

6c. Benchmarks to Achieve by Grade 8

Standard 1: Inquire, think critically, and gain knowledge
Strand 1.1: Skills
Indicator 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.
<ul style="list-style-type: none"> • Frame independent learning activities, whether personal or academic, around a critical-thinking process that involves asking questions, investigating the answers, and developing new understandings.
Indicator 1.1.2: Use prior and background knowledge as context for new learning.
<ul style="list-style-type: none"> • State and verify what is known about the problem or question and make connections to prior knowledge. • Revise the question or problem as needed to arrive at a manageable topic. • Observe and analyze an experience, demonstration, or source that introduces a topic, problem, or question to gather background information.
Indicator 1.1.3: Develop and refine a range of questions to frame the search for new understanding.
<ul style="list-style-type: none"> • Write questions independently based on key ideas or areas of focus. • Determine what information is needed to support the investigation and answer the questions. • Analyze what is already known or what is observed or experienced to predict answers to inquiry questions. • Refine questions that lead to gathering of different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison). • Plan inquiry to answer questions.
Indicator 1.1.4: Find, evaluate, and select appropriate sources to answer questions.
<ul style="list-style-type: none"> • Recognize the organization and use of special sections in the library (e.g., reference, reserve books, paperbacks). • Use the categorization of materials in Dewey areas up to the first decimal point to locate appropriate materials. • Evaluate sources based on criteria such as copyright date, authority of author or publisher, comprehensiveness, readability, and alignment with research needs. • Select a variety of credible sources in different formats relevant to research needs.
Indicator 1.1.5: Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
<ul style="list-style-type: none"> • Evaluate and select information based on usefulness, currency, accuracy, authority, and point of view.
Indicator 1.1.6: Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
<ul style="list-style-type: none"> • Evaluate, paraphrase, and summarize information. • Use both facts and opinions responsibly by identifying and verifying them.
Indicator 1.1.7: Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
<ul style="list-style-type: none"> • Seek a balanced point of view by using diverse sources. • Recognize the effect of different perspectives (points of view) on the information.
Indicator 1.1.8: Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
<ul style="list-style-type: none"> • Incorporate technology resources such as online encyclopedias, online databases, and Web subject directories, to locate information. • Implement key word search strategies. • Select and use grade-level appropriate electronic reference materials and teacher-selected Internet sites to answer questions. • Use a variety of search engines to do advanced searching.

Indicator 1.1.9: Collaborate with others to broaden and deepen understanding.

- Work together in self-managed teams to understand concepts and to solve problems.
- Offer information and opinion at appropriate times in group discussions.
- Encourage team members to share ideas and opinions.

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Strand 2.1: Skills

Indicator 2.1.1: Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

- Compare and contrast information found in different sources.
- Assess the importance of ideas by comparing their treatment across texts.
- Identify main ideas and find supporting examples, definitions, and details.
- Analyze different points of view discovered in different sources.
- Determine patterns and discrepancies by comparing and combining information available in different sources.
- Interpret information and ideas by defining, classifying, and inferring from information in text.

Indicator 2.1.2: Organize knowledge so that it is useful.

- Combine and categorize information by using an outline or semantic web to find connections among ideas.
- Use common organizational patterns to organize information (chronological order, cause and effect, compare/contrast) in order to draw conclusions.

Indicator 2.1.3: Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

- Review ideas held at beginning of inquiry and reflections captured during note-taking.
- Reflect on how ideas changed with more information.
- Compare information found to tentative thesis or hypothesis; revisit or revise hypothesis as appropriate.
- Draw conclusions based on explicit and implied information.
- Form opinions and judgments backed up by supporting evidence.

Indicator 2.1.4: Use technology and other information tools to analyze and organize information.

- Identify and apply common productivity software and features such as menus and toolbars to plan, create, and edit word processing documents, spreadsheets, and presentations.
- Use interactive Web 2.0 tools to participate as a group in analyzing and organizing information.

Indicator 2.1.5: Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

- Participate in problem solving process with group.
- Work collaboratively to use technology for research to meet information needs.
- Work in groups to create and evaluate products that communicate information and ideas.
- Work in groups to import and manipulate pictures, images, and charts in word-processing documents, spreadsheets, presentations, Web pages, blogs, and other creative works, paying attention to copyright provisions.

