

WEST VIRGINIA
SECRETARY OF STATE

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ADMINISTRATIVE LAW DIVISION

Form #5

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OFFICE WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X
CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW
W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education
v. Hechler, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES _____ NO X

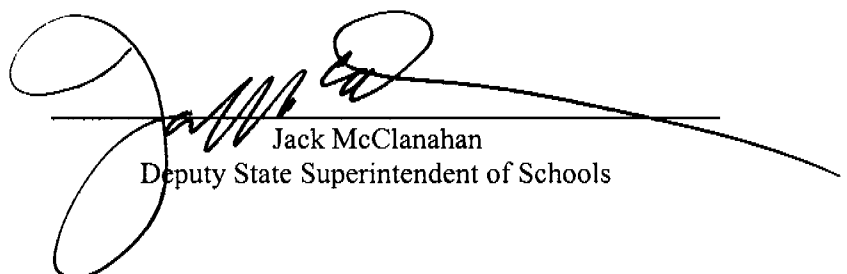
IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 44Q

TITLE OF RULE BEING PROPOSED: Library Media Content Standards and
Objectives for West Virginia Schools (2520.17)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS January 18, 2006.


Jack McClanahan
Deputy State Superintendent of Schools

**EXECUTIVE SUMMARY
FOR
WEST VIRGINIA BOARD OF EDUCATION POLICY**

Policy Number and Title: Policy 2520.17: *Library Media Content Standards and Objectives for West Virginia Schools*

Background:

- Policy 2520.17 defines the Content Standards and Objectives for Library Media as required by Policy 2510 and establishes a standardized format for such.
- The original effective date of Policy 2520 (Content Standards and Objectives for West Virginia Schools) was July 2003.
- Policy 2520.17, Library Media Content Standards and Objectives, will be a new addition to policy.

Reasons for New Policy:

- Library Media Content Standards and Objectives establish guidelines for high quality library media programs for West Virginia students in grades K-12.

Impact:

- Library Media Content Standards and Objectives provide a standardized curriculum in library media for all West Virginia students.
- Library Media Content Standards and Objectives promote information literacy, independent learning, and respect for others' intellectual property, ideas and backgrounds.
- Library Media Content Standards and Objectives support and reinforce students' abilities in reading, listening and viewing.

Comments:

- Comments were received from fourteen (14) individuals.
 - All comments were positive.
 - One comment suggested that the CSOs offer more specific examples of materials. This comment was not accepted because this is not the intent of the CSOs.
 - The same comment as above indicated that the skill of footnoting was not appropriate for middle school students. This comment was not accepted because Reading Language Arts objectives for grades seven and eight support this skill.
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126CSR44Q

FILED

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

2005 DEC 19 P 3:33

SERIES 44Q
LIBRARY MEDIA CONTENT STANDARDS AND OBJECTIVES
FOR WEST VIRGINIA SCHOOLS (2520.17)

OFFICE WEST VIRGINIA
SECRETARY OF STATE

§126-44Q-1. General.

1.1. Scope. W. Va. 126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (hereinafter Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.17 defines the content standards and objectives for library media as required by Policy 2510.

1.2. Authority. W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. December 19, 2005.

1.4. Effective Date. January 18, 2006.

1.5. Repeal of a Former Rule. This is a new rule.

§126-44Q-2. Purpose.

2.1. This policy defines the content standards (or instructional goals) and objectives for the program of study required by Policy 2510 in library media.

§126-44Q-3. Incorporation by Reference.

3.1. A copy of Library Media Content Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instructional Services.

§126-44Q-4. Summary of the Content Standards and Objectives.

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W. Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for library media, an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

Explanation of Terms

Content Standards are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.

Objectives are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.

Performance Descriptors describe in narrative format how students demonstrate achievement of the content standards. Five performance levels have been proposed for West Virginia: distinguished, above mastery, mastery, partial mastery and novice. A general description of each of these categories is listed below:

- **Distinguished:** A student at this level has demonstrated exceptional and exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond course or grade level expectations.
- **Above Mastery:** A student at this level has demonstrated competent and proficient performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills.
- **Mastery:** A student at this level has demonstrated fundamental knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance at the course or grade level.
- **Partial Mastery:** A student at this level has partially demonstrated fundamental knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.
- **Novice:** A student at this level has not demonstrated the fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

Numbering of Standards

The number for each content standard is composed of three parts, each part separated by a period:

- The content area code is LM for Library Media;
- The letter S, for Standard; and
- The standard number.

Illustrations: LM.S.1 refers to Library Media content standard #1.

Numbering of Objectives

The number of each objective is composed of four parts, each part separated by a period:

- The content area code or course code;
- The grade level (An exception is elementary West Virginia Studies, which uses WV instead of grade level);
- The number of the content standard addressed; and
- The objective number.

Illustrations: LM.6.2.3 refers to a Library Media sixth grade objective that addresses standard #2, Independent Learning, and that is the third objective listed under that standard.

Numbering of Performance Descriptors

The number for each group of five performance descriptors is composed of four parts, each part separated by a period:

- The content area or course code;
- The letters PD, for Performance Descriptors;
- The grade level (See exception noted above for grade level under numbering of objectives); and
- The standard number.

Illustration: LM.PD.9.2 refers to Library Media performance descriptors for ninth grade, content standard 2.

Unique Electronic Numbers (UENs)

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.17 is available on the Web, each standard, each objective, and each group of three performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.17 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.17 is approved by the State Board of Education

The prefix for the UENs in each content area in Policy 2520.17 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.17 are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Illustration: The UEN for performance descriptors for fifth grade science, standard #2 will be "200302.SS.PD.5.2".

Abbreviations

Content Area

LM	Library Media
LMC	Library Media Center
OPAC	Online Public Access Catalog

Other Abbreviations

PD	Performance Descriptors
S	Standard (Content Standard)

LIBRARY MEDIA - POLICY 2520.17

The West Virginia Library Media Program of Study sets forth the expectations for library media study for all West Virginia students in elementary, middle, junior high and high schools. The curriculum is designed to address the needs of all students engaged in the study and application of library media.

The Library Media Content Standards, Objectives, and Performance Descriptors provide leadership for the local establishment of standards for optimal learning experiences in library media for students in West Virginia schools. They are designed to provide guidance for the development of district library media curricula, the selection of instructional materials, the evaluation of students' learning, and in-service and pre-service professional development programs. Library media specialists at local schools are responsible for developing a scope and sequence and for selecting the specific content and learning activities that will lead students to a high level of knowledge and skill in the area of library media. Library media specialists must collaborate regularly with teachers and other members of the learning community to develop curricular content that integrates information literacy skills, to plan instructional activities and to identify resources that support and enhance the curriculum. It is imperative, therefore, that all library media specialists select learning activities which are appropriate for students of differing ages, interests and experiences.

The instructional objectives are organized around three goals of library media.

1. Information Literacy

At the heart of every successful school library media program is the teaching of effective learning strategies and information literacy skills. The ability to find and use information, information literacy, is the keystone of lifelong learning. A successful school library media program has as its goal the development of capable, creative and responsible lifelong learners. Rather than simply "disseminating" information, school library media programs are centered on the process of learning.

2. Independent Learning

An effective school library media program assists all students in becoming active and creative locators, evaluators, and users of information to solve problems and satisfy their own curiosity. Accessing, evaluating, and using information is the authentic learning that any successful school library media program seeks to promote.

3. Social Responsibility

An effective school library media program assists students to seek information from diverse sources, contexts, disciplines and cultures; to respect the principles of equitable access to information, intellectual freedom, and intellectual property rights; to use technology responsibly; to collaboratively share knowledge and information with others; and to respect others' ideas and backgrounds and to acknowledge their contributions.

Promotion of information literacy is crucial to help students achieve state standards, as well as to face the increasingly complicated world ahead. West Virginia School Library Media Standards and Objectives are supported by Information Literacy Standards for Student Learning published by the American Association of School Librarians (AASL) and Association for Educational Communications and Technology (AECT), and *Information Power: Building Partnerships for Learning* published by the American Library Association (ALA). Other references that support the development of these standards and objectives are those of other states – including Wisconsin, Louisiana, Ohio, Nebraska and Minnesota – as well as national research findings.

The state library media content standards are based on the following beliefs:

- Library media study begins with promoting and reinforcing students' interests and abilities in reading, listening, and viewing. Reading, supported by a variety of media formats, is the foundation for a student's educational success. The core abilities of reading, viewing and listening combine with communication and writing to form the basis for developing information literacy skills. Books continue to constitute the major holdings of a library media center. Balance among and integration of traditional and electronic resources provides an optimal information environment.
- Library media study expands to include fostering the wide range of information concepts, strategies, and abilities students must master to profit from the global resources that are quite literally at their fingertips.
- Library media study includes developing the full range of abilities that students need to interact effectively with information and to construct meaningful knowledge:
 - analyzing complex and conflicting presentations of information
 - appreciating the variety of perspectives offered by individual viewpoints, scholarly disciplines, and cultural understandings
 - using information competently in critical thinking, decision making, and problem solving
 - producing new information and creating products and presentations that communicate ideas efficiently and effectively
 - acting responsibly in regard to information, particularly with respect to the difficult issues of intellectual freedom, equitable access to information, and intellectual property rights
 - developing into lifelong learners who can assimilate varying viewpoints, accommodate change, and contribute to the well being of the community.
- *No Child Left Behind* puts special emphasis on determining what educational programs and practices have been proven effective through rigorous scientific research. Quality school library media programs make a difference in student achievement. (Library Research Service, 2000).

West Virginia's vision for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curriculum content. West Virginia teachers are responsible for integrating technology appropriately in the students' learning environment.

The use of technology in the library media center is especially critical. As technology advances, the ability to access information quickly and efficiently is critical to prepare students for real world applications. County boards of education should commit to meeting the continuing need for current technology and technology applications for library media specialists and students. An automated library including a networked school-wide electronic catalog and electronic research databases are essential to an effective school library media program. Computer software, audio and video media, along with Internet sites, provide students opportunities to access information both for schoolwork and for lifelong personal enrichment; therefore, county boards of education should commit to meet this need for school library media centers, library media specialists and students.

Library Media Content Standards K-12

Standard 1: Information Literacy (LM.S.1)

Students will become information literate by:

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Standard 2: Independent Learning (LM.S.2)

Students will become independent learners by:

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Standard 3: Social Responsibility (LM.S.3)

Students will develop social responsibility and contribute positively to the learning community and society by:

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Kindergarten Library Media Programs and Information Literacy

Standard 1: Information Literacy (LM.S.1)

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

LM.K.1.1 recognize library and book terms (e.g., title, author, illustrator, cover, spine and pages).

LM.K.1.2 recognize print, non-print and electronic resources (e.g., books, newspapers, magazines, CD software).

LM.K.1.3 recognize ABC order.

Performance Descriptors (LM.PD.K.1)

▪ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student explains library and book terms in both print and non-print format. He/she independently applies ABC order.

▪ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student identifies library and book terms in both print and non-print format. He/she effectively applies ABC order.

▪ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student recognizes library and book terms in both print and non-print format. He/she generally applies ABC order.

▪ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student occasionally recognizes library and book terms in both print and non-print format. He/she demonstrates limited use of ABC order.

▪ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student, with assistance, recognizes some library and book terms in both print and non-print format. He/she sporadically demonstrates ABC order.

Standard 2: Independent Learning (LM.S.2)

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

LM.K.2.1 tell the purpose and activities of the Library Media Center [LMC] (e.g. types of materials, circulation, procedures, storytelling).

