**The 2018 National School Library Standards for Learners, School Librarians and School Libraries.**

**Four Domains** (p. 15)

1. **Think** – Inquire, think critically and gain knowledge. This is a cognitive domain.

 **Learners** maintain a critical stance while exploring, using and citing a wide

 range of resources

1. **Create** – Draw conclusions, make informed decisions, apply knowledge to new situations

 and create new knowledge. This is a psychomotor domain.

 **Learners** effectively communicate new ideas while acknowledging and

 respecting intellectual property rights.

1. **Share** – Share knowledge and participate ethically and productively as members of our democratic society. This is an affective domain.

 **Learners** practice civil discourse and culture awareness by participating in local

 and global communities.

1. **Grow** – Pursue personal and aesthetic growth. This is a developmental domain.

 **Learners** use information, technology and media responsibly while reflecting on

 their learning and seeking to inspires others.

American Association of School Librarians. **National School Library Standards for Learners, School Librarians, and School Libraries**. 2018. (p. 125)

<https://standards.aasl.org/wp-content/uploads/2017/11/SharedFoundations_Engage_2017.pdf> ,(**Learners)**

**Six Key Commitments and Shared Foundations** (pp. 59-64):

1. **Inquire** - Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
2. **Include** - Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community
3. **Collaborate** - Work effectively with others to broaden perspective and work toward common goals.
4. **Curate** - Make meaning for oneself and others by collecting organizing and sharing resources of personal relevance.
5. **Explore** - Discover and innovate in a growth mindset developed through experience and reflection.
6. **Engage** - Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

American Association of School Librarians. **National School Library Standards for Learners, School Librarians, and School Libraries**. 2018.

|  |
| --- |
| **The 2018 National School Library Standards for Learners, School Librarians and School Libraries.** 1. **Four Domains**
2. **Six Shared Foundations and their accompanying Key Commitments**
3. **Learner Competencies**

American Association of School Librarians. **National School Library Standards for Learners, School Librarians, and School Libraries**. 2018. |
| * **Domains**

