

MEDIA CENTER STUDIES GRADING BENCHMARK STATEMENTS

Media Center Studies Grade 1: Statement #1:

Independently finds reading materials in the Media Center in a timely manner.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	<p>Student demonstrates limited progress towards understanding and applying this skill.</p> <p style="text-align: center;"><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student relies upon teacher or others to find the texts, instead of attempting to use strategies. Student is unable to find a book in the allotted time even when given assistance.</p>	<p>Student demonstrates progress towards understanding and applying this skill.</p> <p style="text-align: center;"><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able to use the strategy planning list to develop a plan for finding a book but may sometimes require assistance.</p>	<p>Student demonstrates an understanding and application of this skill.</p> <p style="text-align: center;"><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able to independently use checklists and picture menus to help them plan what they want and how to get. Student can explain how they found their book to others & can show others how to find books.</p>

Media Center Studies Grade 1: Statement #2:

Formulates pre-reading questions.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	<p>Student demonstrates limited progress towards understanding and applying this skill.</p> <p style="text-align: center;"><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able to tell about the topic but has difficulty formulating written questions.</p>	<p>Student demonstrates progress towards understanding and applying this skill.</p> <p style="text-align: center;"><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able to write and expand on more than one question with a little assistance from another student or the teacher.</p>	<p>Student demonstrates an understanding and application of this skill.</p> <p style="text-align: center;"><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able to formulate 2 or more "I wonder" statements followed by "I think..." predictions.</p>

Media Center Studies Grade 1: Statement #3:

Uses textual evidence to support a new idea.

Semester	1	2	3
1	<p>Student demonstrates limited progress towards understanding and applying this skill.</p> <p><u>Evidence</u> Through teacher observation and notation:</p> <p>Student tells, draws and writes about animals and compares it to a horse. Details not clearly expressed. Work not completed in allotted time.</p>	<p>Student demonstrates progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student writes and illustrates information about an animal and compares it to a horse in several different ways. Student can show evidence to support his work from nonfiction text.</p>	<p>Student demonstrates an understanding and application of this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student writes and illustrates information about an animal and compares it to a horse in several different ways. Student can show evidence to support his work from nonfiction text. Illustration shows labels &/or speech bubbles.</p>
2	<p>Student demonstrates limited progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>The student could choose a stance on a subject discussed in class and attempts to explain his opinion. "I agree...." "I liked..." Details are not based on source materials and/or do not clearly support opinion. Unable to complete in allotted time</p>	<p>Student demonstrates progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able write his opinion / conclusion using one to two details from source materials. Student names characters, titles, authors as she expresses her opinion.</p>	<p>Student demonstrates an understanding and application of this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able write his opinion / conclusion using one to two details from source materials. Student names characters, titles, authors as she expresses her opinion. Student makes a personal connection to the issue or material.</p>

Media Center Studies Grade 2: Statement #1:

Independently finds reading materials in the Media Center in a timely manner.

Semester	1	2	3
1	<p>Student demonstrates limited progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student relies upon teacher or others to find the texts, instead of attempting to use strategies. Student is unable to find a book in the allotted time even when given assistance.</p>	<p>Student demonstrates progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able to use the strategy planning list to develop a plan for finding a book but may sometimes require help finding books. Student is able to locate information on the book's spine and spine label that helps them select the material they want.</p>	<p>Student demonstrates an understanding and application of this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able to independently interchange book strategies to find materials in more than one area of the LMC. Student can explain how they found their books to others & can show others how to find books. Student is able to locate information on the book's spine and spine label that helps them select the material they want.</p>
2	<p>Student demonstrates limited progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student relies upon teacher or others to find the texts, instead of attempting to use strategies. Student is unable to find a book in the allotted time even when given assistance. Student does not know when it is necessary to use (or when not to use) the Destiny Catalog.</p>	<p>Student demonstrates progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able to use the strategy planning list to develop a plan for finding a book but may sometimes require help finding books. Student is able to use Dewey Decimal charts to match numbers to spine labels. Student usually plans appropriate strategies depending on genre or type of material. Student can match call numbers to spine label information.</p>	<p>Student demonstrates an understanding and application of this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able to independently interchange book strategies to find materials in more than one area of the LMC. Student can explain how they found their book to others & can show others how to find books. Student is able to use Destiny Catalog to find the call number & then locate the material.</p>

Media Center Studies Grade 2: Statement #2:

Evaluates information for accuracy.

