

Model School Library Standards September 2010
Grades Nine through Twelve

STANDARD 1

Students Access Information

The student will access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources.

- 1.1 Recognize the need for information:
 - a. Identify topics; broaden or narrow topic and develop ideas to direct the focus of an inquiry
- 1.2 Formulate appropriate questions:
 - a. Generate research questions based on interests, observations, information, stories, and issues or on an assigned topic
 - b. Develop and present a clear thesis statement or hypothesis
 - c. Finalize research question or hypothesis by conducting preliminary research
- 1.3 Identify and locate a variety of resources online and in other formats using effective search strategies:
 - a. Use a variety of search engines and licensed and free databases to locate information appropriate to the need
 - b. Search for information on Web sites using “tags” and hierarchical directories
 - c. Use the hierarchy of a URL through successive truncations to navigate a site
 - d. Search for information using advanced search skills (e.g., Boolean operators, adjacency, proximity, wild card symbols, truncation)
 - e. Search for information using both controlled vocabulary (e.g., subject headings, descriptors) and natural language
 - f. Differentiate between scholarly and popular publications in print or digital format

- g. Create and save searches and bibliographies within library catalogs and databases
 - h. Identify the structural features of informational text and use the features to locate information (e.g., expository text, public documents, journal articles)
 - i. Select and use appropriate tools and technology to locate resources
 - j. Identify, compare, and contrast the bibliographic information provided in a printed or digital book or a Web site
 - k. Use a variety of print, media, and online resources to locate information including encyclopedias and other reference materials
 - l. Demonstrate a variety of research methods used in different disciplines (e.g., the humanities, sciences, social sciences)
- 1.4 Retrieve information in a timely, safe, and responsible manner:
- a. Demonstrate proper procedures and good citizenship online
 - b. Understand how to access and retrieve resources from local, regional, state, and national libraries through interlibrary loan and other means
 - c. Use pre-search strategies to identify what should be read in depth (e.g., scan titles, headings, captions, introductions, summaries, conclusions)
 - d. Analyze structure and format of informational text that make information accessible and usable (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps)

STANDARD 2

Students Evaluate Information

The student will evaluate and analyze information to determine appropriateness in addressing the scope of inquiry.

- 2.1 Determine relevance of information:
- a. Evaluate online search results, demonstrating an understanding of how search engines determine rank or relevancy

- b. Analyze important ideas and supporting evidence in an information source, using logic and informed judgment to accept or reject information
 - c. Interpret meaning from charts, maps, graphs, tables, and pictures
- 2.2 Assess comprehensiveness, currency, credibility, authority, and accuracy of resources:
- a. Verify the authenticity of primary and secondary source information found online
 - b. Identify bias and prejudice in historical interpretations
 - c. Analyze media for purpose, message, accuracy, bias, and intended audience
 - d. Determine whether resources are designed to persuade, educate, inform, or sell
 - e. Use systematic strategies and technology tools to organize and record information (e.g., anecdotal scripting, footnotes, annotated bibliographies)
- 2.3 Consider the need for additional information:
- a. Determine and use strategies for revising, improving, and updating knowledge of a subject
 - b. Review work through self-reflection, peer review, and teacher feedback to determine if the information is sufficient and the research process was effective
 - c. Understand that some areas of investigation have inadequate existing material and require a change in plan, change in topic, or original research

STANDARD 3

Students Use Information

The student will organize, synthesize, create, and communicate information.

- 3.1 Demonstrate ethical, legal, and safe use of information in print, media, and online resources:

- a. Demonstrate respect for intellectual property, copyright restrictions, fair use, and public performance rights when downloading or duplicating media
 - b. Understand the differences between quoting, summarizing, and paraphrasing and apply these skills to own work
 - c. Use appropriate conventions for documentation in the text, footnotes, references, and bibliographies by adhering to an acceptable format
 - d. Recognize and protect the private information of oneself and others
 - e. Describe safe, online shopping practices
 - f. Describe the implications of criminal activities (e.g., generating viruses, hacking, identity theft, accessing illegal images)
 - g. Use materials, equipment, and facilities responsibly and independently
 - h. Describe the privileges and responsibilities outlined in the district's Internet acceptable use policy for their school
 - i. Practice strategies to protect digital devices (e.g., antivirus software, secure connections, encryption, operating system updates)
 - j. Define and defend the need for intellectual freedom
- 3.2 Draw conclusions and make informed decisions:
- a. Analyze information from multiple sources and identify complexities, discrepancies, and different perspectives found among sources
- 3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding:
- a. Explain how meaning is conveyed in image and sound and recognize that many media messages are constructed to gain profit and/or influence viewers
 - b. Analyze design elements of various kinds of media productions and identify media messages that have embedded points of view
 - c. Identify capabilities and limitations of tools for organizing and using information
 - d. Produce media efficiently and appropriately to communicate a message to an audience

- e. Design experiments, surveys, and interviews, individually or in a group, as needed to investigate research questions
- f. Analyze and interpret results of experiments, surveys, and interviews, using quantitative and qualitative methods
- g. Aware of the impact of personal bias when interpreting information
- h. Draw clear and appropriate conclusions supported by evidence and examples
- i. Use common organizational patterns such as logic, analogy, compare and contrast, problem and solution, cause and effect to inform or persuade
- j. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations using appropriate citations

STANDARD 4

Students Integrate Information Literacy Skills into All Areas of Learning

The student will independently pursue information to become a life-long learner.

- 4.1 Read widely and use various media for information, personal interest, and life-long learning:
 - a. Independently read two million words annually, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information
 - b. Demonstrate competence and self-motivation in reading, listening, and viewing
 - c. Develop strategies to focus on personal learning
 - d. Demonstrate personal responsibility for lifelong learning
 - e. Select information on a topic of interest
- 4.2 Seek, produce, and share information:

- a. Locate information independently to satisfy curiosity
 - b. Contribute actively to the learning community and participate in groups to pursue and generate information
 - c. Demonstrate and advocate for legal and ethical behavior among peers, family members, and their community when using information resources and technology
 - d. Use technology to communicate, share information, and collaborate with others with the same interests
 - e. Organize personal digital information using metadata, keywords, and tags
- 4.3 Appreciate and respond to creative expressions of information:
- a. Read and listen to a range of literary and other creative forms of expression (e.g., poetry, drama, film, literature, visual arts)
 - b. Monitor own information-seeking progress for effectiveness, and adapt as necessary