**(A-D)** **(p. 15)** | **A. Think:** Inquire, think critically & gain knowledge. | **B. Create:** Draw conclusions, make informed decisions, apply knowledge to new situations & create new knowledge. | **C. Share:** Share knowledge & participate ethically & productively as members of our democratic society. | **D. Grow:** Pursue personal & aesthetic growth. |
| * **Shared Foundations & Key Commitments (I-VI)**
 | **Learner Competencies** | **Learner Competencies** | **Learner Competencies** | **Learner Competencies** |
| **I. Inquire -** Build new knowledge by inquiring, thinking critically, identifying problems, & developing strategies for solving problems. p. 68 | **Learners display curiosity & initiative by:** **1.** Formulating questions about a personal interest or a curricular topic **2.** Recalling prior & background knowledge as context for new meaning.  | **Learners engage with knowledge by following a process that includes:** **1.** Using evidence to investigate questions. **2**. Devising & implementing a plan to fill knowledge gaps. **3.** Generating products that illustrate learning. | **Learners adapt, communicate & exchange learning products with others in a cycle that includes:** **1.** Interacting with content presented by others. **2.** Providing constructive feedback. **3.** Acting on feedback to improve. **4.** Sharing products with an authentic audience. | **Learners participate in an ongoing inquiry-based process by:** **1**. Continually seeking knowledge. **2**. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections **4.** Using reflection to guide informed decisions. |
| **II. Include -** Demonstrate an understanding of & commitment to inclusiveness & respect for diversity in the learning community. p. 76 |  **Leaners contribute a balanced perspective when participating in a learning community by:** **1.** Articulating an awareness of the contributions of a range of learners. **2.** Adopting a discerning stance toward points of view & opinions expressed in information resources & learning products. **3.** Describing their under-standing of cultural relevancy & placement within the global learning community. | **Learners adjust their awareness of the global learning community by:** **1.** Interacting with learners who reflect a range of perspectives. **2.** Evaluating a variety of perspectives during learning activities. **3.** Representing diverse perspectives during learning activities. | **Learners exhibit empathy with & tolerance for diverse ideas by:** **1.** Engaging in informed conversations & active debate. **2.** Contributing to discuss-ions in which multiple viewpoints on a topic are expressed. | **Learners demonstrate empathy & equity in knowledge building within the global learning community by:** **1.** Seeking interactions with a range of learners. **2.** Demonstrating interest in other perspectives during learning activities. **3.** Reflecting on their own place within the global learning com-munity.  |
| **III. Collaborate -** Work effectively with others to broaden perspective & work toward common goals. p. 83 | **Learners identify collaborative opportunities by:** **1.** Demonstrating their desire to broaden & deepen understandings. **2.** Developing new understanding through engagement in a learning group. **3**. Deciding to solve problems informed by group interaction. | **Learners participate in personal, social & intellectual networks by:** **1.** Using a variety of communication tools & resources. **2.** Establishing connections with other learners to build on their own prior knowledge & create new knowledge. | **Learners work productively with others to solve problems by**: **1.** Soliciting & responding to feedback from others. **2**. Involving diverse perspectives in their own inquiry processes. | **Learners actively participate with others in learning situations by:** **1.** Actively contributing to group discussions. **2.** Recognizing learning as a social reponsibity. |
| **IV. Curate -** Make meaning for oneself & others by collecting organizing & sharing resources of personal relevance. p. 94 | **Learners act on an information need by:** **1.** Determining the need to gather information. **2**. Identifying possible sources of information. **3.** Making critical choices about information sources to use. | **Learners gather information appropriate to the task by:** **1.** Seeking a variety of sources. **2.** Collecting information representing diverse perspectives. **3.** Systematically questioning & assessing the validity & accuracy of information. **4.** Organizing information by priority, topic or other systematic scheme. | **Learners exchange information resources within & beyond their learning community by:** **1.** Accessing & evaluating collaboratively con-structed information sites. **2.** Contributing to collaboratively constructed information sites by ethically using & reproducing others' work. **3.** Joining with others to compare & contrast information derived from collaboratively constructed information sites. | **Learners select & organize information for a variety of audiences by:** **1.** Performing ongoing analysis of & re-flection on the quality, usefulness & accuracy of curated resources. **2.** Integrating & depicting in a conceptual knowledge network their understanding gained from resources. **3.** Openly communicating curation process for others to use, interpret & validate. |
| **V. Explore -** Discover & innovate in a growth mindset developed through experience & reflection. p. 104 | **Learners develop & satisfy personal curiosity by:** **1.** Reading widely & deeply in multiple formats & write & create for a variety of purposes. **2.** Reflecting & questioning assumptions & possible misconceptions. **3.** Engaging in inquiry-based processes for personal growth. | **Learners construct new knowledge by:** **1.** Problem solving through cycles of design, implementation, & reflection. **2**. Persisting through self-directed pursuits by tinkering & making. | **Learners engage with the learning community b**y: **1.** Expressing curiosity about a topic of personal interest or curricular relevance. **2.** Coconstructing innovative means of investigation. **3.** Collaboratively identifying innovative solutions to a challenge or problem. | **Learners develop through experience & reflection by:** **1.** Iteratively responding to challenges. **2**. Recognizing capabilities & skills that can be developed, improved & expanded. **3.** Open-mindedly accepting feedback for positive & constructive growth. |
| **VI. Engage -** Demonstrate safe, legal, & ethical creating & sharing of knowledge products independently while engaging in a community of practice & an interconnected world. p. 112 | **Learners follow ethical & legal guidelines for gathering & using information by:** **1.** Responsibly applying information, tech-nology & media to learning. **2.** Under-standing the ethical use of information, technology & media. **3.** Evaluating information for accuracy, validity, social & cultural context & appro-priateness for need. | **Learners use valid information & reasoned conclusions to make ethical decisions in the creation of knowledge by**: **1.** Ethically using & reproducing others' work **2.** Acknowledging authorship & demonstrating respect for the intellectual property of others. **3.** Including elements in personal-knowledge products that allow others to credit content appropriately.  | **Learners responsibly, ethically, & legally share new information with a global community by:** **1.** Sharing information resources in accordance with modifications, re-use & re-mix policies. **2.** Disseminating new knowledge through means appropriate for the intended audience. | **Learners engage with information to extend personal learning by:** **1.** Personalizing their use of information & information technologies.**2**. Reflecting on the process of ethical generation of knowledge.**3.** Inspiring others to engage in safe responsible, ethical & legal information behaviors. |

American Association of School Librarians. **National School Library Standards for Learners, School Librarians, and School Libraries**. 2018.

