

# OASL SCHOOL LIBRARY GRADE-LEVEL LEARNING GOALS

8/2019

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

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

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

INDICATOR	K-1	2	3	4	5	6	7	8	9/10	11/12	13	14
<b>LIB 1.1.H Read, view, and listen to information in a variety of formats</b>	With prompting, guidance, and support, explore and engage with information presented in a variety of formats	With guidance and support, engage with information presented in a variety of formats	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	With support, identify the usefulness of reading, listening to, and viewing information in a variety of formats	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	With support, use a variety of source formats 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 <a href="#">discipline</a> -specific or professional/technical context
<b>LIB 1.1.I Collaborate to broaden and deepen understanding</b>	With prompting, guidance, and support, use protocols for collaboration in digital and physical environments	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	With prompting, guidance, and support, collaborate within digital and physical environments for a variety of needs/purposes	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 <a href="#">discipline</a> -specific or professional/technical knowledge by working through threshold concepts and metaliteracies
<b>LIB 1.1.J Assess the effectiveness of questions, strategies, and processes used in research to find information</b>	With prompting, guidance, and support, demonstrate an understanding that asking questions guides research	With prompting, guidance, and support, demonstrate an understanding that asking relevant questions guides research	With guidance and support, demonstrate an understanding that asking relevant, answerable questions guides research, and that there are strategies within the research process	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	With support, ask relevant, answerable questions to guide research; evaluate questions and research strategies for effectiveness and refine as needed	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	With support, evaluate the effectiveness of various research strategies and processes, and select strategies that best support each research need	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
<b>LIB 1.2.A</b> 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	With guidance and support, draw conclusions using main ideas and supporting details across multiple sources	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, <b>discipline</b> specific or professional/technical discussion, results, and evidence to draw conclusions
<b>LIB 1.2.B</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	With guidance and support, evaluate information considering elements such as <b>bias</b> , credibility, reliability, relevance to make informed decisions	With support, evaluate information considering elements such as <b>bias</b> , credibility, reliability, relevance to make informed decisions	Evaluate information considering elements such as <b>bias</b> , 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 <b>biases</b> to make informed decisions	With support, evaluate information considering elements such as cultural perspective, use of rhetoric, soundness of reasoning, and personal <b>biases</b> 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 <b>bias</b>	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
<b>LIB 1.2.C</b> Analyze, organize, and synthesize information using a variety of tools	With prompting, guidance, and support, explore and use tools to organize information	With guidance and support, use tools to organize information, and examine the criteria used for organizing	With support, use tools to organize information, and examine the criteria used for organizing	With prompting, guidance, and support, examine and use tools to organize, analyze, and synthesize information	With guidance and support, examine and use tools to organize, analyze, and synthesize information	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	With guidance and support, evaluate a variety of tools for organizing, analyzing, and synthesizing information and select tool(s) relevant to the need/purpose	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	Use tools to concurrently organize, analyze, and synthesize information in a <a href="#">discipline</a> specific or professional/technical context
<b>LIB 1.2.D</b> Use information to answer questions and inspire further investigation	With prompting and support, answer questions about key details from teacher provided source	With support, answer questions about key details from teacher provided source	With prompting, guidance, and support, answer questions to demonstrate an understanding of information from a source, by citing details and examples from a source	With guidance and support, answer questions to demonstrate an understanding of information from a source, by citing details and examples from a source	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	With prompting, guidance, and support, provide well-developed answers (e.g., detailed, quantifiable, evidential, reliable, cited) to complex questions using varied and multiple sources	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	Answer questions using information (quoted or paraphrased correctly) in <a href="#">proper context</a> , providing attribution using varied and multiple sources	Answer questions using information (quoted or paraphrased correctly) in <a href="#">proper context</a> , providing attribution using varied and multiple sources in a <a href="#">discipline</a> or professional/technical area
<b>LIB 1.2.E</b> 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	With 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	With support, use multiple teacher provided sources to generate possible solutions to a real-world problem; and explore questions that arise from the investigation	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 questions that arise from the investigation	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	With support, address complex real-world problems; generate solutions supported by facts and evidence from credible sources; and expand thinking to explore connections for	Make personal connections to topics of interest (personal experience, expertise, interest in new ideas and for academic or personal development) in order to locate and use information from credible	Make personal connections to topics of interest (personal experience, expertise, interest in new ideas and for academic or personal development) in order to locate and use information from more than one

									further investigations	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	discipline specific or professional/technical level source, to extend complexity in thinking about a current event, social issue or other real-world problem, to generate solutions with insight and synthesis
<b>LIB 1.2.F Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems</b>	With prompting, guidance, and support, use protocols for collaboration in digital and physical environments	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	With prompting, guidance, and support, collaborate within digital and physical environments for a variety of needs/purposes	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	Share experiences, participate in decision-making, and collaboratively identify methods of assessing the usefulness of ideas and sources, to build new knowledge, create new works, and solve problems	Share experiences, participate in decision-making, and collaboratively identify methods of assessing the usefulness of ideas and sources, to build new knowledge, create new works, and solve problems, informed by the norms and expectations of a discipline or professional/technical area, in order to build new knowledge and solve problems





**Standard 3: Use skills, resources, and tools to create and share work that expresses and demonstrates new understandings.**

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

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