

# ASD Library Standards, Benchmarks, and Indicators

(Draft Feb. 07)

**STANDARD A:** A student should understand how information and resources are organized.

**Benchmark 1:** Recognize that libraries use classification systems to organize, store and provide access to information and resources.

## Performance Indicators

### K

1. Locates special sections of library (Everybody, nonfiction, etc.)
2. Demonstrates an understanding that the alphabet is critical to materials' organization
3. Demonstrates an understanding that authors' last names are used as organizational strategies
4. Recognizes physical layout of the library (E section, story area, circulation area etc.)

### Primary (Grades 1-3)

1. Reviews and expands K Performance Indicators as appropriate
2. Locates books in Everybody section by the first letter of the author's last name
3. Uses graphic organizational charts or signage as locator tools
4. Understands that WebCat is used to find materials in the library
5. Recognizes numerical order for nonfiction and alphabetical order for fiction

### Intermediate (Grades 4-6)

1. Reviews and expands K and Primary Performance Indicators as appropriate
2. Accesses all areas of the library
3. Accesses needed reference materials through appropriate reference skills
4. Explains how Dewey Decimal System is used to organize materials
5. Performs electronic search techniques with automated catalog, databases and websites.

6. Locates nonfiction and fiction materials by call number

### Middle School (Grades 7-8)

1. Reviews and expands K, Primary and Intermediate Performance Indicators as appropriate
2. Accesses all areas of the library
3. Recognizes the use of specialty reference sets and non-fiction for information
4. Demonstrates successful electronic search strategies
5. Recognizes that the Dewey system is the same in all libraries

### High School (Grades 9-12)

1. Reviews and expands all Performance Indicators as appropriate from K, Primary, Intermediate and Middle School
2. Demonstrates how to access materials in school and public libraries
3. Recognizes there are different classification systems (Dewey, Library of Congress)
4. Can identify areas most useful for search by topic/subject
5. Demonstrates use of synonyms to expand searches
6. Uses successful electronic search strategies

**Benchmark 2:** Understands how library classification and subject heading systems work.

### **Performance Indicators**

#### K

1. Recognizes that a call number is used to locate a book
2. Demonstrates an understanding of the difference between nonfiction and fiction
3. Shows a basic understanding of the Everybody section
4. Shows a basic understanding of the alphabetical system for classification

### Primary (Grades 1-3)

1. Reviews and expands K Performance Indicators as appropriate
2. Uses library signage for accessing materials and areas
3. Extends knowledge of call number organization
4. Extends knowledge of nonfiction and fiction differences

5. Can explain spine label differences for fiction (3 letters) vs. Everybody books
6. Shows a basic understanding of the Dewey system of nonfiction organization

#### Intermediate (Grades 4-6)

1. Reviews and expands K and Primary Performance Indicators as appropriate
2. Demonstrates knowledge of fiction and nonfiction call number organization with general knowledge of the Dewey system
3. Uses an automated catalog using subject headings

#### Middle School (Grades 7-8)

1. Reviews and expands K, Primary and Intermediate Performance Indicators as appropriate
2. Uses more advanced electronic searches
3. Employs more refined and specific Dewey searches
4. Understands subject heading systems in automated catalogs

#### High School (Grades 9-12)

1. Reviews and expands all Performance Indicators as appropriate from K, Primary, Intermediate and Middle School
2. Uses learned skills to locate materials in an unfamiliar library
3. Uses alternate keywords during search strategies
4. Demonstrates how to refine search strategies with confidence

**Benchmark 3:** Understand how information in print, non-print and electronic formats is organized and accessed

### **Performance Indicators**

#### K

1. Demonstrates an understanding of book types (Everybody, nonfiction)
2. Explains physical parts of a book (spine, front cover, etc.)
3. Explains about the roles of author and illustrator

#### Primary (Grades 1-3)

1. Reviews and expands K Performance Indicators as appropriate
2. Uses title page, table of contents and index to locate information

