

Library/Media

Level 5 – Student performance exceeds year-end standard

Level 4 – Student performance meets year-end standard

Level 3 – Student performance approaches year-end standard

Level 2 – Student demonstrates limited performance to year-end standard

Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard

NOTE: MPI and MPII performance levels are determined based on performance expectations at the time of reporting

Student Performance Standard	Level 1 Below	Level 2 Limits	Level 3 Approaches	Level 4 Meets	Level 5 Exceeds
<i>Kindergarten – 2nd grades:</i>					
Identify organizational structures of library books	Identifies organizational structures of library books with adult guidance and support.	Inconsistently identifies library book structures and features; confuses book structures and features.	Understands some basic book structures; identifies some library book features; recognizes books as sources of stories and information.	Understands basic book structures (cover, text, illustrations, table of contents, index, glossary); identifies library book features (spine label, barcode, call number); recognizes books as sources of stories and information.	In addition to Level 4 performance, frequently models how to identify book structures for peers and assists peers with applying such skills.
Use book structures and features to locate information	Uses book structures to locate information with adult guidance and support.	Inconsistently uses book structures to locate information; confuses fiction and nonfiction texts; understanding of relationship between book structures/features and content may be insufficient.	Discriminates between most fiction and nonfiction books; uses library book call number to determine content of some books; uses table of contents, index or glossary to locate some information.	Discriminates between fiction and nonfiction texts; uses library book call number to determine book content; identifies book content based on library shelf location; uses table of contents, index and glossary to locate information.	In addition to Level 4 performance, frequently models how to use book structures to locate information for peers and assists peers with applying such skills.
<i>3rd – 5th grades:</i>					
Select appropriate library sources to find information	Selects appropriate library sources to find information with adult guidance and support.	Inconsistently selects sources to find information; understanding of research topic or search strategy may be insufficient.	Uses online catalog to find some resources related to topic; locates answers to research questions in selected text; demonstrates a basic understanding of website navigation; selects some print and online resources relevant to topic searched.	Uses online catalog to find resources related to topic; locates answers to research questions in text; demonstrates a basic understanding of website navigation; selects multiple print and online resources relevant to topic searched; evaluates sources for usefulness.	In addition to Level 4 performance, documents and presents source evaluations to peers.
Cite library sources used	Cites library sources used with adult guidance and support.	Inconsistently generates citations; citations may be inaccurate or missing.	Generates accurate citations for most sources used; explains why	Generates accurate citations for all books and online sources used;	In addition to Level 4 performance, models how to cite sources

			citations are necessary.	explains why citations are necessary; explains copyright and its value.	for peers and assists peers with applying skill.
6th – 8th grades:					
Create and refine research questions	Creates and refines research questions with adult guidance and support.	Inconsistently creates research questions; questions may be too broad, too specific, or unrelated to search topic.	Creates research questions; revises some questions to refine or clarify search; adjusts or modifies online search based on results.	Creates appropriately targeted research questions; revises research questions to refine or clarify search; adjusts or modifies online search strategy to find specific information.	In addition to Level 4 performance, models how to create research questions and conduct searches for peers and assists peers with applying skills.
Select appropriate sources based on research question; cite sources	Selects sources based on research and cites sources with adult guidance and support.	Inconsistently identifies resources based on information needed; resources may be unrelated to search or lack significant information; evaluates online sources for usefulness more than accuracy and reliability; citations may be inaccurate or missing.	Identifies some appropriate resources based on information needed; evaluates online sources for usefulness, accuracy and reliability; cites most sources used.	Identifies appropriate resources based on information needed; evaluates online sources for usefulness, accuracy, and reliability; identifies and evaluates primary sources; cites all sources used; cites sources using citation makers (8 th grade).	In addition to Level 4 performance, documents and presents source evaluations to peers.
Summarize and analyze information derived from sources	Summarizes and analyzes information with adult guidance and support.	Inconsistently summarizes and analyzes collected information; summaries may be too inclusive; information may be repeated rather than restated; analysis may be too limited.	Collects evidence from a variety of sources and source formats; summarizes information; analyzes and evaluates some collected information.	Collects evidence from a variety of sources and source formats; concisely summarizes information without paraphrasing; draws conclusions and forms hypotheses through analysis and evaluation.	In addition to Level 4 performance, produces comprehensive and well-written research reports.