquiry process to define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need. (AASL 21st 1)

B. Define a Problem, Formulate Questions, and Refine a Problem and/or Question

PK-1	2-3	4-5	6-8
<p>1. Identify an assigned or personal information need.</p> <p>a. With guidance, identify an assigned information need. (PK-1)</p> <p>b. With guidance, identify a personal information need. (PK-1)</p>	<p>1. Identify an assigned or personal information need.</p> <p>a. Identify an assigned information need.</p> <p>b. Identify a personal information need.</p>	<p>1. Identify an assigned or personal information need.</p> <p>a. Identify an assigned information need.</p> <p>b. Identify a personal information need.</p>	<p>1. Identify an assigned or personal information need.</p> <p>a. Identify an assigned information need.</p> <p>b. Identify a personal information need.</p>
<p>2. Determine the scope of the information need.</p> <p>a. With guidance, use criteria to determine the scope of an information need. (K,1)</p>	<p>2. Determine the scope of the information need.</p> <p>a. With guidance, use criteria to determine the scope of an information need.</p>	<p>2. Determine the scope of the information need.</p> <p>a. With guidance, collaboratively create, refine, and use criteria to determine the scope of an information need.</p>	<p>2. Determine the scope of the information need.</p> <p>a. Create, refine, and use criteria to determine the scope of an information need.</p>
<p>3. Formulate and refine questions to meet an information need.</p> <p>a. With guidance, use prior knowledge to formulate and refine questions to meet an information need. (K,1)</p>	<p>3. Formulate and refine questions to meet an information need.</p> <p>a. With guidance, use prior knowledge to individually formulate and refine questions to meet an information need.</p> <p>b. With guidance, identify which formulated questions are researchable.</p>	<p>3. Formulate and refine questions to meet an information need.</p> <p>a. Use prior knowledge to individually formulate and refine questions to meet an information need.</p> <p>b. Collaboratively, identify which formulated questions are researchable.</p>	<p>3. Formulate and refine questions to meet an information need.</p> <p>a. Use prior knowledge to individually formulate and refine questions to meet an information need.</p> <p>b. Use background information to refine researchable questions.</p>

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2.0 Locate and Evaluate Resources and Sources: Students will be able to follow an inquiry process to identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner. (AASL 21st 1)

A. Locate and Evaluate Resources

PK-1	2-3	4-5	6-8
<p>1. Identify resources to meet the information need.</p> <p>a. With guidance, explore and identify human, print, online, and multimedia resources. (K,1)</p> <p>b. With guidance, decide which resources best match an identified information need. (K,1)</p>	<p>1. Identify resources to meet the information need.</p> <p>a. With guidance, explore and identify human, print, online, and multimedia resources.</p> <p>b. With guidance, decide which resources best match an identified information need.</p> <p>c. With guidance, refine or revise researchable questions based on access to and availability of resources.</p>	<p>1. Identify resources to meet the information need.</p> <p>a. With guidance, explore and identify human, print, online, and multimedia resources.</p> <p>b. With guidance, decide which resources best match an identified information need.</p> <p>c. With guidance, refine or revise researchable questions based on access to and availability of resources.</p>	<p>1. Identify resources to meet the information need.</p> <p>a. With guidance, explore and identify human, print, online, and multimedia resources.</p> <p>b. With guidance, select resources based on subject, advantages and disadvantages of various formats, availability and ease of access, and the information need.</p> <p>c. With guidance, refine or revise researchable questions based on access to and availability of resources.</p>
<p>2. Use safe practices when online.</p> <p>a. Identify, review, and follow the district's Acceptable Use Policy and school-based computer use rules.</p> <p>b. With guidance, identify safe and unsafe online practices.</p>	<p>2. Use safe practices when online.</p> <p>a. Identify, review, and follow the district's Acceptable Use Policy and school-based computer use rules.</p> <p>b. With guidance, identify safe and unsafe online practices.</p>	<p>2. Use safe practices when online.</p> <p>a. Identify, review, and follow the district's Acceptable Use Policy and school-based computer use rules.</p> <p>b. With guidance, identify safe and unsafe online practices.</p>	<p>2. Use safe practices when online.</p> <p>a. Identify, review, and follow the district's Acceptable Use Policy and school-based computer use rules.</p> <p>b. Apply safe practices for both assignment-related and personal online searches.</p>

