OASL SCHOOL LIBRARY GRADE-LEVEL LEARNING GOALS

STRAND: INFORMATION LITERACY

Use strategies for locating, selecting, organizing, understanding, evaluating, using, and producing information, within physical and digital information environments.

Standard 1: Use skills, resources and tools to inquire, think critically and gain knowledge

INDICATOR	K-1	2	3	4	5	6	7	8	9/10	11/12	13	14
INDIOATOR		With prompting,		With support,	Follow an		•	Follow an	With guidance		Develop a	Develop a
	and support,		and support,	follow an		and support,		inquiry process	and support,		researchable	research
LIB 1.1.A	develop and		follow an	inquiry process	using a	follow an			evaluate, select,		question which	question for
Follow an	•	an inquiry	inquiry process	using a	prescribed	inquiry process		among	and follow an		demonstrates	inquiry within a
inquiry based	inquiry has a	process using a	using a	prescribed	framework	selecting from	_	_	inquiry process	using a	curiosity about	particular
process to seek	process	prescribed	prescribed	framework	Traine Work	among	_	frameworks	using a	_	a topic	discipline or
knowledge	p. 00000	framework	framework			prescribed	frameworks		framework		u 10p.0	professional/tech
						frameworks						nical area
	With prompting	With prompting	With support,	Use prior	With prompting,	With guidance	With support,	Evaluate	With guidance	With support, to	Use divergent	Use divergent
	and support,	and support,	use prior	knowledge to	guidance and	and support,		accuracy of	and support, to	deepen	thinking	thinking
	explore the	use prior	knowledge to	make	support,	evaluate	accuracy of	prior knowledge	deepen	understanding	(brainstorming,	(brainstorming,
	concept of prior	knowledge to	make	connections to a	evaluate	accuracy of	prior knowledge	when making	understanding	and to	lateral thinking)	lateral thinking)
	knowledge	make	connections to a	problem,	accuracy of	prior knowledge	when making	connections to a	and to	determine next	and	and
		connections to a	problem,	question, or	prior knowledge	when making	connections to a	problem,	determine next	steps for	metacognitive	metacognitive
		problem,	question, or	topic	when making	connections to a	l -	question, or	steps for	research,	reflection to	reflection to
		question, or	topic		connections to a	-	•	topic; and use	research,	consider the	surface prior	surface prior
		topic			1 -	question, or				•	knowledge,	knowledge
					question, or	topic; and use	prior knowledge		impact of bias	when applying	identify points	related to a new
					topic; and	prior knowledge			when applying	prior knowledge		rhetorical or
LIB 1.1.B					explore ways in	to inform next	steps for	research	prior knowledge		connection to	discipline specific
Apply prior					which prior	steps for	research		to a problem,	question, or	apply to new	problem, identify
knowledge to					knowledge can	research			question, or	topic	knowledge,	points of
new learning					be used to				topic		consider	personal
					inform next						accuracy of	connection to
					steps for						prior	apply to new
					research						knowledge, and	knowledge,
											to extend	consider
											perceptions to include	accuracy of prior
											additional	knowledge, and to extend
											perspectives for	perceptions to
											next steps in	include add'l
											research	perspectives for
											research	next steps in
												research
INDICATOR	K-1	2	3	4	5	6	7	8	9/10	11/12	13	14