LM.K.2.2 select and check out books on an appropriate level.

- LM.K.2.3 identify good library citizenship including proper use and treatment of print materials and electronic equipment.
- LM.K.2.4 identify story elements (e.g., characters, setting, beginning, middle, end) and make predictions about a story.
- LM.K.2.5 listen and respond to various types of literature (e.g., nursery rhymes, fairy tales, poetry, make believe and factual materials).

Performance Descriptors (LM.PD.K.2)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student elaborates in detail on the activities within the LMC. The student produces visual illustrations of good library citizenship. He/she discusses and applies story elements in various literary genres, including his/her own work.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student explains the activity of the LMC. He/she tells, in his/her own words, good library citizenship. The student consistently identifies and responds to story elements in various types of literary genres.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate performance that meets the standard in Independent Learning. The student names the activities associated with the LMC. He/she identifies good library citizenship. The student identifies story elements and responds to various types of literary genres.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. With assistance, the student names the activities associated with the LMC. He/she occasionally recognizes good library citizenship. The student, with prompts, notices story elements and partially responds to various types of literary genres.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. With considerable assistance, the student names activities associated with the LMC. He/she rarely recognizes good library citizenship. The student seldom finds story elements or rarely responds to various types of literature.

Standard 3: Social Responsibility (LM.S.3)

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives

Students will:

- LM.K.3.1 acknowledge the right of classmates to express opinions of their own.
- LM.K.3.2 acknowledge ownership of one's work.
- LM.K.3.3 illustrate and share information for teacher publication (e.g., class book, class story, picture book).

Performance Descriptors (LM.PD.K.3)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student shares insightful opinions and assesses the merit of the opinions of others. He/she recognizes and explains to others an individual's right of ownership of created works. The student enhances his/her illustrations and shares cohesive information for teacher publication.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student independently recognizes an individual's right of ownership of created works. He/she presents detailed illustrations and shares detailed information for librarian publication.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student shares his/her opinions with classmates and accepts opinions of others. He/she identifies his/her work on a regular basis. The student illustrates and shares information for teacher publication.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student inconsistently shares his/her opinions with classmates and accepts the opinions of others. He/she inconsistently demonstrates the concept of ownership of his/her work. The student inconsistently illustrates and shares information for teacher publication.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student makes minimal attempts in sharing his/her opinions and information with the class. He/she seldom acknowledges ownership of his/her work.

First Grade Library Media Programs and Information Literacy

Standard 1: Information Literacy (LM.S.1)

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.1.1.1 identify parts of a book (e.g. title page and table of contents).
- LM.1.1.2 identify print, non-print and electronic resources (e.g. books, newspapers, magazines, dictionaries, CD-ROMs and the Internet).
- LM.1.1.3 alphabetize to the first letter.

Performance Descriptors (LM.PD.1.1)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information

Literacy. The student independently applies the use of book parts in print, non-print and electronic resources. He/she spontaneously alphabetizes to the first letter.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student consistently identifies book parts in print, non-print and electronic resources. He/she consistently alphabetizes to the first letter.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student identifies book parts in print and non-print and electronic resources. He/she alphabetizes to the first letter.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student partially identifies book parts in print, non-print, and electronic resources. He/she occasionally alphabetizes to the first letter.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student sporadically recognizes book parts in print, non-print, and electronic resources. He/she, with assistance, alphabetizes to the first letter.

Standard 2: Independent Learning (LM.S.2)

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

- LM.1.2.1 explain the location and organization of materials in the library media center (LMC).
- LM.1.2.2 apply knowledge of alphabetical order to locate books in appropriate sections and use checkout procedures.
- LM.1.2.3 describe good library citizenship including rules of behavior and proper use and treatment of print materials and electronic resources.
- LM.1.2.4 describe story elements (e.g. setting, plot, characters and theme), make simple predictions, and recall specific details from print, visual, and auditory materials.
- LM.1.2.5 identify various genre of literature (e.g., folklore, fairy tales, poetry, fiction and nonfiction).
- LM.1.2.6 state favorite authors and topics of personal interest.
- LM.1.2.7 recognize and read a variety of literature including award-winning selections (e.g. Caldecott Award).

Performance Descriptors (LM.PD.1.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student elaborates in great detail the organization of materials in the LMC. He/she explains examples of good library citizenship. The student cites specific examples of story elements in various literary genres and award-winning books.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student uses details to explain the organization of materials of the LMC. He/she defines

good library citizenship. The student summarizes story elements in various literary genres from award winning books.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Independent Learning. The student recognizes the organization of material in the LMC. He/she describes good library citizenship. The student describes story elements within various award-winning genres.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student gives brief explanations of the organization of materials in the LMC. He/she describes, with prompts, good library citizenship. With assistance, the student recalls story elements within various award-winning genres.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. The student, with assistance, explains the organization of materials in the LMC. When prompted, he/she demonstrates good library citizenship. The student identifies story elements within various literary genres from award winning books only with considerable assistance.

Standard 3 Social Responsibility (LM.S.3)

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practice ethical behavior in regard to information and information technology;
- participate effectively in groups to pursue and generate information.

Social Responsibility Objectives

Students will:

- LM.1.3.1 recognize the importance of free and open access to information for everyone.
- LM.1.3.2 demonstrate ownership of one's work.
- LM.1.3.3 develop information and ideas orally and in simple written sentences, and prepare a group media product (e.g., class alphabet book, class fact book).

Performance Descriptors (LM.PD.1.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student presents examples of the importance of free and open access to information. He/she spontaneously shows ownership of his/her work. The student demonstrates reflection and insightful information orally and in written form as part of the class project.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student describes the importance of free and open access to information. He/she independently shows ownership of his/her work. The student shares detailed information orally and in written form as part of a class project.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student states the importance of free and open access to information with librarian assistance. He/she consistently shows ownership of his/her work. The student states information orally and in written form as part of a class project.

- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student, with librarian prompts, identifies the importance of free and open access to information. He/she requires some assistance to show ownership of his/her work. The student shares limited information orally and in written form as part of a class project.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student makes limited attempts in sharing opinions and information with others. He/she rarely acknowledges ownership of work in regards to group projects.

Second Grade Library Media Programs and Information Literacy

Standard 1: Information Literacy (LM.S.1)

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.2.1.1 identify and use parts of book (e.g. title page, table of contents, glossary, and index).
- LM.2.1.2 identify and use print, non-print and electronic resources (e.g. books, newspapers, magazines, dictionaries, encyclopedias, CD-ROMs and the Internet).
- LM.2.1.3 alphabetize to the second letter and use simple guide words in a dictionary.

Performance Descriptors (LM.PD.2.1)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student automatically identifies and applies the different parts of books in print, non-print, and electronic resources. He/she demonstrates a complete knowledge of alphabetical order and use of simple guide words.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student consistently identifies and applies the different parts of books in print, non-print, and electronic resources. He/she consistently applies alphabetical order to the second letter and the use of simple guide words.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student identifies and uses parts of books in print, non-print, and electronic resources. He/she generally applies alphabetical order to the second letter and the use of simple guide words.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student has limited understanding of book parts and their use in print, non-print and electronic resources. With prompts he/she applies alphabetical order to the second letter and the use of simple guide words.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student seldom identifies or uses parts of books and their use in print, non-print, and electronic resources. He/she shows limited knowledge of alphabetical order and the use of simple guide words.

Standard 2: Independent Learning (LM.S.2)

Students will become independent learners by

- being information literate and pursuing information related to personal interest;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

- LM.2.2.1 discuss the school library media center (LMC) arrangement and procedures.
- LM.2.2.2 find appropriate fiction and nonfiction materials.
- LM.2.2.3 recognize the automated or print catalog and its use to locate books.
- LM.2.2.4 demonstrate good library citizenship including rules of behavior and proper use and treatment of print materials and electronic resources.
- LM.2.2.5 apply story elements (e.g. setting, plot, characters and theme), make simple predictions and interpret meaning from literature and how it relates to his/her experience.
- LM.2.2.6 state why an author or topic is of personal interest.
- LM.2.2.7 classify a variety of classic and contemporary literature from different genres (e.g. folklore, fairy tales, tall tales, legends, poetry, fiction, and nonfiction).
- LM.2.2.8 recognize author's purpose for writing stories (e.g. entertainment, information).
- LM.2.2.9 choose and read a variety of literature including award-winning selections (e.g. Caldecott Award).

Performance Descriptors (LM.PD.2.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student demonstrates an extensive knowledge of the arrangement of the LMC to access materials. He/she exhibits good library citizenship. The student differentiates, categorizes and reads a variety of genres from classic and contemporary literature.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student demonstrates an expanded knowledge of the arrangement of the LMC to access materials. He/she explains good library citizenship. The student locates and reads a variety of literary genres from classic and contemporary literature.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Independent Learning. The student demonstrates a basic knowledge of the arrangement of the LMC to access materials. The student explains the arrangement of the LMC and the card catalog/OPAC. He/she demonstrates good library citizenship. The student categorizes, recognizes and reads a variety of genres from classic and contemporary literature.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student shows sufficient knowledge of the arrangement of the LMC and the card catalog/OPAC. He/she discusses good library citizenship. The student recognizes and reads a variety of genres from classic and contemporary literature.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. The student shows a limited knowledge of the arrangement of the LMC and card catalog/OPAC. He/she rarely demonstrates good library citizenship. With assistance, he/she recognizes and reads a variety of literary genres.

Standard 3: Social Responsibility (LM.S.3)

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objective

Students will:

- LM.2.3.1 discuss situations or conditions where information is controlled or limited.
- LM.2.3.2 recognize ethical policies in the use of information (e.g. Internet use and copyright issues).
- LM.2.3.3 develop positive attitudes toward the social and ethical responsibilities (e.g., differentiating between copying and retelling in their own words).
- LM.2.3.4 share information and ideas with others through individual responsibilities and work groups.

Performance Descriptors (LM.PD.2.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student explains examples of the importance of free and open access to information. He/she automatically explains and models correct use of copyrighted materials. The student leads others to create and present information through a media product. He/she independently demonstrates the ability to summarize information into his own words and takes ownership of it.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student demonstrates knowledge to determine when information can be limited and the reasons why. He/she recognizes the correct use of copyrighted materials. The student assists others to create and present information in both group and individual projects.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student explains when information can be limited and the reasons why. He/she is aware of ethical policies in the use of information. The student shares information individually or within a group situation.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student shows evidence of understanding why information can be limited. He/she applies, with prompts, the ethical use of information. The student makes limited or brief contributions in creating and presenting information individually or in a group situation.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student makes infrequent or inappropriate contributions to a finished group project.

Third Grade Library Media Programs and Information Literacy

Standard 1: Information Literacy (LM.S.1)

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.3.1.1 use and explain organizational features of printed text (e.g., title page, table of contents, glossary and index).
- LM.3.1.2 select print, non-print and electronic resources to locate different types of information (e.g., newspaper, dictionary, encyclopedia, atlas, magazines, CD-ROMs and the Internet).
- LM.3.1.3 demonstrate dictionary skills (e.g., guide words, alphabetical order to the second and third letter, word meaning, pronunciation key and syllabication).
- LM.3.1.4 identify the components of a bibliographic record (e.g., call number, author, title, publisher, copyright date, number of pages).

