Illinois State Board of Education
Middle School Library Example

General Information

Academic Year	2015-2016
Educator Name	Example Teacher
Course/Subject	Library
Grade Level(s)	Grade 7
Interval of Instruction	9/1/15 – 2/15/16

Timeline

Initial Approval Date	9/1/15
Midcourse Check-In Date	11/15/15
Midcourse Check-In Notes: No changes were made.	

Element 1: Learning Goal

☐ Describe the learning goal.	Students will be able to evaluate a website based on the following criteria: authority, bias, currency, and relevancy and support their analysis with evidence from the website.
☐ Identify the content standards associated with the learning goal. *Include the text of the content standards.*	**New Illinois Learning Standards - ELA** • CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **American Association of School Librarians - Standards for the 21st Century Learner** • 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. • 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

☐	Describe the student population.	There are four students who are English Learners and four students with identified learning disabilities in reading.
☐	Summarize the instructional strategies used to teach the learning goal.	The librarian will work with students on building the skills to conduct online research with a specific focus on website evaluation. Students will engage in individual and small group activities focused on evaluating the accuracy, authority, bias, currency and relevancy of different websites.

Discussion Questions
- What "big idea" is supported by the learning goal?
- How does the learning goal support students' development of critical thinking, problem solving, and analytical skills?

Element 2: Assessment

☐	Describe the assessment and evaluation procedures that measure students' understanding of the learning goal.	• **Step 1:** Students will be given the website evaluation rubric (see attached) and the librarian will review content and vocabulary related to the rubric. • **Step 2:** A common website and common research query will be given to students as the initial assessment. Using the rubric, students will answer with a written response to the prompt: "I do or do not trust this website for answering this question because…" • **Step 3:** The librarian will assess their responses using the website evaluation rubric to establish baseline data on students' knowledge. • **Step 4:** Students will then practice evaluating websites throughout the school year in relation to various class projects. Formative assessment such as self and peer evaluation will be used to monitor student progress. • **Step 5:** For the final assessment, students will evaluate an independently selected website they found during a research query. They will answer with a written response following the prompt: "I do or do not trust this website for answering this question because…"

	• **Step 6:** The librarian will assess their responses using the website evaluation rubric to compare to the baseline data. Formative assessment data may also be used to support this process.
☐ Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	Based on student needs, various adaptations may be used, including: • The text is read aloud. • Website complexity will be adjusted. • Student will dictate their response. • Additional time will be provided.

Discussion Questions
- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this assessment information to monitor student progress and inform your instruction?

Element 3: Growth Targets

☐   Identify students' baseline data.

	Group 1	Group 2	Group 3	Group 4
Experimenting	15			
Emerging		5		
Developing			8	
Capable				2
Experienced				

	Using students' baseline data identify appropriate growth targets for your student population.		**Group 1**	**Group 2**	**Group 3**	**Group 4**
☐		Experimenting				
		Emerging	3			
		Developing		17		
		Capable			8	
		Experienced				2

Discussion Questions

- Explain how the growth targets demonstrate ambitious, yet realistic targets, for all students described in the student population.

Element 4: Outcome

	Document the number or percentage of students who achieved their identified growth targets.		**Group 1**	**Group 2**	**Group 3**	**Group 4**
☐		Experimenting				
		Emerging	3			
		Developing		17		
		Capable			8	
		Experienced				2

Required for Evaluator

☐ Explain how the number or percentage of students who met their identified growth targets translates into an appropriate teacher rating.	All students either met their identified growth targets.

Element 5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s).	25% - 50% of Students Met the Indicated Growth Target(s).	51% - 75% of Students Met the Indicated Growth Target(s).	76% - 100% of Students Met the Indicated Growth Target(s).
☐	☐	☐	☒

Date: 2/15/16	Evaluator Signature: *Example Evaluator*
Date: 2/15/16	Teacher Signature: *Example Teacher*

Website Evaluation Rubric

	Experimenting	Emerging	Developing	Capable	Experienced
Authority	Author or creator is not identified or mentioned.	Author or creator is mentioned but is not identified.	Author or creator is identified.	Author or creator is identified and author's credentials are explained with details.	Author or creator is identified, author credentials are explained with details, and the student correlates the author credentials to the research project.
Bias	The bias of the website is not identified or mentioned.	The bias of the website is mentioned, but it not identified.	The bias of the website is identified.	The bias of the website is identified and explained with details.	The bias of the website is identified, explained with details, and the student explains how the bias affects their research project.
Currency	The date is not identified or mentioned.	The date is mentioned, but is not looked for or identified.	The date is identified. -OR- The date is not found because it is not identified on the website.	The date (or lack of date) is identified and explained with details.	The date (or lack of date) is identified, explained with details, and correlated to the research project.
Relevancy	Website content is not identified or mentioned.	The website content is mentioned but not identified.	Website content is identified.	Website content is identified and explained with details.	Website content is identified, explained with details, and correlated to the research project.