LIB 1.1.C Develop, select, clarify, and use questions to search for information	and support, generate	With guidance and support, generate questions and select a focal question to explore a topic	With guidance and support, generate and use multiple questions to explore a topic	With support, generate and use multiple questions to explore a topic	With prompting, guidance and support, generate research questions and examine and evaluate them for validity and purposefulness to conduct research	With guidance and support, generate research questions and examine and evaluate them for validity and purposefulness to conduct research	With support, generate research questions and examine and evaluate them for validity and purposefulness to conduct research	With guidance and support, generate research questions and evaluate them for validity and purposefulness, making strategic decisions to modify, rewrite or replace where needed.	1.5	making strategic decisions to modify, rewrite or replace where needed	questions related to as well as embedded within a focused	Generate questions related to as well as embedded within a focused topic statement, relevant to a particular discourse community or discipline, and evaluate those questions for perspective and point of view, and synthesize to a researchable question which addresses a problem or issue
LIB 1.1.D Develop, select, clarify, and use strategies to search for information	guidance, and support, demonstrate an understanding that research	support, demonstrate an understanding that research begins by asking questions and identifying	With prompting, guidance, and support, demonstrate an understanding of strategies for using questions to access information, and generate keywords, synonyms, and related concepts to conduct basic searches	With guidance and support, demonstrate an understanding of strategies for using questions to access information, and generate keywords, synonyms, and related concepts to conduct basic searches	With support, demonstrate an understanding of strategies for using questions to access information, and generate keywords, synonyms, and related concepts to conduct basic searches	With prompting, guidance, and support, use advanced search strategies and options to expand, refine, and assess search results	With guidance and support, use advanced search strategies and options to expand, refine, and assess search results	With support, use advanced search strategies and options to expand, refine, and assess search results	With guidance and support, use precise language and domain specific vocabulary, and advanced search strategies, to assess and improve search results	vocabulary, and advanced search strategies, to assess and	Use advanced search strategies and different types of search language (controlled vocabulary, natural or colloquial language, keywords) for	Use advanced search strategies and different types of search language (controlled vocabulary, natural or colloquial language, keywords) for different applications in discipline specific, technical area, or discourse community

INDICATOR	K-1	2	3	4	5	6	7	8	9/10	11/12	13	14
LIB 1.1.E Find, evaluate, and select appropriate sources to answer questions	support, find	guidance, and support, find and use sources to answer questions, and demonstrate an understanding that criteria is used to select	find and use sources to answer questions, and	find and use sources to answer questions, and demonstrate an understanding that criteria is	guidance, and support, identify, select, and use sources related to research task, and use criteria to evaluate for	With guidance and support, identify, select, and use sources related to research task, and use criteria to evaluate for timeliness, relevance, accuracy, authority, and purpose	and use sources related to research task, and use criteria	Identify, select, and use sources related to research task, and use criteria to evaluate for timeliness, relevance, accuracy, authority, and purpose	evaluate sources for timeliness, relevance, accuracy,	With support, evaluate sources for timeliness, relevance, accuracy, authority, and purpose, and read laterally to evaluate the reliability of information	Read laterally to evaluate the reliability of information, and evaluate sources for usefulness, relevance, author's expertise	Read laterally to evaluate the reliability of information, and evaluate sources for usefulness, reliability, author's expertise, frequency of citation, and position within the scholarly conversation
LIB 1.1.F Select and use tools within sources to access content	support, understand the conventions	and support, understand the conventions [structure] of a	understand the conventions [structure] of a source, and use basic	support, use basic navigational	and support, use basic navigational tools within a	With support, use basic navigational tools within a variety of sources to access content	and support,	With support, use advanced navigational tools to access content found in a variety of sources	select and use effective tools within sources to access information, including	With support, select and use effective tools within sources to access information, including specialized and subject-specific sources	With support, select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources	Select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources
LIB 1.1.G Evaluate information for accuracy, validity, importance, and bias	Begins in Grade 2	bias as concepts	and support, explore accuracy, validity, importance, and bias as concepts	explore accuracy, validity, importance, and bias as concepts for evaluating	guidance, and support, evaluate information for accuracy,	and support, evaluate information for accuracy, validity, importance, and	With support, evaluate information for accuracy, validity, importance, and bias	Evaluate information for accuracy, validity, importance, and bias	and support, evaluate information for accuracy, validity, importance, and bias, using increasingly	With support, evaluate information for accuracy, validity, importance, and bias, using increasingly complex qualifiers	-	Evaluate information for accuracy, validity, importance, and bias, using increasingly complex qualifiers for professional/ technical focus