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2.0 Locate and Evaluate Resources and Sources: Students will be able to follow an inquiry process to identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner. (AASL 21st 1)

B. Locate and Evaluate Sources

PK-1	2-3	4-5	6-8
<p>1. Locate and select sources to meet the information need.</p> <p>a. With guidance, identify the sections of the media center and the attributes of the sources located within each section. (PK-1)</p> <p>b. With guidance, use the media center’s catalog to locate sources to meet the information need. (1)</p> <p>c. With guidance, select print, online, and multimedia sources. (PK-1)</p>	<p>1. Locate and select sources to meet the information need.</p> <p>a. With guidance, identify the sections of the media center and the attributes of the sources located within each section.</p> <p>b. With guidance, use the media center’s catalog to locate sources to meet the information need.</p> <p>c. With guidance, apply knowledge of search strategies to locate relevant sources.</p> <p>d. With guidance, select print, online, and multimedia sources.</p>	<p>1. Locate and select sources to meet the information need.</p> <p>a. Identify the sections of the media center and the attributes of the sources located within each section.</p> <p>b. Use the media center’s catalog to locate sources to meet the information need.</p> <p>c. Apply knowledge of search strategies to locate relevant sources.</p> <p>d. Select print, online, and multimedia sources.</p>	<p>1. Locate and select sources to meet the information need in an ethical manner.</p> <p>a. With guidance, apply knowledge of catalogs, call numbers, pathfinders, links, and organizational structures (search strategies unique to various search engines and databases) to locate relevant sources.</p> <p>b. Choose a citation style appropriate to the subject for a preliminary source list.</p> <p>c. Select and record potential sources of print, online and multimedia resources and their locations.</p>
<p>2. Evaluate sources to meet the information need.</p> <p>a. With guidance, use text features effectively to select sources that meet the information need. (K,1)</p>	<p>2. Evaluate sources to meet the information need.</p> <p>a. With guidance, evaluate sources based on currency, authority, and relevance to select sources that best meet the information need.</p> <p>b. With guidance, use text features effectively to select sources that meet the information need.</p> <p>c. With guidance, defend selected sources.</p>	<p>2. Evaluate sources to meet the information need.</p> <p>a. With guidance, evaluate sources based on currency, authority, bias, and relevance to select sources that best meet the information need.</p> <p>b. With guidance, use text features effectively to select sources that meet the information need.</p> <p>c. With guidance, defend selected sources.</p>	<p>2. Independently and collaboratively evaluate sources to meet the information need in an ethical manner.</p> <p>a. Evaluate sources based on currency, authority, reliability, bias, point of view and relevance to select sources that best meet the information need.</p> <p>b. Use text features effectively to select sources that meet the information need.</p> <p>c. Defend selected sources.</p>

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3.0 Find, Generate, Record, and Organize Data/Information: Students will be able to follow an inquiry process to find, generate, record, and organize information relevant to the information need in an ethical manner. (AASL 21st 1)

A. Find Data/Information within a Variety of Sources

PK-1	2-3	4-5	6-8
<p>1. Use specific sources to find information.</p> <p>a. With guidance, use keywords and text features to find information within a specific source. (K,1)</p> <p>b. With guidance, identify strategies (keywords, text features) that are used to find information within a specific source. (1)</p> <p>c. With guidance, use technology tools to find data/information within a specific source. (K,1)</p>	<p>1. Use specific sources to find information.</p> <p>a. With guidance, use keywords and text features to help find information within a specific source.</p> <p>b. With guidance, explain which strategies (keywords, text features) are used to find information within a specific source.</p> <p>c. With guidance, use technology tools to find data/information within a specific source.</p>	<p>1. Use specific sources to find information.</p> <p>a. Use keywords and text features that help find information within a specific source.</p> <p>b. Explain which strategies (keywords, text features) are used to find information within a specific source.</p> <p>c. With guidance, use technology tools to find data/information within a specific source.</p>	<p>1. Use specific sources to find information.</p> <p>a. Use keywords and text features to find information within a specific source.</p> <p>b. Explain which strategies (keywords, text features) are used to find information within a specific source and why.</p> <p>c. With guidance, use technology tools to find data/information within a specific source.</p>
<p>2. Evaluate the relevance of information within a specific source to meet the information need.</p> <p>a. With guidance, differentiate between fact and opinion within a specific source. (1)</p> <p>b. With guidance, confirm that the information found within a specific source matches the information need. (K,1)</p>	<p>2. Evaluate the relevance of information within a specific source to meet the information need.</p> <p>a. With guidance, differentiate between fact and opinion within a specific source.</p> <p>b. With guidance, confirm that the information found within a specific source matches the information need.</p>	<p>2. Evaluate the relevance of information within a specific source to meet the information need.</p> <p>a. Differentiate between fact and opinion within a specific source.</p> <p>b. Confirm that the information found within a specific source matches the information need.</p>	<p>2. Evaluate the relevance of information within a specific source to meet the information need.</p> <p>a. Differentiate between fact and opinion within a specific source.</p> <p>b. Confirm that the information found within a specific source matches the information need.</p>

