Title – Elementary School Library Media Student Learning Objective

Content Area – Library Media

Grade Level – 5

Students – all 68 fifth grade students

Interval of Instruction – SY 2013-14

Main Criteria	Element	Description
Essential Questions: What is the most important outcome that will enable students to have better access to education through your services?		
Priority of Content	**Objective Statement**	All fifth grade students will be able to locate information from print and electronic sources, evaluate the quality of a source for a given purpose, paraphrase a source, and compile a list of sources.
	Rationale	The research and citation skills identified in the objective statement are skills that students should have upon entry to middle school, where they will be expected to engage in more in-depth research papers and projects and learn to use more formal in-text citations and bibliographies. In addition, the CCSS for English Language Arts emphasize writing arguments grounded in textual evidence, so students need to be able to cite sources appropriately. The Library Media Specialist at our middle school and two ELA teachers at the middle school identified this as a skill gap that they struggle to close when students reach the middle school. This was not surprising to me as, in the past, I have typically waited for teachers to come to me with projects, through which I would teach these skills. As a result, some students have gotten quite a bit of instruction on these skills, some have gotten a little, and some none at all. This year, I am going to proactively partner with each of the three fifth grade teachers to ensure that every fifth grader graduates with these basic research and citation skills.
	Aligned Standards	AASL Standards for the 21st Century Learner 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real world connection for using this process in own life. 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, and appropriateness for needs, importance, and social and cultural context. 1.3.1 Respect copyright/intellectual property rights of creators and producers. CCSS.ELA-Literacy.W.5.1b Provide logically ordered reasons that are supported by facts and details. CCSS.ELA-Literacy.W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

	Baseline Data / Information	During the first two weeks of school, I met with each fifth grade class and administered a baseline assessment on research and citation skills. This baseline information served two purposes. First it helped to inform my instruction, because I found that students were generally stronger with locating information than evaluating the quality of sources and with writing bibliographies than with using in-text citations. Secondly, it allowed me to group the students into 4 groups: ▪ Group A: High on research, high on paraphrasing and citation ▪ Group B: High on research, low on paraphrasing and citation ▪ Group C: Low on research, high on paraphrasing and citation ▪ Group D: Low on research, low on paraphrasing and citation This grouping will help me target my one-on-one time with fifth graders because I do not see them every day. I also used it to set tiered targets for my students.
Rigor of Target	**Target(s)**	By the end of the year, 100% of 5th grade students will be able to pass the Elementary Level Research & Library Skills Assessment. ▪ Group A (11 students) will pass with a 90% or better ▪ Groups B & C (33students) will pass with an 80% or better ▪ Group D (24 students) will pass with a 70% or better
	Rationale for Target(s)	Meeting this target would mean that all students have attained the prerequisite research and citation skills for middle school. However, the baseline assessment suggested that some students were ready for a greater degree of challenge than just meeting the minimal requirements. Tiering the targets in this way will ensure that I push each student forward in their learning.
Quality of Evidence	**Evidence Source(s)**	I created the Elementary Level Research & Library Skills Assessment in collaboration with the Library Media Specialist at the other elementary school and received feedback on it from the 6th grade ELA and Social Studies teachers and Library Media Specialist at the middle school. It is made up of both selected and constructed response items as well as a short performance task. For the performance task, students are given several (4) short passages about a particular topic from different sources and are asked to write a short response, using the highest-quality sources as evidence. In addition, they must paraphrase from the source and list their sources in a standardized format. The assessment will be scored using the scoring guide and performance task rubric that we developed along with the assessment.