Indicator 2.1.6: Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

- Use pre-writing to discover alternate ways to present conclusions.
- Decide presentation form based on audience and purpose.
- Use information to create original and creative products.
- Draft the presentation/product following a semantic web or outline and add supporting details from notes.
- Communicate both main and supporting points in the product.
- Follow and build on revision strategies suggested by teacher or librarian.
- Edit for grammar and language conventions.
- Cite all sources used.
- Assess own product and develop a few ideas for improvement.

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

Strand 3.1: Skills

Indicator 3.1.1: Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

- Present conclusions and supporting facts in a variety of ways.
- Present solutions to problems using modeled examples.
- Use maps, drawings, illustrations, graphs, and charts to communicate meaning.
- Identify, with guidance, skills that require practice and refinement.
- Modify and revise own work based on feedback from others.
- Follow plan of work but seek ideas for improving the process.
- Reflect at the end of an inquiry process to identify additional areas of personal interest for pursuit in the future.

Indicator 3.1.2: Participate and collaborate as members of a social and intellectual network of learners.

- Offer information and opinions at appropriate times in group discussions.
- Encourage team members to share ideas and opinions.
- Ask questions of others in a group to elicit their information and opinions.
- Describe or summarize ideas of others accurately.
- Practice responsible and ethical use of information resources, both in own library and in other institutions.
- Share reading experiences and favorite literature to build a relationship with others.
- Use interactive tools (e.g., e-mail, discussion groups, listservs, blogs, wikis, portals) to exchange data collected and to learn curricular concepts by communicating with peers, experts, and other audiences.
- Participate in discussions on fiction and nonfiction related to curriculum.
- Collaborate with others to design a product or solve a problem.
- Share research and creative products with others.

Indicator 3.1.3: Use writing and speaking skills to communicate new understandings effectively.

- Present conclusions so that main ideas are clearly stated and supported by evidence.
- Use relevant ideas and details to show insight into people, events, new knowledge, and personal background.
- Use dramatic, audio, and video presentation as appropriate for subject and audience.
- Adjust pacing, volume, and intonation appropriate to content and purpose.

Indicator 3.1.4: Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

- Use appropriate media and formats to design and develop products that clearly and coherently display new understanding.

Indicator 3.1.5: Connect learning to community issues.

- Use real-world examples to establish authenticity.
- Identify and address community and global issues.
- Understand the concept of balanced points of view and seek information from diverse sources to get balanced view.
- Find information on both sides of a question.
- Respect the principles of intellectual freedom.
- Articulate the importance of intellectual freedom to a democratic society.

Indicator 3.1.6: Use information and technology ethically and responsibly.

- Respect ideas of others.
- Express opinions in an appropriate manner; respect ideas of others.
- Avoid plagiarism by rephrasing information in own words.
- Document quotations and cite sources using correct bibliographic format.
- Observe Internet safety procedures including safeguarding personal information.
- Respect privacy of others (e-mail, files, passwords, book checkout, Web sites visited).

- Follow school guidelines related to use of technology.
- Abide by Acceptable Use Policy by accessing only appropriate information.
- Use programs and Internet sites responsibly and ethically.
- Understand concept and role freedom of information plays in democracy.

Standard 4: Pursue personal and aesthetic growth.

Strand 4.1: Skills

Indicator 4.1.1: Read, view, and listen for pleasure and personal growth.

- Share reading, listening, and viewing experiences in a variety of ways and formats.
- Participate in discussions and book clubs.
- Independently locate and select information for personal, hobby, or vocational interests.
- Recognize library and information sources as having value beyond the need for school assignments.
- Read books in a wide variety of genres.
- Read, listen, and view independently.
- Read, listen, and view for a variety of purposes: to live the experiences of a character, to answer questions, to find out about something new, to skim for facts.
- Pursue creative expressions of information in the community (public library, arts centers, museums).

Indicator 4.1.2: Read widely and fluently to make connections with self, the world, and previous reading.

- Read books that connect to own experiences.
- Read with purpose to investigate new ideas beyond the required curriculum.
- Read books from various genres.
- Compare and contrast story elements in two literary works.
- Demonstrate understanding that texts, both narrative and expository, are written by authors expressing their own ideas.
- Recognize the author's point of view; consider alternative perspectives.

Indicator 4.1.3: Respond to literature and creative expressions of ideas in various formats and genres.

