

**TITLE 210. STATE DEPARTMENT OF EDUCATION
CHAPTER 15. CURRICULUM AND INSTRUCTION
SUBCHAPTER 3. OKLAHOMA ACADEMIC STANDARDS
PART 21. INFORMATION LITERACY**

Proposed new content begins on page 5, following the old content identified for revocation.

210:15-3-172. Overview [REVOKED]

(a) ~~Information literacy is no longer a simple matter of being able to locate information in reference books. Digital information has increased the complexity of information literacy to include digital, visual, and technological literacy, in addition to textual literacy. These literacy skills are essential to success in the modern world.~~

(b) ~~STANDARDS FOR THE 21ST-CENTURY LEARNER, by the American Association of School Librarians (AASL) (2007), addresses the new complexity of information literacy. Because these standards outline the skills our students will need for future success, they have been adopted as the PRIORITY ACADEMIC STUDENT SKILLS for Information Literacy with the permission of AASL. These standards consist of skills, dispositions, responsibilities, and self-assessment strategies. Skills are the key abilities needed for understanding, learning, thinking, and mastering subjects (AASL). Dispositions are ongoing beliefs and attitudes that guide thinking and intellectual behavior that can be measured through actions taken (AASL). Responsibilities are common behaviors used by independent learners in researching, investigating, and problem solving (AASL). Self-assessment strategies are reflections of one's own learning to determine that the skills, dispositions, and responsibilities are effective (AASL). Taken together, these four strands, or components, outline the knowledge and skills a student must possess to become a responsible digital citizen.~~

(c) ~~Information literacy standards are to be taught as an integral part of curriculum content in science, social studies, language arts, reading, etc. To facilitate the identification of information literacy skills, a book icon follows each standard or objective within the curriculum document which has information literacy embedded within the curriculum. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist. The classroom teacher and media specialist should provide opportunities for students to use information literacy skills in completion of class assignments.~~

(d) ~~Specific benchmarks for each of the standards are provided in the Benchmarks for Information Literacy document. This document is excerpted from STANDARDS FOR THE 21ST CENTURY LEARNER IN ACTION by the American Association of School Librarians (2009). This publication is considered an essential tool for library media specialists and should be part of the professional collection for all school libraries.~~

210:15-3-172.1. Definitions [REVOKED]

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

"AASL" means American Association of School Librarians.

"Access(es)" means ability to obtain and to make use of.

"Accurate" means conforming exactly to fact; errorless.

"Assimilate" means to incorporate and absorb into the mind.

"Bias(ed)" means a preference or an inclination, especially one that inhibits impartial judgment, or to influence in a particular, typically unfair direction; prejudice.

"Collaboration" means to work together, especially in a joint intellectual effort.

"Cooperation" means to work or act together toward a common end or purpose.

"Credibility of authorship" means reliable.

"Embed(ded)" means an integral part of the whole.

"Format(s)" means the material form or layout of a publication; the arrangement of data.

"Genre(s)" means category of literature marked by a distinctive style.

"Icon" means an image; a representation.

"Information literacy" means the ability to find and use information.

"Ownership of information" means exclusive right of any author, composer, or computer programmer to protect against unauthorized reproduction, display, performance, or translation of his/her original works.

"Perspective(s)" means point of view.

"Proactively" means acting in advance to deal with an expected difficulty.

"Relevancy" means having a bearing on or connection with the matter at hand.

"Retrieve" means the process of accessing information from memory or other format.

210:15-3-173. Information literacy

(a) — **Standard 1: Inquire, think critically, and gain knowledge.** (American Association of School Librarians [AASL], STANDARDS FOR THE 21ST CENTURY LEARNER)

(1) — **Skills.**

(A) — Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

(B) — Use prior and background knowledge as context for new learning.

(C) — Develop and refine a range of questions to frame the search for new understanding.

(D) — Find, evaluate, and select appropriate sources to answer questions.

(E) — Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

(F) — Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

(G) — Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

(H) — Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

(I) — Collaborate with others to broaden and deepen understanding.

(2) — **Dispositions.**

(A) — Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

(B) — Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

(C) — Demonstrate creativity by using multiple resources and formats.

(D) — Maintain a critical stance by questioning the validity and accuracy of all information.

(E) Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.

(F) Display emotional resilience by persisting in information searching despite challenges.

(G) Display persistence by continuing to pursue information to gain a broad perspective.

(3) **Responsibilities.**

(A) Respect copyright/ intellectual property rights of creators and producers.

(B) Seek divergent perspectives during information gathering and assessment.

(C) Follow ethical and legal guidelines in gathering and using information.

(D) Contribute to the exchange of ideas within the learning community.

(E) Use information technology responsibly.

(4) **Self-Assessment Strategies.**

(A) Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.

(B) Use interaction with and feedback from teachers and peers to guide own inquiry process.

(C) Monitor gathered information, and assess for gaps or weaknesses.

(D) Seek appropriate help when it is needed.

