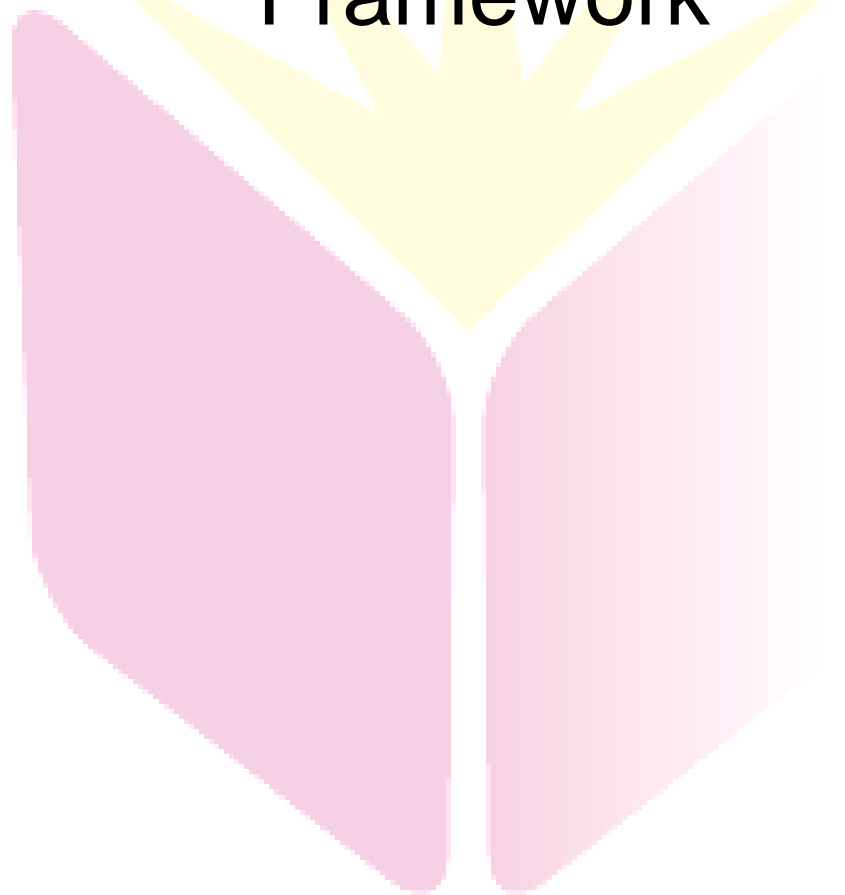# Montana K-12
# Information Literacy/Library Media
# Content Standards
# Framework

**Adopted by the Montana Board of Public Education**
**July 2008**

opi.mt.gov

Montana
**Office of Public Instruction**
Denise Juneau, State Superintendent
opi.mt.gov

**Montana K-12
Information Literacy/Library Media
Content Standards Framework**

# Introduction

In 2005 the Montana Board of Public Education initiated the Standards Revision Project to assure Montana citizens that its public schools are providing **all** children of our great state with challenging academic expectations. The Montana Board of Public Education is charged with the responsibility of leading a process of standards revision that meets the following guiding principles.

Revised learning standards which are academic in focus, rigorous but attainable, readily understandable, and designed to measure the progress of students toward meeting them, will lead to the improvement of Montana's schools and a brighter future for our people.

Revised standards must clearly and consistently identify what students should know, understand and be able to do. Parents, educators, and the greater Montana community must be involved in the revision process. Revised standards will provide a framework to help guide local curriculum and instruction, encouraging school districts and teachers to place emphasis on critical areas of learning. In addition, standards should be measured and made known to the Montana public.

With the vital purpose of improving Montana's schools as our goal, the Montana Board of Public Education sets forth the following criteria to guide Standards Revision:
1. Standards will be academic in nature and content specific.
2. Standards will be challenging and rigorous.
3. Standards will be clear, understandable and free of jargon.
4. Standards will be measurable.
5. Standards will address diversity specifically fulfilling the commitment to implementing MCA 20-1-501, Indian Education for All.

With the purpose of developing a successful and useful product, the Montana Board of Public Education sets forth the following process to guide the Montana Standards Revision:
1. Use the existing Montana Standards Framework--current accreditation program delivery and foundation standards, content and performance standards and benchmarks, and existing structure (4th, 8th, and upon graduation);
2. Use proven practices from Montana classrooms;
3. Consider international, national and other states' standards;
4. Consider entrance expectations for workplace and postsecondary education;
5. Consider achievement and other related data;
6. Consider other research e.g., Education Northwest, School Redesign Network, National Study of School Evaluation, etc.;
7. Consider comments from professional education associations;
8. Consider comments from tribal and school district educators;
9. Consider recommendations from Montana Advisory Council for Indian Education; and
10. Involve the Montana public.