3. Can explain differences between specialized reference materials (dictionary, encyclopedia, etc.)
4. Can explain that a story is organized with the format of a beginning, a middle and an end

#### Intermediate (Grades 4-6)

1. Reviews and expands K and Primary Performance Indicators as appropriate
2. Uses an automated catalog for locating materials effectively
3. Explains parts of a book
4. Can explain about specialized reference materials and arrangement (almanacs, thesaurus, etc.)
5. Demonstrates knowledge of Internet use with web browsers, search engines, encyclopedias, databases, etc.
6. Demonstrates an understanding of the importance of timeliness of magazines and newspapers

#### Middle School (Grades 7-8)

1. Reviews and expands K, Primary and Intermediate Performance Indicators as appropriate
2. Demonstrates use of web browsers, search engines and databases
3. Demonstrates usage of Dewey Decimal System to more refined applications

#### High School (Grades 9-12)

1. Reviews and expands all Performance Indicators as appropriate from K, Primary, Intermediate and Middle School
2. Expands research projects to include the use of multiple types of resources (books, electronic formats, and non-print materials)
3. Changes search strategies for different media
4. Uses indices to locate appropriate materials

**Benchmark 4:** Search for information and resources by author, title, subject or key word, as appropriate

#### **Performance Indicators**

##### K

1. Shows an understanding of alphabetical order using E section

2. Begins to locate specific authors in the E section
3. Shows an understanding that nonfiction materials are organized by subject
4. Shows an understanding of the concept of title

#### Primary (Grades 1-3)

1. Reviews and expands K Performance Indicators as appropriate
2. Shows knowledge of alphabetical order
3. Demonstrates a basic understanding of the use of specific subject headings (Grade 3)

#### Intermediate (Grades 4-6)

1. Reviews and expands K and Primary Performance Indicators as appropriate
2. Demonstrates a developed understanding of Dewey system, alphabetical order and use of reference materials
3. Uses an automated catalog for searching for author, title or subject
4. Uses appropriate search strategies for electronic resources and automated catalog searches

#### Middle School (Grades 7-8)

1. Reviews and expands K, Primary and Intermediate Performance Indicators as appropriate
2. Uses an automated catalog and other electronic resources independently
3. Demonstrates use of subject headings in automated catalog
4. Demonstrates use of appropriate search strategies for electronic resources

#### High School (Grades 9-12)

1. Reviews and expands all Performance Indicators as appropriate from K, Primary, Intermediate and Middle School
2. Displays independent use of automated catalog and electronic resources

**STANDARD A:** A student should understand how information and resources are organized.

**Benchmark 5:** Identify and use search strategies and terms that will produce successful results

## **Performance Indicators**

### K

1. Shows an awareness of signs and labels
2. Recognizes and matches letters/labels on books

### Primary (Grades 1-3)

1. Reviews and expands K Performance Indicators as appropriate
2. Uses library signage for accessing materials and areas
3. Identifies nonfiction, fiction, everybody, reference, story collection, and biography by different types of labels
4. Uses guide words when using reference materials

### Intermediate (Grades 4-6)

1. Reviews and expands K and Primary Performance Indicators as appropriate
2. Explains appropriate search strategies
3. Uses an automated catalog to locate resources

### Middle School (Grades 7-8)

1. Reviews and expands K, Primary and Intermediate Performance Indicators as appropriate
2. Uses appropriate subject, keyword, and series searches to find specific materials
3. Explains use of search strategies

### High School (Grades 9-12)

1. Reviews and expands all Performance Indicators as appropriate from K, Primary, Intermediate and Middle School
2. Has the ability to revise search strategies when not successful
3. Chooses appropriate strategies to browse and preview to determine usefulness of specific materials

**STANDARD B:** A student should understand and use research

processes necessary to locate, evaluate and communicate information and ideas.