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3.0 Find, Generate, Record, and Organize Data/Information: Students will be able to follow an inquiry process to find, generate, record, and organize information relevant to the information need in an ethical manner. (AASL 21st 1)

B. Generate New Data/Information in an Ethical Manner.

PK-1	2-3	4-5	6-8
<p>1. Generate new data/information from interviews and/or surveys.</p> <p>a. With guidance, generate appropriate questions to meet the information need.</p>	<p>1. Generate new data/information from interviews and/or surveys.</p> <p>a. With guidance, generate appropriate questions to meet the information need.</p> <p>b. With guidance, generate information in an appropriate format (e.g., video or audio recording, notes, graphic organizer, table).</p> <p>c. c. With guidance, exhibit ethical behavior in generating information.</p>	<p>1. Generate new data/information from interviews and/or surveys.</p> <p>a. With guidance, generate appropriate questions to meet the information need.</p> <p>b. With guidance, generate information in an appropriate format (e.g., video or audio recording, notes, table, graphic organizer).</p> <p>c. With guidance, exhibit ethical behavior in generating information.</p>	<p>1. Generate new data/information from observations, interviews, and/or surveys.</p> <p>a. With guidance, generate effective criteria for observations and questions for interviews and surveys.</p> <p>b. Generate information in an appropriate format (video or audio recording, notes, table, spreadsheet, graphic organizer).</p> <p>c. Exhibit intellectual integrity and ethical behavior in generating information.</p>

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3.0 Find, Generate, Record, and Organize Data/Information: Students will be able to follow an inquiry process to find, generate, record, and organize information relevant to the information need in an ethical manner. (AASL 21st 1)

C. Record and Organize Data/Information

PK-1	2-3	4-5	6-8
<p>1. Record data/information in a variety of formats.</p> <p>a. With guidance, explain why it is necessary to record data/information to meet the information need. (K,1)</p> <p>b. With guidance, express different ways to organize information. (e.g., alphabetically; numerical order; part to whole; compare and contrast; categorize). (1)</p> <p>c. With guidance, identify formats for organizing data/information. (K,1)</p> <p>d. With guidance, use keywords to identify relevant information. (K,1)</p> <p>e. With guidance, avoid plagiarism by correctly recording information word for word and keeping track of the source. (1)</p> <p>f. With guidance, use technology to record and organize data/information. (K,1)</p>	<p>1. Record data/information in a variety of formats.</p> <p>a. Explain why it is necessary to record data/information to meet the information need.</p> <p>b. Express different ways to organize information, (e.g., alphabetically; numerical order; parts to whole; compare and contrast; categorize).</p> <p>c. With guidance, identify appropriate formats for organizing data/information.</p> <p>d. With guidance, use keywords to identify relevant information.</p> <p>e. With guidance, avoid plagiarism by correctly recording information word for word and keeping track of the source.</p> <p>f. Use technology to record and organize data/information.</p>	<p>1. Record data/information in a variety of formats.</p> <p>a. Explain why a specific format is being used to record data/information to meet the information need.</p> <p>b. Identify significant characteristics of various organizational formats (e.g., alphabetical; chronological; part to whole; general to specific; main idea and supporting details; compare/contrast; cause and effect; categorizing).</p> <p>c. Determine an appropriate format to record and organize data/information.</p> <p>d. Use keywords to identify relevant information.</p> <p>e. Avoid plagiarism by correctly recording information word for word and keeping track of the source.</p> <p>f. Use technology to record and organize data/information.</p>	<p>1. Record data/information in a variety of appropriate formats.</p> <p>a. Explain why a specific format is being used to record data/information to meet the information need.</p> <p>b. Select and use an appropriate format (e.g., alphabetical, chronological, part to whole, general to specific, main idea and supporting details, compare/contrast, cause and effect, categorizing, data table) to record and organize data/information.</p> <p>c. Defend a format for organizing data/information.</p> <p>d. Use keywords to identify relevant information.</p> <p>e. Avoid plagiarism by correctly recording direct quotations and keeping track of sources used.</p> <p>f. Avoid plagiarism by correctly citing information sources using an accepted style.</p> <p>g. Use technology to record and organize data/information.</p>