> **Pursuant to Article X Sect 1(2) of the Constitution of the state of Montana and statutes §20-1-501 and §20-9-309 2(c) MCA, the implementation of these standards must incorporate the distinct and unique cultural heritage of Montana American Indians.**

**Components of the Information Literacy/Library Media Content Standards Framework**

The Information Literacy/Library Media Content Standards Framework is a set of agreements, rationales, and rules that provides the foundation for standards-based education in Montana. This framework is the blueprint for further development of key components, such as Essential Learning Expectations, Performance Rubrics, and curriculum. The content standards framework contains:

- K-12 content standards,
- rationale for each content standard,
- benchmarks at end of grade 4, end of grade 8, and upon graduation,
- performance descriptors at the levels of novice, nearing proficiency, proficient and advanced,
- a glossary, and
- works cited.

In order to use this framework effectively, it is essential to understand the distinctions between and the intended purpose of its various components.

**Content Standards:** The five information literacy/library media content standards indicate what all students should know, understand, and be able to do. Their purpose is to guide the information literacy/library media curriculum and to communicate the breadth of the knowledge and skills to be taught to all students. A district's curriculum should be designed so that learning encompasses all five standards.

**Rationales:** Outlines the fundamental reasons for each of the content standards and provides the basis for the knowledge and skills included in the benchmarks.

**Benchmarks:** The benchmarks define expectations for students' knowledge and skills along a developmental continuum. They define expectations for proficient students at the end of grade 4, end of grade 8, and upon graduation. Their purpose is to state clearly and specifically what the students should know and be able to do within each content standard. A district's curriculum should include the entire progression of knowledge contained in the benchmarks.

**Performance Descriptors:** Performance descriptors define how well students apply the knowledge and skills they have acquired. They gauge the level to which benchmarks have been attained in terms of range, frequency, facility, depth, creativity and quality. Achievement of curricular goals is assessed by the performance descriptors.

| | |
|---|---|
| **Montana**<br>**Office of Public Instruction**<br>Denise Juneau, State Superintendent<br>opi.mt.gov | **Preface to Information Literacy/Library Media Content Standards** |

Information literacy is the ability to recognize when information is needed and then locate, evaluate, and effectively use the information. (Adapted from Association College and Research Libraries "Information Literacy Competency Standards for Higher Education")

All Montana students require equitable access to a variety of resources, encompassing the breadth of human conversations and creations for academic achievement and personal growth. By learning to access and evaluate information they gain an appreciation and respect for diverse ideas and creative expressions. By using information literacy skills in all aspects of learning, students become empowered and engaged lifelong learners. To thrive in the 21st Century, students must employ a process of inquiry that can be adapted to any information need. By learning strategies to manage and ethically use information, Montana students open the door to the world in all its diversity.  Teacher librarians, in collaboration with other classroom and content area teachers, empower all students to become information literate.

## Information Literacy/Library Media Content Standard 1

The student will identify the task and determine the resources needed.

### Rationale

Students encounter "increasingly vast and complex collections of information" in today's world (Murray 1). Literacy implies more than vocabulary and awareness; it requires critical thinking (Murray 13). Students need skills to help them identify a task or problem and then determine which resources will best solve their specific academic and/or personal requirements. The Big6™ Model provides students with direction, purpose and strategies to initiate the process. Content Standard 1 addresses the first two steps in the Big6™ Model: Task Definition and Information Seeking Strategies.

### Benchmarks

A proficient student will:

| End of Grade 4 | End of Grade 8 | Upon Graduation |
|---|---|---|
| **1.1** define the problem | **1.1** analyze the parts of the problem to be solved | **1.1** evaluate the purpose and scope of the problem |
| **1.2** identify types of information needed | **1.2** identify information resources needed | **1.2** determine the nature and extent of information needed |
| **1.3** choose from a range of resources | **1.3** evaluate and select appropriate resources | **1.3** evaluate and select appropriate resources |

## Information Literacy/Library Media Content Standard 2

The student will locate sources, use information, and present findings.

### Rationale

Inquiry-based learning has progressed from traditional research to a problem solving process. Multiple literacies, including digital, visual, and textual have now joined information literacy as critical skills for the 21st Century. The amount and complexity of information necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively. The Big6™ Model provides students with direction, purpose and strategies to further the process. Content Standard 2 addresses steps 3, 4 and 5 in the Big6™ Model:  Location and Access, Use of Information, and Synthesis.

### Benchmarks

A proficient student will:

| End of Grade 4 | End of Grade 8 | Upon Graduation |
|---|---|---|
| **2.1** locate a resource needed to solve the problem | **2.1** Locate multiple resources using search tools | **2.1** locate multiple resources using a variety of search tools |
| **2.2** evaluate resources | **2.2** evaluate resources | **2.2** evaluate resources |
| **2.3** locate information within the resource | **2.3** Locate information within multiple resources | **2.3** locate information within a wide variety of resources |
| **2.4** extract information from resources needed to solve the problem | **2.4** Extract information from multiple resources needed to solve the problem | **2.4** extract information from a wide variety of resources needed to solve the problem |
| **2.5** organize information to solve the problem | **2.5** organize and manage information to solve the problem | **2.5** organize and manage information from a wide variety of sources to solve the problem |
| **2.6** create a product that presents findings | **2.6** create a product that presents findings | **2.6** create and defend a product that presents findings |

## Information Literacy/Library Media Content Standard 3

The student will evaluate the product and learning process.