**Benchmark 1:** State a problem, question or information need.

## **Performance Indicators**

### **K**

1. Practices asking questions and making statements about selected books and/or tapes
2. Begins to ask for location of books by author, title, character, series or subject
3. States need for information

### **Primary (Grades 1-3)**

1. Reviews and expands K Performance Indicators as appropriate
2. Uses appropriate question-asking to develop a topic
3. Identifies early research processes, such as brainstorming, questioning, mind mapping and webbing
4. Refines and defines topic to narrow or widen search terms
5. Generates ideas for further information

### **Intermediate (Grades 4-6)**

1. Reviews and expands K and Primary Performance Indicators as appropriate
2. Identifies need for extended information
3. Shows ability to determine keywords, subtopics and topics

### **Middle School (Grades 7-8)**

1. Reviews and expands K, Primary and Intermediate Performance Indicators as appropriate
2. Narrows or broadens the topic as necessary
3. Determines relevant keywords of topic

### **High School (Grades 9-12)**

1. Reviews and expands all Performance Indicators as appropriate from K, Primary, Intermediate and Middle School
2. Formulates complete hypothesis or question relating to information need

3. Recognizes need for searching a variety of sources
4. Uses search strategies to broaden or narrow specific topic

**Benchmark 2:** Consider the variety of available resources and determine which are most likely to be useful.

## **Performance Indicators**

### K

1. Shows interest in story presentations (flannel boards, puppets, stuffed animals, etc.)
2. Recognizes various authors and illustrators and their works
3. Participates in discussions about illustrations in books
4. Recognizes that stories and information come in different formats (print and non-print)
5. Listens to a variety of literature

### Primary (Grades 1-3)

1. Reviews and expands K Performance Indicators as appropriate
2. Identifies basic genres in fiction, non-fiction and picture books
3. Recognizes basic elements of a fairy tale
4. Determines favorite authors and series
5. Recognizes Caldecott Award books
6. Recognizes a variety of mediums used in illustrations
7. Seeks information from bulletin boards, videos, displays and other non-print materials
8. Understands that artwork illustrates and enhances a story
9. Uses different sections of the library for pleasure and information

### Intermediate (Grades 4-6)

1. Reviews and expands K and Primary Performance Indicators as appropriate
2. Identifies story elements (plot, character, setting, etc.)
3. Gains understanding of literature through oral reading (readers' theater, poetry, and plays)
4. Recognizes the variety of award-winning books and other media

### Middle School (Grades 7-8)

1. Reviews and expands K, Primary and Intermediate Performance Indicators as appropriate
2. Explains preference for certain selections
3. Reviews and expands different genres of literature
4. Examines poetry and folktales as genre from other cultures
5. Identifies and seeks different literary forms
6. Recognizes that literature reflects, examines and influences the human experience

### High School (Grades 9-12)

1. Reviews and expands all Performance Indicators as appropriate from K, Primary, Intermediate and Middle School
2. Examines poetry and folktales as genre from other cultures
3. Demonstrates proficient use of a wide variety of literature and creative expressions

### **Benchmark 3: Access information**

#### **Performance Indicators**

##### K

1. Recognizes different media according to interests and needs
2. Asks for particular book characters or themes that reflect personal interest
3. Recognizes that books are created in different levels (wordless to beginning chapter)
4. Chooses books of interest

##### Primary (Grades 1-3)

1. Reviews and expands K Performance Indicators as appropriate
2. Determines individual comfort level of books (selects “just right” books)
3. Previews material before making decision
4. Summarizes the text orally
5. Contrasts different types of books (everybody vs fiction)
6. Chooses books from different sections of the library

### Intermediate (Grades 4-6)

1. Reviews and expands K and Primary Performance Indicators as appropriate
2. Recognizes award-winning and notable books
3. Finds a synopsis of the story in a selected book
4. Recognizes the wide variety of genres, books and materials

### Middle School (Grades 7-8)

1. Reviews and expands K, Primary and Intermediate Performance Indicators as appropriate
2. Chooses material which is age and grade appropriate
3. Seeks material of personal interests
4. Uses books and materials which they enjoy
5. Uses various strategies to locate appropriate materials
6. Recognizes genres and selects those of interest
7. Engages in ILL strategies to access sources of interest