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C. Record and Organize Data/Information (continued)

PK-1	2-3	4-5	6-8
<p>2. Use an appropriate and accepted citation style to create a source list.</p> <p>a. With guidance, explain the idea of giving credit to sources of information. (K,1)</p> <p>b. With guidance, identify the roles and responsibilities of authors, illustrators, and publishers. (K,1)</p> <p>c. With guidance, create a modified class source list. (K,1)</p>	<p>2. Use an appropriate and accepted citation style to create a source list.</p> <p>a. Explain the purpose of giving credit to sources of information.</p> <p>b. With guidance, identify the elements of a citation, given the type of source (book; print encyclopedia; online encyclopedia; Web site; database; periodicals).</p> <p>c. With guidance, create a modified source list.</p>	<p>2. Use an appropriate and accepted citation style to create a source list.</p> <p>a. Explain the purpose of giving credit to sources of information.</p> <p>b. Identify and define the components of a citation given the type of source (book; print encyclopedia; online encyclopedia; Web site; database; periodicals).</p> <p>c. Create a source list using an accepted citation style.</p> <p>d. With guidance, use technology to create a source list in an accepted citation style.</p>	<p>2. Use an appropriate and accepted citation style to create a source list.</p> <p>a. Explain the purpose of giving credit to sources of information.</p> <p>b. Identify and define the components of a citation given the type of source (book; print encyclopedia; online encyclopedia; Web site; database; periodicals).</p> <p>c. Create a source list using an accepted citation style.</p> <p>d. Use technology to create a source list in an accepted citation style.</p>
<p>3. Revisit the information need.</p>	<p>3. Revisit the information need.</p> <p>a. Reflect upon the need to revise research questions and, with guidance, refine research questions based on new information discovered in the inquiry process.</p>	<p>3. Revisit the information need.</p> <p>a. Reflect upon the need to revise research questions and, with guidance, refine research questions based on new information discovered in the inquiry process.</p>	<p>3. Revisit the information need.</p> <p>a. Reflect on and refine research questions, theses, hypotheses, or positions based on new information discovered in the inquiry process.</p>

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4.0 Interpret Recorded Data/Information: Students will be able to follow an inquiry process to interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner. (AASL 21st 2)

A. Interpret Recorded Data/Information

PK-1	2-3	4-5	6-8
<p>1. Evaluate and analyze the quality of recorded data/information to meet the information need.</p> <p>a. With guidance, identify the main idea of the recorded information. (K,1)</p> <p>b. With guidance, compare recorded information to prior knowledge and make personal connections. (1)</p> <p>c. With guidance, evaluate recorded information for relevance and completeness. (1)</p>	<p>1. Evaluate and analyze the quality of recorded data/information to meet the information need.</p> <p>a. With guidance, identify the main idea of the recorded information.</p> <p>b. With guidance, compare recorded information to prior knowledge and make personal connections.</p> <p>c. Evaluate recorded information for relevance and completeness.</p> <p>d. With guidance, check recorded data/information to ensure the information product will contain data/information from multiple sources.</p> <p>e. Find and record missing or additional data/information</p>	<p>1. Evaluate and analyze the quality of recorded data/information to meet the information need.</p> <p>a. Identify the main idea of the recorded information.</p> <p>b. Compare recorded information to prior knowledge and make personal connections.</p> <p>c. Evaluate recorded information for relevance, completeness, and, with guidance, accuracy and discrepancies.</p> <p>d. Check recorded information to ensure the information product will contain data/information from multiple sources.</p> <p>e. Find and record missing or additional data/information.</p>	<p>1. Evaluate and analyze the quality of recorded data/information to meet the information need.</p> <p>a. Identify the main idea of the recorded information.</p> <p>b. Compare recorded information to prior knowledge and make personal connections.</p> <p>c. Evaluate and analyze recorded information for relevance, completeness, accuracy, and discrepancies.</p> <p>d. Analyze recorded data/information to ensure the information product will contain data/information from multiple sources.</p> <p>e. Find and record missing or additional data/information.</p>