INDICATOR	K-1	2	3	4	5	6	7	8	9/10	11/12	13	14
LIB 1.1.H Read, view, and listen to information in a variety of formats	With prompting, guidance, and support, explore and engage with information presented in a variety of formats	and support, engage with	With support, engage with information presented in a variety of formats	Engage with information presented in a variety of formats	With prompting, guidance, and support, identify the usefulness of reading, listening to, and viewing information in a variety of formats	With guidance and support, identify the usefulness of reading, listening to, and viewing information in a variety of formats	viewing information in a	Identify the usefulness of reading, listening to, and viewing information in a variety of formats	With guidance and support, use a variety of source formats to find information for a specific purpose	to find information for a specific purpose	Compare and use sources from a variety of digital formats and select the most appropriate for a specific purpose	Compare and use sources from a variety of digital formats and select the most appropriate for a specific purpose within a discipline-specific or professional/technical context
LIB 1.1.I Collaborate to broaden and deepen understanding	support, use protocols for collaboration in digital and	With guidance and support, use protocols for collaboration in digital and physical environments	With support, use protocols for collaboration in digital and physical environments	With prompting, guidance, and support, identify the benefits of collaboration within digital and physical environments specific to need/purpose	With guidance and support, identify the benefits of collaboration within digital and physical environments specific to need/purpose	With support, identify the benefits of collaboration within digital and physical environments specific to need/purpose	support, collaborate within digital and physical environments	With guidance and support, collaborate within digital and physical environments for a variety of needs/purposes	With support, collaborate within digital and physical environments for a variety of needs/purposes	Collaborate within digital and physical environments for a variety of needs/purposes	Collaborate with others within digital and physical environments to build and improve content, develop new knowledge, and improve metaliteracies	Collaborate with others within digital and physical environments to create content, developing discipline-specific or professional/technical knowledge by working through threshold concepts and metaliteracies
LIB 1.1.J Assess the effectiveness of questions, strategies, and processes used in research to find information	guidance, and support, demonstrate an understanding that asking questions guides research	guides research	and support, demonstrate an understanding that asking relevant, answerable questions	With guidance and support, demonstrate an understanding that asking relevant, answerable questions guides research and that questions may need to be refined; and that there are strategies within the research process	With prompting, guidance and support, ask relevant, answerable questions to guide research; evaluate questions and research strategies for effectiveness and refine as needed	With guidance and support, ask relevant, answerable questions to guide research; evaluate questions and research strategies for effectiveness and refine as needed	answerable questions to guide research; evaluate questions and research strategies for effectiveness	Ask relevant, answerable questions to guide research; evaluate questions and research strategies for effectiveness and refine as needed	With guidance and support, evaluate the effectiveness of various research strategies and processes, and select strategies that best support each research need	evaluate the effectiveness of various research strategies and processes, and select strategies	Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a researchable question	Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a disciplinary or professional/technical researchable question

Standard 2: Use skills, resources and tools to draw conclusions, make informed decisions, create new knowledge and apply knowledge to new situations

INDICATOR	K-1	2	3	4	5	6	7	8	9/10	11/12	13	14
LIB 1.2.A Analyze and evaluate information to draw conclusions	With prompting and support, explore the concept of main idea and supporting details	With prompting, guidance, and support, draw conclusions referring to main ideas and supporting details from a source	With guidance and support, draw conclusions referring to main ideas and supporting details from a source	With support, draw conclusions referring to main ideas and supporting details across multiple sources	Draw conclusions referring to main ideas and supporting details across multiple sources	and support, draw conclusions using main ideas and supporting	With support, draw conclusions using main ideas and supporting details across multiple sources	Draw conclusions using main ideas and supporting details across multiple sources	With guidance and support, draw conclusions by analyzing subtleties, complexities, and varying views across multiple sources	With support, draw conclusions by analyzing subtleties, complexities, and varying views across multiple sources	Analyze subtleties, complexities, varying views, and reasoning, from multiple sources to draw conclusions	Analyze subtleties, complexities, varying views, reasoning, discipline specific or professional/tech nical discussion, results, and evidence to draw conclusions
LIB 1.2.B Analyze and evaluate information to make informed decisions	Explore the concept of author's purpose	With prompting, guidance and support, evaluate information for purpose and point of view	With guidance and support, evaluate information for purpose and point of view	With support, evaluate information for purpose and point of view	Evaluate information for purpose and point of view	and support, evaluate information considering elements such as bias,	With support, evaluate information considering elements such as bias, credibility, reliability, relevance to make informed decisions	Evaluate information considering elements such as bias, credibility, reliability, relevance to make informed decisions	With guidance and support, evaluate information considering elements such as cultural perspective, use of rhetoric, soundness of reasoning, and personal biases to make informed decisions	With support, evaluate information considering elements such as cultural perspective, use of rhetoric, soundness of reasoning, and personal biases to make informed decisions	·	To make an informed decision, evaluate information, examine multiple positions, points of view, forms of argument, and challenge one's assumptions including confirmation bias and to change a thesis when the predominance of evidence from reliable sources contradicts one's initial hypothesis