### High School (Grades 9-12)

1. Reviews and expands all Performance Indicators as appropriate from K, Primary, Intermediate and Middle School
2. Uses independent strategies to locate appropriate materials
3. Refines use of material which is age and interest appropriate

**Benchmark 4:** Evaluate the validity, relevancy, currency and accuracy of information.

### **Performance Indicators**

#### K

1. Begins distinguishing between fiction and nonfiction
2. Compares photos with other kinds of illustrations in fiction and nonfiction materials

### Primary (Grades 1-3)

1. Reviews and expands K Performance Indicators as appropriate
2. Knows copyright date and location
3. Explains specific strategies to evaluate resource usefulness

### Intermediate (Grades 4-6)

1. Reviews and expands K and Primary Performance Indicators as appropriate
2. Compares information found in encyclopedias, nonfiction materials, and internet databases
3. Defines and demonstrates examples of accurate and inaccurate information.
4. Seeks multiple sources to verify accuracy of information
5. Evaluates resources and how they may relate to the topic
6. Determines relevancy and currency of materials using copyright dates on verso

### Middle School (Grades 7-8)

1. Reviews and expands K, Primary and Intermediate Performance Indicators as appropriate
2. Compares and contrasts, with guidance, multiple sources to verify accuracy of information
3. Recognizes whether or not a website is relevant to their topic – use of definitive words
4. Develops rubric to rate information gathered

### High School (Grade 9-12)

1. Reviews and expands all Performance Indicators as appropriate from K, Primary, Intermediate and Middle School
2. Identifies copyright of sources
3. Collaborates with others through technologies
4. Demonstrates by using certain books on a selected cart for information

**Benchmark 5:** Organize and use information to create a product

### **Performance Indicators**

#### K

1. Uses sequencing and prediction
2. Retells a story or information
3. Listens to a nonfiction book and answers questions

### Primary (Grades 1-3)

1. Reviews and expands K Performance Indicators as appropriate
2. Locates materials on a topic, find facts from materials, and choose facts for outline or timeline
3. Refines and narrows topic
4. Connects and groups similar ideas
5. Creates a product that reflects learning
6. Writes a simple bibliography of materials used (author, title)

### Intermediate (Grades 4-6)

1. Reviews and expands K and Primary Performance Indicators as appropriate
2. Accesses computer information (online encyclopedias, automated catalog and databases)
3. Takes notes from sources
4. Finds main points and supporting ideas from notes and text
5. Summarizes notes into organized form
6. Creates a product that reflects learning
7. Organizes bibliography, outlines, timelines, etc.

### Middle School (Grades 7-8)

1. Reviews and expands K, Primary and Intermediate Performance Indicators as appropriate
2. Organizes and uses information gathered to create a product (report, poster, electronic presentation, diorama, display, timeline, etc.)
3. Cites all used information sources in a bibliographic format

### High School (Grades 9-12)

1. Reviews and expands all Performance Indicators as appropriate from K, Primary, Intermediate and Middle School
2. Employs notetaking skills to gather facts about a certain topic
3. Employs webbing and outline strategies to organize information
4. Refines selection of format and production skills to communicate message

**Benchmark 6:** Evaluate the effectiveness of the product to communicate the intended message

## **Performance Indicators**

### **K**

1. Identifies different formats that share information (pictures, videos, puppets, skits, books, etc.)

### **Primary (Grades 1-3)**

1. Reviews and expands K Performance Indicators as appropriate
2. Compares and contrasts similar topics presented in various formats
3. Creates a research project
4. Evaluates and critiques projects

### **Intermediate (Grades 4-6)**

1. Reviews and expands K and Primary Performance Indicators as appropriate
2. Develops assessment tools to evaluate a project
3. Determines appropriate format to communicate intended message considering audience, length and type

### **Middle School (Grades 7-8)**

1. Reviews and expands K, Primary and Intermediate Performance Indicators as appropriate
2. Develops more advanced evaluation tools for product
3. Breaks down evaluation of student product into more succinct pieces

### **High School (Grades 9-12)**

1. Reviews and expands all Performance Indicators as appropriate from K, Primary, Intermediate and Middle School
2. Assesses other students' products by using teacher-provided or student-developed rubrics

**STANDARD C:** A student should recognize that being an independent reader, listener, and viewer of material in print, non-print, and electronic formats will contribute to personal enjoyment and lifelong learning.