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4.0 Interpret Recorded Data/Information: Students will be able to follow an inquiry process to interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner. (AASL 21st 2)

A. Interpret Recorded Data/Information (continued)

PK-1	2-3	4-5	6-8
<p>2. Apply critical thinking skills and problem-solving strategies to the recorded data/information to meet the information need.</p> <p>a. With guidance, determine whether the recorded data/information is fact or opinion and use it appropriately to meet an information need. (1)</p> <p>b. With guidance, summarize the recorded data/information. (K,1)</p> <p>c. With guidance, identify point of view within the recorded data/information. (K,1)</p> <p>d. With guidance, identify patterns within the recorded data/information to create categories. (K,1)</p> <p>e. With guidance, make connections and inferences using prior knowledge and the recorded data/information. (K,1)</p>	<p>2. Apply critical thinking skills and problem-solving strategies to the recorded data/information to meet the information need.</p> <p>a. With guidance, determine whether the recorded data/information is fact or opinion and use it appropriately to meet an information need.</p> <p>b. With guidance, ethically and accurately summarize the recorded data/information.</p> <p>c. With guidance, identify point of view within the recorded data/information.</p> <p>d. With guidance, identify and analyze patterns within the recorded data/information to create categories.</p> <p>e. With guidance, make connections and inferences using prior knowledge and the recorded data/information.</p> <p>f. With guidance, use technology to support critical thinking skills and problem-solving strategies to meet the information need.</p>	<p>2. Apply critical thinking skills and problem-solving strategies to the recorded data/information to meet the information need.</p> <p>a. Determine whether the recorded data/information is fact or opinion and use it appropriately to meet an information need.</p> <p>b. Ethically and accurately summarize and paraphrase the recorded data/information.</p> <p>c. With guidance, identify point of view within the recorded data/information.</p> <p>d. With guidance, identify and analyze patterns within the recorded data/information to create categories.</p> <p>e. With guidance, make connections and inferences using prior knowledge and the recorded data/information.</p> <p>f. With guidance, use technology to support critical thinking skills and problem-solving strategies to meet the information need.</p>	<p>2. Apply critical thinking and problem-solving strategies to the recorded data/information to meet the information need.</p> <p>a. Determine whether the recorded data/information is fact or opinion and use it appropriately to meet an information need.</p> <p>b. Ethically and accurately summarize and paraphrase the recorded data/information.</p> <p>c. With guidance, identify point of view and bias within the recorded data/information.</p> <p>d. Identify and analyze patterns within the recorded data/information to create categories.</p> <p>e. Make connections and inferences using prior knowledge and the recorded data/information.</p> <p>f. With guidance, use technology to support critical thinking skills and problem-solving strategies to meet the information need.</p>

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4.0 Interpret Recorded Data/Information: Students will be able to follow an inquiry process to interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner. (AASL 21st 2)

A. Interpret Recorded Data/Information (continued)

PK-1	2-3	4-5	6-8
<p>3. Apply ethical practices to the evaluation and analysis of the recorded data/information.</p>	<p>3. Apply ethical practices to the evaluation and analysis of the recorded data/information.</p> <p>a. Express how ideas, words, images, music (all forms of data/information) are intellectual property.</p> <p>b. With guidance, avoid plagiarism by citing all summarized and paraphrased recorded data/information.</p>	<p>3. Apply ethical practices to the evaluation and analysis of the recorded data/information.</p> <p>a. Explain why ideas, words, images, music (all forms of data/information) are intellectual property and must be cited in a source list.</p> <p>c. With guidance, avoid plagiarism by citing all summarized and paraphrased recorded data/information.</p> <p>d. With guidance, identify possible alternative interpretations applicable to the recorded data/information.</p>	<p>3. Apply ethical practices to the evaluation and analysis of the recorded data/information.</p> <p>a. Explain why ideas, words, images, music (all forms of data/information) are intellectual property and must be cited in a source list.</p> <p>b. Avoid plagiarism by citing all summarized and paraphrased recorded data/information.</p> <p>c. Identify possible alternative interpretations applicable to the recorded data/information.</p>