Semester	1	2	3
1	<p>Student demonstrates limited progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student can choose a stance on a subject discussed in class and attempts to explain his opinion. "I agree...." "I liked..." Details not based on source materials and/or do not clearly support opinion.</p>	<p>Student demonstrates progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able write his opinion / conclusion using one to two details from source materials.</p>	<p>Student demonstrates an understanding and application of this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able write his opinion / conclusion using one to two details from source materials and is able to make a convincing argument to defend his opinion. Students can present ideas to others in the class and acknowledge contributions on group members (if applicable).</p>
2	<p>Student demonstrates limited progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student can choose a stance on a subject discussed in class and attempts to explain his opinion. "I agree...." "I liked..." Details support opinion her opinion but are not fully explained.</p>	<p>Student demonstrates progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able write his opinion / conclusion using one to two details from source materials. Student is aware of the audience and directly calls them to action.</p> <p>Student names characters, titles, authors as she expresses her opinion.</p>	<p>Student demonstrates an understanding and application of this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able write his opinion / conclusion using one to two details from source materials. Student is aware of the audience and directly calls them to action.</p> <p>Student names characters, titles, authors as she expresses her opinion. Student makes a personal connection to the issue or material.</p>

Media Center Studies Grade 2: Statement #3:

Formulates factual questions and research sources for appropriate answers.

Semester	1	2	3
1	<p>Student demonstrates limited progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able to form a basic "I wonder" statement but is unable to expand their idea in writing. Student attempts to predict answer orally. Student may have difficulties listening and responding to the contributions of others in his group.</p>	<p>Student demonstrates progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able to write and expand on more than one question with a little assistance from another student or the teacher. Student is able to predict a possible outcome or answer. Student work with others and is able to recall contributions of group members when asked to.</p>	<p>Student demonstrates an understanding and application of this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able to formulate 2 or more "I wonder" statements followed by "I think..." predictions. Student is able to suggest resources to find answers to their questions.</p>
2	<p>Student demonstrates limited progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able to form a basic "I wonder" statement but is unable to expand their idea in writing. Student attempts to predict answer orally. Student may have difficulties listening and responding to the contributions of others in his group.</p>	<p>Student demonstrates progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able to write and expand on more than one question with a little assistance from another student or the teacher. Student is able to predict a possible outcome or answer. Student work with others and is able to recall contributions of group members when asked to.</p>	<p>Student demonstrates an understanding and application of this skill.</p> <p><u>Evidence:</u> Through teacher observation and notation:</p> <p>Student is able to formulate 2 or more "I wonder" statements followed by "I think..." predictions. Student is able to suggest resources to find answers to their questions. Student is able to explain where resources can be found & creates a plan to obtain information. Student acknowledges the contributions of class and group members.</p>

Media Center Studies Grade 3: Statement #1:

Uses various sources to locate and report information on a given subject.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	<p>Student demonstrates limited progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Student needs help and guidance when using World Book online to write a short report on a given subject.</p> <p>Student receives a score of 0 or 1 on a teacher prepared rubric.</p>	<p>Student demonstrates progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> With a limited amount of help the student is able to use World Book online to write a short report on a given subject.</p> <p>Student receives a score of 2 on a teacher prepared rubric.</p>	<p>Student demonstrates an understanding and application of this skill.</p> <p><u>Evidence:</u> Student is able to use World Book online to write a short report on a given subject.</p> <p>Student receives a score of 3 on a teacher prepared rubric.</p>

Media Center Studies Grade 3: Statement #2:

Creates questions that can be researched using appropriate sources.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	<p>Student demonstrates limited progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Student may or may not be able to work with others to create questions. Student needs help to locate, find, and understand the information from books, databases, and/or websites.</p> <p>Student is only able to create 1 question or none at all. This question must be deemed open (questions that take more than a few words to answer) vs. closed (questions that can be easily answered with one or two words).</p>	<p>Student demonstrates progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Student is able to work with others to create questions, but needs some help in order to locate, find, and understand the information from books, databases, and/or websites.</p> <p>Student is able to create 2 questions These questions must be deemed open (questions that take more than a few words to answer) vs. closed (questions that can be easily answered with one or two words).</p>	<p>Student demonstrates an understanding and application of this skill.</p> <p><u>Evidence:</u> Student is able to work with others to create questions and is able to locate, find, and understand the information from books, databases, and/or websites.</p> <p>Student is able to create at least 3 questions. These questions must be deemed open (questions that take more than a few words to answer) vs. closed (questions that can be easily answered with one or two words).</p>

Media Center Studies Grade 3: Statement #3:

Identifies call numbers (fiction, nonfiction, biography, graphic novels, and magazines) using the online catalog (Destiny) or prior knowledge.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	N/A	N/A	N/A
<u>2</u>	<p>Student demonstrates limited progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> With help the student is unable to identify call numbers. With help the student is not able to locate the material.</p> <p>Student scores between 0-4 on a teacher prepared assessment.</p>	<p>Student demonstrates progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Student needs some assistance to identify call numbers. Student needs assistance to locate the material.</p> <p>Student scores between 5-7 on a teacher prepared assessment.</p>	<p>Student demonstrates an understanding and application of this skill.</p> <p><u>Evidence:</u> Student is able to use the online catalog (Destiny) to identify call numbers. Students is then able to locate the material.</p> <p>Student scores between 8-10 on a teacher prepared assessment.</p>

Media Center Studies Grade 4: Statement #1:

Responds to literature through an organized format (graphic organizer, outline) by locating story elements (fiction - characters, plot, setting, message) and main ideas of the text (nonfiction - main ideas, evidence).