## **Benchmark 1: Read for pleasure and information**

### **Performance Indicators**

#### **K**

1. Recognizes a variety of authors
2. Listens to a story
3. Retells a story
4. Identifies and seeks books of interest
5. Requests the reading aloud of a story

#### **Primary (Grades 1-3)**

1. Reviews and expands K Performance Indicators as appropriate
2. Develops different purposes for reading (inform, delight, enrich)
3. Explains what pleasure reading is
4. Chooses books for recreational reading
5. Identifies genre for personal interest
6. Engages in active listening and book-related discussions during story time
7. Compares and contrasts stories
8. Acknowledges authors they enjoy reading

#### **Intermediate (Grades 4-6)**

1. Reviews and expands K and Primary Performance Indicators as appropriate
2. Explores a variety of reading materials
3. Uses visuals, objects and realia for information
4. Locates areas of personal interest in nonfiction
5. Shares with others the books in which they find pleasure
6. Explores a variety of genre
7. Understands that reading can be for pleasure and information
8. Shows interest in recreational reading programs (YRC, Battle of the Books, school-based reading programs, summer reading programs, etc.)

#### **Middle School (Grades 7-8)**

1. Reviews and expands K, Primary and Intermediate Performance Indicators as appropriate

2. Chooses their own books for certain recreational reading programs
3. Uses a variety of resources to meet personal needs and interest
4. Enhances appreciation for authors
5. Compares and contrasts authors
6. Understands that information can come from many different sources
7. Cultivates personal reading tastes
8. Explores a variety of genres

### High School (Grades 9-12)

1. Reviews and expands all Performance Indicators as appropriate from K, Primary, Intermediate and Middle School
2. Determines their own subject for research projects
3. Extends appreciation for authors of fiction and information
4. Refines reading in search for information
5. Understands selected materials may be appropriate for different people with other interests and abilities
6. Expands beyond print and media to use community resources (museum, film archives, businesses, interviews, medical establishments) for interest and information

**Benchmark 2:** Read, listen, and view a wide variety of literature and other creative expressions

### **Performance Indicators**

#### K

1. Shows interest in story presentations (flannel boards, puppets, stuffed animals, etc.)
2. Recognizes various authors and illustrators and their works
3. Participates in discussions about illustrations in books
4. Recognizes that stories and information come in different formats (print and non-print)
5. Listens to a variety of literature

### Primary (Grades 1-3)

1. Reviews and expands K Performance Indicators as appropriate

2. Identifies basic genres in fiction, non-fiction and picture books
3. Recognizes basic elements of a fairy tale
4. Determines favorite authors and series
5. Recognizes Caldecott Award books
6. Recognizes a variety of mediums used in illustrations
7. Seeks information from bulletin boards, videos, displays and other non-print materials
8. Understands that artwork illustrates and enhances a story
9. Uses different sections of the library for pleasure and information

#### Intermediate (Grades 4-6)

1. Reviews and expands K and Primary Performance Indicators as appropriate
2. Identifies story elements (plot, character, setting, etc.)
3. Gains understanding of literature through oral reading (readers' theater, poetry, and plays)
4. Recognizes the variety of award-winning books and other media

#### Middle School (Grades 7-8)

1. Reviews and expands K, Primary and Intermediate Performance Indicators as appropriate
2. Explains preference for certain selections
3. Reviews and expands different genres of literature
4. Examines poetry and folktales as genre from other cultures
5. Identifies and seeks different literary forms
6. Recognizes that literature reflects, examines and influences the human experience