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4.0 Interpret Recorded Data/Information: Students will be able to follow an inquiry process to interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner. (AASL 21st 2)

B. Create New Understandings and Knowledge

PK-1	2-3	4-5	6-8
<p>1. From the recorded data/information, ethically create new understandings and knowledge related to the information need.</p> <p>a. With guidance, synthesize the recorded data/information from multiple sources. (K,1)</p> <p>b. With guidance, draw conclusions from the recorded data/information to create new understandings. (K,1)</p>	<p>1. From the recorded data/information, ethically create new understandings and knowledge related to the information need.</p> <p>a. With guidance, synthesize the recorded data/information from multiple sources.</p> <p>b. With guidance, draw conclusions from the recorded data/information to create new understandings.</p> <p>c. Reflect and decide on the order in which to organize or present the recorded data/information</p> <p>d. Explain the conclusions drawn from the recorded data/information.</p>	<p>1. From the recorded data/information, ethically create new understandings and knowledge related to the information need.</p> <p>a. With guidance, synthesize the recorded data/information from multiple sources.</p> <p>b. Draw conclusions from the recorded data/information to create new understandings.</p> <p>c. Reflect and decide on the order in which to organize or present the recorded data/information</p> <p>d. Defend the conclusions drawn from the recorded data/information.</p>	<p>1. From the recorded data/information, ethically create new understandings and knowledge related to the information need.</p> <p>a. Synthesize recorded data/information from multiple sources.</p> <p>b. Draw conclusions from the recorded data/information to create and articulate new understandings.</p> <p>c. Reflect and decide on the order in which to organize or present the recorded data/information.</p> <p>d. Defend conclusions drawn from the recorded data/information</p>

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5.0 Share Findings/Conclusions: Students will be able to follow an inquiry process to share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the products and the processes in an ethical manner.

A. Share Findings/Conclusions

PK-1	2-3	4-5	6-8
<p>1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing.</p> <p>a. With guidance, organize and display findings/conclusions in a variety of formats, including the use of technology. (K,1)</p> <p>d. With guidance, design layouts that communicate content effectively for intended audiences. (K,1)</p> <p>e. With guidance, use technology to present findings/conclusions in a variety of formats. (K,1)</p>	<p>1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing.</p> <p>a. With guidance, organize and display findings/conclusions in a variety of formats, including the use of technology.</p> <p>b. With guidance, design layouts that communicate content effectively for intended audiences.</p> <p>c. With guidance, apply appropriate design criteria, which includes universal design principles, to the content and layout of the information product.</p> <p>d. With guidance, use technology to present findings/conclusions in a variety of formats.</p> <p>e. With guidance, edit/review/revise/practice the presentation of the information product.</p> <p>f. With guidance, discuss and apply fair use copyright laws, and Creative Commons attributions.</p>	<p>1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing.</p> <p>a. With guidance, organize and display findings/conclusions in a variety of formats, including the use of technology.</p> <p>b. With guidance, design layouts that communicate content effectively for intended audiences.</p> <p>c. With guidance, apply appropriate design criteria, which includes universal design principles, to the content and layout of the information product.</p> <p>d. With guidance, use technology to present findings/conclusions in a variety of formats.</p> <p>e. With guidance, edit/review/revise/practice the presentation of the information product.</p> <p>f. Discuss and apply fair use, copyright laws, and Creative Commons attributions.</p>	<p>1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing.</p> <p>a. Organize and display findings/conclusions in a variety of formats, including the use of technology.</p> <p>b. Design layouts that communicate content effectively for intended audiences.</p> <p>c. Apply appropriate design criteria, which includes universal design principles, to the content and layout of the information product.</p> <p>d. Use technology to present findings/conclusions in a variety of formats.</p> <p>e. Edit/review/revise/practice the presentation of the information product.</p> <p>f. Apply fair use, copyright laws, and Creative Commons attributions.</p>

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5.0 Share Findings/Conclusions: Students will be able to follow an inquiry process to share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the products and the processes in an ethical manner.