- Respond to the images and feelings evoked by a literary or artistic work.
- Connect text to personal experiences.
- Use illustrations, context, graphics, and layout to extract meaning from different formats.
- Interpret literary elements (plot, setting, characters, time) from evidence presented in the text.
- Draw conclusions about the theme from evidence in the text.
- Recognize how characters change.

Indicator 4.1.4: Seek information for personal learning in a variety of formats and genres.

- Read a variety of genres, including short stories, novels, poems, plays, drama, myths, films, and electronic magazines and books.
- Describe the characteristics of different genres.
- Explore new genres that fulfill interests and reading level (graphic novels, magazines, online magazines, e-books).
- Select texts for classroom learning and for personal exploration.
- Select texts on topics of interest at both a comfortable reading level and one that requires higher levels of comprehension skills.
- Select print, non-print, and electronic materials based on personal interests and knowledge of authors.
- Maintain a personal reading list.

Indicator 4.1.5: Connect ideas to own interests and previous knowledge and experience.

- Understand literal and implied meanings, and place new meanings in a conceptual framework.
- Seek ideas in various types of resources to help interpret the world of home, school, and peers.
- Track new and up-to-date ideas by reading online information, magazines, and other current sources. Check the ideas for accuracy by paying attention to the authority of the source and validating the ideas through multiple resources.

Indicator 4.1.6: Organize personal knowledge in a way that can be called upon easily.

- Develop a visual picture of the main ideas and design a concept map, web, or graphic to capture the ideas.
- Identify own learning style and organize ideas accordingly (e.g., linear, graphic).
- Use two-column approach to note-taking to capture personal connections to information.

Indicator 4.1.7: Use social networks and information tools to gather and share information.

- Use information and communication technology tools and resources to collect, organize, and evaluate information relevant to issues or interests.
- Use online catalog strategies to locate information about personal interest topics in own and other libraries.
- Apply technology productivity tools to meet personal needs.
- Participate in social networks responsibly and safely.
- Use social tools to share and collaborate with others (e.g., interactive Web 2.0 tools and technologies).
- Use online catalog strategies to locate information about personal interest topics in own and other libraries.

Indicator 4.1.8: Use creative and artistic formats to express personal learning.

- Create original products based on responses to literature.
- Experiment with various types of multimedia software for artistic and personal expression.
- Pursue creative expressions of information in the community (public library, arts centers museums).

Action Example: Grade 6

GRADE: 6

LIBRARY CONTEXT:

- Fixed Flexible Combination Individualized Instruction
- Stand-alone lesson Lesson in a unit Multiple lessons in a unit

COLLABORATION CONTINUUM:

- None Limited Moderate Intensive

CONTENT TOPIC: Obtaining and using natural resources and environmental impact.

STANDARDS FOR THE 21ST-CENTURY LEARNER GOALS

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

Skills Indicator(s):

3.1.5 Connect learning to community issues.

Benchmark(s):

- Use real-world examples to establish authenticity.
- Identify and address community and global issues.
- Understand the concept of balanced points of view and seek information from diverse sources to get a balanced view.

Dispositions Indicator(s):

2.2.4 Demonstrate personal productivity by completing products to express learning.

Responsibilities Indicator(s):

2.3.1 Connect understanding to the real world.

Self-Assessment Strategies Indicator(s):

4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.

SCENARIO:

As part of the planning process for an upcoming sixth grade science unit on Sustainability the content leader for science makes an appointment with the school library media specialist (SLMS.) The content leader wants the students to engage in a research activity that will help them to work with the content of the unit and connect to global issues. Together the content leader and the SLMS plan a series of lessons in which the students will research the impact of the attainment and use of energy sources on the environment. Students will spend two periods doing research. The team decides that the students will participate in a mock panel discussion on the topic of alternative energy sources. Together they create a rubric for the student research process and panel discussion. The science teacher will introduce the students to an overview of alternative energy sources before the visit to the library. Students will be divided into teams of

two. *The SLMS will guide students in the research process, note taking, citations and the selection of resources.*

CONNECTION TO LOCAL OR STATE STANDARDS

(List here relevant content, information literacy, and technology standards)

- Content Standards for Grade 6 Science: The student can explain how methods for obtaining and using resources such as water, minerals, and fossil fuel have consequences on the environment.

