

LCB File No. R071-01

**PROPOSED REGULATION OF THE
STATE BOARD OF EDUCATION**

(This proposed regulation was adopted as LCB File No. T054-01)

Explanation: Matter in *italics* or underlined is new; matter in brackets [] or ~~stricken~~ is material to be omitted.

AUTHORITY: NRS 385.080

Information Literacy Standards.

Section 1. NAC 389 is hereby amended by new language as follows:

Section 2. *By the end of second grade, pupils must know and be able to do everything required in the previous grades in order that they may be information literate. “The student who is information literate accesses information efficiently, evaluates information critically and competently, and uses information accurately and creatively.” (Standards 1,2, and 3, Information Power: Building Partnerships for Learning, American Association of School Librarians (AASL) and Association of Educational Communication and Technology (AECT), 1998). Instruction in the second grade, whether it be in the library or the classroom, must be designed so that pupils meet the following process standards for information literacy by the completion of the second grade:*

1. Seek information relating to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits by:

(a) Occasionally seeking information about aspects of personal interest or well being.

(b) Generally going beyond one’s own knowledge to seek information on aspects of personal interest or well being.

2. Design, develop, and evaluate information products and solutions related to personal interests by:

(a) Organizing and presenting basic information relating to topics of personal interest.

3. Demonstrate that they are competent and self-motivated readers by:

(a) Explaining and discussing various examples of fiction.

4. Derive meaning from information presented creatively in a variety of formats by:

(a) Explaining and discussing films, plays, and other creative presentations of information.

5. Develop creative products in a variety of formats by:

(a) Expressing information and ideas creatively in simple formats.

6. Assess the quality of the process and products of personal information seeking by:

(a) Retracing the steps taken to find information and explaining which were most useful for resolving an information problem or question.

Section 3. *By the end of third grade, pupils must know and be able to do everything required in the previous grades in order that they may be information literate. Instruction in the third grade, whether it be in the library or the classroom, must be designed so that pupils meet the following process standards for information literacy by the completion of the third grade:*

1. Seek information relating to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits by:

(a) Occasionally seeking information about aspects of personal interest or well being.

(b) Generally going beyond one's own knowledge to seek information on aspects of personal interest or well being.

2. Designs, develops, and evaluates information products and solutions related to personal interests by:

(a) Organizing and presenting basic information relating to topics of personal interest.

(b) Creating information products and solutions relating to topics of personal interest.

3. Demonstrate that they are competent and self-motivated readers by:

(a) Explaining and discussing various examples of fiction.

(b) Choosing fiction and other kinds of literature to read and analyze.

4. Derive meaning from information presented creatively in a variety of formats by:

(a) Explaining and discussing films, plays, and other creative presentations of information.

5. Develop creative products in a variety of formats by:

(a) Expressing information and ideas creatively in simple formats.

(b) Expressing information and ideas creatively in information products that combine several formats.

6. Assess the quality of the process and products of personal information seeking by:

(a) Retracing the steps taken to find information and explaining which were most useful for resolving an information problem or question.

(b) Assessing each step of the information-seeking process related to a specific information problem and by assessing the result.

7. Devise strategies for revising, improving and updating self-generated knowledge by:

(a) Explaining basic strategies for revising, improving, and updating work.

Section 4. *By the end of fourth grade, pupils must know and be able to do everything required in the previous grades in order that they may be information literate. Instruction in the fourth grade, whether it be in the library or the classroom, must be designed so that pupils meet the following process standards for information literacy by the completion of the fourth grade:*

1. Seek information relating to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits by:

(a) Occasionally seeking information about aspects of personal interest or well being.

(b) Generally going beyond one's own knowledge to seek information on aspects of personal interest or well being.

(c) Exploring a range of sources to find information on aspects of personal interest or well being.

2. Design, develop, and evaluate information products and solutions related to personal interests by:

(a) Organizing and presenting basic information relating to topics of personal interest.

(b) Creating information products and solutions relating to topics of personal interest.

3. Demonstrate that they are competent and self-motivated readers by:

(a) Explaining and discussing various examples of fiction.

(b) Choosing fiction and other kinds of literature to read and by analyzing literary plots, themes, and characters.

(c) Reading avidly and evaluating the strengths and weaknesses of the literature read.

4. Derive meaning from information presented creatively in a variety of formats by:

(a) Explaining and discussing films, plays, and other creative presentations of information.

(b) Analyzing and explaining information presented creatively in various formats.

5. Develop creative products in a variety of formats by:

(a) Expressing information and ideas creatively in simple formats.

(b) Expressing information and ideas creatively in information products that combine several formats.

6. Assess the quality of the process and products of personal information seeking by:

(a) Retracing the steps taken to find information and explaining which were most useful for resolving an information problem or question.