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	<p>Student demonstrates limited progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> With help and supervision the student is able to identify the story elements of a fiction text and the main ideas and supporting details of a nonfiction text. The student is not able to show this in an organized format without help and guidance.</p> <p>Student receives a score of 0 or 1 on a graphic organizer and a score of 0-4 on an outline.</p>	<p>Student demonstrates progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Student is able to identify the story elements of a fiction text and the main ideas and supporting details of a nonfiction text after some discussion with other students and/or the teacher. Student may or may not be able to show this in an organized format.</p> <p>Student receives a score of 2 on a graphic organizer and a score of 5-7 on an outline.</p>	<p>Student demonstrates an understanding and application of this skill.</p> <p><u>Evidence:</u> Student is able to identify the story elements of a fiction text and the main ideas and supporting details of a nonfiction text and show this in an organized format.</p> <p>Student receives a score of 3 on a graphic organizer and a score of 8-10 on an outline.</p>

Media Center Studies Grade 4: Statement #2:

Creates questions that can be researched using appropriate sources.

Semester	1	2	3
1	<p>Student demonstrates limited progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Student may or may not be able to work with others to create questions. Student needs help to locate, find, and understand the information from books, databases, and/or websites.</p> <p>Student is able to create 1 question none at all working with a group. This question must be deemed open (questions that take more than a few words to answer) vs. closed (questions that can be easily answered with one or two words).</p>	<p>Student demonstrates progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Student is able to work with others to create questions, but needs some help in order to locate, find, and understand the information from books, databases, and/or websites.</p> <p>Student is able to create 2 questions working with a group. These questions must be deemed open (questions that take more than a few words to answer) vs. closed (questions that can be easily answered with one or two words).</p>	<p>Student demonstrates an understanding and application of this skill.</p> <p><u>Evidence:</u> Student is able to work with others to create questions and is able to locate, find, and understand the information from books, databases, and/or websites.</p> <p>Student is able to create at least 3 questions working with a group. These questions must be deemed open (questions that take more than a few words to answer) vs. closed (questions that can be easily answered with one or two words).</p>
2	<p>Student demonstrates limited progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Even with help the student is not able to self-generate questions. Student needs help to locate, find, and understand the information from books, databases, and/or websites.</p> <p>Student is only able to self-generate 1 question or none at all. This question must be deemed open (questions that take more than a few words to answer) vs. closed (questions that can be easily answered with one or two words).</p>	<p>Student demonstrates progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Student is able to work with others to create questions, but is not able to self-generate questions without assistance. Student may need some help in order to locate, find, and understand the information from books, databases, and/or websites.</p> <p>Student is able to self-generate 2 questions. These questions must be deemed open (questions that take more than a few words to answer) vs. closed (questions that can be easily answered with one or two words).</p>	<p>Student demonstrates an understanding and application of this skill.</p> <p><u>Evidence:</u> Student is able to self-generate questions and is able to locate, find, and understand the information from books, databases, and/or websites.</p> <p>Student is able to self-generate at least 3 questions. These questions must be deemed open (questions that take more than a few words to answer) vs. closed (questions that can be easily answered with one or two words).</p>

Media Center Studies Grade 4: Statement #3:

Understands how to paraphrase and cite a specific source.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	N/A	N/A	N/A
<u>2</u>	<p>Student demonstrates limited progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Student is unable to put a small amount of text into their own words (paraphrase). Student is unable to give credit to the source.</p> <p>Student scores 0-1 on paraphrasing and 0-9 on a citation.</p>	<p>Student demonstrates progress towards understanding and applying this skill.</p> <p><u>Evidence:</u> Student needs some help with putting a small amount of text into their own words (paraphrase). Student may or may not give credit to the source.</p> <p>Student scores a 2 on paraphrasing and a score of 10-15 on a citation.</p>	<p>Student demonstrates an understanding and application of this skill.</p> <p><u>Evidence:</u> Student is able to put a small amount of text into their own words (paraphrase). Student gives credit to the source.</p> <p>Student scores a 3 on paraphrasing and a score of 16-20 on a citation.</p>