Performance Descriptors (LM.PD.3.1)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student demonstrates advanced skills in selecting information resources in different formats. He/she utilizes dictionary skills consistently. The student explains in detail the basic components of bibliographic record.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student chooses and applies relevant information sources—print, non-print and electronic resources. He/she applies basic dictionary skills regularly. The student consistently states the basic components of the bibliographic record.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student selects, explains, and uses print, non-print and electronic resources to locate information. He/she demonstrates the basic components of a bibliographic record.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student, with assistance, selects and uses limited print, non-print and electronic resources to locate information. With prompts, he/she applies basic dictionary skills. The student occasionally recognizes the basic components of bibliographic record.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student requires guidance from the library media specialist to choose and use print, non-print, and electronic resources. He/she has limited knowledge of dictionary skills. The student rarely recognizes the basic components of a bibliographic record.

Standard 2: Independent Learning LM.S.2

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

- LM.3.2.1 demonstrate understanding of the school library media center arrangement and procedures.
- LM.3.2.2 use the automated or print catalog to locate books by author, title and subject.
- LM.3.2.3 implement good library citizenship, including rules of behavior and proper use and treatment of print materials and electronic resources.
- LM.3.2.4 recognize and use features of the Dewey Decimal System to locate materials.
- LM.3.2.5 select favorite authors and discuss their works.
- LM.3.2.6 locate, choose and read a variety of classic and contemporary literature from appropriate genres (e.g., fiction, nonfiction, poetry, biography, folk tales, fairy tales, legends).
- LM.3.2.7 examine and read award-winning selections (e.g. Caldecott Award, WV Children's Book Award).
- LM.3.2.8 recognize that information can be used to make decisions or satisfy personal interest.

Performance Descriptors (LM.PD.3.2)

▪ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student automatically utilizes the arrangement of the LMC and the card catalog/OPAC to access materials. He/she models good library citizenship. The student independently uses the Dewey Decimal System. He/she consistently and effectively locates and chooses a variety of literary genres. The student assists others in recognizing how specific information can be used.

▪ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student understands the arrangement of the LMC and the card catalog/OPAC in order to access materials. He/she consistently follows the rules of good library citizenship. The student effectively recognizes and uses the Dewey Decimal System. He/she helps others in locating and choosing a variety of literary genres. The student recognizes how specific information can be used.

▪ **Mastery**

The student demonstrates fundamental knowledge and skills by showing consistent and accurate academic performance that meets the standard in Independent Learning. The student understands the arrangement of the LMC and the card catalog/OPAC. He/she follows the rules of good library citizenship. The student recognizes and uses the Dewey Decimal System. He/she locates and chooses a variety of literary genres. The student recognizes how information can be used.

▪ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student occasionally demonstrates an understanding of the arrangement of the LMC and the card catalog/OPAC. He/she infrequently follows the rules of good library citizenship. The student requires some assistance in recognizing and using of the Dewey Decimal System. He/she shows a limited knowledge of locating and choosing a variety of literary genres. The student has a basic knowledge of how information can be used.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. The student requires substantial assistance in the utilization of the LMC and the card catalog/OPAC. He/she rarely follows the rules of good library citizenship. The student has limited ability in recognizing the Dewey Decimal System. He/she makes minimal effort in locating and choosing a variety of literary genres. The student has limited knowledge of how information can be used

Standard 3: Social Responsibility LM.S.3

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives

Students will:

- LM.3.3.1 identify examples of censorship.
- LM.3.3.2 identify legal principles and ethical conduct in use of information (e.g., copyright, plagiarism, acceptable use policy).
- LM.3.3.3 recognize the need for privacy of personal information.
- LM.3.3.4 participate in the development of workgroup roles and responsibilities.
- LM.3.3.5 work cooperatively with other students to create a finished product by recognizing and completing specific tasks as a part of a group effort.

Performance Descriptors (LM.PD.3.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student explains examples of the importance of free and open access to information. He/she explains and models acceptable use policy and correct use of copyrighted materials. The student leads others to create a finished product by working cooperatively and completing specific tasks as part of a team.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student demonstrates the elements of censorship. He/she recognizes and describes the need for acceptable use policies, copyright and privacy of personal information. The student accepts the role and responsibility of developing and creating a group project.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. With librarian prompts, the student recognizes examples of censorship and the correct use of copyrighted materials. Working with others and respecting their opinions, he/she creates a finished project.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student has difficulty in identifying examples of censorship and the use of copyrighted materials. He/she requires assistance in participating and working within a group to complete a project successfully.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student rarely makes observations about censorship, acceptable use policy and copyright law. He/she makes limited attempts in creating a finished product while working with and respecting others' rights.

Fourth Grade Library Media Programs and Information Literacy

Standard 1: Information Literacy LM.S.1

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.4.1.1 demonstrate organizational features of printed text (e.g., title page, table of contents, glossary, and index).
- LM.4.1.2 select and access print, non-print, and electronic resources to locate different types of information (e.g., newspaper, dictionary, encyclopedia, atlas, magazines, almanac, thesaurus, CD-ROM and the Internet).
- LM.4.1.3 apply dictionary skills.
- LM.4.1.4 interpret information to answer questions, draw conclusions, offer solutions, clarify issues, make predictions, and generate further questions.
- LM.4.1.5 explain the components of a bibliographic record (e.g., call number, author, title, publisher, copyright date, number of pages).
- LM.4.1.6 select information for accuracy, validity, relevance, appropriateness, comprehensiveness, and bias.
- LM.4.1.7 take notes on a topic, recording key words and phrases and summarizing.

Performance Descriptors (LM.PD.4.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student consistently applies organizational features in evaluating and selecting different information sources. He/she selects and applies dictionary skills for a specific purpose. The student assesses and utilizes the components of a bibliographic record. He/she guides others in summarizing information using note taking skills.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student recognizes and applies organizational features in comparing and selecting different types of information. He/she exhibits advanced dictionary skills. The student elaborates in detail the components of a bibliographic record. He/she shares knowledge of note taking and summarizing skills.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student uses organizational features in selecting different types of information to solve informational problems. He/she applies dictionary skills accurately and consistently. The student explains the components of a bibliographic record. He/she demonstrates basic note taking skills.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. With prompts, the student uses basic organizational features in accessing different types of information to answer simple informational problems. He/she occasionally applies dictionary skills. The student identifies the components of bibliographic record. With prompts, he/she gathers notes for a project.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student rarely uses organizational features in choosing basic types of information to answer simple informational problems. He/she infrequently demonstrates basic dictionary skills. The student has a limited understanding of the components of a bibliographic record. With substantial guidance, he/she gathers information for notes.

Standard 2: Independent Learning LM.S.2

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

- LM.4.2.1 apply knowledge of the school library media center arrangement and procedures.
- LM.4.2.2 utilize the automated or print catalog to locate books by author, title, and subject, and keyword.
- LM.4.2.3 analyze appropriate behaviors of good library citizenship, including rules of behavior and proper use and treatment of print materials and electronic resources.
- LM.4.2.4 use features of the Dewey Decimal System to locate materials.
- LM.4.2.5 recommend an author or topic of personal interest.
- LM.4.2.6 compare, contrast and read a variety of classic and contemporary literature from appropriate genres (e.g., fiction, nonfiction, poetry, tall tales, biography, folk tales, fairy tales, legends).
- LM.4.2.7 identify WV authors and illustrators and examine and read their works.
- LM.4.2.8 read, compare and contrast award-winning selections (e.g. Caldecott, Newbery, and WV Children's Book Award).
- LM.4.2.9 identify topics suitable for independent learning or in-depth exploration.

Performance Descriptors (LM.PD.4.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student accurately accesses the LMC and the card catalog/OPAC. He/she independently models good library citizenship. The student accurately demonstrates to others the use of the Dewey Decimal System to locate specific information. He/she independently selects and recommends a variety of literary genres. The student evaluates topics for personal or in-depth information.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student consistently utilizes the LMC and the card catalog/OPAC. He/she effectively applies the rules of good library citizenship. The student recognizes and applies the Dewey Decimal System to locate specific information. He/she consistently selects and recommends a variety of literary genres. The student consistently defines topics for personal or in-depth information.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing accurate academic performance that meets the standard in Independent Learning. The student

utilizes the LMC and the card catalog/OPAC. He/she models the rules of good library citizenship. The student uses the Dewey Decimal System to locate specific information. He/she selects and recommends a variety of literary genres. The student recognizes topics for personal or in-depth information.

▪ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. With assistance, the student utilizes the LMC and the card catalog/OPAC. With prompts, he/she models the rules of good library citizenship. The student infrequently uses the Dewey Decimal System to locate specific information. He/she relies on assistance to select a variety of literary genres. The student requires substantial assistance to recognize topics for personal or in-depth information.

▪ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. With considerable assistance, the student utilizes the LMC and the card catalog/OPAC. He/she applies the rules of good library citizenship. With substantial prompting, the student uses the Dewey Decimal System to locate specific information. With substantial assistance, he/she selects a variety of literary genres. The student recognizes topics for personal or in-depth information with limited ability.

Standard 3: Social Responsibility LM.S.3

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives

Students will:

- LM.4.3.1 recognize the role of intellectual freedom.
- LM.4.3.2 discuss legal principles and ethical conduct to use of information (e.g., copyright, plagiarism, acceptable use policy).
- LM.4.3.3 explain the need for privacy of personal information.
- LM.4.3.4 develop of workgroup roles and responsibilities.
- LM.4.3.5 review work group projects and suggest improvements.

Performance Descriptors (LM.PD.4.3)

▪ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student analyzes the role of intellectual freedom. He/she independently explains and models acceptable use of copyrighted materials and uses resources from outside the school. The student spontaneously leads others to create a finished product by working cooperatively, respecting their rights and opinions, and completing specific tasks as part of a team.

▪ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student applies basic examples of intellectual freedom, the need for acceptable use policies and copyright. He/she assists others in creating a finished product by working cooperatively, respecting their rights and opinions, and completing specific tasks as part of a team.

▪ **Mastery**

The student demonstrates fundamental knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student recognizes

basic examples of censorship elements and the correct use of copyrighted materials. He/she assumes individual as well as group roles to create a collaborative project.

▪ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and or omissions in Social Responsibility. The student shows limited knowledge of the concepts of intellectual freedom and the ethical use of information. The student identifies the need for an acceptable use policy. He/she partially accepts the role and responsibilities of the development, review and improvement of a group project.

▪ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student sporadically makes observations about censorship, acceptable use policy and copyright law. He/she makes minimal or inappropriate contributions to the group in production of a project.

Fifth Grade Library Media Programs and Information Literacy

Standard 1: Information Literacy LM.S.1

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.5.1.1 demonstrate and use additional organizational features of printed text (e.g., appendix and bibliography).
- LM.5.1.2 extract and interpret information from print, non-print and electronic resources (e.g., newspapers, dictionaries, encyclopedias, atlases, magazines, almanacs, thesaurus, CD-ROMs and the Internet).
- LM.5.1.3 select and apply dictionary skills for a specific purpose.
- LM.5.1.4 assess information to answer questions, draw conclusions, offer solutions, clarify issues, make predictions, and generate further questions.
- LM.5.1.5 compare information for accuracy, validity, relevance, appropriateness, comprehensiveness, and bias.
- LM.5.1.6 utilize components of a bibliographic record (e.g., call number, author, title, publisher, copyright date, number of pages).
- LM.5.1.7 summarize notes on a topic, recording key words and phrases.
- LM.5.1.8 select notes on a topic to write a report using his/her own words.

Performance Descriptors (LM.PD.5.1)

▪ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student critically and competently accesses information from a variety of sources. He/she efficiently uses organizational features, reference tools, and bibliographic records. The student automatically evaluates and uses note taking skills to create a final product.