### Rationale

"The final project is more than a goal; it is an opportunity to help students learn how to solve problems and make decisions by engaging higher level thinking skills in a systematic way" (Murray 89).

Students must be prepared to critically evaluate the results of their research, and then apply those results effectively in future learning and decision-making for personal growth and empowerment. This critical evaluation requires that students have frequent opportunities throughout the process to self-assess in order to revise strategies.   Content Standard 3 addresses step 6 in the Big6™ Model:  Evaluation.

### Benchmarks

A proficient student will:

| End of Grade 4 | End of Grade 8 | Upon Graduation |
|---|---|---|
| **3.1** assess the quality of the product | **3.1** assess the quality and effectiveness of the product | **3.1** assess the quality and effectiveness of the product |
| **3.2** describe the process | **3.2** evaluate how the process met the need for information | **3.2** evaluate the process in order to revise strategies |

## Information Literacy/Library Media Content Standard 4

The student will use information safely, ethically and legally.

## Rationale

For students to contribute positively in a learning community, they must have equitable access to information in an environment that is safe and conducive to learning.  Because learning has a social context, students need to develop skills in sharing knowledge with others, both in face-to-face situations and through digital environments.  Students must recognize and respect the intellectual and creative property rights of others.

## Benchmarks

A proficient student will:

| End of Grade 4 | End of Grade 8 | Upon Graduation |
|---|---|---|
| **4.1** legally obtain and use information | **4.1** legally obtain, store and disseminate text, data, images or sounds | **4.1** legally obtain, store and disseminate text, data, images or sounds |
| **4.2** identify the owner of ideas and information | **4.2** appropriately credit ideas and works of others | **4.2** follow copyright laws and fair use guidelines when using the intellectual property of others |
| **4.3** participate and collaborate in intellectual and social networks following safe and accepted practices | **4.3** participate and collaborate in intellectual and social networks following safe and accepted practices | **4.3** participate and collaborate in intellectual and social networks following safe and accepted practices |

## Information Literacy/Library Media Content Standard 5

The student will pursue personal interests through literature and other creative expressions.

## Rationale

School libraries provide equitable access to literature and information resources that contribute to the development of lifelong learners. Central to learning is a respect and appreciation for the many voices and cultures in our world, including Montana American Indians. Students deserve the opportunity to explore creative expression, engage in independent learning, and read for personal enjoyment as well as fulfill academic tasks.

## Benchmarks

A proficient student will:

| End of Grade 4 | End of Grade 8 | Upon Graduation |
|---|---|---|
| **5.1** use a variety of print and digital formats for pleasure and personal growth | **5.1** use and respond to a variety of print and digital formats for pleasure and personal growth | **5.1** use and critique a variety of print and digital formats for pleasure and personal growth |
| **5.2** use a variety of genres for pleasure and personal growth | **5.2** use and respond to a variety of genres for pleasure and personal growth | **5.2** use and critique a variety of genres for pleasure and personal growth |
| **5.3** access and understand multiple resources from diverse cultures, including Montana American Indians | **5.3** analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians | **5.3** evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians |
| **5.4** access libraries to seek information for personal interest | **5.4** access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library | **5.4** access and use resources and information from all types of information environments to pursue personal and creative interests |

| Montana **Office of Public Instruction** Denise Juneau, State Superintendent opi.mt.gov | Montana K-12 **Information Literacy/Library Media Performance Descriptors A Profile of Four Levels** |
|---|---|

The Information Literacy/Library Media Performance Descriptors define how well students' perform at four performance levels: advanced, proficient, nearing proficiency, and novice. These profiles describe students as they apply the knowledge and skills defined in the benchmarks for End of Grade 4, End of Grade 8, and Upon Graduation.