INDICATOR	K-1	2	3	4	5	6	7	8	9/10	11/12	13	14
LIB 1.2.C Analyze, organize, and synthesize information using a variety of tools	support, explore	and support, use tools to organize information, and examine	organize information, and examine	With prompting, guidance, and support, examine and use tools to organize, analyze, and synthesize information	and support,	With prompting, guidance, and support, evaluate a variety of tools for organizing, analyzing, and synthesizing information and select tool(s) relevant to the need/purpose	for organizing, analyzing, and synthesizing	With support, evaluate a variety of tools for organizing, analyzing, and synthesizing information and select tool(s) relevant to the need/purpose	With guidance and support, use tools to concurrently organize, analyze, and synthesize information	With support, use tools to concurrently organize, analyze, and synthesize information		Use tools to concurrently organize, analyze, and synthesize information in a discipline specific or professional/technical context
LIB 1.2.D Use information to answer questions and inspire further investigation	and support, answer questions about key details from	teacher	support, answer questions to demonstrate an understanding of information from a source, by citing details	and support, answer questions to demonstrate an	With support, answer complex questions by citing details and examples from a source	With support, answer complex questions that require citing details and examples from a source	support, provide well- developed answers (e.g., detailed, quantifiable, evidential, reliable, cited) to complex	With guidance and support, provide well-developed answers (e.g., detailed, quantifiable, evidential, reliable, cited) to complex questions using varied and multiple sources	With support, provide well-developed answers (e.g., detailed, quantifiable, evidential, reliable, cited) to complex questions using varied and multiple sources	Provide well-developed answers (e.g., detailed, quantifiable, evidential, reliable, cited) to complex questions using varied and multiple sources	information (quoted or paraphrased correctly) in proper context, providing attribution	Answer questions using information (quoted or paraphrased correctly) in proper context, providing attribution using varied and multiple sources in a discipline or professional/ technical area
LIB 1.2.E Use information to solve real-world problems and inspire further investigation	With guidance and support, use teacher provided information to solve a simple problem	With prompting, guidance, and support, use multiple teacher provided sources to generate possible solutions to a real-world problem; and explore questions that arise from the investigation	and support, use multiple teacher provided sources to generate possible solutions to a real-world problem; and	use multiple teacher provided sources to generate possible solutions to a real-world problem; and explore questions that arise from the	With prompting, guidance, and support, use credible information to identify real-world problems, generate possible solutions, and explore questions that arise from the investigation	With guidance and support, use credible information to identify real-world problems, generate possible solutions, and explore questions that arise from the investigation	With support, use credible information to identify real-world problems, generate possible solutions, and explore	Use credible information to identify real-world problems, generate possible solutions, and explore questions that arise from the investigation	With guidance and support, address complex real-world problems; generate solutions supported by facts and evidence from credible sources; and expand thinking to explore connections for	to explore connections for	ideas and for academic or personal development) in order to locate and use	Make personal connections to topics of interest (personal experience, expertise, interest in new ideas and for academic or personal development) in