#### High School (Grades 9-12)

1. Reviews and expands all Performance Indicators as appropriate from K, Primary, Intermediate and Middle School
2. Examines poetry and folktales as genre from other cultures
3. Demonstrates proficient use of a wide variety of literature and creative expressions

**Benchmark 3:** Recognize and select materials appropriate to personal abilities and interests

### **Performance Indicators**

#### K

1. Recognizes different media according to interests and needs
2. Asks for particular book characters or themes that reflect personal interest
3. Recognizes that books are created in different levels (wordless to beginning chapter)
4. Chooses books of interest

#### Primary (Grades 1-3)

1. Reviews and expands K Performance Indicators as appropriate
2. Determines individual comfort level of books (selects “just right” books)
3. Previews material before making decision
4. Summarizes the text orally
5. Contrasts different types of books (everybody vs fiction)
6. Chooses books from different sections of the library

#### Intermediate (Grades 4-6)

1. Reviews and expands K and Primary Performance Indicators as appropriate
2. Recognizes award-winning and notable books
3. Finds a synopsis of the story in a selected book
4. Recognizes the wide variety of genres, books and materials

#### Middle School (Grades 7-8)

1. Reviews and expands K, Primary and Intermediate Performance Indicators as appropriate
2. Chooses material which is age and grade appropriate
3. Seeks material of personal interests
4. Uses books and materials which they enjoy
5. Uses various strategies to locate appropriate materials
6. Recognizes genres and selects those of interest

7. Engages in ILL strategies to access sources of interest

### High School (Grades 9-12)

1. Reviews and expands all Performance Indicators as appropriate from K, Primary, Intermediate and Middle School
2. Uses independent strategies to locate appropriate materials
3. Refines use of material which is age and interest appropriate

**STANDARD D:** A student should be aware of the freedom to seek information and possess the confidence to pursue information needs beyond immediately available sources.

**Benchmark 1:** Know how to access information through local, national and international sources in printed and electronic formats

### **Performance Indicators**

#### K

#### Primary (Grades 1-3)

1. Uses an automated database (Grade 3)
2. Uses online resources geared to primary students

#### Intermediate (Grades 4-6)

1. Reviews and expands Primary Performance Indicators as appropriate
2. Accesses and navigates online databases
3. Locates information in magazines and newspapers
4. Utilizes the interlibrary loan process and access other library catalogs

#### Middle School (Grades 7-8)

1. Reviews and expands Primary and Intermediate Performance Indicators as appropriate
2. Recognizes and utilizes interlibrary loan processes from various kinds of libraries
3. Accesses the municipal library and university catalogs online

4. Selects multiple print and non-print sources using various search strategies

### High School (Grades 9-12)

1. Reviews and expands all Performance Indicators as appropriate from Primary, Intermediate and Middle School
2. Uses ILL effectively
3. Expands beyond traditional sources to use interviews, videos and specialty libraries to access information
4. Searches effectively online
5. Demonstrates effective use of databases

**Benchmark 2:** Recognize the importance of access to information and ideas in a democratic society

### **Performance Indicators**

#### K

1. Selects books according to individual interests

#### Primary (Grades 1-3)

1. Reviews and expands K Performance Indicator
2. Recognizes that individuals have different interests in reading selections

#### Intermediate (Grades 4-6)

1. Reviews and expands K and Primary Performance Indicators as appropriate
2. Shows an understanding of censorship, filters and other forms of restricted access
3. Shows an understanding of freedom of speech issues and internet safety

#### Middle School (Grades 7-8)

1. Reviews and expands K, Primary and Intermediate Performance Indicators as appropriate
2. Locates information about forms of democracy
3. Shows an understanding of censorship, freedom of speech and intellectual freedom issues

### High School (Grades 9-12)

1. Reviews and expands all Performance Indicators as appropriate from K, Primary, Intermediate and Middle School
2. Has the ability to verbalize the importance of access to information and ideas as critical to the functioning of a democratic society
3. Understands how censorship impacts a democratic society