(b) Assessing each step of the information seeking process related to a specific information problem and by assessing the result.

7. Devise strategies for revising, improving, and updating self-generated knowledge by explaining basic strategies for revising, improving, and updating work.

Section 5. *By the end of fifth grade, pupils must know and be able to do everything required in the previous grades in order that they may be information literate. Instruction in the fifth grade, whether it be in the library or the classroom, must be designed so that pupils meet the following process standards for information literacy by the completion of the fifth grade:*

1. Seek information relating to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits by:

(a) Occasionally seeking information about aspects of personal interest or well being.

(b) Generally going beyond one's own knowledge to seek information on aspects of personal interest or well being.

(c) Exploring a range of sources to find information on aspects of personal interest or well being.

2. Design, develop, and evaluate information products and solutions related to personal interests by:

(a) Organizing and presenting basic information relating to topics of personal interest.

(b) Creating information products and solutions relating to topics of personal interest.

(c) Judging the quality of one's own information products and solutions related to topics of personal interest.

3. Demonstrate that they are competent and self-motivated readers by:

(a) Explaining and discussing various examples of fiction.

(b) Choosing fiction and other kinds of literature to read and by analyzing literary plots, themes, and characters.

(c) Reading avidly and evaluating the strengths and weaknesses of the literature read.

4. Derive meaning from information presented creatively in a variety of formats by:

(a) Explaining and discussing films, plays, and other creative presentations of information.

(b) Analyzing and explaining information presented creatively in various formats.

(c) Evaluating the strengths and weaknesses of various creative presentations of information.

5. Develop creative products in a variety of formats by:

(a) Expressing information and ideas creatively in simple formats.

(b) Expressing information and ideas creatively in information products that combine several formats.

(c) Expressing information and ideas creatively in unique products that integrate information in a variety of formats.

6. Assess the quality of the process and products of personal information seeking by:

(a) Retracing the steps taken to find information and explaining which were most useful for resolving an information problem or question.

(b) Assessing each step of the information seeking process related to a specific information problem and assessing the result.

(c) Evaluating the information-seeking process at each stage as it occurs and making adjustments as necessary to improve both the process and the product.

7. Devise strategies for revising, improving, and updating self-generated knowledge by:

(a) Explaining basic strategies for revising, improving, and updating work.

(b) Selecting and applying appropriate strategies for revising, improving, and updating work.

Section 6. *By the end of sixth grade, pupils must know and be able to do everything required in the previous grades in order that they may be information literate. Instruction in the sixth grade, whether it be in the library or the classroom, must be designed to that pupils meet the following process standards for information literacy by the completion of the sixth grade:*

1. *Seek information relating to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits by:*
 - (a) *Occasionally seeking information about aspects of personal interest or well being.*
 - (b) *Generally going beyond one's own knowledge to seek information on aspects of personal interest or well being.*
 - (c) *Exploring a range of sources to find information on aspects of personal interest or well being.*
2. *Design, develop, and evaluate information products and solutions related to personal interests by:*
 - (a) *Organizing and presenting basic information relating to topics of personal interest.*
 - (b) *Creating information products and solutions relating to topics of personal interest.*
 - (c) *Judging the quality of one's own information products and solutions related to topics of personal interest.*
3. *Demonstrate that they are competent and self-motivated readers by:*
 - (a) *Explaining and discussing various examples of fiction.*
 - (b) *Choosing fiction and other kinds of literature to read and by analyzing literary plots, themes, and characters.*
 - (c) *Reading avidly and evaluating the strengths and weaknesses of the literature read.*
4. *Derive meaning from information presented creatively in a variety of formats by:*
 - (a) *Explaining and discussing films, plays, and other creative presentations of information.*
 - (b) *Analyzing and explaining information presented creatively in various formats.*
 - (c) *Evaluating the strengths and weaknesses of various creative presentations of information.*
5. *Develop creative products in a variety of formats by:*
 - (a) *Expressing information and ideas creatively in simple formats.*
 - (b) *Expressing information and ideas creatively in information products that combine several formats.*
 - (c) *Expressing information and ideas creatively in unique products that integrate information in a variety of formats.*
6. *Assess the quality of the process and products of personal information seeking by:*

(a) Retracing the steps taken to find information and explaining which were most useful for resolving an information problem or question.

(b) Assessing each step of the information seeking process related to a specific information problem and by assessing the result.

(c) Evaluating the information-seeking process at each stage as it occurs and making adjustments as necessary to improve both the process and the product.

7. Devise strategies for revising, improving, and updating self-generated knowledge by:

(a) Explaining basic strategies for revising, improving, and updating work.

(b) Selecting and applying appropriate strategies for revising, improving, and updating work.