| Advanced | Proficient | Nearing Proficiency | Novice |
|---|---|---|---|
| A student at the advanced level demonstrates superior performance. He/she: | A student at the proficient level demonstrates solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter. He/she: | A student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency. He/she: | A student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental for proficiency. He/she |

| Information Literacy/Library Media Content Standard 1:  End of Grade 4 | | | |
|---|---|---|---|
| **Advanced** | **Proficient** | **Nearing Proficiency** | **Novice** |
| independently summarizes and restates the task or problem to be solved | summarizes and restates the task or problem to be solved | with guidance, summarizes and restates the task or problem to be solved | with assistance, restates the task or problem to be solved |
| independently brainstorms search terms to guide problem solving | brainstorms several search terms to guide problem solving | with guidance, brainstorms a few search terms to guide problem solving | with assistance, brainstorms a search term to guide problem solving |
| independently narrows or broadens a topic | narrows or broadens a topic | with guidance, narrows or broadens a topic | with assistance, narrows or broadens a topic |
| independently identifies possible resources | identifies possible resources | with guidance, identifies  possible resources | with assistance, identifies possible resources |
| independently selects an appropriate resource to meet information need | selects an appropriate resource to meet information need | with guidance, selects appropriate resource to meet information need | with assistance, selects an appropriate resource to meet information need |

| Information Literacy/Library Media Content Standard 1: End of Grade 8 | | | |
|---|---|---|---|
| **Advanced** | **Proficient** | **Nearing Proficiency** | **Novice** |
| independently summarizes and restates the task or problem to be solved | summarizes and restates the task or problem to be solved | with guidance, summarizes and restates the task or problem to be solved | with assistance, restates the task or problem to be solved |
| independently breaks down the task into manageable parts | breaks down the task into manageable parts | with guidance, breaks down the task into manageable parts | with assistance, breaks down the task into manageable parts |
| independently brainstorms search terms to guide problem solving | brainstorms several search terms to guide problem solving | with guidance, brainstorms several search terms to guide problem solving | with assistance, brainstorms a search term to guide problem solving |
| independently narrows or broadens the topic to manageable focus | narrows or broadens the topic to manageable focus | with guidance, narrows or broadens the topic to manageable focus | with assistance, narrows or broadens the topic to manageable focus |
| independently identifies possible sources of information | identifies possible sources of information | with guidance, identifies possible sources of information | with assistance, identifies possible sources of information |
| independently compares resources needed | compares resources needed | with guidance, compares two or more resources needed | with assistance, compares two resources needed |
| independently decides which resources will be the most appropriate for the problem to be solved | decides which resources will be the most appropriate for the problem to be solved | with guidance, decides which resources will be the most appropriate for the problem to be solved | with assistance, decides which resources will be the most appropriate for the problem to be solved |

| Information Literacy/Library Media Content Standard 1:  Upon Graduation | | | |
|---|---|---|---|
| **Advanced** | **Proficient** | **Nearing Proficiency** | **Novice** |
| independently determines the parameters of the problem | determines the parameters of the problem | with guidance, determines the parameters of the problem | with assistance, determines the parameters of the problem |
| independently formulates questions to guide problem solving | formulates questions to guide problem solving | with guidance, formulates questions to guide problem solving | with assistance, formulates questions to guide problem solving |
| independently brainstorms search terms to guide problem solving | brainstorms search terms to guide problem solving | with guidance, brainstorms search terms to guide problem solving | with assistance, brainstorms search terms to guide problem solving |
| independently narrows or broadens the topic to manageable focus | narrows or broadens the topic to manageable focus | with guidance, narrows or broadens the topic to manageable focus | with assistance, narrows or broadens the topic to manageable focus |
| independently decides the types and the amount of information needed to solve the problem | decides the types and the amount of information needed to solve the problem | with guidance, decides the types and the amount of information needed to solve the problem | with assistance, decides the types and the amount of information needed to solve the problem |
| independently identifies possible resources | identifies possible resources | with guidance, identifies possible resources | with assistance, identifies possible resources |
| independently evaluates resources | evaluates resources | with guidance, evaluates resources | with assistance, evaluates resources |
| independently selects resources to solve the problem | selects resources to solve the problem | with guidance, selects resources to solve the problem | with assistance, selects resources to solve the problem |

| Information Literacy/Library Media Content Standard 2:  End of Grade 4 | | | |
|---|---|---|---|
| **Advanced** | **Proficient** | **Nearing Proficiency** | **Novice** |
| independently locates resources to solve the problem | locates resources to solve the problem within a pre-selected range or collection of resources | with guidance, locates resources to solve the problem  within a pre-selected range or collection of resources | with assistance, locates resources to solve the problem within a pre-selected range or collection of resources |
| independently locates information within resources | locates information within resources | with guidance, locates information within resources | with assistance, locates information within resources |
| independently identifies the point of view in information, including perspectives of Montana American Indians | identifies the point of view in information, including perspectives of Montana American Indians | with guidance, identifies the point of view in information, including perspectives of Montana American Indians | with assistance, identifies the point of view in information, including perspectives of Montana American Indians |
| independently reads, views, and listens to extract information from resources | reads, views, and listens  to extract information from resources | with guidance, reads, views, and listens to extract information from resources | with assistance, reads, views, and listens to extract information from resources |
| independently organizes information for use | organizes information for use | with guidance, organizes information for use | with assistance, organizes information for use |
| independently creates a product that presents findings | creates a product that presents findings using established guidelines | with guidance, creates a product that presents findings using established guidelines | with assistance, creates a product that presents findings using established guidelines |