**Benchmark 3:** Access information on local, state, national and world cultures and issues

### **Performance Indicators**

#### K

1. Listens to stories from other cultures
2. Participates in activities that represent a variety of cultures

#### Primary (Grades 1-3)

1. Reviews and expands K Performance Indicators as appropriate
2. Locates a variety of sources to learn about the diversity of people, places and ideas

#### Intermediate (Grades 4-6)

1. Reviews and expands K and Primary Performance Indicators as appropriate
2. Recognizes that information about local, state, national and world cultures can be found in resources in and beyond the library
3. Identifies aspects of other cultures and contrasts them with their own

#### Middle School (Grades 7-8)

1. Reviews and expands K, Primary and Intermediate Performance Indicators as appropriate
2. Expands knowledge of official resources of local, state, national and international departments and agencies

### High School (Grades 9-12)

1. Reviews and expands all Performance Indicators as appropriate from K, Primary, Intermediate and Middle School
2. Can express both sides of local or national issues and is able to make a personal choice
3. Effectively uses the Internet to search for accurate and balanced information on cultures and countries
4. Seeks sources representing a variety of contexts, perspectives, cultures and evaluates usefulness

**Benchmark 4:** Evaluate information representing diverse views in order to make informed decisions

### **Performance Indicators**

#### K

1. Identifies characters that have different views in a discussion setting

#### Primary (Grades 1-3)

1. Reviews and expands K Performance Indicators as appropriate
2. Determines differences between fact and opinion

#### Intermediate (Grades 4-6)

1. Reviews and expands K and Primary Performance Indicators as appropriate
2. Compares and contrasts same topic on different websites or print resources
3. Evaluates the usefulness of information based on credibility of author or source
4. Uses copyright date and sources to help evaluate material's relevancy

#### Middle School (Grades 7-8)

1. Reviews and expands K, Primary and Intermediate Performance Indicators as appropriate
2. Seeks sources for diverse perspectives

3. Recognizes points of view or bias
4. Evaluates sources to determine relevancy to information need
5. Recognizes stereotypes in various media
6. Uses primary and secondary sources effectively

### High School (Grades 9-12)

1. Reviews and expands all Performance Indicators as appropriate from K, Primary, Intermediate and Middle School
2. Develops the ability to evaluate the bias, accuracy, currency, relevancy, balance, stereotyping of various media
3. Justifies the use of a particular media and how it relates to their information need

**Benchmark 5:** Assimilate and understand how newly acquired information relates to oneself and others

## **Performance Indicators**

### K

#### Primary (Grades 1-3)

1. Makes self to text connections

#### Intermediate (Grades 4-6)

1. Reviews and expands Primary Performance Indicator as appropriate
2. Reads and discusses materials with current/historical issues (homelessness, immigration, civil rights, etc.)

#### Middle School (Grades 7-8)

1. Reviews and expands Primary and Intermediate Performance Indicators as appropriate
2. Identifies other points of view from information and can restate them
3. Evaluates quality and quantity of information to determine usefulness

#### High School (Grades 9-12)

1. Reviews and expands Primary, Intermediate and Middle School Performance Indicators as appropriate

2. Recognizes and reflects that exposure to different perspectives enhances one's own world view

**STANDARD E:** A student should understand ethical, legal and social behavior with respect to information resources

**Benchmark 1:** Use library materials and information resources responsibly

### **Performance Indicators**

#### K

1. Practices effective use of shelf markers (if used in that library)
2. Returns books in a timely manner and in good condition

#### Primary (Grades 1-3)

1. Reviews and expands K Performance Indicators as appropriate
2. Demonstrates individual responsibility for book and computer care
3. Returns library materials when due
4. Demonstrates notetaking skills (Grade 3)

#### Intermediate (Grades 4-6)

1. Reviews and expands K and Primary Performance Indicators as appropriate
2. Uses simple notetaking strategies, including summarizing, paraphrasing and exact quotes