									further investigations		sources, to extend complexity in thinking about a current event, social issue or other real-world problem, and to generate solutions with insight and synthesis	
LIB 1.2.F Collaborate with others t exchange ide develop new understandit make decisio and solve problems	gs,	With guidance and support, use protocols for collaboration in digital and physical environments	With support, use protocols for collaboration in digital and physical environments	With prompting, guidance, and support, identify the benefits of collaboration within digital and physical environments specific to need/purpose	With guidance and support, identify the benefits of collaboration within digital and physical environments specific to need/purpose	With support, identify the benefits of collaboration within digital and physical environments specific to need/purpose	support, collaborate within digital and physical environments	With guidance and support, collaborate within digital and physical environments for a variety of needs/purposes	With support, collaborate within digital and physical environments for a variety of needs/purposes	Collaborate within digital and physical environments for a variety of needs/purposes	sources, to build new knowledge, create new works, and solve problems	_

INDICATOR	K-1	2	3	4	5	6	7	8	9/10	11/12	13	14
LIB 1.2.G Reach and defend informed conclusions based on best evidence	Begins in Grade 2	concept of reaching a conclusion	guidance, and support, demonstrate an understanding of the difference between informed and uninformed conclusions and the role of evidence	With prompting, guidance and support, reach an informed conclusion based on evidence	and support, reach an informed conclusion based on evidence	defend an informed conclusion	use evidence to defend an informed conclusion	defend an informed conclusion	With guidance and support, defend an informed conclusion with best evidence, by identifying increasingly complex criteria for evidence (e.g., objectivity, reasoning, and verifiable facts)	best evidence, by identifying increasingly complex criteria for evidence (e.g., objectivity, reasoning, and verifiable facts)	exploring multiple points of view, setting aside personal prejudices and assumptions, locating best evidence, and considering criteria specific to a topic	Make and defend informed conclusions based on complex criteria including rigorous research methods, locating corroborative and tested evidence, and considering criteria specific to a discipline or professional /technical area
LIB 1.2.H Evaluate the effectiveness of the skills and tools used to create new knowledge	Begins in Grade 3	Begins in Grade 3	With prompting, guidance, and support, identify the skills and/or tools used to create new knowledge	With guidance and support, identify the skills and/or tools used to create new knowledge	With support, identify the skills and/or tools used to create new knowledge	support, select and reflect on the effectiveness of	and support, select and reflect on the effectiveness of skills and tools	reflect on the effectiveness of skills and tools used to create	With guidance and support, select and evaluate skills and tools used to create new knowledge	With support, select and evaluate skills and tools used to create new knowledge	new knowledge in a topic, and evaluate the effectiveness of the strategies and tools used in a research process	Reflect on the development of new knowledge in a topic from a discipline specific, or professional/tech nical area, and evaluate the effectiveness of the strategies and tools used in a research process