OVERVIEW:

As part of a science unit on conservation, sixth grade students will research alternative energy sources and communicate their knowledge by participating in a panel discussion on mock alternative energy solutions. An essential question framing their inquiry is: Which alternative energy sources will sustain a healthier and cleaner environment?

FINAL PRODUCT:

Students compose prepared remarks and deliver oral presentations for panel discussions. All work must be properly cited.

LIBRARY LESSON(S):

Students will find and balance diverse points of view while researching a topic.

ESTIMATED LESSON TIME:

Three 50-minute library periods

ASSESSMENT

• Product

- Teachers, the SLMS, and students use an instructor-designed rubric to assess the panel presentation on the basis of (1) content accuracy, (2) organization of ideas and details, and (3) communication skills

• Process

- Teachers and the SLMS gauge student performance by using a rubric to assess students' progress in (1) generating and answering questions, (2) determining accuracy, credibility, and relevance of information (3) gathering information from appropriate sources, (4) taking notes in own words, and (5) synthesizing notes for the presentation.

• Student self-assessment

- What are the sources that might be used?
- How do I locate these sources?
- Have I located sources with diverse perspectives?
- How well did my inquiry process go?

INSTRUCTIONAL PLAN

• Resources students will use:

- Online subscription database(s) Web sites Books Reference
- Nonprint Periodicals/newspapers

- Other (list):
- **Instruction/activities**
 - **Direct instruction:** The SLMS shares the book, *The True Story of the Three Little Pigs*, by A. Wolf, and facilitates a discussion in which the students identify the point of view of the pigs and the wolf.
 - **Modeling and guided practice:** The SLMS activates prior knowledge by asking the students to generate lists of energy sources. Students expand the list by brainstorming possible points of view in regard to each energy source. They choose one alternative energy source about which they will research and present their findings. The SLMS demonstrates several information sources that represent diverse points of view on the topic and works with the students to identify search strategies appropriate for finding experts and sources.
 - **Independent practice:** Students gather information from a variety of sources and sort information to represent their selected energy source.
 - **Sharing and reflecting:** Students participate in the mock panel discussion and complete a research process self evaluation.

Action Example: Grade 7

GRADE: 7

LIBRARY CONTEXT:

- Fixed Flexible Combination Individualized Instruction
- Stand-alone lesson Lesson in a unit Multiple lessons in a unit

COLLABORATION CONTINUUM:

- None Limited Moderate Intensive

CONTENT TOPIC: Community history

STANDARDS FOR THE 21ST-CENTURY LEARNER GOALS

Standard: 1 Inquire, think critically, and gain knowledge.

Skills Indicator(s):

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.

Benchmarks

- Select a variety of credible sources in different formats relevant to research needs.
- Evaluate and select information based on usefulness, currency, accuracy, authority, and point of view.

Dispositions Indicator(s)

1.2.1 Display initiative and engagement by posing questions and investigating answers beyond the collection of superficial facts.

1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

Responsibilities Indicator(s):

1.3.3 Follow ethical and legal guidelines in gathering and using information.

Self-Assessment Strategies Indicator(s):

1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

1.4.2 Monitor gathered information, and assess for gaps or weaknesses.

SCENARIO:

Seventh grade students in social studies focus on the history of their state as part of the grade level curriculum. The social studies teachers decide that one way to pique students' curiosity about the state's past would be to start with their own community. They approach the school library media specialist (SLMS) with the concept of research on local history. She sparks excitement when she immediately agrees to involve the neighborhood public librarian and the regional archivist in this project. As a planning team, the teachers and SLMS decide that

students might not only examine print, Nonprint, and digital resources, but that this would be a great opportunity to teach students the techniques of the interview. Toward this end, the SLMS also identifies potential human resources in the community, who can provide first-hand information about changes that have occurred in the community. This particular project extends over two months.

CONNECTION TO LOCAL OR STATE STANDARDS

(List here relevant content, information literacy, and technology standards)

- Content Standards for Grade 7 Social Studies: The student can analyze both change and continuity and cause and/or effect in history.
- Content Standards for Grade 7 Language Arts: The student can use a variety of grade-appropriate sources to research an inquiry question.
- Content Standards for Grade 7 Technology: The student can demonstrate creative thinking and construct knowledge using technology.