A. Share Findings/Conclusions (continued)

PK-1	2-3	4-5	6-8
<p>2. Share findings/conclusions. a. Contribute to a learning community.</p>	<p>2. Share findings/conclusions. a. Contribute to a learning community. b. With guidance, practice digital etiquette when sharing findings and conclusions. c. With guidance, credit sources using an appropriate citation format as part of the information product.</p>	<p>2. Share findings/conclusions. a. Contribute to a learning community. b. With guidance, practice digital etiquette when sharing findings and conclusions. c. With guidance, credit sources using an appropriate citation format as part of the information product.</p>	<p>2. Individually, collaboratively, and responsibly share findings/conclusions. a. Contribute to a learning community. b. Practice digital etiquette when sharing findings and conclusions. c. Credit sources using an appropriate citation format as part of the information product.</p>

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5.0 Share Findings/Conclusions: Students will be able to follow an inquiry process to share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the products and the processes in an ethical manner.

B. Evaluate the Product and the Process

PK-1	2-3	4-5	6-8
<p>1. Evaluate the inquiry process and the information product.</p> <p>c. With guidance, reflect on the information need and new knowledge. (K,1)</p>	<p>1. Evaluate the inquiry process and the information product.</p> <p>a. With guidance, use criteria for evaluating the information product.</p> <p>b. With guidance, use audience feedback and/or peer review to reflect on the information product and the learning experience.</p> <p>c. Reflect on the information need and new knowledge.</p> <p>d. With guidance, respond to a directed reflection on the inquiry process and how to use it more effectively and efficiently.</p>	<p>1. Evaluate the inquiry process and the information product.</p> <p>a. With guidance, create and apply criteria for evaluating the information product.</p> <p>b. With guidance, use audience feedback and/or peer review to reflect on the information product and the learning experience.</p> <p>c. Reflect on the information need and new knowledge.</p> <p>d. Respond to a directed reflection on the inquiry process and how to use it more effectively and efficiently.</p>	<p>1. Evaluate the inquiry process and the information product.</p> <p>a. With guidance, create and apply criteria for evaluating the information product.</p> <p>b. Use audience feedback and/or peer review to reflect on the information product and the learning process.</p> <p>c. Reflect on the information need, new knowledge, and the need for additional information.</p> <p>d. Reflect on the inquiry process and how to use it more effectively and efficiently.</p>

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6.0 Appreciate Literature and Life-long Learning: Students will be able to demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process for life-long learning. (AASL 21st 4)

A. Appreciate Literature and Multimedia

PK-1	2-3	4-5	6-8
<p>1. Identify relationships between fiction and nonfiction literature and real life.</p> <p>a. With guidance, read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experiences. (PK-1)</p> <p>b. Make literature-to-self, literature-to-literature, and literature-to-multimedia connections, and, with guidance, make literature-to-world connections. (PK-1)</p> <p style="padding-left: 20px;">i. With guidance, summarize the main idea in literature and/or multimedia.</p> <p style="padding-left: 20px;">ii. With guidance, identify how various literary elements influence/inform the reader’s experience of literature.</p> <p>c. With guidance, read, listen to, view, and integrate information from non-fiction to enhance comprehension of fiction. (PK-1)</p> <p>d. With guidance, use literature to answer questions or solve problems. (PK-1)</p> <p>e. With guidance, use literature to evaluate personal decisions. (PK-1)</p>	<p>1. Identify relationships between fiction and nonfiction literature and real life.</p> <p>a. With guidance, read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experiences.</p> <p>b. Make literature-to-self, literature-to-literature, and literature-to-multimedia connections, and, with guidance, make literature-to-world connections.</p> <p style="padding-left: 20px;">i. With guidance, summarize the main idea in literature and/or multimedia.</p> <p style="padding-left: 20px;">ii. With guidance, identify how various literary elements influence/inform the reader’s experience of literature.</p> <p>c. With guidance, read, listen to, view, and integrate information from non-fiction to enhance comprehension of fiction.</p> <p>d. Use literature to answer questions or solve problems.</p> <p>e. Use literature to evaluate historical problems, current social events, and personal decisions.</p>	<p>1. Identify relationships between fiction and nonfiction literature and real life.</p> <p>a. With guidance, read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experiences.</p> <p>b. Make literature-to-self, literature-to-literature, literature-to-multimedia connections, and with guidance, make literature-to-world connections.</p> <p style="padding-left: 20px;">i. Summarize the main idea in literature and/or multimedia.</p> <p style="padding-left: 20px;">ii. Identify how various literary elements influence/inform the reader’s experience of literature.</p> <p>c. Read, listen to, view, and integrate information from non-fiction to enhance comprehension of fiction.</p> <p>d. Use literature to answer questions, make decisions, or solve problems.</p> <p>e. Use literature to evaluate historical problems, current social events, and personal decisions.</p>	<p>1. Identify relationships between fiction and nonfiction literature and real life.</p> <p>a. Read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experiences.</p> <p>b. Make literature-to-self, literature-to-literature, literature-to-multimedia, and literature-to-world connections.</p> <p style="padding-left: 20px;">i. Summarize the main idea in literature and/or multimedia.</p> <p style="padding-left: 20px;">ii. Identify how various literary elements influence/inform the reader’s experience of literature.</p> <p>c. Read, listen to, view, and integrate information from non-fiction to enhance comprehension of fiction.</p> <p>d. Use literature to answer questions, make decisions, or solve problems.</p> <p>e. Use literature to evaluate historical problems, current social events, and personal decisions.</p>