		s, resource	s, and tool	s to create	and snare	work that e	xpresses a	na aemons				
INDICATOR		2	3	4	5	6	7	8	9/10	11/12	13	14
	With prompting,		With support,		With guidance	With prompting,	_	With support,	With guidance	With support,		Analyze delivery
	guidance, and	and support,	discuss and use	guidance, and		guidance, and	and support,	analyze, select,	and support,	analyze, select,	formats for	formats for
	support, discuss	discuss and use	various delivery	support,		support,	analyze, select,	and justify a	analyze, select,		clarity of	usefulness,
	and use various	•	formats to	evaluate and	-	analyze, select,	and justify a	delivery format	and defend	•		adaptability, and
LIB 1.3.A	delivery formats		create and	use delivery		and justify a	delivery format	to create and	delivery format		accessibility,	appropriate
Analyze	to create and	create and	share work	formats to		delivery format	to create and	share work	to create and		audience,	format to
delivery	share work	share work		create and		to create and	share work	based on	share work	audience	purpose, ease of	
formats for				share work		share work	based on	purpose and	based on		,	demonstrate an
sharing				based on	1	based on	purpose and	audience	purpose and		of learning to	understanding in
understanding				purpose and	audience	purpose and audience	audience		audience			a discipline specific or
				audience		audience					appropriate format for	professional/
											sharing	technical area
											understanding	teerimear area
	With prompting,	With guidance	With support,	With prompting,	With guidance	With prompting,	With guidance	With support,	With guidance	With support,	Select the most	Select the most
	guidance and	and support,	use a variety of	guidance, and	and support,	guidance, and	and support,	select and	and support,	select and	appropriate	appropriate tools
	support, use a	use a variety of	tools to create	support, select	select	support, select	select and	justify	select and	defend	tools to create	to create and to
LIB 1.3.B	variety of tools	tools to create	and share work	appropriate		and justify	justify	appropriate	defend	appropriate	and share work	share work,
Use appropriate	-	and share work		tools to create		appropriate	appropriate	tools to create	appropriate		based on	based on
tools to create	share work			and share work		tools to create	tools to create	and share work	tools used to	create and	purpose and	purpose and
and share new				based on	based on	and share work	and share work	based on	create and	share work	audience	audience, for
work				purpose and	purpose and	based on	based on	purpose and	share work	based on		online or in-
				audience	audience	purpose and	purpose and	audience	based on	purpose and		person
						audience	audience		purpose and	audience		presentation
									audience			
	With prompting,	_	With support,	With prompting,	_	With support,	With prompting,		With support,	Collaborate		Within a field of
	guidance, and	and support,	use protocols	guidance, and	and support,	identify the	guidance, and	and support,	collaborate	_	plan, use	study, rhetorical
	support, use	use protocols	for	support,	•	benefits of	support,	collaborate	within digital	and physical	project	or discipline
	protocols for	for	collaboration in	identify the	benefits of	collaboration	collaborate	within digital	and physical	environments	management	specific content
	collaboration in	collaboration in	digital and	benefits of		within digital	within digital	and physical	environments	for a variety of	skills to	group, set up a
LIB 1.3.C	digital and	digital and	physical	collaboration		and physical	and physical	environments	for a variety of	needs/purposes		shared plan, use
Collaborate	physical	physical .	environments	within digital		environments	environments	for a variety of	needs/purposes		new	project
with others to	environments	environments		and physical		specific to	for a variety of	needs/purposes			understandings,	
create original					specific to	need/purpose	needs/purposes					skills to equitably
products and				specific to	need/purpose						share content in	
share new understanding				need/purpose								understandings,
understanding											groups	and create and share content in
												collaborative
												groups
												groups
			1			1	1				l	

INDICATOR	K-1	2	3	4	5	6	7	8	9/10	11/12	13	14
	With prompting,	With guidance	With support	With prompting,	With guidance	With support,	With prompting,	With guidance	With support,	Reflect on the	Identify and use	Use a discipline
	guidance, and	and support,	discuss whether	guidance, and	and support,	become familiar	guidance, and	and support,	reflect on the	effectiveness of	specific criteria	specific or
	support, discuss	discuss whether	a product	support,	become familiar	with ways of	support, reflect	reflect on the	effectiveness of	a product's	to track the	professional/tech
LIB 1.3.D	whether a	a product	effectively	become familiar	with ways of	reflecting on a	on the	effectiveness of	a product's	expression of	acquisition of	nical framework
Reflect on a	product	effectively	expresses new	with ways of	reflecting on a	product's	effectiveness of	a product's	expression of	new	new	to track the
product's	effectively	expresses new	understandings	reflecting on a	product's	expression of	a product's	expression of	new	understandings,	understanding	acquisition of
effectiveness in	expresses new	understandings		product's	expression of	new	expression of	new	understandings,	evaluating both	and to evaluate	new
expressing and	understandings			expression of	new	understandings,	new	understandings,	evaluating both	the product and	the	understanding
demonstrating				new	understandings,	evaluating both	understandings,	evaluating both	the product and	the creation	effectiveness of	and to evaluate
new				understandings,	evaluating both	the product,	evaluating both	the product and	the creation	process	a created	the effectiveness
understandings				evaluating both	the product and	and the creation	the product and	the creation	process		product	of a created
				the product and	the creation	process	the creation	process				product
				the creation	process		process					
				process								