▪ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student independently and accurately accesses and evaluates information from a variety of sources. He/she consistently uses organizational features, reference tools, and bibliographic records. The student correctly uses note taking skills to create a final product.

- **Mastery**
The student demonstrates fundamental knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student accesses and evaluates information from a variety of sources. He/she uses organizational features, reference tools, and bibliographic records. The student recognizes and uses note taking skills to create a final product.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student occasionally accesses information from a variety of sources. He/she inconsistently uses organizational features, reference tools, and bibliographic records. The student needs assistance in recognizing and using note taking skills to create a final product.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student accesses information from a variety of sources with limited ability. He/she rarely uses organizational features, reference tools, and bibliographic records. The student needs substantial assistance in recognizing and using note taking skills to create a final product.

Standard 2: Independent Learning LM.S.2

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

- LM.5.2.1 analyze the school library media center arrangement and procedures.
- LM.5.2.2 use the automated or print catalog to locate sources for specific and research purposes.
- LM.5.2.3 explain importance of good library citizenship, including rules of behavior and proper use and treatment of print materials and electronic resources.
- LM.5.2.4 recognize and use the Dewey Decimal system to locate materials and identify bibliographic information.
- LM.5.2.5 choose personal selections for independent reading including award-winning books.
- LM.5.2.6 classify a variety of literature as classic or contemporary.
- LM.5.2.7 list national and international authors representing diverse ethnic groups.
- LM.5.2.8 identify information appropriate for decision-making and personal interest.

Performance Descriptors (LM.PD.5.2)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student assists others in the correct use of the LMC and card catalog/OPAC. The student independently reads and compares a variety of literary genres. He/she identifies and models the rules of good library citizenship. The student leads others in identifying and utilizing appropriate information for personal interest and assignments.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student independently and accurately uses the LMC and the card catalog/OPAC. The student consistently reads, and compares a variety of literary genres. The student assists others in following the rules of good library citizenship. The student identifies and utilizes appropriate information for personal interests and assignments.

- **Mastery**
The student demonstrates fundamental knowledge and skills by showing consistent and accurate academic performance that meets the standard in Independent Learning. The student independently uses the LMC and the card catalog/OPAC. The student reads and compares a variety of literary genres. The student consistently follows the rules of good library citizenship. The student uses appropriate information for personal interest and assignments.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. With much assistance, the student uses the LMC and the card catalog/OPAC to locate materials. The student reads only assigned books. He/she follows the rules of good library citizenship with prompting. The student uses appropriate information for personal interest and assignments with assistance.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. With substantial assistance, the student uses the LMC and the card catalog/OPAC. With prompts, the student reads only assigned books. With substantial prompting, he/she follows the rules of good library citizenship. The student identifies appropriate information for personal interests and assignments with minimal proficiency.

Standard 3: Social Responsibility LM.S.3

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives

Students will:

- LM.5.3.1 discuss the concept of intellectual freedom.
- LM.5.3.2 recognize resources outside the school library media center (e.g., public library, community resources, and resource people).
- LM.5.3.3 apply the appropriate use of information, adhere to copyright guidelines and follow ethical and legal guidelines that apply to the use of information (e.g., strategies for proper note taking, attribution of direct quotes, sources cited).
- LM.5.3.4 recognize the concept of intellectual property rights.
- LM.5.3.5 participate in the development of individual and work group tasks and priorities.
- LM.5.3.6 collaborate with other students to create a finished product by recognizing and completing specific tasks.

Performance Descriptors (LM.PD.5.3)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student recognizes and models the ethical use of materials and the importance of information. He/she leads others to create a finished product by working cooperatively, respecting their rights and opinions, and completing specific tasks as part of a team.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student recognizes and describes the ethical use of materials and the importance of information. He/she assists others in creating a finished product by working cooperatively, respecting their rights and opinions, and completing specific tasks as part of a team.

- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student recognizes the ethical use of materials and the importance of information. He/she, with minimal assistance, creates a finished product by working cooperatively with other students, respecting their rights and opinions, and completing specific tasks as part of a team.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student requires some assistance in recognizing the ethical use of materials and the importance of information. He/she requires additional guidance to participate in creating a finished product by working cooperatively with other students.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student requires substantial assistance in recognizing the ethical use of materials and the importance of information. He/she makes minimal or inappropriate contributions to the group in creating a finished product.

Sixth Grade Library Media Programs and Information Literacy

Standard 1: Information Literacy LM.S.1

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.6.1.1 demonstrate and use sophisticated organizational features of printed text and other media (e.g., verso, captions, legends, globe, charts, graphs).
- LM.6.1.2 evaluate and select a variety of print, non-print, electronic, and media resources.
- LM.6.1.3 select print or online encyclopedias as a starting point for research.
- LM.6.1.4 identify a print or electronic index to periodicals to locate information as a source for research and leisure reading.
- LM.6.1.5 identify primary and secondary source documents.
- LM.6.1.6 identify basic steps in the information search process.
- LM.6.1.7 analyze information for accuracy, validity, relevance, appropriateness, comprehensiveness, and bias.
- LM.6.1.8 document sources for a project using a provided sample of bibliographic format.
- LM.6.1.9 identify and use correct note taking skills.

Performance Descriptors (LM.PD.6.1)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student critically and competently evaluates and selects a wide variety of materials for research purposes. He/she independently follows the basic steps in the information search process. The student efficiently and effectively uses correct note taking skills and bibliographic format.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy.

The student independently and accurately evaluates and selects a wide variety of materials for research purposes. The student consistently follows the basic steps in the information research process. He/she accurately uses correct note taking skills and bibliographic formats.

▪ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student evaluates and selects a wide variety of materials for research purposes. The student identifies and uses correct note taking skills and bibliographic formats.

▪ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student occasionally evaluates and selects a limited variety of materials for research purposes. The student inconsistently follows the basic steps in the information research process. He/she sporadically uses correct note taking skills and bibliographic formats.

▪ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student selects materials for research purposes with limited ability. He/she rarely follows the basic steps in the information research process. The student uses note taking skills and bibliographic format with substantial assistance

Standard 2: Independent Learning LM.S.2

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

- LM.6.2.1 differentiate between various arrangements and procedures of library media centers.
- LM.6.2.2 apply capabilities of the automated or print catalog to locate books for specific and research purposes.
- LM.6.2.3 advocate good library citizenship including rules of behavior and proper use and treatment of print materials and electronic resources (e.g., equipment, software).
- LM.6.2.4 incorporate the use of the divisions of the Dewey Decimal System to locate materials and employ bibliographic information.
- LM.6.2.5 select reading material for personal enjoyment (e.g., genre, cost, writing style, authority, date, aesthetic appeal and format).
- LM.6.2.6 compare and contrast a variety of classic and contemporary literature from many genres including award-winning selections.
- LM.6.2.7 identify and respond to national and international literature representing diverse ethnic groups.
- LM.6.2.8 identify and select topics of personal interest to expand classroom learning projects.

Performance Descriptors (LM.PD.6.2)

▪ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student independently and accurately uses the card catalog/OPAC and instructs others in its use. He/she models and advocates good library citizenship. The student correctly identifies and evaluates a variety of classic and contemporary literature representing diverse ethnic groups. He/she independently analyzes and selects materials for personal enjoyment and to expand classroom learning.

▪ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning.

The student independently and accurately uses the card catalog/OPAC. The student consistently advocates good library citizenship and assists others in following the rules. The student correctly identifies and compares a variety of classic and contemporary literature representing diverse ethnic groups. The student regularly identifies, selects, and compares material for personal enjoyment and to expand classroom learning.

▪ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Independent Learning. The student effectively uses the card catalog/OPAC. The student consistently advocates good library citizenship. The student correctly identifies and selects a variety of classic and contemporary literature representing diverse ethnic groups. The student regularly identifies and selects materials for personal enjoyment and to expand classroom learning.

▪ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student occasionally uses the card catalog/OPAC. The student sporadically follows the rules of good library citizenship. The student occasionally selects a variety of classic and contemporary literature. The student needs assistance in selecting materials for personal enjoyment and assignments.

▪ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. The student needs substantial assistance in using the card catalog/OPAC. He/she follows the rules of good library citizenship only if closely monitored. The student rarely selects a variety of classic and contemporary literature and reads only assigned books with a great deal of encouragement. The student needs maximum assistance in selecting materials for personal interests and assignments.

Standard 3: Social Responsibility LM.S.3

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives

Students will:

- LM.6.3.1 explain the importance of information in a democratic society.
- LM.6.3.2 explain the importance of the principle of equitable access to information.
- LM.6.3.3 consult information sources and services outside the school setting (e.g., community, state and online libraries, agencies, experts).
- LM.6.3.4 credit sources of information by citing references using various formats (e.g., footnotes, bibliographies).
- LM.6.3.5 explain the concept of intellectual property.
- LM.6.3.6 review workgroup projects and suggest improvements.

Performance Descriptors (LM.PD.6.3)

▪ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student describes and models equitable access of information and intellectual property rights. He/she leads others in completing a group project.

▪ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility.

The student describes and advocates equitable access of information and intellectual property rights. He/she assists others in following the procedure of completing a group project.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student describes equitable access and intellectual property. He/she follows the procedures to complete a group project.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student requires some assistance in describing equitable access of information and intellectual property rights. He/she incompletely follows the procedure of finishing a group project.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student requires substantial assistance in describing equitable access of information and intellectual property rights. He/she has limited ability in finishing a group project.

Seventh Grade Library Media Programs and Information Literacy

Standard 1: Information Literacy LM.S.1

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.7.1.1 select the reference source most appropriate for a specific purpose.
- LM.7.1.2 locate and use a print or electronic index to periodicals as a source for research and leisure reading.
- LM.7.1.3 locate and use information from both primary and secondary sources.
- LM.7.1.4 evaluate information for accuracy, validity, relevance, appropriateness, comprehensiveness, and bias.
- LM.7.1.5 recognize information deficiencies and locate additional information
- LM.7.1.6 state a purpose for research (e.g., formulate a central research question or thesis statement).
- LM.7.1.7 utilize basic steps in the information search process.
- LM.7.1.8 document sources for a project using a provided bibliographic format.
- LM.7.1.9 use note taking strategies including summarizing and paraphrasing

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student critically and accurately evaluates and selects the most appropriate materials for research purposes. He/she accurately states a purpose for research. The student independently identifies and follows the basic steps in the information search process. He/she efficiently and accurately identifies and uses correct note taking strategies and bibliographic formats

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student independently and accurately evaluates and selects the most appropriate materials for research purposes. He/she correctly states a purpose for research. The student consistently

identifies and follows the basic steps in the information search process. He/she accurately identifies and uses correct note taking strategies and bibliographic formats.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student evaluates and selects the most appropriate materials for research purposes. He/she states a purpose for research. The student identifies and follows the basic steps in the information search process. He/she identifies and uses correct note taking strategies and bibliographic formats

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student occasionally evaluates and selects materials for research purposes. He/she rarely states a purpose for research. The student inconsistently identifies and follows the basic steps in the information search process. He/she sporadically identifies and uses correct note taking strategies and bibliographic formats.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student selects and uses materials for research purposes with limited ability. He/she needs considerable assistance in stating a purpose for research. The student sporadically follows the basic steps in the information search process. With assistance, he/she uses correct note taking strategies and bibliographic formats.