(b) **Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.** (American Association of School Librarians [AASL], STANDARDS FOR THE 21ST CENTURY LEARNER)

(1) **Skills.**

(A) Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

(B) Organize knowledge so that it is useful.

(C) Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

(D) Use technology and other information tools to analyze and organize information.

(E) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

(F) Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

(2) **Dispositions.**

(A) Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

(B) Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

(C) Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

(D) Demonstrate personal productivity by completing products to express learning.

(3) **Responsibilities.**

(A) Connect understanding to the real world.

(B) Consider diverse and global perspectives in drawing conclusions.

- (C) Use valid information and reasoned conclusions to make ethical decisions.
- (4) **Self-Assessment Strategies.**
 - (A) Determine how to act on information (accept, reject, modify).
 - (B) Reflect on systematic process, and assess for completeness of investigation.
 - (C) Recognize new knowledge and understanding.
 - (D) Develop directions for future investigations.
- (e) **Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.** (American Association of School Librarians [AASL], STANDARDS FOR THE 21ST-CENTURY LEARNER)
 - (1) **Skills.**
 - (A) Conclude an inquiry based research process by sharing new understandings and reflecting on the learning.
 - (B) Participate and collaborate as members of a social and intellectual network of learners.
 - (C) Use writing and speaking skills to communicate new understandings effectively.
 - (D) Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
 - (E) Connect learning to community issues.
 - (F) Use information and technology ethically and responsibly.
 - (2) **Dispositions.**
 - (A) Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
 - (B) Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
 - (C) Demonstrate teamwork by working productively with others.
 - (3) **Responsibilities.**
 - (A) Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
 - (B) Respect the differing interests and experiences of others, and seek a variety of viewpoints.
 - (C) Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
 - (D) Create products that apply to authentic, real-world contexts.
 - (E) Contribute to the exchange of ideas within and beyond the learning community.
 - (F) Use information and knowledge in the service of democratic values.
 - (G) Respect the principles of intellectual freedom.
 - (4) **Self-Assessment Strategies.**
 - (A) Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
 - (B) Assess the quality and effectiveness of the learning product.
 - (C) Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.
- (d) **Standard 4: Pursue personal and aesthetic growth.** (American Association of School Librarians [AASL], STANDARDS FOR THE 21ST-CENTURY LEARNER)
 - (1) **Skills.**
 - (A) Read, view, and listen for pleasure and personal growth.

~~(B) — Read widely and fluently to make connections with self, the world, and previous reading.~~

~~(C) — Respond to literature and creative expressions of ideas in various formats and genres.~~

~~(D) — Seek information for personal learning in a variety of formats and genres.~~

~~(E) — Connect ideas to own interests and previous knowledge and experience.~~

~~(F) — Organize personal knowledge in a way that can be called upon easily.~~

~~(G) — Use social networks and information tools to gather and share information.~~

~~(H) — Use creative and artistic formats to express personal learning.~~

~~(2) — **Dispositions.**~~

~~(A) — Demonstrate curiosity by pursuing interests through multiple resources.~~

~~(B) — Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.~~

~~(C) — Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.~~

~~(D) — Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.~~

~~(3) — **Responsibilities.**~~

~~(A) — Participate in the social exchange of ideas, both electronically and in person.~~

~~(B) — Recognize that resources are created for a variety of purposes.~~

~~(C) — Seek opportunities for pursuing personal and aesthetic growth.~~

~~(D) — Practice safe and ethical behaviors in personal electronic communication and interaction.~~

~~(4) — **Self-Assessment Strategies.**~~

~~(A) — Identify own areas of interest.~~

~~(B) — Recognize the limits of own personal knowledge.~~

~~(C) — Recognize how to focus efforts in personal learning.~~

~~(D) — Interpret new information based on cultural and social context.~~

~~(E) — Develop personal criteria for gauging how effectively own ideas are expressed.~~

~~(F) — Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.~~

(a) **Structure of the standards.** The Oklahoma Academic Standards for Information Literacy incorporate the American Academy of School Librarians (AASL) Standards Framework for Learners (2017). The standards are organized around six (6) key foundational concepts for learners: Inquire, Include, Collaborate, Curate, Explore, and Engage. These foundation areas are each connected to four (4) competency domains: Think (Cognitive Domain), Create (Psychomotor Domain), Share (Affective Domain), and Grow (Developmental Domain).

(b) **Inquire.** Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

(1) **Think.** Learners display curiosity and initiative by:

(A) Formulating questions about a personal interest or a curricular topic.

(B) Recalling prior and background knowledge as context for new meaning.

(2) **Create.** Learners engage with new knowledge by following a process that includes:

(A) Using evidence to investigate questions.

