

Information Literacy Continuum

AASL Information Literacy Standards	Grade 3	Grade 5	Grade 8	Grade 12	NOTES
Standards are not taught in isolation. Teachers and library media specialist are responsible for the information literate student.					
Standard 1 – The student accesses information efficiently and effectively					
#1 Recognizes the need for information	I	D	M		
Recognizes essential question and make choices; refines task					
#2 Recognizes that accurate and comprehensive information is the basis for intelligent decision making	I	D	D	M	
Evaluates accuracy of curriculum-appropriate electronic and print information					
#3 Formulates questions based on information needs	I	D	D	M	Complexity of task determines amount of LMS/teacher involvement focusing the question(s)
Recognizes & develops questions to ask for accurate task definition with help from the LMS &/or teacher					
#4 Identifies a variety of potential sources	I	D	R	M	
Selects from print and electronic reference resources that are curriculum appropriate.					
e.g., dictionary, encyclopedia, periodicals, biographical sources, geographical sources, search engines, WWW, almanacs, guidebooks, state and local resources, directories	I	D	R	M	
Periodical index and quotation books		I	D	M	
Career & post-secondary resources, handbooks, selected government documents, bibliographies			I	D, M	
Criticisms, reviews, poetry indexes				I, D	
#5 Develops and uses successful strategies for locating information					
Locates resources; determines when technology and/or print resources are useful and selects the appropriate resource for the task	I	D	R	M	ISTE 5A - Students use technology to locate, evaluate & collect information from a variety of sources.
(*Print resources - parts of the book and their use for locating information)					

Information Literacy Continuum

AASL Information Literacy Standards	Grade 3	Grade 5	Grade 8	Grade 12	NOTES
					(must be done in conjunction with reading in the content areas)
Standard 2 - The student evaluates information critically and competently					
#1 Determines accuracy, relevance and comprehensiveness	I	D	R	M	
#2 Distinguishes among facts, points of view, and opinion	I	D	R	M	
#3 Identifies inaccurate and misleading information	I	D	R	M	
Researches and evaluates the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic & print information sources concerning real-world problems. (ISTE 8 - 10)					
#4 Selects information appropriate to the problem or question at hand.	I	D	R	M	1, 2, 3 are interrelated
Standard 3 - The student uses information effectively and creatively;					
#1 Organizes information for practical application	I	D	R	M	
Notetaking, classifying and grouping information; organizing information with electronic tools (e.g. word processors, timelining software, concept-mapping software, spreadsheets, databases, WWW bookmarks) as related to the task	I	D	R	M	
#2 Integrates new information into one's own knowledge					
Draws conclusion and makes connections with real-life applications. Redefines task as appropriate	I	D	R	M	
#3 Applies information in critical thinking and problem solving					
Uses print and electronic resources for problem solving and communication.	I	D	R	M	
#4 Produces and communicates information and ideas in appropriate formats.					
Creates developmentally appropriate print, electronic &/or multimedia products with support from teachers, community members or student partners. (e.g. electronic: presentation software, web page design programs, spreadsheets and databases, videos, scans)	I	D	R	M	

Information Literacy Continuum

AASL Information Literacy Standards	Grade 3	Grade 5	Grade 8	Grade 12	NOTES
Standard 4 The student pursues information related to personal interests					
#1 Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.					
#2 Designs, develops and evaluates information products and solutions related to personal interests.					
See information in standards 1,2,3 changing from curriculum to personal interest					
Standard 5 The student appreciates and enjoys literature and other creative expressions of information					Genre, literary & artistic elements
(in conjunction with reading in the content areas)					
#1 Is a competent and self-motivated reader	I	D	R	M	
#2 Derives meaning from information presented creatively in a variety of formats.	I	D	M		LMS cues for activity planning: reading aloud, storytelling, drama, booktalks & author visits
Is introduced to variety of literature both fiction and non-fiction					
Locates literature and other creative expressions of information by browsing (shelf and spine labels), searching the OPAC & the Internet, recommendation, other considerations (e.g genre, author, subject, personal preference)					Alphabetical order & Decimal order
Read for the broad picture to demonstrate understanding of main idea					
Evaluates literature and other creative expressions of information in conjunction with the content areas.					
#3 Develops creative products in a variety of formats	I	D	R	M	Complexity of the product determines
Book Reporting techniques may include print, electronic multimedia, visual & oral presentations.					

Information Literacy Continuum

AASL Information Literacy Standards	Grade 3	Grade 5	Grade 8	Grade 12	NOTES
Standard 6 The student strives for excellence in information seeking and knowledge generation					
#1 Assesses the quality of the process and products of one's own information seeking	I	D	R	M	
#2 Devises strategies for revising, improving, and updating self-generated knowledge	I	D	R	M	
1. Have I asked the right questions?					
2. Did I follow the problem-solving process?					
3. Did I consider electronic and print resources?					
4. Did I use, organize and evaluate information related to my task?					
5. Did my product communicate to the audience effectively? (check spelling and grammar, is work visually appealing?)					
Standard 7 The student recognizes the importance of information to a democratic society					
#1 Seeks information from diverse sources, contexts, disciplines and cultures	I	D	R, M		
Locates print and electronic sources; evaluates and collects information from diverse sources, context, disciplines, and cultures when appropriate to time and community					
#2 Respects the principle of equitable access to information	I	D	R, M		
Follows LMC policies to promote equitable access for all LMC users					

Information Literacy Continuum

AASL Information Literacy Standards	Grade 3	Grade 5	Grade 8	Grade 12	NOTES
Standard 8 The student practices ethical behavior in regard to information and information technology					
#1 Respects the principles of intellectual freedom	I	D	R	M	
Understand the ethical, cultural, and societal issues related to information resources, both print and electronic (ISTE 2A)					
#2 Respects intellectual property rights	I	D	R	M	
Extracts information appropriately and records citations. Applies legal principles and ethical conduct for information technology related to copyright and plagiarism. Practices responsible use of technology systems, information and software					
#3 Uses information technology responsibly	I	D	R	M	
Uses appropriate electronic etiquette. Demonstrates understanding of privileges and consequences of Acceptable Use policy. Demonstrates understanding that what a student does on a network affects other users (Fayette Co.)			M		
Standard 9 The student participates effectively in groups to pursue and generate information					
#1 Shares knowledge and information with others	I	D	M		See Benchmarks for Standards #3 and #4
For example: e-mail (Keypals) in connection with curriculum, interactive websites school-related activities (e.g. Student Technology Leader Program, Beta Club), distance learning (e.g. KET Electronic Field Trips)					
#2 Respects others' ideas and background and acknowledges their contributions	I	D	R	M	See Benchmark for Standard #8
#3 Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions	I	D	R	M	See Benchmark for Standard #1
#4 Collaborates with others, both in person and through technologies, to design, develop and evaluate information products and solutions.	I	D	R	M	
Uses telecommunications to collaborate, publish and interact with peers, experts, and other audiences - ISTE 4A	I	D	R	M	