Standard 2: Independent Learning LM.S.2

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

- LM.7.2.1 analyze a variety of classic and contemporary literature from many genre including award-winning selections.
- LM.7.2.2 describe and discuss national and international literature representing diverse ethnic groups.
- LM.7.2.3 connect prior learning to new concepts and contexts to establish a personal understanding
- LM.7.2.4 utilize active inquiry to verify knowledge
- LM.7.2.5 apply knowledge to authentic situations
- LM.7.2.6 seek to make sense of content knowledge through reflection, testing of ideas and concepts, and questioning
- LM.7.2.7 evaluate progress and quality of personal learning

Performance Descriptors (LM.PD.7.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student independently and accurately describes and analyzes a wide variety of literature representing award-winning selections and diverse ethnic groups. The student evaluates and applies content knowledge of authentic situations through reflection, testing of ideas and concepts and questioning. He/she explores and integrates prior knowledge to new concepts and contexts to establish personal understanding to verify previous learning.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning.

The student independently describes and analyzes a wide variety of literature representing award-winning selections and diverse ethnic groups. The student judges content knowledge of authentic situations through reflection, testing of ideas and concepts and questioning. He/she assesses prior knowledge using new concepts and contexts to establish personal understanding to verify previous learning.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Independent Learning. The student describes and analyzes a wide variety of literature representing award-winning selections and diverse ethnic groups. The student applies content knowledge of authentic situations through reflection, testing of ideas and concepts and questioning. He/she integrates prior knowledge to new concepts and contexts to establish personal understanding and to verify previous learning.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student infrequently describes and analyzes a wide variety of literature representing award-winning selections and diverse ethnic groups. The student applies content knowledge of authentic situations through reflection, testing of ideas and concepts and questioning. With prompting he/she needs assistance in integrating prior knowledge to new concepts and contexts. The student occasionally applies content knowledge of authentic situations.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Independent Learning.

Performance needs considerable development. The student needs substantial assistance in a wide variety of literature. He/she sporadically recalls prior knowledge. The student rarely applies content knowledge of authentic situations. He/she, with considerable prompting, recites his/her content knowledge

Standard 3: Social Responsibility LM.S.3

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives

Students will:

- LM.7.3.1 explore the role and importance of information in a democratic society.
- LM.7.3.2 compare and contrast freedom of the press in different situations and geographic areas.
- LM.7.3.3 cite source for words which are quoted verbatim and for pictures, graphics, and audio or video segments which are used in a product or presentation.
- LM.7.3.4 explain why fair use is permitted for educational purposes and not for profit.
- LM.7.3.5 recognize legal consequences of plagiarism and the need for personal authenticity in their work.
- LM.7.3.6 identify kinds of works of ownership that can be copyrighted.
- LM.7.3.7 demonstrate the acceptance of new ideas and strategies for workgroup members.

Performance Descriptors (LM.PD.7.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student defines and models the concepts of freedom of the press, fair use, and quoting verbatim. He/she leads others in compiling a list of work strategies in order to complete a group project.

- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student defines and utilizes the concepts of freedom of the press, fair use, and quoting verbatim. He/she assists others in compiling a list of work strategies in order to complete a group project
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student defines the concepts of freedom of the press, fair use, and quoting verbatim. He/she compiles a list of group strategies in order to complete a group project.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student has difficulty defining the concepts of freedom of the press, fair use, and quoting verbatim. He/she compiles a list of work group strategies in order to complete a group project with limited proficiency.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student requires substantial assistance in defining the concept of freedom of the press, fair use and quoting verbatim. He/she compiles a list of work strategies in order to complete a group project with minimal proficiency.

Eighth Grade Library Media Programs and Information Literacy

Standard 1: Information Literacy LM.S.1

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.8.1.1 recognize the need to locate a variety of sources representing a range of views.
- LM.8.1.2 differentiate between primary and secondary sources.
- LM.8.1.3 address information deficiencies by locating supplemental information from authoritative sources.
- LM.8.1.4 explain the purpose for research (e.g., formulate a central research question, thesis statement, or problem to investigate).
- LM.8.1.5 justify the selected information for accuracy, validity, relevance, appropriateness, comprehensiveness, and bias.
- LM.8.1.6 record concise notes in a prescribed manner.

Performance Descriptors (LM.PD.8.1)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy The student critically evaluates and utilizes primary and secondary sources representing a variety of views. He/she effectively evaluates selected information and locates supplemental sources. The student independently identifies the purpose of research and accurately records concise notes and appropriate bibliographic formats.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy

The student independently and accurately utilizes primary and secondary sources representing a variety of views. He/she accurately evaluates selected information and locates supplemental sources. The student consistently identifies the purpose of research and records concise notes and bibliographic formats.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student utilizes primary and secondary sources representing a variety of views. He/she evaluates selected information and locates supplemental sources. The student identifies the purpose of research and records concise notes and applies correct bibliographic formats

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student occasionally utilizes primary and secondary sources representing a variety of views. He/she locates supplemental sources with assistance. The student states the purpose of research and records concise notes with assistance.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student locates research sources with substantial assistance. Only with assistance, he/she states the purpose of research. With substantial assistance, he/she records brief but accurate notes.

Standard 2: Independent Learning LM.S.2

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will

- LM.8.2.1 critique various types and genre of literature including award-winning selections.
- LM.8.2.2 identify and analyze authors including West Virginia authors and illustrators and their works.
- LM.8.2.3 compare and contrast a national and international literature representing on diverse ethnic groups.
- LM.8.2.4 demonstrate understanding of content knowledge by exploring the process through which the knowledge was generated
- LM.8.2.5 establish personal goals in pursuit of individual interests, academic requirements and career paths

Performance Descriptors (LM.PD.8.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student independently and accurately identifies and analyzes various genres and authors including West Virginia authors. The student independently demonstrates understanding of content knowledge and consistently sets goals.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student independently identifies and analyzes various genres and authors including West Virginia authors. He/she consistently demonstrates understanding of content knowledge and sets goals.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Independent Learning.

The student identifies and analyzes various genres and authors including West Virginia authors. The student demonstrates understanding of content knowledge and frequently sets goals.

▪ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student infrequently identifies various genres and authors including West Virginia authors. He/she seldom demonstrates understanding of content knowledge and rarely sets goals.

▪ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. The student needs substantial assistance in identifying various genres and authors including West Virginia authors. The student rarely demonstrates understanding of content knowledge and rarely sets goals.

Standard 3: Social Responsibility L.M.S.3

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives

Students will:

LM.8.3.1 recognize that the free flow of information contributes to an informed citizenry.

LM.8.3.2 demonstrate legal and ethical use of technology and information crediting sources by using various formats (e.g., bibliographies).

LM.8.3.3 relate examples of copyright violations

LM.8.3.4 evaluate completed projects to determine how the workgroup could have functioned more efficiently and productively.

Performance Descriptors (L.M.PD.8.3)

▪ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student accurately defends and models the value of information in a free society. He/she leads others in identifying and avoiding copyright violations. The student leads others in assessing group projects.

▪ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student accurately justifies and advocates the value of information in a free society. He/she assists others in identifying and avoiding copyright violations. The student assists others in assessing group projects.

▪ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student accurately evaluates the value of information in a free society. He/she identifies and avoids copyright violations. The student assesses group projects.

▪ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student describes incompletely the value of information in a free society. He/she identifies and avoids copyright violations with assistance. The student partially assesses group projects.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student requires substantial assistance in explaining value of information in a free society. He/she incompletely identifies copyright violations and violates copyright law. The student makes minimal effort in assessing group projects.

Library Media Programs and Information Literacy Grade 9

Standard 1: Information Literacy (LM.S.1)

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives:

Students will:

- LM.9.1.1 access advanced reference sources in the school library (e.g., interlibrary loan, CD-ROM DVDs and online databases).
- LM.9.1.2 select a research question.
- LM.9.1.3 develop search strategies for location and access of resources.
- LM.9.1.4 use advanced and technical periodicals, various types of reference books, vertical files and non-print materials to access information (e.g., periodical indices).
- LM.9.1.5 develop a systematic approach to judge the value of retrieved information for authenticity of information, bias, currency, relevance and appropriateness.
- LM.9.1.6 establish criteria for evaluating information retrieved through Internet searching: author's expertise, bias, coverage of topic and timeliness.

Performance Descriptors (LM.PD.9.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student independently applies reference sources such as interlibrary loan, CD-ROMs, DVDs, and online databases. He/she develops an advanced level research question, develops specific search strategies to locate and access resources to answer questions and uses periodical indices, vertical files, and technical materials to retrieve information. The student automatically evaluates and applies the retrieved information and establishes evaluation criteria.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student demonstrates competent and proficient information access to reference sources such as interlibrary loan, CD-ROMs, DVDs, and online databases. The student demonstrates knowledge of a research question. He/she develops search strategies to locate and access resources to answer questions and uses periodical indices, vertical files, and technical materials to retrieve information. The student demonstrates knowledge of retrieved information and evaluation criteria

- **Mastery**

The student demonstrates fundamental knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student accesses reference sources such as interlibrary loan, CD-ROMs, DVDs, and online databases. He/she develops a research question and develops search strategies to locate and access resources to answer questions. The student uses periodical indices, vertical files and technical materials to

retrieve information. He/she judges the authenticity of retrieved information and establishes evaluation criteria for retrieved information from the Internet.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student demonstrates basic but inconsistent performance in accessing reference sources such as interlibrary loan, CD-ROMs, DVDs, and online databases. With prompts, the student develops a research question and develops search strategies to locate and access resources to answer questions. He/she uses periodical indices, vertical files, and technical materials to retrieve information. The student demonstrates basic knowledge of retrieved information, and with prompts, establishes evaluation criteria.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student requires substantial help to access reference sources such as interlibrary loan, CD-ROMs, DVDs, and online databases. He/she develops a research question and search strategies to locate and access resources to answer questions with limited ability. He/she uses periodical indices, vertical files and technical materials to retrieve information. The student requires assistance in judging the authenticity in retrieving information from the Internet.

Standard 2: Independent Learning (LM.S.2)

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives:

Students will:

- LM.9.2.1 demonstrate knowledge of a secondary school library media center, personnel, organization, electronic retrieval systems and procedures.
- LM.9.2.2 identify and interpret information in the card catalog and/or online public access catalog (OPAC) to access information.
- LM.9.2.3 operate library media equipment and software programs necessary to access information.
- LM.9.2.4 identify grade appropriate authors, their literary works and associated time periods.
- LM.9.2.5 identify topics of interest and seek relevant information about them.
- LM.9.2.6 make decisions about group and classroom projects and learning objectives

Performance Descriptors (LM.PD.9.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student demonstrates advanced proficiency in using a secondary LMC. He/she uses the advanced and pertinent options of the card catalog/OPAC. The student explains and operates library media equipment and software programs for information retrieval. He/she reads mature grade level literary works from specific time periods and by assigned authors. The student effectively and accurately selects and prepares information for sophisticated classroom projects and assignments.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard of Independent Learning. The student is competent in using a secondary LMC. He/she uses the card catalog/OPAC efficiently and accurately. The student independently operates library media equipment and software programs for information retrieval. He/she reads advanced grade level literary works

from specific time periods and by assigned authors. The student works independently in selecting and preparing information for classroom projects and assignments.

▪ **Mastery**

The student demonstrates fundamental knowledge and skills by showing consistent and accurate performance that meets the standard of Independent Learning. The student demonstrates knowledge of a secondary LMC by following standard operating procedures. He/she accesses, without assistance, the card catalog/OPAC and other electronic information systems for information retrieval. The student operates library media equipment and software programs for information retrieval. He/she reads grade level literary works from specific time periods and by assigned authors. The student selects and refines information in preparing classroom assignments and projects.