- (B) Devising and implementing a plan to fill knowledge gaps.
- (C) Generating products that illustrate learning.
- (3) **Share.** Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
 - (A) Interacting with content presented by others.
 - (B) Providing constructive feedback.
 - (C) Acting on feedback to improve.
 - (D) Sharing products with an authentic audience.
- (4) **Grow.** Learners participate in an ongoing inquiry-based process by:
 - (A) Continually seeking knowledge.
 - (B) Engaging in sustained inquiry.
 - (C) Enacting new understanding through real-world connections.
 - (D) Using reflection to guide informed decisions.
- (c) **Include.** Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
 - (1) **Think.** Learners contribute a balanced perspective when participating in a learning community by:
 - (A) Articulating an awareness of the contributions of a range of learners.
 - (B) Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
 - (C) Describing their understanding of cultural relevancy and placement within the global learning community.
 - (2) **Create.** Learners adjust their awareness of the global learning community by:
 - (A) Interacting with learners who reflect a range of perspectives.
 - (B) Evaluating a variety of perspectives during learning activities.
 - (C) Representing diverse perspectives during learning activities.
 - (3) **Share.** Learners exhibit empathy with and tolerance for diverse ideas by:
 - (A) Engaging in informed conversation and active debate.
 - (B) Contributing to discussions in which multiple viewpoints on a topic are expressed.
 - (4) **Grow.** Learners demonstrate empathy and equity in knowledge building within the global learning community by:
 - (A) Seeking interactions with a range of learners.
 - (B) Demonstrating interest in other perspectives during learning activities.
 - (C) Reflecting on their own place within the global learning community.
- (d) **Collaborate.** Work effectively with others to broaden perspectives and work toward common goals.
 - (1) **Think.** Learners identify collaborative opportunities by:
 - (A) Demonstrating their desire to broaden and deepen understandings.
 - (B) Developing new understandings through engagement in a learning group.
 - (C) Deciding to solve problems informed by group interaction.
 - (2) **Create.** Learners participate in personal, social, and intellectual networks by:
 - (A) Using a variety of communication tools and resources.
 - (B) Establishing connections with other learners to build on their own prior knowledge and create new knowledge.
 - (3) **Share.** Learners work productively with others to solve problems by:

- (A) Soliciting and responding to feedback from others.
- (B) Involving diverse perspectives in their own inquiry processes.
- (4) **Grow.** Learners actively participate with others in learning situations by:
 - (A) Actively contributing to group discussions.
 - (B) Recognizing learning as a social responsibility.
- (e) **Curate.** Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.
 - (1) **Think.** Learners act on an information need by:
 - (A) Determining the need to gather information.
 - (B) Identifying possible sources of information.
 - (C) Making critical choices about information sources to use.
 - (2) **Create.** Learners gather information appropriate to the task by:
 - (A) Seeking a variety of sources.
 - (B) Collecting information representing diverse perspectives.
 - (C) Systematically questioning and assessing the validity and accuracy of information.
 - (D) Organizing information by priority, topic, or other systematic scheme.
 - (3) **Share.** Learners exchange information resources within and beyond their learning community by:
 - (A) Accessing and evaluating collaboratively constructed information sites.
 - (B) Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.
 - (C) Joining with others to compare and contrast information derived from collaboratively constructed information sites.
 - (4) **Grow.** Learners select and organize information for a variety of audiences by:
 - (A) Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
 - (B) Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
 - (C) Openly communicating curation processes for others to use, interpret, and validate.
- (f) **Explore.** Discover and innovate in a growth mindset developed through experience and reflection.
 - (1) **Think.** Learners develop and satisfy personal curiosity by:
 - (A) Reading widely and deeply in multiple formats, and writing and creating for a variety of purposes.
 - (B) Reflecting and questioning assumptions and possible misconceptions.
 - (C) Engaging in inquiry-based processes for personal growth.
 - (2) **Create.** Learners construct new knowledge by:
 - (A) Problem solving through cycles of design, implementation, and reflection.
 - (B) Persisting through self-directed pursuits by tinkering and making.
 - (3) **Share.** Learners engage with the learning community by:
 - (A) Expressing curiosity about a topic of personal interest or curricular relevance.
 - (B) Co-constructing innovative means of investigation.
 - (C) Collaboratively identifying innovative solutions to a challenge or a problem.
 - (4) **Grow.** Learners develop through experience and reflection by:
 - (A) Iteratively responding to challenges.
 - (B) Recognizing capabilities and skills that can be developed, improved, and expanded.

- (C) Open-mindedly accepting feedback for positive and constructive growth.
- (g) **Engage.** Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
- (1) **Think.** Learners follow ethical and legal guidelines for gathering and using information by:
- (A) Responsibly applying information, technology, and media to learning.
 - (B) Understanding the ethical use of information, technology, and media.
 - (C) Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
- (2) **Create.** Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:
- (A) Ethically using and reproducing others' work.
 - (B) Acknowledging authorship and demonstrating respect for the intellectual property of others.
 - (C) Including elements in personal-knowledge products that allow others to credit content appropriately.
- (3) **Share.** Learners responsibly, ethically, and legally share new information with a global community by:
- (A) Sharing information resources in accordance with modification, reuse, and remix policies.
 - (B) Disseminating new knowledge through means appropriate for the intended audience.
- (4) **Grow.** Learners engage with information to extend personal learning by:
- (A) Personalizing their use of information and information technologies.
 - (B) Reflecting on the process of ethical generation of knowledge.
 - (C) Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.