

Grade	Subject	Number Students	Interval of Instruction	
6 <sup>th</sup> grade	Language Arts/Library (TRAILS)	53	Full year <input type="checkbox"/>	Semester <input type="checkbox"/>
			Other: periodically throughout the year <input checked="" type="checkbox"/>	
Name of Assessment SGO #2	Information Literacy Skills Assessment		SGO Type	General <input type="checkbox"/> Specific <input checked="" type="checkbox"/>

**Rationale for Student Growth Objective  
(Please include content standards covered and explanation of assessment method.)**

This SGO includes all of Mrs. Caufield’s 6<sup>th</sup> grade Language Arts students.

TRAILS (**Tools for Realtime Assessment of Information Literacy Skills**) is a free online assessment tool. TRAILS will be used to evaluate the Information Literacy skills of two sixth grade Language Arts classes, in order to determine which Information Literacy skills the students are proficient at and which skills require further instruction and/or practice.

**COMMON CORE CONTENT STANDARDS**

**Reading Informational Text - Key Ideas and Details**

CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**Reading Informational Text - Craft and Structure**

CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS.ELA-Literacy.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

## **Reading Informational Text - Integration of Knowledge and Ideas**

CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-Literacy.W.6.7 (WRITING) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-Literacy.WHST.6-8.7 (WRITING – History, Social Studies and Technical Subjects) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.W.6.8 (WRITING) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-Literacy.RH.6-8.7 (READING - History) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RST.6-8.7 (READING - Science and Technical Subjects) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-Literacy.RH.6-8.8 (READING - History) Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-Literacy.RST.6-8.8 (READING - Science and Technical Subjects) Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

CCSS.ELA-Literacy.WHST.6-8.8 (WRITING – History, Science and Technical Subjects) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.WHST.6-8.9 (WRITING - History, Science and Technical Subjects) Draw evidence from informational texts to support analysis reflection, and research.

**NJ CONTENT STANDARDS**

<b>Content Area</b>	<b>Technology</b>
<b>Standard</b>	<b>8.1 Educational Technology</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
<b>Strand</b>	<b>A. Technology Operations and Concepts</b> <b>D. Digital Citizenship</b> <b>E. Research and Information Literacy</b> <b>F. Critical Thinking, Problem Solving, and Decision-Making</b>

**AASL (AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS)**  
**STANDARDS FOR 21<sup>ST</sup> CENTURY LEARNERS**

- 1.1.3 Develop and refine a range of questions to frame the search for new understanding.
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions
- 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- 1.3.1 Respect copyright/intellectual property rights of creators and producers

**Student Growth Objective**

**Baseline Data**



(Please include what you know about your students' performance/skills/achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.)

This SGO covers all of Mrs. Caufield's 6<sup>th</sup> grade Language Arts students. Prior to attending Sussex Middle School, our students have participated in weekly "library lessons" at the Lawrence and Wantage Schools. In this day and age, it is imperative that all of our students demonstrate proficiency in the area of Information Literacy. My goal is to assess the students' levels and work towards improving their individual scores in the area of Information Literacy. After administering the TRAILS assessment to the focus group, my results showed that the students' skills in the area of Information Literacy are not remotely where they should be in 6<sup>th</sup> grade. Scores ranged from a high of 70% all the way down to 15% with 34 out of 53 students (64% of group) scoring in the LOW level of preparedness category (below 50%). My goal is to increase their knowledge in this area by a minimum of 20%.

Scoring Plan				
Objective Attainment Level Based on Percent and Number of Students Achieving Target Score				
Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
75% of students (40 out of 53) will increase their target score by at least 20%.	85% and up (45/53)	75-84% (40 out of 53 students)	65-74% (34/53)	Lower than 65% (29/53)

Approval of Student Growth Objective	
Teacher: Diane Lungaro  Signature _____  Evaluator Signature _____	Date Submitted _____  Date Approved _____

**Results of Student Growth Objective**  
(State how many students met the final assessment target.)

My goal was to have at least 75% of the students increase their score by at least 20%.  The results of this SGO were met   (or not met)   as <b>BLANK</b> /53 students  increased their score by  <b>BLANK</b> % during the course of this school year.	Score _____  Date _____	Teacher _____  Evaluator _____
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