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6.0 Appreciate Literature and Life-long Learning: Students will be able to demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process for life-long learning. (AASL 21st 4)

A. Appreciate Literature and Multimedia (continued)

PK-1	2-3	4-5	6-8
<p>2. Select literature and/or multimedia from the library media center and other libraries for a personal and/or assigned need.</p> <p>a. Follow circulation procedures and policies in the library media center. (PK-1)</p> <p>b. Locate and select literature and/or multimedia in a variety of genres. (PK-1)</p>	<p>2. Select literature and/or multimedia from the library media center and other libraries for a personal and/or assigned need.</p> <p>a. Follow circulation procedures and policies in the library media center.</p> <p>b. Locate and select literature and/or multimedia in a variety of genres.</p>	<p>2. Select literature and/or multimedia from the library media center and other libraries for a personal and/or assigned need.</p> <p>a. Follow circulation procedures and policies in the library media center and other libraries.</p> <p>b. Locate and select literature and/or multimedia in a variety of genres.</p>	<p>3. Select literature and/or multimedia from the library media center and other libraries for a personal and/or assigned need.</p> <p>a. Follow circulation procedures and policies in the library media center and other libraries.</p> <p>b. Locate and select literature and/or multimedia in a variety of genres.</p>

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6.0 Appreciate Literature and Life-long Learning: Students will be able to demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process for life-long learning. (AASL 21st 4)

B. Demonstrate Life-long Learning Practices

PK-1	2-3	4-5	6-8
<p>1. Connect literature and multimedia to learning.</p> <p>a. With guidance, explain the connection between reading, listening to, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors. (PK-1)</p> <p>d. With guidance, contribute to a learning community. (PK-1)</p>	<p>1. Connect literature and multimedia to learning.</p> <p>a. With guidance, explain the connection between reading, listening to, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors.</p> <p>b. With guidance, defend literature and/or multimedia choices.</p> <p>c. With guidance, explain why intellectual freedom is important.</p> <p>d. With guidance, contribute to a learning community.</p> <p>e. With guidance, adopt new technology or methodology to expand personal and academic pursuits/endeavors.</p>	<p>1. Connect literature and multimedia to learning.</p> <p>a. Explain the connection between reading, listening, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors.</p> <p>b. Defend literature and/or multimedia choices.</p> <p>c. With guidance, explain why intellectual freedom is important and how it can be preserved.</p> <p>d. With guidance, contribute to a learning community.</p> <p>e. With guidance, adopt new technology or methodology to expand personal and academic pursuits/endeavors.</p>	<p>1. Connect literature and multimedia to learning.</p> <p>a. Explain the connection between reading, listening, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors.</p> <p>b. Defend literature and/or multimedia choices.</p> <p>c. Explain why intellectual freedom is important and how it can be preserved.</p> <p>d. Contribute to a learning community.</p> <p>e. Adopt new technology or methodology to expand personal and academic pursuits/endeavors.</p>