OVERVIEW:

Seventh grade students conduct a community history investigation that centers on the essential questions: How has our community changed over time? What caused or influenced these changes? How can we find out?

FINAL PRODUCT:

Students work in pairs to compose multimedia presentations that synthesize the information they have gleaned from readings, viewings, and interviews. The presentations are added to an online archive of student produced materials on local history that the SLMS creates for the school.

LIBRARY LESSON(S):

Students work with the SLMS in a series of six sessions focusing on various aspects of information gathering including how to retrieve information from archival photographs, how to take notes from primary documents, how to conduct and analyze interviews, and how to properly cite these various resources.

ESTIMATED LESSON TIME:

Six sessions, 45 to 60 minutes each.

ASSESSMENT

- **Product**
 - Teachers, the SLMS, and students use a rubric created by the instructional team to critique the multimedia presentations that are the final product. The rubric includes criteria on content accuracy, organization, visual layout, and cited authority.
- **Process**
 - Students maintain a running reflection log on their progress throughout the project. Some of the questions framing their entries are listed below under self-questioning.
- **Student self-questioning**

- What background information would help me get an overview of my topic so that I can ask good questions and learn more about it?
- What intriguing questions do I have about this topic?
- What is my plan for research?
- What are all the sources that might be used?
- How do I evaluate the information that I find?
- Have I found enough accurate information to answer all my questions?
- What new understandings did I develop about the topic?

INSTRUCTIONAL PLAN

- **Resources students will use:**

- Online subscription database(s) Web sites Books Reference
- Nonprint Periodicals/newspapers
- Other (list): Primary documents, interviews

- **Instruction/activities**

Note: These particular sessions focus on conducting an interview and how to assess an interview.

- **Direct instruction:** Introduce the interview as an important source of primary information for this particular research project. Go over an SLMS-designed checklist of the steps involved in pre-interview, interview, and post-interview. The steps might include the following: stating goals, gathering sufficient background information on topic, setting up the interview, preparing and sequencing the questions, rehearsing, and practicing appropriate interview etiquette.
- **Modeling and guided practice:** Have the SLMS and teacher model a mock interview being conducted. Invite the students to use the portion of the checklist that focuses on how to conduct an interview as they observe the SLMS and teacher perform. Critique the interview together.
- **Independent practice:** This portion must be done by the students in the actual interviews. The SLMS assists with scheduling since the interviewees are invited to the school library where the interviews are conducted.
- **Sharing and reflecting:** In a session after the actual interviews have been conducted, have students focus on an assessment of the interviews. Questions might focus on completeness of information gleaned, possible conflicts between the interviewee's comments and information gathered from other sources, and strategies to resolve any conflicts and/or fill gaps in information.

Action Example: Grade 8

GRADE: 8

LIBRARY CONTEXT:

- Fixed Flexible Combination Individualized Instruction
- Stand-alone lesson Lesson in a unit Multiple lessons in a unit

COLLABORATION CONTINUUM:

- None Limited Moderate Intensive

CONTENT TOPIC: Global warming

STANDARDS FOR THE 21ST-CENTURY LEARNER GOALS

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

Skills Indicator(s):

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use and assess.

3.1.6 Use information and technology ethically and responsibly.

Benchmark(s):

- Respect ideas of others.
- Express opinions in an appropriate manner; respect ideas of others.
- Avoid plagiarism by rephrasing information in own words.
- Document quotations and cite sources using correct bibliographic format.
- Observe Internet safety procedures including safeguarding personal information.
- Respect privacy of others (e-mail, files, passwords, book checkout, Web sites visited).
- Follow school guidelines related to use of technology.
- Abide by Acceptable Use Policy by accessing only appropriate information.
- Use programs and Internet sites responsibly and ethically.
- Understand concept and role freedom of information plays in democracy.

