Information Literacy Standards

Grades K-12

Library Media Program

Library Media Services
Information Literacy Committee
Madison Metropolitan School District
Madison, Wisconsin
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Development of Content and Performance Standards -
Library Media Program

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References to National/State Initiatives


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Intent of the Library Media Program

Definition:

Information literacy is a body of knowledge and processes that constitute the information skills necessary to function successfully in today’s information-rich world. These skills include accessing, investigating, evaluating, and communicating information and ideas effectively in a variety of forms and formats, including print, audio, visual, and electronic media. Information and technology literacy skills are useful in all disciplines and encompass factual and literary knowledge and assume the ability to use technology to access and communicate information.

Purpose:

The major purposes of the Library Media Program are to:

• Organize and manage information resources using the best available technology to make access possible to all students.

• Instruct students and staff so that they become competent finders and users of information and acquire some capacity to judge the accuracy, currency, credibility, and appropriateness of resources.

• Consult with teachers in planning and implementing curriculum.

The Library Media Program is an integral part of the overall program of the school district. It is not an isolated entity. It is interdisciplinary in nature. It contains information on every subject and permeates all school disciplines. It functions in concert with all other school programs and disciplines to help in the planning and execution of units of study.

The program accepts primary responsibility in the school for teaching and assessing information access skills (Standard One). In order to assure teaching and student assessment for research, communication, and resource selection and evaluation (Standards Two, Three, and Four), library media specialist’s team with and share responsibility with teachers in other specifically identified curriculum areas.
Characteristics:
The Library Media Program is based on the belief that every person has an inexhaustible capacity to learn and that in order to learn, every person needs open and easy access to knowledge and information.

Through the use of media and technology, a student can acquire and strengthen skills in reading, writing, listening, observing, asking questions, generalizing, verifying, synthesizing, evaluating, and in creatively organizing and communicating ideas. The learner may interact with others, master knowledge as well as skills, and achieve greater self-motivation, self-discipline, and the capacity for self-expression and self-evaluation.

The aim of the Library Media Program is to cultivate in the learner the following characteristics:

1. Accepts responsibility for her/his own learning
2. Expresses a spirit of inquiry
3. Engages in the world of ideas
4. Knows her/his information needs
5. Displays confidence in her/his ability to solve problems
6. Knows what is relevant information
7. Exercises reasonable judgment about the value of a resource
8. Creates a quality product
9. Uses information and information technologies responsibly and ethically
10. Manages technology tools to access information and to communicate

The ultimate goal is for the learner to develop lifetime skills in finding, evaluating, and applying information in order to function successfully in society.
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Information Literacy Standards

Students educated in information literacy...

1. Access information and ideas to meet curricular and personal needs.

2. Engage in a formal information-seeking process.

3. Communicate information and ideas in a variety of forms and formats.

4. Demonstrate selectivity when choosing resources for classroom assignments and personal use.
Content Standard One Title: Access.

Statement of Standard: Students will access information and ideas to meet curricular and personal needs.

Primary Performance Standards:
Access Procedures:
By the end of grade 2, students will...

1. Check out and return LMC materials in a timely fashion.
2. Handle materials such as books and tapes appropriately.
3. Operate tape recorders and video viewers.
4. Request help from the library media specialist.

Access Concepts:
By the end of grade 2, students will...

1. Know that materials must be checked out and returned.
2. Know that computer technology is used to locate and provide information and ideas.
3. Know that the Internet is a source of information and a means of communication.
4. Know that materials in the LMC have a specific organization.
5. Know that the public library is another library resource.

Intermediate Performance Standards:
Access Procedures:
By the end of grade 5, students will...
Access

1. Identify, handle, and use print and non-print materials appropriately.

2. Use the electronic catalog to locate materials.

3. Use the Internet to locate curricular information from pre-selected sites (e.g., bookmarks, home pages).

4. Use the LMC classification system to locate materials.

5. Use an encyclopedia, dictionary, almanac, and atlas, in print and/or electronic formats.

6. Use the index and table of contents of a book or reference set to locate information.

Access Concepts:
By the end of grade 5, students will...

1. Know that materials can be searched by author, title, or subject.

2. Know that materials in the LMC are organized by author or by Dewey Decimal classification.

3. Know that computers can operate on networks or singly.

4. Know that computer networks allow for multiple users.

5. Know what a database is.

Middle School Performance Standards:
Access Procedures:
By the end of grade 8, students will...