| Information Literacy/Library Media Content Standard 2: End of Grade 8 | | | |
|---|---|---|---|
| **Advanced** | **Proficient** | **Nearing Proficiency** | **Novice** |
| independently locates multiple resources using a variety of search tools | locates multiple resources using pre-selected search tools | with guidance, locates multiple resources using pre-selected search tools | with assistance, locates multiple resources using pre-selected search tools |
| independently evaluates authority, accuracy and currency of resources | evaluates authority, accuracy and currency of resources | with guidance, evaluates authority, accuracy and currency of resources | with assistance, evaluates authority, accuracy and currency of resources |
| independently locates information within resources | locates information within resources | with guidance, locates information within resources | with assistance, locates information within resources |
| independently reads, views, and listens to extract information from resources | reads, views, and listens to extract information from resources | with guidance, reads, views, and listens to extract information from resources | with assistance, reads, views, and listens to extract information from resources |
| independently identifies the point of view or bias in information, including perspectives of Montana American Indians | identifies the point of view or bias in information, including perspectives of Montana American Indians | with guidance, identifies the point of view or bias in information, including perspectives of Montana American Indians | with assistance, identifies the point of view in information, including perspectives of Montana American Indians |
| independently organizes information for use | organizes information for use | with guidance, organizes information for use | with assistance, organizes information for use |
| independently creates a product that presents findings | creates a product that presents findings | with guidance, creates a product that presents findings | with assistance, creates a product that presents findings |

| Information Literacy/Library Media Content Standard 2:  Upon Graduation | | | |
| --- | --- | --- | --- |
| **Advanced** | **Proficient** | **Nearing Proficiency** | **Novice** |
| independently locates a wide range of resources using a variety of search tools | locates a wide range of resources using a variety of search tools | with guidance, locates a wide range of resources using a variety of search tools | with assistance, locates a range of resources using search tools |
| independently evaluates authority, accuracy, relevance and currency of resources | evaluates authority, accuracy, relevance and currency of resources | with guidance, evaluates authority, accuracy, relevance and currency of resources | with assistance, evaluates authority, accuracy, relevance and currency of resources |
| independently locates information within a variety of resources | locates information within a variety of resources | with guidance, locates information within a variety of resources | with assistance, locates information within a variety of resources |
| independently reads, views and listens to extract information to solve the problem | reads, views and listens to extract information to solve the problem | with guidance, reads, views and listens to extract information | with assistance, reads, views and listens to extract information to solve the problem |
| independently identifies the origin, point of view or bias in information, including perspectives of Montana American Indians | identifies the origin, point of view or bias in information, including perspectives of Montana American Indians | with guidance, identifies the origin, point of view or bias in information, including perspectives of Montana American Indians | with assistance, identifies the origin, point of view or bias in information, including perspectives of Montana American Indians |
| independently organizes and manages a wide range of sources to draw conclusions to solve problems | organizes and manages a wide range of sources to draw conclusions to solve problems | with guidance, organizes and manages a wide range of sources to draw conclusions to solve problems | with assistance, organizes and manages a wide range of sources to draw conclusions to solve problems |
| independently creates, presents and defends a solution to the problem | creates, presents and defends a solution to the problem | with guidance, creates, presents and defends a solution to the problem | with assistance, creates, presents and defends a solution to the problem |

| Information Literacy/Library Media Content Standard 3:  End of Grade 4 | | | |
|---|---|---|---|
| **Advanced** | **Proficient** | **Nearing Proficiency** | **Novice** |
| independently evaluates finished product according to criteria | evaluates finished product according to criteria | with guidance, evaluates finished product according to criteria | with assistance, evaluates finished product according to criteria |
| independently uses criteria to judge how well the steps of the problem solving process were followed | uses criteria to judge how well the steps of the problem solving process were followed | with guidance, uses criteria to judge how well the steps of the problem solving process were followed | with assistance, uses criteria to judge how well the steps of the problem solving process were followed |

| Information Literacy/Library Media Content Standard 3:  End of Grade 8 | | | |
|---|---|---|---|
| **Advanced** | **Proficient** | **Nearing Proficiency** | **Novice** |
| independently evaluates finished product according to criteria | evaluates finished product according to criteria | with guidance, evaluates finished product according to criteria | with assistance, evaluates finished product according to criteria |
| independently uses criteria to judge how well the steps of the problem solving process were followed | uses criteria to judge how well the steps of the problem solving process were followed | with guidance, uses criteria to judge how well the steps of the problem solving process were followed | with assistance, uses criteria to judge how well the steps of the problem solving process were followed |
| independently identifies improvements to the problem solving process | identifies improvements to the problem solving process | with guidance, identifies improvements to the problem solving process | with assistance, identifies improvements to the problem solving process |

