Title – Grade 6 Library Student Learning Objective

Content Area – Library

Grade Level – 6

Students – 75

Interval of Instruction – SY 2013-14

Main Criteria	Element	Description
Priority of Content	**Objective Statement**	Grade 6 library students will be able to 1) use basic search strategies to locate information within the library's online catalog 2) recognize the features of various genres 3) evaluate the quality of a source for a specific use/purpose 4) cite sources using required information and proper formatting.
	Rationale	In middle school, students are expected to be able to conduct basic research on a variety of topics, distinguish among available internet and print-based sources, evaluate the quality of internet and print-based sources, and cite sources properly. This content/process is central to the curriculum in my 6th grade library science class. A basic knowledge of how to find, evaluate, and cite a variety of resources is essential to writing informational and expository text throughout secondary school and beyond.
	Aligned Standards	American Association of School Librarians Standards for the 21st Century Learner: 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry. 1.3.1 Respect copyright/ intellectual property rights of creators and producers. 1.3.5 Use information technology responsibly. 2.1.4 Use technology and other information tools to analyze and organize information.

Essential Questions: What is the most important outcome that will enable students to have better access to education through your services?

Essential Questions: Where are my students now with respect to the objective?

Main Criteria	Element	Description
	Baseline Data / Information	Students come to the middle school from one of three elementary schools, so it is possible that they are entering my course with different levels of preparedness for conducting internet research, evaluating the quality of sources, and citing sources. Therefore, I administered a baseline assessment at the beginning of the school year to determine students' foundational knowledge and skills. While I did find noticeable differences between students (reflected in groups/tiered targets), I did not find significant differences among the students coming from different elementary schools. In addition, I found that most students were familiar with conducting a basic search using a library online catalog and recognizing the features of various genres, but were less familiar with evaluating the quality of a source and citing sources using proper formatting. I will use this information to alter the number of weeks I have dedicated to each of these topics. Based on the baseline assessment, I created the following groupings: Group 1: 18 students with below average background knowledge/preparedness Group 2: 48 students with average background knowledge/preparedness Group 3: 9 students with above average background knowledge/preparedness

Essential Questions: Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?		
Rigor of Target	**Target(s)**	Students in Group 1 will pass the summative assessment with a score of 70% or better. Students in Group 2 will pass the summative assessment with a score of 80% or better. Students in Group 3 will pass the summative assessment with a score of 90% or better.
	Rationale for Target(s)	To set my targets, I reviewed last year's sixth grade scores on a very similar assessment to determine a reasonable target for Group 2 (the students who are entering the course with average background knowledge and preparedness). I then tiered the targets to reflect the weaker and stronger preparedness of students in Groups 1 and 3.
Quality of Evidence	**Evidence Source(s)**	The summative assessment was created in collaboration with one elementary and one high school librarian from our district. Using multiple-choice, short answer, and one essay question, it measures students' proficiency with using basic search strategies to locate information within the library's online catalog, recognizing the features of various genres, evaluating the quality of a source for a specific use/purpose, and citing sources using required information and proper formatting. The summative assessment will be given as a final exam during the last week of school. Of course, I will administer several smaller assessments throughout the year to monitor students' progress toward the targets. The summative assessment will be scored by me, using the scoring guide developed in conjunction with the assessment. However, I have asked the elementary librarian and high school librarian with whom I created the assessment to each double-score 10% of the assessments (approximately 8 each) to promote consistency and rigor in scoring.