1. Search for materials by author, title, subject and keyword.

2. Differentiate between networking and stand-alone computer uses.

3. Use electronic databases to access newspapers and magazines.

4. Recognize differences in searching bibliographic records, abstracts, or full text databases.
5. Use community resources for information.

6. Use search engines to locate information on the Internet.

7. Use general reference tools in print and electronic format (e.g., science encyclopedia, biographical dictionary, thesaurus, etc.).

8. Use the Dewey Decimal Classification System to locate materials by call number.

Access Concepts:
By the end of grade 8, students will...

1. Know that materials may be borrowed from other MMSD schools and the public library.

2. Know when to search by subject and/or search by keyword.

3. Know that Boolean operators can be used to conduct a keyword search.

4. Know that all students have a right to equal access to library materials and resources.

High School Performance Standards:
Access Procedures:
By the end of grade 12, students will...

1. Locate and access information sources.
   - Identify the different classification systems used in local school, public, and post-secondary libraries, and resource agencies.
   - Locate information using the classification system and catalog in use at a variety of libraries and resource agencies.
   - Use different search strategies for bibliographic citations, abstracts, and full-text resources in electronic formats.
   - Construct effective electronic and manual searches using keywords, phrases, Boolean logic, and limiters.
   - Determine when to use general or specialized print and electronic reference tools.
2. Use a computer and communications software to access and transmit information.
   
   • Choose the most appropriate search engines and directories to locate specific resources on the Internet and other online services.
   
   • Establish access to primary sources and other experts for class reports or projects.
   
   • Gather and organize statistical or survey data using e-mail, listservs, or online news or discussion groups.
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Information Literacy Content and Performance Standards

Content Standard Two Title: Research.

Statement of Standard: Students will engage in a formal information-seeking process.

Primary Performance Standards:

Research Procedures:
By the end of grade 2, students will...

1. Develop a question to be answered.
2. Gather information from one or more sources.
3. Interpret objects, people, and settings in pictures.
4. Use reference and content-area materials to answer information questions.
5. Search for information from audio, visual, print, and electronic sources.

Research Concepts:
By the end of grade 2, students will...

1. Know that research begins with a question to be answered.
2. Know the difference between fact and fiction.

Intermediate Performance Standards:

Research Procedures:
By the end of grade 5, students will...

1. State clearly an information question.
2. Develop information-seeking strategies such as identifying keywords.
3. Determine possible sources of information.
4. Locate relevant information.
5. Gather information from more than one source.
6. Take notes in their own words.

7. Organize and interpret gathered information using various graphic organizers such as outlining and webbing.

8. Interpret images and graphics.


10. Record sources of information as notes are taken.

Research Concepts:
By the end of grade 5, students will...

1. Differentiate fact from opinion.

2. Know that credit must be given for a source of information.

3. Know the basic steps in the research process.

4. Know that graphics and images can be used to convey a message.

**Middle School Performance Standards:**
Research Procedures:
By the end of grade 8, students will...

1. Define an information problem.

2. Formulate a research question or thesis statement.

3. Develop information-seeking strategies.

4. Determine the appropriate information resources and tools to search for needed data.

5. Locate information within sources.

6. Interpret charts, tables, and graphs.

7. Make inferences and judgments and draw conclusions from print, audio, and visual
media.

8. Evaluate information found on the Internet.

9. Record sources of information in a standard bibliographic format.

10. Determine how well research conclusions and product meet the original information need or question based on identified criteria.

11. Summarize ways in which the process and product can be improved.

Research Concepts:
By the end of grade 8, students will...

1. Know the difference between primary and secondary sources.

2. Know that information sources reflect varying degrees of accuracy.

3. Know that information sources reflect diverse viewpoints.

High School Performance Standards:
Research Procedures:
By the end of grade 12, students will...

1. Determine an information need.

2. Structure research questions according to purpose and investigative options.

3. Evaluate sources of information for accuracy, bias, and point of view.

4. Verify information by using more than one source.

5. Evaluate the effectiveness of their search strategies.

6. Synthesize information and ideas from a variety of sources.

7. Make inferences and judgments; draw conclusions from evidence and experience.

Research Concepts:
By the end of grade 12, students will...

1. Understand research methodology.
Content Standard Three Title: Communication.

Statement of Standard: Students will communicate information and ideas in a variety of forms and formats.

Primary Performance Standards:
Communication Procedures:
By the end of grade 2, students will...