| Information Literacy/Library Media Content Standard 3:  Upon Graduation | | | |
|---|---|---|---|
| **Advanced** | **Proficient** | **Nearing Proficiency** | **Novice** |
| independently evaluates finished product according to criteria | evaluates finished product according to criteria | with guidance, evaluates finished product according to criteria | with assistance, evaluates finished product according to criteria |
| independently uses criteria to judge how well the steps of the problem solving process were followed | uses criteria to judge how well the steps of the problem solving process were followed | with guidance, uses criteria to judge how well the steps of the problem solving process were followed | with assistance, uses criteria to judge how well the steps of the problem solving process were followed |
| independently identifies improvements to the problem solving process | identifies improvements to the problem solving process | with guidance, identifies improvements to the problem solving process | with assistance, identifies improvements to the problem solving process |
| independently justifies decisions based on project criteria | justifies decisions based on project criteria | with guidance, justifies decisions based on project criteria | with assistance, justifies decisions based on project criteria |

| Information Literacy/Library Media Content Standard 4:  End of Grade 4 | | | |
|---|---|---|---|
| **Advanced** | **Proficient** | **Nearing Proficiency** | **Novice** |
| independently follows copyright laws and fair use guidelines when using information | follows copyright laws and fair use guidelines when using information | with guidance, follows copyright laws and fair use guidelines when using information | with assistance, follows copyright laws and fair use guidelines when using information |
| independently credits ideas and works of others | credits ideas and works of others | with guidance, credits ideas and works of others | with assistance, credits ideas and works of others |
| independently practices safe, ethical and legal behavior in supervised intellectual and social networks | practices safe, ethical and legal behavior in supervised intellectual and social networks | with guidance, practices safe, ethical and legal behavior in supervised intellectual and social networks | with assistance, practices safe, ethical and legal behavior in supervised intellectual and social networks |

| Information Literacy/Library Media Content Standard 4:  End of Grade 8 | | | |
|---|---|---|---|
| **Advanced** | **Proficient** | **Nearing Proficiency** | **Novice** |
| independently follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds | follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds | with guidance, follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds | with assistance, follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds |
| independently and appropriately credits ideas and works of others | appropriately credits ideas and works of others | with guidance, appropriately credits ideas and works of others | with assistance, appropriately credits ideas and works of others |
| independently practices safe, ethical and legal behavior in intellectual and social networks | practices safe, ethical and legal behavior in intellectual and social networks | with guidance, practices safe, ethical and legal behavior in intellectual and social networks | with assistance, practices safe, ethical and legal behavior in intellectual and social networks |

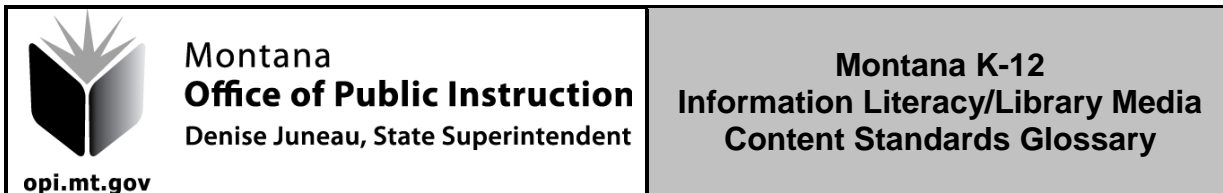| Information Literacy/Library Media Content Standard 4:  Upon Graduation | | | |
|---|---|---|---|
| **Advanced** | **Proficient** | **Nearing Proficiency** | **Novice** |
| independently follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds | follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds | with guidance, follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds | with assistance, follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds |
| independently and appropriately credits ideas and works of others | appropriately credits ideas and works of others | with guidance, appropriately credits ideas and works of others | with assistance, appropriately credits ideas and works of others |
| independently practices safe, ethical and legal behavior in intellectual and social networks | practices safe, ethical and legal behavior in intellectual and social networks | with guidance, practices safe, ethical and legal behavior in intellectual and social networks | with assistance, practices safe, ethical and legal behavior in intellectual and social networks |

| Information Literacy/Library Media Content Standard 5: End of Grade 4 | | | |
|---|---|---|---|
| **Advanced** | **Proficient** | **Nearing Proficiency** | **Novice** |
| independently chooses resources based on personal interests | chooses resources based on personal interests | with guidance, chooses resources based on personal interests | with assistance, chooses resources based on personal interests |
| independently uses a variety of print and digital resources | uses a variety of print and digital resources | with guidance, uses some print and digital resources | with assistance, uses a few print and digital resources |
| independently explores a variety of genres | explores a variety of genres | with guidance, explores a variety of genres | with assistance, explores a variety of genres |
| independently explores multiple resources and other creative expressions from diverse cultures, including Montana American Indians | explores multiple resources and other creative expressions from diverse cultures, including Montana American Indians | with guidance, explores multiple resources and other creative expressions from diverse cultures, including Montana American Indians | with assistance, explores multiple resources and other creative expressions from diverse cultures, including Montana American Indians |