▪ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student requires assistance to access and utilize many resources in the secondary LMC. He/she, with prompts and assistance, uses the card catalog/OPAC. The student operates library media equipment and software programs for information retrieval at a basic level. He/she exhibits some difficulty reading grade level literary works from specific time periods and by assigned authors. The student, with assistance, selects information and prepares classroom projects and assignments.

▪ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. The student, with substantial assistance, uses a secondary school LMC and follows standard operating procedures. He/she, with considerable guidance and assistance, uses the card catalog/OPAC. The student, with considerable guidance and assistance, operates library media equipment and software programs for information retrieval. He/she reads literary works from lower grade levels. The student, with supervision and assistance, selects information and prepares classroom projects and assignments.

Standard 3: Social Responsibility (LM.S.3)

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives:

Students will:

- LM.9.3.1 demonstrate individual responsibility for equitable access to information in a democratic society (e.g., share access to limited resources, return materials diligently).
- LM.9.3.2 recognize the social, economic, political, aesthetic and ethical functions and purposes embedded in media communications.
- LM.9.3.3 investigate a specific censorship situation (e.g., challenge to a book of magazine in a local library).
- LM.9.3.4 identify copyright and plagiarism laws in the editing and publishing process.
- LM.9.3.5 infer and summarize information communicated, delivered and received through interaction with all stakeholders.

Performance Descriptors (LM.PD.9.3)

▪ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student accesses information and describes freedom of the press in the United States and in other countries. He/she assesses the merit of individual responsibility of

Internet acceptable use, copyright laws, and plagiarism laws in the editing process. The student demonstrates sophisticated use of the Internet and identifies the social, economic, political, aesthetic, and ethical functions and purposes in media communications by following adopted guidelines. He/she forms subtle conclusions and summarizes information communicated from other patrons, peers, and other sources.

▪ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student assesses information competently and proficiently for ethical functions including freedom of the press. He/she follows adopted guidelines for Internet acceptable use and consistently identifies the social, economic, political, aesthetic, and ethical functions and purposes in media communications. The student develops conclusions and summarizes information communicated from other patrons, peers, and other sources.

▪ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student accesses information independently and demonstrates individual responsibility for ethical functions such as returning borrowed books diligently. He/she consistently follows adopted guidelines for Internet acceptable use and identifies copyright and plagiarism laws in the editing process. The student consistently develops conclusions and summarizes information communicated from other patrons, peers, and other sources.

▪ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student accesses information inconsistently and demonstrates basic individual responsibility for ethical functions such as returning borrowed books diligently. He/she occasionally follows adopted guidelines for Internet acceptable use and identifies copyright and plagiarism laws in the editing process. The student develops partial conclusions and summarizes information communicated from other patrons, peers, and other sources.

▪ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student accesses information with teacher guidance and demonstrates limited individual responsibility for ethical functions such as returning borrowed materials diligently. He/she, with prompts, follows adopted guidelines for Internet acceptable use and identifies copyright and plagiarism laws in the editing and publishing process. The student, with substantial assistance, develops incomplete conclusions and summaries of information communicated from patrons, peers, and other resources.

Tenth Grade Library Media Programs and Information Literacy

Standard 1: Information Literacy (LM.S.1)

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.10.1.1 select specific library resources as needed.
- LM.10.1.2 refine search results for research project.
- LM.10.1.3 create a research question, thesis statement or problem for a project.

- LM.10.1.4 select and use advanced and technical periodicals, various types of reference books, vertical files and non-print materials to access information (e.g., periodical indices).
- LM.10.1.5 prioritize the use of periodicals, encyclopedias, almanacs, vertical files, non-print materials and a variety of reference tools as sources of information.
- LM.10.1.6 sort, evaluate and select information relevant to research topics.
- LM.10.1.7 examine the information retrieved for authenticity of information, bias, currency, relevance and appropriateness.
- LM.10.1.8 develop a systematic approach to judge the validity of Internet information match against the defined information need (e.g., researching an author on the Internet requires finding bibliographic information plus criticisms of the author's works).

Performance Descriptors (LM.PD.10.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student assesses the merit of advanced resources as needed (e.g., technical periodicals, various reference books, periodical indices, and other non-print materials). He/she creates a well-crafted research question, thesis statement, or problem and analyzes the impact of the search results for the created project. The student evaluates and applies various sources of information (e.g., periodicals, encyclopedias, and vertical files). He/she evaluates, elaborates, and synthesizes the meaning and authenticity of relevant information. The student independently develops an approach to validate Internet information (e.g., researches an author on the Internet which requires finding bibliographic information plus criticism of the author's works).

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student demonstrates competent and proficient performance in selecting and using advanced resources as needed (e.g., technical periodicals, various reference books, periodical indices, and other non-print materials). The student develops a specific research question. He/she creates a thesis statement, or problem and shows effective application of search results for the created project. The student judges and applies various sources of information (e.g., periodicals, encyclopedias, and vertical files). The student accurately judges the merit of relevant information. The student consistently validates Internet information (e.g., researches an author on the Internet which requires finding bibliographic information plus criticism of the author's works).

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student selects and uses advanced resources as needed (e.g., technical periodicals, various reference books, periodical indices, and other non-print materials). He/she creates a research question, thesis statement, or problem, and refines search results for the created project. The student uses various sources of information (e.g., periodicals, encyclopedias, and vertical files). The student sorts, evaluates, and selects relevant information and examines the authenticity of the relevant information. He/she validates Internet information (e.g., researches an author on the Internet which requires finding bibliographic information plus criticism of the author's works).

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student demonstrates basic, but inconsistent performance in selecting and using resources as needed (e.g., technical periodicals, various reference books, periodical indices, and other non-print materials). The student creates a basic research question, thesis statement, or problem. The student uses simplified sources of information (e.g., periodicals, encyclopedias, and vertical files). He/she identifies relevant information and authenticity. The student has a limited approach to validate Internet information and to determine the meaning of author's works.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student requires substantial help to use basic resources needed (e.g., technical periodicals, various reference books, periodical indices, and other non-print materials). He/she needs substantial help in creating a research question, thesis statement, or problem. The student needs considerable development in using various sources of information (e.g., periodicals, encyclopedias, and vertical files). He/she, with assistance, finds relevant information and needs help in identifying the authenticity of the information. The student demonstrates substantial need in validating Internet information.

Standard 2: Independent Learning (LM.S.2)

Students will become independent learners by

- being information literate and pursuing information related to personal interests.
- appreciating literature and other creative expressions of information.
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

- LM.10.2.1 select resources from the card catalog and/or online public access catalog (OPAC) using title, subject or author, keyword and advanced searches (e.g., Boolean operators or limiters, copyright year or material type).
- LM.10.2.2 compare and analyze a variety of grade appropriate literary genre.
- LM.10.2.3 read a variety of award-winning materials from classic to contemporary literature.
- LM.10.2.4 evaluate information for decision making and personal interest.
- LM.10.2.5 develop and apply criteria for judging success of learning projects.

Performance Descriptors (LM.PD.10.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student competently uses the card catalog/OPAC to select resources using advanced strategies such as Boolean operators and limiters. He/she compares and analyzes grade appropriate literature in a variety of genres including award-winning literature. The student demonstrates reflection and insight while applying criteria for successful learning projects.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student effectively uses the catalog/OPAC to select resources using advanced strategies such as Boolean operators and limiters. He/she reads and analyzes grade appropriate literature in a variety of genres including award-winning works. The student develops criteria for locating and using information for learning projects.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate performance that meets the standard in Independent Learning. The student uses the card catalog/OPAC to select resources using advanced strategies such as Boolean operators and limiters. He/she compares grade appropriate literary genres and reads various award-winning models of literature. The student evaluates information and develops and applies criteria for successful learning projects.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student inconsistently uses the card catalog /OPAC to select resources using advanced strategies such as Boolean operators and limiters. With assistance, he/she reads grade appropriate literature in a variety of genres and from various award-winning models of literature. The student, with

assistance, evaluates information and needs help developing criteria for successful learning projects.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. With substantial assistance, the student uses the card catalog OPAC to select resources using advanced strategies such as Boolean operators and limiters. The student reads literature at below grade level. The student inconsistently applies criteria for learning projects.

Standard 3: Social Responsibility (L.M.S.3)

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society.
- practicing ethical behavior in regard to information and information technology.
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives

- LM.10.3.1 explain the importance of equitable access to a variety of information in a democratic society.
- LM.10.3.2 examine the social, economic, political, aesthetic and ethical functions and purposes embedded in media communications.
- LM.10.3.3 identify and explain the implications of censorship in the United States and in other countries.
- LM.10.3.4 observe and acknowledge copyright laws, plagiarism laws and trademarks in the editing process.
- LM.10.3.5 translate and employ information communicated, delivered and received through interaction with all stakeholders.

Performance Descriptors (LM.PD.10.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student automatically accesses information and describes freedom of the press in the United States and in other countries. He/she critiques the application of copyright laws, and plagiarism laws in the editing process. The student assesses and applies the social, economic, political, aesthetic, and ethical functions and purposes in media communications by following adopted guidelines. He/she automatically evaluates and applies information communicated from other patrons, peers, and other sources.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student accesses information competently and proficiently for ethical functions including freedom of the press. He/she follows adopted guidelines for Internet acceptable use and consistently identifies copyright laws, plagiarism laws, and trademarks. The student independently develops conclusions and summarizes information received and delivered from other patrons, peers, and other sources.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student accurately explains equitable access to information and describes and identifies censorship implications in the United States and other countries. He/she examines and explains the social, economic, political, aesthetic, and ethical functions and purposes in media communications by following adopted guidelines. The student consistently acknowledges

copyright laws, plagiarism laws, and trademarks. He/she interprets and employs information received and delivered from other patrons, peers, and other sources.

▪ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student accesses basic information inconsistently and describes and identifies censorship implications in the United States and other countries. He/she examines and partially explains the social, economic, political, aesthetic, and ethical functions and purposes in media communications by following adopted guidelines. The student occasionally acknowledges copyright and plagiarism laws in the editing process. He/she occasionally translates and employs information received and delivered from other patrons, peers, and other sources.

▪ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student demonstrates substantial need in explaining equitable access to information and in describing and identifying censorship implications in the United States and other countries. He/she needs help in identifying the social, economic, political, aesthetic, and ethical functions and purposes in media communicated by following adopted guidelines. The student seldom acknowledges copyright laws, plagiarism laws, and trademarks. He/she needs regular assistance in interpreting and employing information received from other patrons, peers, and other resources.

Library Media Programs and Information Literacy Grade 11

Standard 1: Information Literacy LM.S.1

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.11.1.1 access the library resources remotely.
- LM.11.1.2 compare and integrate new information with prior knowledge to establish a research question, thesis statement.
- LM.11.1.3 employ a systematic approach to judge the value of the retrieved information for authenticity of information, bias, currency, relevance and appropriateness.
- LM.11.1.4 evaluate relevant information found in periodicals, encyclopedias, almanacs, vertical files, non-print materials and a variety of reference tools, including electronic databases, as sources of information.

Performance Descriptors (LM.PD.11.1)

▪ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student demonstrates exceptional and exemplary performance in accessing library sources remotely. He/she uses sophisticated application of new information and exceeds in analyzing a research question and /or thesis statement. The student analyzes the impact of the value and authenticity of information (e.g., bias, currency, relevancy). He/she assesses the merit of relevant information found in various reference tools (e.g., periodicals, electronic databases, and other non-print materials).

- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student demonstrates competent and proficient performance in accessing library resources remotely. The student shows a thorough and effective application of knowledge and skills to create a research question and/or thesis statement. The student shows thorough and effective application of the value and authenticity of information (e.g., bias, currency, relevancy). The student selects, evaluates, and uses appropriate information found in various reference tools (e.g., periodicals, electronic databases, and other non-print materials).
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student accesses library resources remotely. The student compares and integrates new information and establishes a research question and/or thesis statement. The student systematically judges the value and authenticity of information (e.g., bias, currency, relevancy). The student evaluates relevant information found in various reference tools (e.g., periodicals, electronic databases, and other non-print materials).
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student demonstrates basic, but inconsistent performance in accessing library resources remotely. He/she identifies some new information and demonstrates basic, but inconsistent performance, in creating a research question and/or thesis statement. The student needs support in analyzing and judging the value and authenticity of information (e.g., bias, currency, relevancy). He/she needs support in accessing relevant information found in various reference tools (e.g., periodicals, electronic databases, and other non-print materials).
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student demonstrates substantial need in accessing library resources remotely. He/she needs considerable help in locating information and needs considerable help in developing a research a question. The student needs considerable help in judging the value and authenticity of information (e.g., authority, objectivity, accuracy). He/she requires considerable help in evaluating relevant information found in various reference tools (e.g., periodicals, electronic databases, and other non-print materials).

Standard 2: Independent Learning LM.S.2

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

- LM.11.2.1 use word processing skills for note taking, creating reports, lists and simple tables, and producing and publishing a variety of works.
- LM.11.2.2 utilize and link knowledge from software programs and the Internet (e.g., hypertext, sound files, video clips, other sophisticated applications).
- LM.11.2.3 analyze literary styles within a genre.
- LM.11.2.4 read and evaluate books with emphasis on American, British and world literature.
- LM.11.2.5 recognize that accurate and complete information is essential to sound decisions in personal, academic and career pursuits.
- LM.11.2.6 establish goals, plans, budgets and timeline for completing a project

Performance Descriptors (LM.PD.11.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student expertly demonstrates performance in using word processing skills efficiently for various tasks (e.g. note taking, lists and simple tables, publishing works). He/she links knowledge from software and the Internet (e.g. note taking, lists and simple tables, publishing works). The student independently evaluates literary styles including American, British and world literature. He/she consistently recognizes the importance of accurate and complete information. The student is self-directed to establish goals, plans, budgets, and timelines for completing a project.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student accurately chooses and uses word processing skills for various tasks (e.g. note taking, lists, tables, and publishing works). He/she links knowledge from software and the Internet. The student analyzes and evaluates literary styles in various literary genres including American, British, and world literature. He/she demonstrates the importance of accurate and complete information in work produced. The student independently establishes goals, plans, budgets, and timelines for completing a project.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate performance that meets the standard in Independent Learning. The student uses word processing skills efficiently for various tasks (e.g. note taking, lists and simple tables, publishing works). He/she utilizes and links knowledge from software and the Internet (e.g. hypertext, sound files, video clips). The student analyzes and evaluates literary styles in a variety of works including American, British, and world literature. He/she recognizes the importance of accurate and complete information. The student establishes goals, plans, budgets, and timelines for completing a project.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student demonstrates basic, but inconsistent performance in using word processing skills (e.g. note taking, lists and simple tables, publishing works). He/she utilizes and sometimes links knowledge from software and the Internet (e.g. hypertext, sound files, video clips). The student reads, and in simplistic terms, evaluates various works including American, British, and world literature. He/she recognizes the importance of accurate and complete information, but requires assistance to judge its efficacy. If prompted, the student establishes goals, plans, budgets, and timelines for completing a project.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. The student uses basic word processing skills (e.g. note taking, lists and simple tables, publishing works) with inconsistency. He/she links knowledge from software and the Internet (e.g. hypertext, sound files, video clips) sporadically. The student reads works American, British, and world literature below grade level. He/she recognizes the importance of accurate and complete information but requires considerable assistance to select and use it. The student rarely sets goals, plans, budgets, and timelines for completing a project.

Standard 3: Social Responsibility LM.S.3

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives

Students will:

- LM.11.3.1 evaluate the impact of equitable access to information in a democratic society.
- LM.11.3.2 compare and contrast freedom of the press in different situations and geographic areas.
- LM.11.3.3 assess the need for different information policies and user agreements in a variety of settings.
- LM.11.3.4 examine and evaluate information communicated, delivered and received through interaction with all stakeholders.

Performance Descriptors (LM.PD.11.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student evaluates equitable access to information and compares and contrasts freedom of the press in the United States and other countries. He/she automatically relates and demonstrates the need for a variety of information, policies, and user agreements. The student critiques and applies information communicated from other patrons, peers, and other sources.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student independently evaluates equitable access to information without assistance and compares and contrasts freedom of the press in the United States and other countries. He/she independently applies the value of a variety of information policies and user agreements. The student assesses information communicated from other patrons, peers, and other sources.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student consistently and independently evaluates equitable access to information and compares and contrasts freedom of the press in the United States and in other countries. He/she continuously relates the value of a variety of information policies and user agreements. The student examines and evaluates information communicated from other patrons, peers, and other sources.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. With considerable assistance, the student evaluates equitable access to information and describes and identifies censorship implications in the United States and other countries. He/she inconsistently relates the value of a variety of information policies and user agreements. The student occasionally examines and evaluates information communicated from other patrons, peers, and other sources.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student needs substantial assistance in accessing information and in acknowledging freedom of the press in the United States and other countries. With considerable assistance, he/she relates the value of a variety of information policies and user agreements. The student needs guidance in examining and evaluating information communicated from other patrons, peers, and other resources.

Library Media Programs and Information Literacy Grade 12

Standard 1: Information Literacy LM.S.1

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.12.1.1 apply all library resources.
- LM.12.1.2 create and develop a research question, thesis statement or problem based on the nature, purpose and scope of the project.
- LM.12.1.3 determine if the research question, thesis statement or problem is clear and searchable; refine and revise, as necessary.
- LM.12.1.4 critique research retrieved for authority, accuracy, objectivity, currency, coverage and relevancy.
- LM.12.1.5 assess information and sources to complete a final product.
- LM.12.1.6 determine a variety of technology resources for curriculum needs and personal information needs (e.g., streaming video, CD/DVD, subscription database).

Performance Descriptors (LM.PD.12.1)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student applies sophisticated and independent use of all library resources. He/she creates an enhanced and cohesive question, thesis statement or problem for a specific project. The student elaborates and assesses the validity and authenticity of information (e.g., authority, objectivity, accuracy). He/she automatically evaluates and applies various technology resources for curriculum and personal needs (e.g., streaming video, CD/DVD, subscription database).
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student demonstrates competent and proficient use of all library resources. The student creates a precise and effective question, thesis statement, or problem for a specific project. The student shows a thorough effective validity and authenticity of information (e.g., authority, objectivity, accuracy). The student critiques and ranks retrieved information (e.g., streaming video, CD/DVD, subscription database). The student employs various technology resources for curriculum, and personal needs (e.g., streaming video, CD/DVD, subscription database).
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student applies all library resources. The student creates and develops a question, statement, or problem for a specific project. The student determines the clarity and validity of the question, statement, or problem, then refines and revises the question, statement, or problem. The student critiques retrieved information (e.g., authority, objectivity, accuracy). The student assesses information and sources for a final project. The student determines various technology resources for curriculum needs and personal needs (e.g., streaming video, CD/DVD, subscription database).
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student demonstrates basic, but inconsistent performance of applying all library resources. The student creates simplistic questions, statements, or problems for a specific project. He/she has sporadic clarity and validity of the question, statement, or problem and, with prompts, refines and revises the

question, statement or problem (e.g., authority, objectivity, accuracy). The student has limited use of retrieved information and sources for a final project. The student, with applied prompts, uses various technology resources for curriculum and personal needs (e.g., streaming video, CD/DVD, subscription database).

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student demonstrates substantial need in applying fundamental knowledge of library resources. He/she needs considerable development in creating a question, statement, or problem for a specific project. The student has fragmented and incomplete clarity, validity, and authenticity of information (e.g., authority, objectivity, accuracy). He/she requires substantial assistance in retrieving information and sources for a final project. The student needs considerable development in technology resources for curriculum and personal needs (e.g., streaming video, CD/DVD, subscription database).

Independent Learning Objectives

Students will:

- LM.12.2.1 organize information in systematic manner for unity, coherence, clarity and emphasis.
- LM.12.2.2 evaluate and select knowledge from software programs and the Internet to create and present projects, products and performances through a variety of information gathering tools.
- LM.12.2.3 evaluate author's choice of genre.
- LM.12.2.4 read books and other creative works from a variety of world literature and relate them to personal information needs and experiences.
- LM.12.2.5 articulate personal goals in pursuit of individual interest, academic requirements and career paths.
- LM.12.2.6 recognize gaps in personal knowledge and apply strategies for addressing them.

Performance Descriptors (LM.PD.12.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student analyzes and evaluates information in a systematic manner. He/she automatically evaluates and applies information from various information-gathering tools to enhance and expand projects, productions and performances. The student demonstrates reflection and insight of an author's choice of genre. He/she reads books and other creative works with a critical eye to applying and relating them to personal needs. The student defines and prioritizes personal goals in pursuit of individual interests, academic requirements, and career paths. He/she acknowledges the lack of personal knowledge and uses elaborate strategies to address them.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student organizes information in a systematic manner. He/she coordinates information from various gathering tools to create and present projects, productions, and performances. The student has a sophisticated ability to evaluate an author's choice of genre. He/she reads books and other literature for the purpose of applying information to personal needs. The student is self-motivated to personal goals in pursuit of individual interests, academic requirements, and career paths. He/she independently addresses gaps in personal knowledge and applies strategies to address them.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate performance that meets the standard in Independent Learning. The student organizes information in a systematic manner. He/she evaluates and selects information from various information gathering tools to create and present projects, productions, and performances. The student evaluates an author's choice of genre.

He/she reads books and other creative works and relates them to personal needs. The student develops personal goals in pursuit of individual interests, academic requirements, and career paths. He/she recognizes gaps in personal knowledge and seeks strategies to address them.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student organizes basic information in a systematic manner with limited success. He/she requires assistance to judge and select information from various information gathering tools to create and present projects, productions, and performances. The student, with prompts, explains an author's choice of genre. He/she needs assistance in reading books and other creative works and in relating them to personal needs. The student determines limited personal goals in pursuit of individual interests, academic requirements, and career paths. He/she recognizes gaps in personal knowledge, when pointed out, and sporadically applies strategies to address them.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. The student organizes basic information with considerable assistance. He/she selects information from a very limited array of information gathering tools to create and present projects, productions, and performances. The student identifies the author's choice of genre. He/she needs considerable assistance in reading books and other creative works and in relating them to personal needs. The student requires assistance and encouragement in setting personal goals in reference to individual interests, academic requirements, and career paths. He/she recognizes gaps in personal knowledge but rarely applies strategies to address them.

Social Responsibility Objectives

Students will:

- LM.12.3.1 assess information communicated, delivered and received through interaction with all stakeholders.
- LM.12.3.2 collaborate with others to ensure equitable access to information in a democratic society.
- LM.12.3.3 explain conditions under which permission must be obtained for the use of copyrighted materials.
- LM.12.3.4 formulate the criteria for the reconsideration of controversial materials in the school library.
- LM.12.3.5 defend and justify information communicated, delivered and received through interaction through all stakeholders.