1. Talk about stories, pictures, and videos.
2. Retell a story in their own words.
3. Sequence main ideas in stories.
4. Create projects such as pictures, dioramas, or audiotapes that complement or explain their information and ideas.
5. Participate in activities such as creative dramatics, videotaped performances, or reading stories aloud to others.
6. Share information with small groups and entire classes.
7. Explain projects to teachers and classmates.

Communication Concepts:
By the end of grade 2, students will...

1. Know that e-mail systems are used to communicate electronically.

Intermediate Performance Standards:
Communication Procedures:
By the end of grade 5, students will...

1. Prepare written, oral, and visual reports using multiple resources.
2. Communicate information in their own words.

3. List sources of information used.

4. Work cooperatively to develop group projects.

5. Operate audio-visual equipment such as audio cassette recorders, video viewers, and video cassette recorders.

6. Practice presenting thoughts, feelings, and creative ideas through student-produced media including electronic format.

7. Send and receive messages electronically.

8. Follow district and school policy guidelines and etiquette using all forms of communication including electronic information sources.

**Communication Concepts:**
By the end of grade 5, students will...

1. Know that presentation style and content will vary depending upon the audience and the purpose.

2. Know that plagiarism is unethical.

3. Know that published information is the property of the originator.

**Middle School Performance Standards:**

**Communication Procedures:**
By the end of grade 8, students will...

1. Construct a bibliography in standard bibliographic format.

2. Create presentations using video, audio, hypermedia or other electronic resources.

**Communication Concepts:**
By the end of grade 8, students will...

1. Know that worldwide communication can occur electronically through listserv,
e-mail, and bulletin boards.

2. Know that communication must have a purpose - to inform, persuade, or entertain.

**High School Performance Standards:**

Communication Procedures:
By the end of grade 12, students will...

1. Use media and technology to create and present information

2. Communicate the results of research and inquiry in an appropriate format.

Communication Concepts:
By the end of grade 12, students will...

1. Recognize the legal consequences of plagiarism and the need for personal authenticity in their work.

2. Respect intellectual property rights and demonstrate this respect with proper documentation and copyright compliance.
Resource Selection and Evaluation

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Information Literacy Content and Performance Standards

Content Standard Four Title: Resource Selection and Evaluation.

Statement of Standard: Students will demonstrate selectivity when choosing resources for classroom assignments and personal use.

Primary Performance Standards:

Resource Selection and Evaluation Procedures:
By the end of grade 2, students will...

1. Select materials for personal enjoyment.
2. Select materials for informational needs.
3. Identify works of various authors and illustrators.
4. Use pictures to tell a story.
5. Analyze a variety of styles and techniques of illustration.

Resource Selection and Evaluation Concepts:
By the end of grade 2, students will...

1. Know that reading, viewing and listening can provide enjoyment as well as information.
2. Know that award-winning books and classics reflect literary and artistic excellence.
3. Know that literature can be experienced through various media.
4. Know that stories have been created by people around the world and reflect diverse cultures.
5. Know that reading is an essential skill.
6. Know what an author and illustrator does.
7. Know that there are different literary forms such as poetry, biography, and folktales.

8. Know that there is a relationship between words and illustrations.

**Intermediate Performance Standards:**

Resource Selection and Evaluation Procedures:
By the end of grade 5, students will...

1. Identify elements of a story (plot, setting, characters, etc.).

2. Differentiate among various literary forms such as poetry, biography, folktales, etc.

Resource Selection and Evaluation Concepts:
By the end of grade 5, students will...

1. Know that culture and gender may or may not be reflected in literature.

2. Know that images can be constructed to reflect specific messages, viewpoints, and values.

3. Know that media can shape attitudes and values.

**Middle School Performance Standards:**

Resource Selection and Evaluation Procedures:
By the end of grade 8, students will...

1. Identify materials, which illustrate bias and/or stereotypes.

2. Relate literature to real life or other literature.

Resource Selection and Evaluation Concepts:
By the end of grade 8, students will...

1. Know that diverse racial and cultural groups and both genders have contributed to our literary heritage.

2. Know the principle of intellectual freedom.

3. Know that reviews, evaluations, and guidance from teachers, library media specialists, and others assist in the selection of appropriate literature and creative expressions of information.

**High School Performance Standards:**

Resource Selection and Evaluation Procedures:
By the end of grade 12, students will...
Resource Selection and Evaluation

1. Identify contributions of diverse racial and cultural groups and of both genders to our literary heritage.

2. Identify some of the specific techniques used in mass media to influence the viewer.

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