**Grades K-4 Rubric**

**LIBRARY/MEDIA 2018-2019 Specific Measurable Objective:**

 By May 2019, eighty percent of the **(K -4) students** at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School will acquire the skills to implement Technology/Library/Media Literacy **AASL 2018 National Library Standards for Learners, School Librarians and School Libraries**

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(K -4)**

**TECHNOLOGY/LIBRARY MEDIA ASSESSMENT RUBRIC**

|  |  |
| --- | --- |
|  | * **Characteristics,** p. 125
 |
| **1 Point,****Beginner** | **Learner has no experience and usually has difficulty with this skill or behavior; requires basic information and direction, and close supervision.** |
| **2 Points,****Developing** | **Learner has limited experience and may continue to have some difficulty with skill or behavior; requires coaching, reinforcement, and close supervision** |
| **3 Points, Advancing** | **Learner has additional experience and often performs skills or behaviors effectively in common situations; requires continue coaching/reinforcement and supervision** |
| **4 Points, Competent** | **Learner almost always performs skills or behaviors effectively; may require assistance in unusual circumstances** |
| **0 Points,** **NA** | **Learner was provided no experience with this subject** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Stage**  | **4 - Competent** | **3 - Advancing** | **2 - Developing** | **1 - Beginner** | **0-NA** | **Total Pts.**  |
| **I. Inquire -** Build new knowledge by inquiring, thinking critically, identifying problems, & developing strategies for solving problems. p. 68 |  |  |  |  |  |  |
| **Stage** | **4 - Competent** | **3 - Advancing** | **2 - Developing** | **1 - Beginner** | **0-NA** | **Total Pts.**  |
| **II. Include -** Demonstrate an understanding of & commitment to inclusiveness & respect for diversity in the learning community p. 76 |  |  |  |  |  |  |
| **Stage** | **4 - Competent** | **3 - Advancing** | **2 - Developing** | **1 - Beginner** | **0-NA** | **Total Pts.**  |
| **III. Collaborate** - Work effectively with others to broaden perspective & work toward common goals. p. 83 |  |  |  |  |  |  |
| **Stage** | **4 - Competent** | **3 - Advancing** | **2 - Developing** | **1 - Beginner** | **0-NA** | **Total Pts.**  |
| **IV. Curate -** Make meaning for oneself & others by collecting organizing & sharing resources of personal relevance. p. 94 |  |  |  |  | . |  |
| **Stage** | **4 - Competent** | **3 - Advancing** | **2 - Developing** | **1 - Beginner** | **0-NA** | **Total Pts.**  |
| **V. Explore** - Discover & innovate in a growth mindset developed through experience & reflection. p. 104 |  |  |  |  |  |  |
| **Stage** | **4 - Competent** | **3 - Advancing** | **2 - Developing** | **1 - Beginner** | **0-NA** | **Total Pts.**  |
| **VI. Engage -** Demonstrate safe, legal, & ethical creating & sharing of knowledge products independently while engaging in a community of practice & an interconnected world. p. 112 |  |  |  |  |  |  |

American Association of School Librarians. National School Library Standards for Learners, School Librarians, and School Libraries. 2018.

**Grades 5-8 Rubric**

**LIBRARY/MEDIA 2018-2019 Specific Measurable Objective:**

 By May 2019, eighty percent of the **(5-8) students** at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School will acquire the skills to implement Technology/Library/Media Literacy **AASL 2018 National Library Standards for Learners, School Librarians and School Libraries Domains, Commitments and Shared Foundations:**

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(5-8)**

**TECHNOLOGY/LIBRARY MEDIA ASSESSMENT RUBRIC**

|  |  |
| --- | --- |
|  | * **Characteristics,** p**.** 125:
 |
| **1 Point,****Beginner** | **Learner has no experience and usually has difficulty with this skill or behavior; requires basic information and direction, and close supervision.** |
| **2 Points,****Developing** | **Learner has limited experience and may continue to have some difficulty with skill or behavior; requires coaching, reinforcement, and close supervision** |
| **3 Points, Advancing** | **Learner has additional experience and often performs skills or behaviors effectively in common situations; requires continue coaching/reinforcement and supervision** |
| **4 Points, Competent** | **Learner almost always performs skills or behaviors effectively; may require assistance in unusual circumstances** |
| **0 Points,** **NA** | **Learner was provided no experience with this subject** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Stage** | **4 - Competent** | **3 - Advancing** | **2 - Developing** | **1 - Beginner** | **0-NA** | **Total Pts.**  |
| **I. Inquire -** Build new knowledge by inquiring, thinking critically, identifying problems, & developing strategies for solving problems. p. 68 |  |  |  |  |  |  |
| **Stage** | **4 - Competent** | **3 - Advancing** | **2 - Developing** | **1 - Beginner** | **0-NA** | **Total Pts.**  |
| **II. Include -** Demonstrate an understanding of & commitment to inclusiveness & respect for diversity in the learning community. p. 76 |  |  |  |  |  |  |
| **Stage** | **4 - Competent** | **3 - Advancing** | **2 - Developing** | **1 - Beginner** | **0-NA** | **Total Pts.**  |
| **III. Collaborate** - Work effectively with others to broaden perspective & work toward common goals. p. 83 |  |  |  |  |  |  |
| **Stage** | **4 - Competent** | **3 - Advancing** | **2 - Developing** | **1 - Beginner** | **0-NA** | **Total Pts.**  |
| **IV. Curate -** Make meaning for oneself & others by collecting organizing & sharing resources of personal relevance. p. 94 |  |  |  |  |  |  |
| **Stage** | **4 - Competent** | **3 - Advancing** | **2 - Developing** | **1 - Beginner** | **0-NA** | **Total Pts.**  |
| **V. Explore** - Discover & innovate in a growth mindset developed through experience & reflection. p. 104 |  |  |  |  |  |  |
| **Stage** | **4 - Competent** | **3 - Advancing** | **2 - Developing** | **1 - Beginner** | **0-NA** | **Total Pts.**  |
| **VI. Engage -** Demonstrate safe, legal, & ethical creating & sharing of knowledge products independently while engaging in a community of practice & an interconnected world. p. 112 |  |  |  |  |  |  |