| Information Literacy/Library Media Content Standard 5: End of Grade 8 | | | |
|---|---|---|---|
| **Advanced** | **Proficient** | **Nearing Proficiency** | **Novice** |
| independently chooses resources based on personal interests | chooses resources based on personal interests | with guidance, chooses resources based on personal interests | with assistance, chooses resources based on personal interests |
| independently uses and responds to a variety of print and digital resources | uses and responds to a variety of print and digital resources | with guidance, uses and responds to some print and digital resources | with assistance, uses and responds to a few print and digital resources |
| independently uses and responds to a variety of genres | uses and responds to a variety of genres | with guidance, uses and responds to genres | with assistance, uses and responds to genres |
| independently analyzes and responds to multiple resources and creative expressions from diverse cultures, including Montana American Indians | analyzes and responds to multiple resources and creative expressions from diverse cultures, including Montana American Indians | with guidance, analyzes and responds to multiple resources and creative expressions from diverse cultures, including Montana American Indians | with assistance, compares and contrasts multiple resources and creative expressions from diverse cultures, including Montana American Indians |

| Information Literacy/Library Media Content Standard 5: Upon Graduation | | | |
|---|---|---|---|
| **Advanced** | **Proficient** | **Nearing Proficiency** | **Novice** |
| independently chooses resources based on personal interests | chooses resources based on personal interests | with guidance, chooses resources based on personal interests | with assistance, chooses resources based on personal interests |
| independently uses and critiques a variety of print and digital resources | uses and critiques a variety of print and digital resources | with guidance, uses and critiques some print and digital resources | with assistance, uses and critiques a few print and digital resources |
| independently uses and critiques a variety of genres | uses and critiques a variety of genres | with guidance, uses and critiques genres | with assistance, compares and contrasts genres |
| independently evaluates multiple resources and other creative expressions from diverse cultures, including Montana American Indians | evaluates multiple resources and other creative expressions from diverse cultures, including Montana American Indians | with guidance, evaluates multiple resources and other creative expressions from diverse cultures, including Montana American Indians | with assistance, compares and contrasts multiple resources and other creative expressions from diverse cultures, including Montana American Indians |

**Montana Office of Public Instruction**
Denise Juneau, State Superintendent
opi.mt.gov

**Montana K-12
Information Literacy/Library Media
Content Standards Glossary**

**Accuracy** — Measures the degree to which information sources are free from mistakes and errors.

**Authority** —The knowledge and experience that qualifies a person to write or speak as an expert on a given subject.

**Bias** —Judgment unfairly influenced by subjective opinion when the situation calls for reliance on objective fact.

**Big6™** —A systematic approach to information problem solving using a six step process.  The Big6™can be used whenever an individual has an information problem;  co-authored by Mike Eisenberg and Bob Berkowitz.

**Boolean** — and, or, not; used with keywords to more effectively search a database or online catalog.

**Brainstorming** —An activity used to generate an idea that has no right or wrong answers.

**Cite Sources** —Reference to book, article, Web page or other published item with sufficient detail to identify the item uniquely. To quote or refer to an authority outside oneself  (e.g., title, author, publisher, Web site, location).

**Collaborate** — to work together in small groups or through collaboration tools, to exchange ideas, to develop understandings.

**Communication Tools** —Any digital tool that allows for exchange of information and ideas both synchronously and asynchronously (e.g., e-mail, instant messaging, forums)

**Copyright** —The idea that the authors of ideas, designs, and products may register their intellectual property with the government, thereby limiting the extent to which others may use and profit from, modify, or perform the protected creation.

**Creative Expressions** —Creative or artistic works in a variety of media formats or creative or artistic productions and presentations (e.g., plays, exhibitions, concerts).

**Critical Thinking** —The skill required to develop effective and efficient search strategies, assess the relevance and accuracy of information retrieved, evaluate the authority of the person(s) or organization producing information content, and analyze the assumptions, evidence, and logical arguments presented in relevant sources.

**Digital Information** — written language, audio, or video accessed through digital means.

**Digital Media** —Any type of information in digital format, including computer-generated text, graphics, audio and animations.

**Digital Presentation Tools** — Tools that facilitate the sharing of information with others, either locally or in a virtual environment.

**Digital Sources** — Text, audio, video and other Information content gathered online.

**Digital Tools** — Inclusive of all hardware and/or software. (e.g., computers, PDA's, personal video players, personal music players, word processors, spreadsheets, instant messaging, Web browsers, Web 2.0 tools).

**Equitable access** —Fair opportunity to use resources (access regardless of age, origin, background or views). School libraries provide resources and services that create and sustain an atmosphere of free inquiry.

