

STUDENT ASSESSMENT *in the School Library Framework*

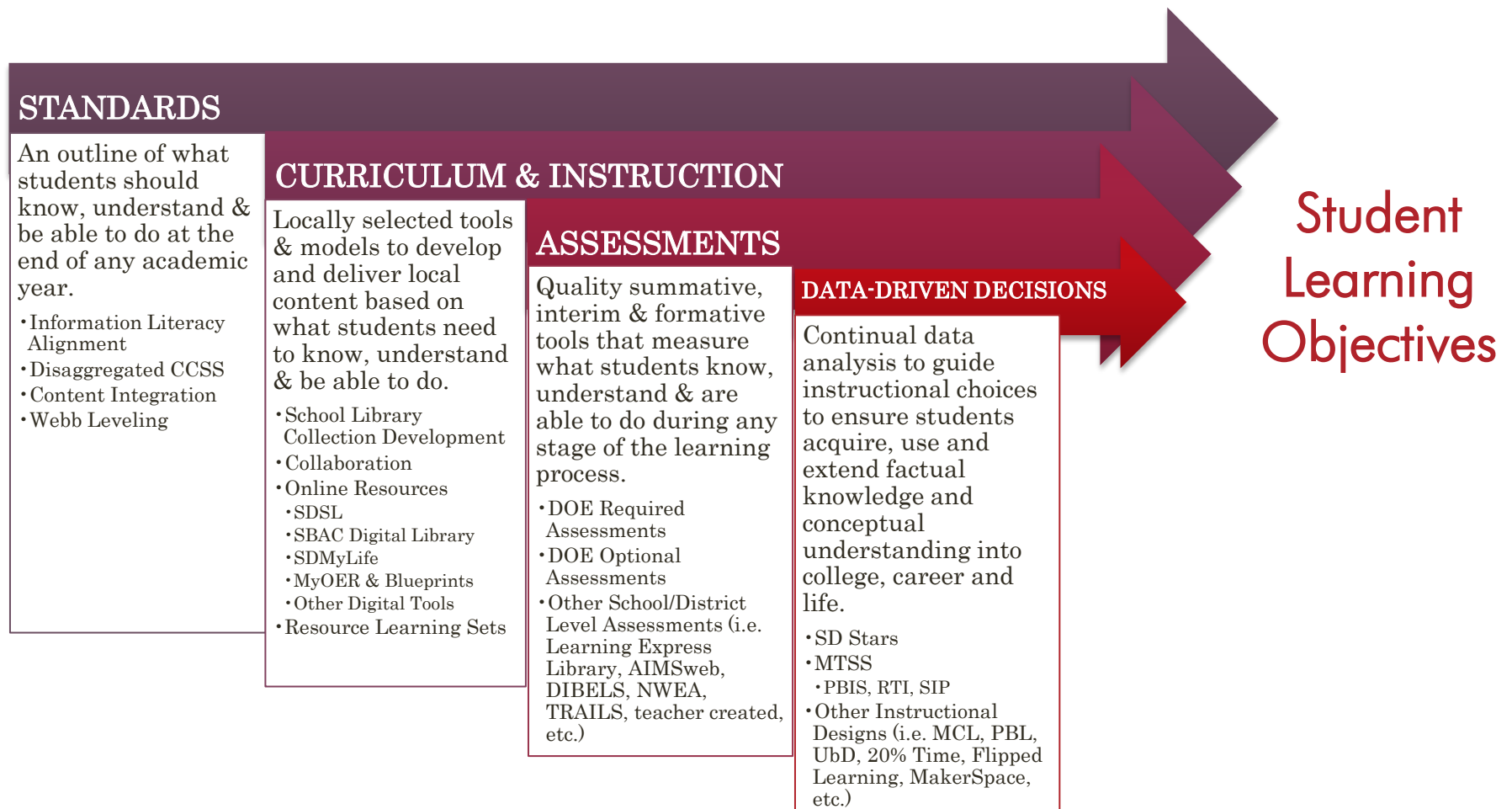
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Student Assessment in the School Library



Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

Association of College and Research Libraries
Information Literacy Competency Standards for Higher Education

Introduction

[The Key Design Considerations for the Common Core for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects](#) provide rationale for the scaffolding of cross-disciplinary literacy expectations for all students. Information literacy needs are addressed through: “An integrated model of literacy,” “Research and media skills blended into the Standards as a whole,” and “Shared responsibility for students’ literacy development.” School library instruction provides students with opportunities to develop information literacy skills and processes necessary for life-long learning.

Measuring student achievement is a continuous cycle of formative and summative assessments that guide instructional decisions for progressive growth in student understanding. Assessment varies and is not required to be a standalone event as it often occurs simultaneously within teaching and learning. As teachers, certified librarians develop [Student Learning Objectives](#) or an alternative district system (SLO: a teacher-driven goal or set of goals that establish expectations for student academic growth during a specific period of time). SLOs provide an invaluable evidence-based model of measuring student growth in information literacy including authentic demonstrations of learning as they result from school library programming.

While each school/district/system is unique and reflects the mission and goals of the local community, information literacy skills and processes are an essential element of [college, career and life readiness](#). The [21st Century school librarian and library](#) play a leading role in preparing students to use information literacy skills and processes. These transferable skills and processes lead students to acquire and use knowledge and extend thinking in a variety of formats. Information literacy instruction is most effective when delivered through integration, collaboration and reflection.

This framework will provide direction while being open to the changing information needs of the 21st Century learner it serves. It includes a summary of both required and optional tools and models to support best practices in curriculum and assessment as well as essential questions to guide local decision making.

Purpose

The purpose of this document is to provide guidance for certified school librarians and administrators in selecting a suitable assessment model for information literacy student learning objectives.

Standards:

An outline of what students should know, understand & be able to do at the end of any academic year.

- [The School Library Crosswalk: SD, AASL, CCSS](#): Alignment between [South Dakota School Library Standards](#), [American Association of School Librarians](#) national standards and [Common Core State Standards](#).

Which Common Core standards intersect the information literacy responsibilities of the school library?

- [Disaggregated CCSS](#): A systemic model developed by South Dakota educators to implement the Common Core within a learning environment rich in [collaboration, communication, creativity and critical thinking](#).

What SLO is met within the school library or classroom collaboration that engages students in articulating what they know, understand and are able to do?

- Content Integration: Infusing information literacy skills and processes within all other disciplines (subject areas).

What co-teaching opportunities does the school library participate in to meet standards?

- [Webb Leveling](#): Expectations for student performance as they acquire, use and extend their learning.

Does instruction provide opportunities to gain factual, conceptual and procedural knowledge while also extending that knowledge through application and creation?

Curriculum and Instruction:

Locally selected tools and models to develop and deliver local content based on what students need to know, understand & be able to do.

- [School Library Collection Development](#): The ongoing process of selection and curation of resources used to meet the learning and teaching needs of the school community.

What connections have been made between the Collection Development Plan and the SLO model? How does the Collection Development Plan meet the SLO needs of all staff and students?

- Collaboration: A model for content delivery with other educators and professionals both locally and globally.

Does the library schedule allow for co-planning and co-teaching opportunities?

- Online Resources: Virtual tools and models available either at no cost or subscription.

How does the library provide 24/7 access to vetted online resources for students, parents and teachers? How do the library and classroom utilize vetted online resources within the curriculum?

- [SDSL](#)
- [SBAC Digital Library](#)
- [SDMyLife](#)
- [AASL Best Apps for Teaching and Learning](#)
- [AASL Best Websites for Teaching and Learning](#)

- Resource Learning Sets: A variety of resources in all formats organized around a topic, line of inquiry, perspective or a theme for a distinct purpose.

Does the library partner to create resource-based instructional opportunities?

