

## About the Information Skills Benchmarks

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These benchmarks outline the abilities that students need to interact effectively with information in order to develop the thinking skills that are critical for achievement in the various curriculum areas and for success in life beyond school. Meeting these benchmarks requires students to experience ongoing and challenging investigations and research in each curriculum subject. In the Westford Public Schools these experiences are delivered through the consultative model in which Library Media Specialists and subject teachers collaboratively plan, teach, and assess research projects in various areas of the curriculum. The depth of the curriculum projects implied by these benchmarks generally require multiple research sessions that should be flexibly scheduled to be contiguous in time and occur when appropriate in terms of the classroom curriculum.

The Westford Information Literacy Benchmarks are based on the standards of *Massachusetts School Library Media Program Standards for 21st Century Learning*. The Massachusetts standards are in turn based on the national standards document, *Information Power: Building Partnerships for Learning*, of the American Library Association.

These benchmarks were developed by the Westford Library Media Specialists during School Year 2005-2006. For the most part, they are based on exemplary curriculum projects that have grown out of collaborations between school librarians and classroom teachers at every grade level and across the academic areas.

## Collaboration for Curriculum Depth

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The Library Media Specialist and classroom or subject teacher work together to co-plan, co-teach, and co-assess research projects that arise from significant curriculum content. This approach enables students to apply the information skills in a real world context as they gain a more in-depth understanding of an area of the curriculum.



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**Westford Public Schools**  
*Shaping the future, one child at a time.*



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## INFORMATION SKILLS BENCHMARKS

for  
**Grades K-12**

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## Grades K-5

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- E-1 Formulate questions about a topic with guidance
- E-2 Identify research keywords associated with a topic with guidance
- E-3 Select an appropriate topic with guidance
- E-4 Identify resources that best answer questions about a topic
- E-5 Locate relevant information in a variety of print and non-print references without plagiarising
- E-6 Evaluate information resources for currency and authority
- E-7 Locate relevant information in a variety of print and non-print references
- E-8 List all sources in a simplified MLA-based format with the aid of a template
- E-9 Self-evaluate the research process using a checklist
- E-10 Recognize that different resources can be found in different locations (school library, public library, online, etc)
- E-11 Gather information from pictures and text
- E-13 Use a variety of note-taking methods (graphic organizers, lists, charts, etc.) to extract information from resources

## Grades 6 to 8

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- M-1 Show understanding of the essential question by devising secondary questions
- M-2 Develop key words (search terms) for a topic using a thesaurus or other tools
- M-3 Narrow the topic for the final research plan
- M-4 Identify appropriate resources for a specific research project
- M-5 Access both electronic databases and those on the "free web"
- M-6 Evaluate resources for relevancy and quality
- M-7 Select and use accepted note-taking techniques appropriate to the task
- M-8 Create a bibliography/works consulted page based for various types of resources using MLA format
- M-9 Evaluate his/her personal research process using a reflective paragraph
- M-10 Use the basic organization of the Dewey Decimal system to locate resources
- M-11 Analyze images to make inferences
- M-12 Exhibit respect for others and for library materials
- M-13 Recognize the legal implications of copyright law and the basic rules of ethical information use
- M-14 Use the online library catalog independently
- M-15 Recognize different view points in various information sources
- M-16 Differentiate between primary and secondary sources

## Grades 9 to 12

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- H-1 Independently create an information question and thesis statement
- H-2 Develop key words (search terms) for a topic
- H-3 Revise, narrow, focus, define, and broaden the topic
- H-4 Identify appropriate resources for investigating the research topic
- H-5 Use a variety of operators to effectively search electronic databases and the "free web"
- H-6 Evaluate resources for relevancy, authority, currency, and accuracy
- H-7 Organize and analyze information gathered through note-taking
- H-8 Create a works consulted/works cited page following MLA format
- H-9 Evaluate the research process according a project rubric
- H-10 Recognize and understand the informational organization of a library
- H-11 Make inferences based on the analysis of images
- H-12 Exhibit respect for other library users and for library resources
- H-13 Explain copyright rules and use information in an ethical manner
- H-14 Locate resources using library's online catalog and library web pages
- H-15 Analyze point of view, context, and bias in information
- H-16 Use primary and secondary sources appropriately
- H-17 Cite sources using parenthetical citations