(c) Recognizing gaps in one's own knowledge and by applying appropriate strategies for filling them.

Section 7. *By the end of eighth grade, pupils must know and be able to do everything required in the previous grades in order that they may be information literate. Instruction in the eighth grade, whether it be in the library or the classroom, must be designed so that pupils meet the following process standards for information literacy by the completion of eighth grade:*

1. Seek information relating to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits by:

(a) Occasionally seeking information about aspects of personal interest or well being.

(b) Generally going beyond one's own knowledge to seek information on aspects of personal interest or well being.

(c) Exploring a range of sources to find information on aspects of personal interest or well being.

2. Design, develop, and evaluate information products and solutions related to personal interests by:

(a) Organizing and presenting basic information relating to topics of personal interest.

(b) Creating information products and solutions relating to topics of personal interest.

(c) Judging the quality of one's own information products and solutions related to topics of personal interest.

3. Demonstrate that they are competent and self-motivated readers by:

- (a) *Explaining and discussing various examples of fiction.*
- (b) *Choosing fiction and other kinds of literature to read and by analyzing literary plots, themes, and characters.*
- (c) *Reading avidly and evaluating the strengths and weaknesses of the literature read.*
- 4. *Derive meaning from information presented creatively in a variety of formats by:*
 - (a) *Explaining and discussing films, plays, and other creative presentations of information.*
 - (b) *Analyzing and explaining information presented creatively in various formats.*
 - (c) *Evaluating the strengths and weaknesses of various creative presentations of information.*
- 5. *Develop creative products in a variety of formats by:*
 - (a) *Expressing information and ideas creatively in simple formats.*
 - (b) *Expressing information and ideas creatively in information products that combine several formats.*
 - (c) *Expressing information and ideas creatively in unique products that integrate information in a variety of formats.*
- 6. *Assess the quality of the process and products of personal information seeking by:*
 - (a) *Retracing the steps taken to find information and explaining which were most useful for resolving an information problem or question.*
 - (b) *Assessing each step of the information seeking process related to a specific information problem and by assessing the result.*
 - (c) *Evaluating the information-seeking process at each stage as it occurs and making adjustments as necessary to improve both the process and the product.*
- 7. *Devise strategies for revising, improving, and updating self-generated knowledge by:*
 - (a) *Explaining basic strategies for revising, improving, and updating work.*
 - (b) *Selecting and applying appropriate strategies for revising, improving, and updating work.*
 - (c) *Recognizing gaps in one's own knowledge and by applying appropriate strategies for filling them.*

Section 8. *By the end of twelfth grade, pupils must know and be able to do everything required in the previous grades in order that they may be information literate. Instruction in*

the twelfth grade, whether it be in the library or the classroom, must be designed so that pupils meet the following process standards for information literacy by the completion of the twelfth grade:

1. Seek information relating to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits by:

(a) Occasionally seeking information about aspects of personal interest or well being.

(b) Generally going beyond one's own knowledge to seek information on aspects of personal interest or well being.

(c) Exploring a range of sources to find information on aspects of personal interest or well being.

2. Design, develop, and evaluate information products and solutions related to personal interests by:

(a) Organizing and presenting basic information relating to topics of personal interest.

(b) Creating information products and solutions relating to topics of personal interest.

(c) Judging the quality of one's own information products and solutions related to topics of personal interest.

3. Demonstrate that they are competent and self-motivated readers by:

(a) Explaining and discussing various examples of fiction.

(b) Choosing fiction and other kinds of literature to read and by analyzing literary plots, themes, and characters.

(c) Reading avidly and evaluating the strengths and weaknesses of the literature read.

4. Derive meaning from information presented creatively in a variety of formats by:

(a) Explaining and discussing films, plays, and other creative presentations of information.

(b) Analyzing and explaining information presented creatively in various formats.

(c) Evaluating the strengths and weaknesses of various creative presentations of information.

5. Develop creative products in a variety of formats by:

(a) Expressing information and ideas creatively in simple formats.

(b) Expressing information and ideas creatively in information products that combine several formats.

(c) Expressing information and ideas creatively in unique products that integrate information in a variety of formats.

6. Assess the quality of the process and products of personal information seeking by:

(a) Retracing the steps taken to find information and explaining which were most useful for resolving an information problem or question.

(b) Assessing each step of the information seeking process related to a specific information problem and by assessing the result.

(c) Evaluating the information-seeking process at each stage as it occurs and making adjustments as necessary to improve both the process and the product.

7. Devise strategies for revising, improving, and updating self-generated knowledge by:

(a) Explaining basic strategies for revising, improving, and updating work.

(b) Selecting and applying appropriate strategies for revising, improving, and updating work.

(c) Recognizing gaps in one's own knowledge and by applying appropriate strategies for filling them.