American Association of School Librarians. National School Library Standards for Learners, School Librarians, and School Libraries. 2018.

**Grades 9-12 Rubric**

**LIBRARY/MEDIA 2018-2019 Specific Measurable Objective:**

By May 2019, eighty percent of the **(9-12) students** at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School will acquire the skills to implement Technology/Library/Media Literacy **AASL 2018 National Library Standards for Learners, School Librarians and School Libraries Domains, Commitments and Shared Foundations:**

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(9-12)**

**TECHNOLOGY/LIBRARY MEDIA ASSESSMENT RUBRIC**

|  |  |
| --- | --- |
|  | * **Characteristics,** p. 125:
 |
| **1 Point,****Beginner** | **Learner has no experience and usually has difficulty with this skill or behavior; requires basic information and direction, and close supervision.** |
| **2 Points,****Developing** | **Learner has limited experience and may continue to have some difficulty with skill or behavior; requires coaching, reinforcement, and close supervision** |
| **3 Points, Advancing** | **Learner has additional experience and often performs skills or behaviors effectively in common situations; requires continue coaching/reinforcement and supervision** |
| **4 Points, Competent** | **Learner almost always performs skills or behaviors effectively; may require assistance in unusual circumstances** |
| **0 Points,** **NA** | **Learner was provided no experience with this subject** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Stage** | **4 - Competent** | **3 - Advancing** | **2 - Developing** | **1 - Beginner** | **0-NA** | **Total Pts.**  |
| **I. Inquire -** Build new knowledge by inquiring, thinking critically, identifying problems, & developing strategies for solving problems. p. 68 |  |  |  |  |  |  |
| **Stage** | **4 - Competent** | **3 - Advancing** | **2 - Developing** | **1 - Beginner** | **0-NA** | **Total Pts.**  |
| **II. Include -** Demonstrate an understanding of & commitment to inclusiveness & respect for diversity in the learning community. p. 76 |  |  |  |  |  |  |
| **Stage** | **4 - Competent** | **3 - Advancing** | **2 - Developing** | **1 - Beginner** | **0-NA** | **Total Pts.**  |
| **III. Collaborate** - Work effectively with others to broaden perspective & work toward common goals. p. 83 |  |  |  |  |  |  |
| **Stage** | **4 - Competent** | **3 - Advancing** | **2 - Developing** | **1 - Beginner** | **0-NA** | **Total Pts.**  |
| **IV. Curate -** Make meaning for oneself & others by collecting organizing & sharing resources of personal relevance. p. 94 |  |  |  |  |  |  |
| **Stage** | **4 - Competent** | **3 - Advancing** | **2 - Developing** | **1 - Beginner** | **0-NA** | **Total Pts.**  |
| **V. Explore** - Discover & innovate in a growth mindset developed through experience & reflection. p. 104 |  |  |  |  |  |  |
| **Stage** | **4 - Competent** | **3 - Advancing** | **2 - Developing** | **1 - Beginner** | **0-NA** | **Total Pts.**  |
| **VI. Engage -** Demonstrate safe, legal, & ethical creating & sharing of knowledge products independently while engaging in a community of practice & an interconnected world. p. 112 |  |  |  |  |  |  |

American Association of School Librarians. National School Library Standards for Learners, School Librarians, and School Libraries. 2018.