Dispositions Indicator(s):

2.2.4 Demonstrate personal productivity by completing products to express learning.

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

Responsibilities Indicator(s):

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

3.3.7 Respect the principles of intellectual freedom.

Self-Assessment Strategies Indicator(s):

1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

3.4.2 Assess the quality and effectiveness of the learning product.

SCENARIO:

Eighth grade students are working on individual investigations of a topic related to global warming in an integrated Science/Math/Language Arts unit. Students are required to create an electronic portfolio that illustrates key information related to their topic. Students will present their portfolios at the end of the school year at an evening open house in the library media center for parents, faculty and community members. Several students will be presenting simultaneously with opportunities for the audience to ask questions of each student. The eighth grade teaching team has asked the School Library Media Specialist (SLMS) to assist the Language Arts teacher in teaching the students how to create an annotated works cited list using an online citation generator. The SLMS has team taught lessons on intellectual property and information processing with the Language Arts teacher during the course of the project. The SLMS has also worked with individual students to identify essential citation information for the various resources they have collected. Because the students will present their portfolios in the library, each student will have a rehearsal in the library with the SLMS and the eighth grade teaching team before the open house.

CONNECTION TO LOCAL OR STATE STANDARDS

(List here relevant content, information literacy, and technology standards)

- Content Standards for Grade 8 Information Literacy: The student can locate sources, use information, and present findings.
- Content Standards for Grade 8 Math: The student can demonstrate understanding of an ability to use data analysis, probability, and statistics.
- Content Standards for Grade 8 Science: The student can demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.
- Content Standards for Grade 8 Technology: The student can apply digital tools and skills with creativity and innovation to express him/herself, construct knowledge and develop products and processes.

OVERVIEW:

Eighth grade students will synthesize learning in Science, Mathematics and Language Arts to present accurate, relevant, authoritative and current information about global warming using digital tools and information processing strategies. The essential questions are: Has the climate of our world changed in the last fifty years because of human activity? How can you justify your response?

FINAL PRODUCT:

The student develops a portfolio that will contain: photographs/illustrations; graphs/charts, vocabulary list; a student-generated podcast; and an annotated works cited list of current resources.

LIBRARY LESSON(S):

Students will learn: how to identify project-appropriate resources; how to effectively use a range of resources; how to define and identify intellectual property; and how to ethically credit the owners of intellectual property.

ESTIMATED LESSON TIME:

Three to five 50-minute lessons in the library, with individual follow up as students finalize projects.

ASSESSMENT

• Product

- The eighth grade team, SLMS and students use an instructor-designed rubric for each required portion of the portfolio and presentation. General criteria used for the portfolio include: statements of objectives; samples of products/performance aligned with the objectives; and, evaluations and student reflections on the quality of work. The annotated works cited list will conform to MLA formatting and include all elements of an annotation as taught.

• Process

- Students will maintain a self-assessment journal throughout their work on this project outlined by the Self-Questioning items below.

• Student self-questioning

- Have I completed each required portion of this assignment to the best of my ability?
- Have I followed the rules for accessing information and technology?
- Have I credited each source of information in the correct format?
- Have I adequately described each source in the annotated works cited list?
- Have I adequately answered the essential questions for this project?

INSTRUCTIONAL PLAN

• Resources students will use:

- Online subscription database(s) Web sites Books Reference
- Nonprint Periodicals/newspapers
- Other (list): photos, video clips

• Instruction/activities

- **Direct Instruction:** The SLMS will instruct the students on MLA rules for citing sources and provide example "formulas" in a mini style sheet for students to generate works cited entries with their own project resources. The SLMS will give instructions on how to access the online citation generator (usernames/passwords, URL, etc.). The SLMS will define an annotated works cited list and provide examples of annotations. The model annotations will include: a brief statement about the format and topic; the author/creator's credentials; three significant facts learned from the source; and a statement about why the source was chosen.
- **Modeling and guided practice:** The SLMS will use student project resources to create 2 or 3 sample MLA citations with the class. The SLMS will demonstrate data entry for several format examples and guide students through one or two examples generated from the class. After writing a model annotation with the

whole class, the SLMS will guide individual students in writing a concise and clear annotation for a variety of formats during the remainder of the lesson.

- **Independent practice:** Students will independently complete MLA citations for each project resource using the mini style sheet. They will complete a generic form to transfer citation information from source cards before entering information into an online citation generator. Annotations for each of their sources that include: a brief statement about the format and topic; the author/creator's credentials; three significant facts learned from the source; and a statement about why the source was chosen.
- **Sharing and reflecting:** After the final presentation, students will use a "3,2,1" model to talk about the project and their learning process: list 3 things learned; list 2 things to do differently for the next project; write 1 burning question that was left unanswered. The students' work will be shared and preserved by including the portfolios in the library collection.