#### Middle School (Grades 7-8)

1. Reviews and expands K, Primary and Intermediate indicator
2. Expands knowledge of concepts of intellectual property rights, plagiarism and copyright

#### High School (Grades 9-12)

1. Reviews and expands all Performance Indicators as appropriate from K, Primary, Intermediate and Middle School

**Benchmark 2:** Understand and respect the principles of intellectual freedom

## **Performance Indicators**

### K

#### Primary (Grade 1-3)

1. Recognizes the right to choose library materials
2. Recognizes that authors can retell a story in their own words (Three Little Pigs, Emperor's New Clothes, Little Red Riding Hood, etc.)

#### Intermediate (Grades 4-6)

1. Reviews and expands Primary Performance Indicators as appropriate
2. Shows understanding of the principles of intellectual freedom within the context of the First Amendment

#### Middle School (Grades 7-8)

1. Review Primary and Intermediate Performance Indicators as appropriate
2. Participates in discussion about First Amendment responsibilities and intellectual freedom
3. Relates the principles of intellectual freedom to their personal lives

#### High School (Grades 9-12)

1. Reviews and expands all Performance Indicators as appropriate from Primary, Intermediate and Middle School
2. Discusses/debates both sides of issues to show how access to information supports intellectual freedom
3. Interacts in a rational way with those having differing opinions
4. Defines intellectual freedom and discusses its application

**Benchmark 3:** Understand and respect intellectual property rights and copyright laws

## **Performance Indicators**

### K

1. Puts name on own work to indicate ownership (story or artwork)

### Primary (Grades 1-3)

1. Reviews and expands K Performance Indicator as appropriate
2. Recognizes and locates copyright symbol
3. Identifies author or illustrator as owner of intellectual property rights and copyright
4. Recognizes importance of paraphrasing or summarizing to avoid plagiarism

### Intermediate (Grades 4-6)

1. Reviews and expands K and Primary Performance Indicators as appropriate
2. Shows understanding of the concept of copyright by properly citing various media
3. Recognizes and applies concepts of intellectual property rights by explaining who owns the materials
4. Creates a product respecting intellectual property rights, including use of copyright free materials

### Middle School (Grades 7-8)

1. Reviews and expands Primary and Intermediate Performance Indicators as appropriate
2. Takes notes by paraphrasing or summarizing
3. Practices proper citation format including endnotes, footnotes and internal citations
4. Recognizes the importance of correct citation
5. Realizes there are copyright laws for various print and nonprint materials

### High School (Grades 9-12)

1. Reviews and expands Primary, Intermediate and Middle School Performance Indicators as appropriate
2. Cites sources in correct format including endnotes, footnotes or internal citations
3. Adheres to copyright laws
4. Seeks copyright clearance when necessary

**Benchmark 4:** Develop and use citations and bibliographies

**Performance Indicators**

K

Primary (Grades 1-3)

1. Writes title of book (First Grade and Second Grade) in a bibliographic format
2. Writes author and title of book (Third Grade) in a bibliographic format

Intermediate (Grades 4-6)

1. Writes author and title of book (Fourth Grade) in a bibliographic format
2. Writes author, title and copyright of book (Fifth Grade) in a bibliographic format
3. Writes author, title, place of publication, publisher and copyright of book (Sixth Grade) in a bibliographic format
4. Uses a bibliographic format for encyclopedias, magazine articles, internet sources, etc.
5. Recognizes that WebCat is a source of bibliographic information

Middle School (Grades 7-8)

1. Reviews and expands Primary and Intermediate Performance Indicators as appropriate
2. Determines and uses correct citation format for various media
3. Understands the difference between paraphrasing and summarizing

High School (Grades 9-12)

1. Reviews and expands Primary, Intermediate and Middle School Performance Indicators as appropriate

2. Understands that paraphrasing is not enough for copyright compliance
3. Understands various bibliographic formats