Performance Descriptors (LM.PD.12.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student independently evaluates equitable access to information and compares and contrasts freedom of the press in the United States and other countries. He/she analyzes the impact of copyright permission and refines reconsideration criteria for controversial materials. The student critiques, defends, and applies information communicated and delivered from other patrons, peers, and other sources.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student proficiently accesses information and collaborates with others in the information inquiry process. He/she defends freedom of the press. The student adequately uses copyright permission and justifies reconsideration criteria for controversial materials. The student interprets

and analyzes information communicated and delivered from other patrons, peers, and other sources.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student consistently accesses information and collaborates with others in the information inquiry process. The student explains copyright permission and creates reconsideration criteria for controversial materials. He/she defends and justifies information communicated and delivered from other patrons, peers, and other sources.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. With prompts and assistance the student accesses information and collaborates with others in the information inquiry process. The student partially explains copyright permission and with assistance, creates reconsideration criteria for controversial materials. He/she sporadically defends and justifies information communicated and delivered from other patrons, peers, and other resources.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student demonstrates substantial need in accessing information and guided collaboration with others in the information inquiry. He/she needs assistance in identifying copyright permission and must be guided through reconsideration criteria for controversial materials. The student, with teacher guidance, defends and justifies information communicated from other patrons, peers, and other resources.

FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT POLICY 2520.17 FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. ESTIMATED TOTAL REVENUES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

There will be no cost to schools, counties, or the state regarding the addition of the Content Standards and Objectives for Library Media in West Virginia Schools.

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

9-23-05

West Virginia Department of Education

Heather Paine

**Policy 2520.17: Content Standards and Objectives for Library Media
COMMENT LOG**

Action
 N: No response
 N/A: Not Accepted
 A: Accepted

Type
 - Negative
 + Positive
 0 Neutral

DATE	INDIVIDUAL ORGANIZATION	COMMENTS	ACTION/TYPE	RATIONALE
		§126-44Q-1 General		
10-14	Benna Hindle Lead County Media Specialist bhindle@kes.kana.k12.wv.us Kanawha County Schools Ruthlawn Elementary Rt 8 Box 428 South Charleston WV 25309	As a media specialist, I'm thrilled that the State Board is working toward establishing standards for media centers. I hope this will give us the push we need to begin the process of establishing well-funded, well-staffed media centers in all schools state wide. I very much appreciate the time and effort of those who have worked on this.	N/+*	
10-14	Carla Lynch School Library Media Specialist crtlv@charter.net Chesapeake Elementary School 103 Phillips Street Beckley WV 25801	I commute every day from Beckley, WV, to Chesapeake, WV, in Kanawha County because only a few counties in WV employ school library-media specialists in elementary school as teachers. Most counties either use service personnel or parent volunteers for their library staff. I have just one question. How in the world is the WVDE going to require service personnel & parent volunteers to teach the CSO's. Looks like to me you are going to have to join the rest of the nation and employ real bona fide media specialists who are fully certified to deliver library instruction in elementary schools. It's about time!	N/+*	
10-15	Vickie Witt	Absolutely needed! Absolutely in agreement! Have	N/+	

**Policy 2520.17: Content Standards and Objectives for Library Media
COMMENT LOG**

Action
 N: No response
 N/A: Not Accepted
 A: Accepted

Type
 - Negative
 + Positive
 0 Neutral

	Library Media Specialist vwitt@access.k12.wv.us teacher Bluefield WV 2470	reviewed several times.		
10-17	Kathryn Bargeloh Media specialist kbargelo@access.k12.wv.us Franklin Elementary Center 1511 Division Street Parkersburg WV 26101	This is what we need to show that we have a purpose in the school system besides being a planning period.	N/+	
10-28	Susan Nardone Media Specialist sudiesinclair@comcast.net Warwood School 1200 Richland Avenue Wheeling WV 26003	The CSO's are helpful in providing a framework on which to plan instruction. They seem to be general enough to allow for creative planning on each level while still providing some overlap and review. The only shortcoming I would presume is the diversity of media centers across the State. There are a few of the CSO's that are difficult for us to obtain because of the current state of our media center. However, this does give us a goal to pursue.	N/+	
10-28	Melissa Fritter Media Specialist shortcreek@hotmail.com Ohio County Schools 100 Clarks Lane Wheeling WV 26003	It is so beneficial to have CSOs that relate directly to Library Media skills. In the past, we have had to pull information from all of the different subject areas in order to have CSOs to go along with our programming. It makes planning and our daily information gathering a lot easier now that we have our own CSOs.	N/+	
10-28	Darlene Petri	I'm pleased that a separate set of CSO's were developed	N/+	

Policy 2520.17: Content Standards and Objectives for Library Media
COMMENT LOG

Action
N: No response
N/A: Not Accepted
A: Accepted

Type
- Negative
+ Positive
0 Neutral

		Action	Type
10-28	Media Specialist dpetri@access.k12.wv.us Ohio County Schools Middle Creek School Rt.1, Box 186 Triadelphia WV 26059	just for Media, rather than having us grouped with Language Arts/ Reading / Social Studies. While I think this is a good start, I'd like to see some specific Library/Media skills mentioned to help with the everyday planning of lessons since we don't have textbooks.	
10-28	Rebecca Sinclair media specialist rsinc@access.k12.wv.us ohio county schools 3500 Chapline Street 3700 Wood Street Wheeling WV 26003	I appreciate having state CSO's for my library media program. It is beneficial to have our own instead of using other area CSO's.	N/+
10-28	Betty Nicodemus Media Teacher bnicodem@k12.wv.us Ohio County Schools Elm Grove Elementary RD 2 Box 444 Wheeling WV 26074	I appreciate the fact that you are setting up content standards for media in West Virginia. It will help media specialists across the state develop their programs.	N/+
11-07	Leigh Ann Hood Library Media Specialist lahood@access.k12.wv.us East Park Elementary 1025 Fairfax St. Fairmont WV 26554	I would like to thank the WVLA school library division and the state department representative for their hard work. I would also like to commend the legislature and the state board for the seeing the need for school library CSO's.	N/+

Policy 2520.17: Content Standards and Objectives for Library Media
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Action
N: No response
N/A: Not Accepted
A: Accepted

Type
- Negative
+ Positive
0 Neutral

§126-44Q-2 Purpose

10-15	Vickie Witt Library Media Specialist vwitt@access.k12.wv.us teacher Bluefield WV 2470'	A school in my county that uses the Media Center as the hub of the school has the highest test scores and have achieved The Most Distinguished School two years in a row. It does work. A lot of what media teaches, and is outlined in the CSO's are on the state tests, all and any that we have encountered and currently use. A lot of the Language CSO's overlap and are media related CSO's.	N/+	
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§126-44Q-4 Summary of the Content Standards and Objectives

10-15	Vickie Witt Library Media Specialist vwitt@access.k12.wv.us teacher Bluefield WV 2470'	Good!	N/+	
10-28	megan calabrese media specialist mcalabre@access.k12.wv.us school 1636 national rd wheeling wv 26003	I believe it would be more helpful if the content standards gave more specific examples of materials to use with, for example, grades 6-8. Some the skills such as doing footnotes is note taught in Middle School. This skill is not realistic for 11-13 year olds.	N/A -	CSOs are not intended to provide specific examples of materials. The skill of using footnote is age-appropriate to middle school. Reading Language Arts CSOs (RLA 7.2.15, 7.2.16 and 8.2.13) for grades seven and eight support the inclusion of the use of footnotes for middle school students.

§126-44Q Library Media Content Standards and Objectives

**Policy 2520.17: Content Standards and Objectives for Library Media
COMMENT LOG**

Action
N: No response
N/A: Not Accepted
A: Accepted

Type
- Negative
+ Positive
0 Neutral

		Action	Type
10-15	<p>Vickie Witt Library Media Specialist vwitt@access.k12.wv.us teacher Bluefield WV 2470`</p>	Great!	N/+
10-17	<p>Kathryn Bargeloh Media specialist kbargelo@access.k12.wv.us Franklin Elementary Center 1511 Division Street Parkersburg WV 26101</p>	They spell out what the job entails to the extent that other people can see the importance of having Library/Media Specialist.	N/+
10-17	<p>Heather Heck Librarian/sysop hheck@access.k12.wv.us Wayne High School 100 Pioneer Road Wayne WV 25570</p>	Everything in all the sections looks good! Thanks for including us and welcoming our input in this matter. All the sections are applicable and are well-written.	N/+
10-26	<p>Martha Mae Danzig Librarian mdanzig@access.k12.wv.us Lewis County High School Lewis County High School 205 Minuteman Drive Weston WV 26452</p>	Library Science CSO's were finally addressed. The emphasis on this section of the curriculum is way-over-due. These can easily be aligned with Superintendent Paine's endorsement of "Learning for the 21st Century": a report and mile guide for 21st century skills". Special emphasis needs to be considered when there is no support person on the state level(WVDE) to work with school librarians. One of the cornerstones of EVERY SCHOOL, should be a media center and librarian, who can see that these CSO's are implemented. Please give these CSO's	N/+

Policy 2520.17: Content Standards and Objectives for Library Media
COMMENT LOG

Action
N: No response
N/A: Not Accepted
A: Accepted

Type
- Negative
+ Positive
0 Neutral

		your highest recommendation. MMD		
10-28	Melissa Fritter Media Specialist shortcreek@hotmail.com Ohio County Schools 100 Clarks Lane Wheeling WV 26003	The CSOs have been written in a general manner which makes it easier to individualize them for our students' needs.	N/+	
10-28	Rebecca Sinclair media specialist rsinc@access.k12.wv.us ohio county schools 3500 Chapline Street 3700 Wood Street Wheeling WV 26003	I like the general nature of the CSO's because I can individualize them for the needs of the students.	N/+	
10-28	Betty Nicodemus Media Teacher bnicodem@k12.wv.us Ohio County Schools Elm Grove Elementary RD 2 Box 444 Wheeling WV 26074	The objectives are general enough to individualize our instructions for the needs of our students. Many of us are already teaching these concepts and continue to adjust our lessons to advance our students abilities and skills.	N/+	
11-08	Cindy Woods Library Media Specialist cwoods@access.k12.wv.us Spring Mills Middle School 255 Campus Drive	I totally support adopting Policy 2520.17. Library Media Content Standards and Objectives have been needed for years in the WV school system. Library Media programs across the state need to have guidance and consistency in what is being presented to our students. These CSO's	N/+	

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+ Positive
0 Neutral

Martinsburg WV 25401		<p>cover a wide range of information skills that will support the classroom teachers' curriculum, especially in the areas of reading and technology. This lends itself to the collaboration between classroom teacher and library media specialist which is essential in supporting the total school curriculum. The skills will help prepare our students to become life-long learners. The Library Media Content Standards also support Dr. Steve Paine's new focus for WV education, "The Assessment of 21st Century Skills." Many of the skills listed in this document parallel the skills in the Library Media CSO's. Research has shown that schools which have strong library media programs have increased student achievement and higher test scores. I urge you to adopt Policy 2520.17 to benefit all students in the WV school system.</p>		
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* These comments were originally sent to contact information for Policy 2520.4, Social Studies CSOs. They have been moved to the correct policy number by the Regina Soctehie, Social Studies Coordinator, and Deborah Harki, Foreign Language Coordinator who with the Library Media document.