Assessments:

Quality summative, interim and formative tools that measure what students know, understand and are able to do during any stage of the learning process.

- DOE Required and Optional Assessments: South Dakota public school students participate in annual summative testing in English language arts and mathematics and the results of these tests are included in the state accountability system. In addition to annual tests in English language arts and mathematics, South Dakota requires assessment of science and writing annually and provides schools and teachers with resources to utilize other assessments to help identify strengths and areas for improvement. (See Table 1)

Has the library, in collaboration with other content area staff, identified information literacy elements within these assessments that are directly linked to collaborative student instruction opportunities? Which information literacy elements are addressed within these assessments are recognized as an area of focus for instruction within the library?

- Other School/District Level Assessments: Assessment tools provided via subscription or local purchase.

Which additional school/district assessment tools can be reviewed for connections to information literacy within library instruction?

- [Learning Express Library](#)
- [AIMSweb](#)
- [DIBELS](#)
- [NWEA](#)
- [TRAILS](#)

Data-driven Decisions:

Continual data analysis to guide instructional choices to ensure students acquire, use and extend factual knowledge and conceptual understanding into college, career and life.

- [South Dakota Student Teacher Accountability Reporting System \(SD Stars\)](#): The state's Longitudinal Data System (LDS) whose purpose is to consolidate and link any and all educational data.

What data housed in SD Stars can be utilized to measure information literacy growth?

- [Multi-tiered System of Supports \(MTSS\)](#): A continuous-improvement framework in which data-based problem solving and decision making are practiced across all levels of the educational system for supporting students.

How is the library involved in the use of the MTSS program to make data-driven decisions? How is the library involved in the components of MTSS including as well as, and other intervention strategies such as for making data-driven decisions?

- [Positive Behavioral Interventions and Supports \(PBIS\)](#)
- [Response to Intervention \(RTI\)](#)
- [Standards in Practice \(SIP\)](#)
- Instructional Design: Models of individual and group instruction for all learning and all types of learning environments.

How is the library leading the implementation of new instructional design models?

- [Mass Customized Learning \(MCL\)](#)
- [Understanding by Design \(UbD\)](#)
- [Project-based Learning \(PBL\)](#)
- [20% Time](#) (also referred to as Genius Hour)
- [Flipped Learning](#)
- [School Library Makerspaces](#)

Table 1: DOE Required and Optional Assessments

Required Assessments			Optional Assessments:		
Name	Subject	Students	Name	Subject	Students
Smarter Balanced (SBAC)	English language arts Math	3-8, 11	End of Course (EOC) (State Provided)	Algebra I, Algebra II, Geometry, Biology, Physical Science, Physics, World History, US History, Chemistry, Spanish I, Government, Geography	Before Grade 9
National Center and State Collaborative (NCSC Alt Assessment)	English language arts Math	3-8, 11 Students with most severe cognitive disabilities	End of Course (EOC) (District Created) <i>Tests must be approved before the waiver will be granted</i>	Any with an approved waiver	Before Grade 9
Dakota STEP Test (DSTEP)	Science	5, 8, 11	Course Equivalency (State Provided)	Algebra I, Algebra II, Geometry, Biology, Physical Science, Physics, World History, US History, Chemistry, Spanish I, Government, Geography	9-12
Alternate Dakota STEP Test (DSTEP-A)	Science	5, 8, 11 Students with most severe cognitive disabilities	Course Equivalency (District Created)	Any	9-12
National Assessment of Educational Progress (NAEP)	Reading Math (every other year)	4, 8, 12	South Dakota Assessment Portal (SDAP)	Any	K-12
ACCESS/W-APT	Reading, Writing, Speaking, and Listening	K-12	Benchmark/Interim	English language arts Math	3-8, 11
			ACT	English, Math, Reading, Science, Writing (Optional)	11, 12
			National Career Readiness Certificate (NCRC)	Applied Mathematics, Locating Information, Reading for Information	11, 12
			Accuplacer	Math, Reading, Writing	11, 12