**Ethical Use** —Respecting the hardware, ownership, privacy, and use of digital tools. (e.g., respecting ownership of intellectual property, being mindful of security and passwords, giving credit to cited sources, exhibiting appropriate behavior online, acknowledging boundaries of privacy).

**Extract** — Draw or pull out relevant information from a source.

**Fair Use** —Allows the education community to review, comment on, parody, and study copy-written materials with proper citation according to provisions in the U.S. Copyright Code providing for limited use of copyrighted materials for educational purposes.

**Format** —A general description of an item whether it is print or nonprint or digital or electronic or realia.

**Global Communication**—Refers to student communication outside the traditional classroom to learn collaboratively with other students from around the world.

**Global Learning Environment** —Digital environment that extends learning beyond the classroom walls.

**Information Literacy** —The ability to recognize when information is needed and then to locate, evaluate, and effectively use that information.

**Information Requirement**—An information requirement could be different than the information itself. For example, a requirement could be that the information is presented in a chart or table, or in HTML. A requirement relates more to the packaging and nature of the information. (Mike Eisenberg).

**Inquiry** —Inquiry is any process that has the aim of augmenting knowledge, resolving doubt, or solving a problem.

**Intellectual Freedom** —The right under the First Amendment to the U.S. Constitution of any person to read or express views that may be unpopular or offensive to some people, within certain limitations (libel, slander, etc.).

**Intellectual Property** —Tangible products of the human mind and intelligence entitled to the legal status of personal property, especially works protected by copyright, inventions that have been patented, and registered trademarks. An idea is considered the intellectual property of its creator only after it has been recorded or made manifest in specific form. (e.g., music, literature, artistic works, symbols, names, images, designs).

**Language Hierarchy** for Performance Descriptors

- **With Assistance** – One-to-one help with step-by-step learning
- **With Guidance** – Using prompts, hints, limited input
- **At proficient –** mastery level
- **Independently** - Students perform at a superior level, without prompting, beyond classroom assignment

**Media literacy**—The combination of knowledge and skills required to access, analyze, interpret, evaluate, and create media in a variety of forms.

**Multi-literacies**—Changing the notion of literacy pedagogy, this idea expands literacy to cultural expressions and technological endeavors beyond language. **"**Being multi-literate is being able not only to read textual messages, but also be competent in interpreting symbols and images, and in using multimedia and other technological tools, such as the internet, all of which allow us to construct meaning, learn and interact with others. Being multi-literate also embraces understanding multiculturalism and showing respect to diversity, which reflects in effective interaction." http://mylearningblog.blogspot.com/2004/09/multiliteracies-definition-reflection.html

**Personal Responsibility** —Understanding that personal actions have effects and that individuals are responsible for choices they make.

**Realia** —Three-dimensional objects from real life, whether man-made or naturally occurring, usually borrowed, purchased or donated.

**Relevance** —The extent to which information retrieved in a search of a library collection or other resource, such as an online catalog or bibliographic database, is judged by the user to be applicable to ("about") the subject of the query. Relevance depends on the searcher's subjective perception of the degree to which the document fulfills the information need.
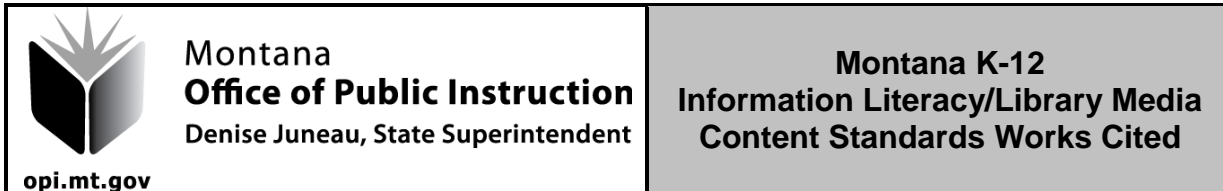
**Resources** —Somebody or something used to solve a problem. (e.g., print materials, experts, digital materials, archives, online databases, realia, articles, Web sites).

**Search Tools**—A simple search field with options to search text or resources on a local, region-wide or world-wide database.

**Synthesis** —Creatively or divergently applying prior knowledge and skills to produce a new or original whole (adapts; anticipates; collaborates; combines; communicates; compiles; composes; creates; designs; develops; devises; expresses; facilitates; formulates; generates; hypothesizes; incorporates; individualizes; initiates; integrates; intervenes; invents; models; modifies; negotiates; plans; progresses; rearranges; reconstructs; reinforces; reorganizes; revises; structures; substitutes; validates).

**Textual** —Of, relating to, or conforming to a text; print.

**Visual** —Seen or able to be seen by the eye; visible: a visual presentation; a design with a dramatic visual effect.

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| **Montana**<br>**Office of Public Instruction**<br>Denise Juneau, State Superintendent<br>opi.mt.gov | **Montana K-12**<br>**Information Literacy/Library Media**<br>**Content Standards Works Cited** |

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