






## Library Media Specialist Rubric: Planning of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<p><b>Media Center Management</b></p> <div style="border: 2px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>	<ul style="list-style-type: none"> <li>Input from LMS/LIS and professional staff is used to determine student needs and to provide resources that relate to curriculum demands and instructional goals and objectives.</li> <li>LMS/LIS initiates communication and follow-up activities to determine effectiveness of selected resources.</li> <li>Written procedures have been established to prioritize needs.</li> <li>LMS/LIS has established written procedures and has obtained needed materials, resources, and equipment, all of which have been labeled and are in order for easy access.</li> <li>Written procedures have been established to deal with challenged materials.</li> <li>Circulation procedures have been established to maximize use of library resources and communicated to all patrons.</li> <li>Materials and resources are current and up-to-date and reflect the needs of the stakeholders.</li> <li>There are protocols for maintenance of equipment of resources repair.</li> </ul>	<ul style="list-style-type: none"> <li>Input from LMS/LIS and professional staff is generally used to determine student needs and to provide resources that related to curriculum demands and instructional goals and objectives.</li> <li>LMS/LIS sometimes initiates communication and follow-up activities to determine effectiveness of selected resources.</li> <li>Procedures have been established to prioritize needs.</li> <li>LMS/LIS has established procedures and has obtained needed materials, resources, and equipment, all of which have been labeled and are in order for easy access.</li> <li>Procedures are in place to deal with challenged materials.</li> <li>Circulation procedures have been established to maximize use of library resources.</li> <li>Materials and resources are current and up-to-date.</li> <li>There are some protocols for maintenance of equipment or resources repair.</li> </ul>	<ul style="list-style-type: none"> <li>Input from LMS/LIS and professional staff is not used to determine student needs and to provide resources that relate to curriculum demands and instructional goals and objectives.</li> <li>LMS/LIS does not initiate communication and follow-up activities to determine effectiveness of selected resources.</li> <li>Procedures have not been established to prioritize needs.</li> <li>LMS/LIS has not established procedures and has not obtained needed materials, resources, and equipment which have been labeled and put in order for easy access.</li> <li>No procedures are in place to deal with challenged materials.</li> <li>Circulation procedures have not been established to maximize use of library resources.</li> <li>Materials and resources are not current and up-to-date.</li> <li>There are no protocols for maintenance of equipment or resources repair.</li> </ul>
<p><b>Media Center Resources</b></p> <div style="border: 2px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>	<ul style="list-style-type: none"> <li>Resources are appropriately integrated with instruction and management procedures.</li> <li>Written plans, policies, and procedures are available for library staff.</li> <li>Materials and media are equitable and accessible to all users.</li> <li>Facilities are arranged to accommodate different types of activities, and student movement is meaningful.</li> <li>LMS/LIS and user activities allow for maximum use of learning time.</li> <li>Community resources are used appropriately.</li> <li>A variety of promotional activities are continually incorporated in the library program.</li> </ul>	<ul style="list-style-type: none"> <li>Resources are integrated with instruction and management procedures.</li> <li>Plans, policies, and procedures are available for library staff.</li> <li>Materials and media are equitable and accessible to most users.</li> <li>Facilities are arranged to accommodate some types of activities, and student movement is usually meaningful.</li> <li>LMS/LIS and user activities allow for moderate use of learning time.</li> <li>Community resources are sometimes used.</li> <li>Promotional activities are incorporated in the library program.</li> </ul>	<ul style="list-style-type: none"> <li>Resources are not integrated with instruction and management procedures.</li> <li>Plans, policies, and procedures are not followed by library staff.</li> <li>Materials and media are not equitable and not accessible to most users.</li> <li>Facilities arrangement does not accommodate more than one type of activity, and student movement is limited.</li> <li>LMS/LIS and user activities impede use of learning time.</li> <li>Community resources are not used.</li> <li>Promotional activities are not incorporated in the library program.</li> </ul>





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<p><b>Media Center Collaboration</b></p> 	<ul style="list-style-type: none"> <li>• LMS/LIS continuously provides cursory and in-depth assistance to teachers, as needed.</li> <li>• LMS/LIS collaborates with teachers in planning units of instruction.</li> <li>• LMS/LIS assists with equipment operation, materials production, and instruction, as needed.</li> <li>• LMS/LIS seamlessly correlates the library program with that of the school curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• LMS/LIS frequently provides cursory and in-depth assistance to teachers, as needed.</li> <li>• LMS/LIS sometimes collaborates with teachers in planning units of instruction.</li> <li>• LMS/LIS assists with some equipment operation, materials production, and instruction, as needed.</li> <li>• LMS/LIS correlates the library program with that of the school curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• LMS/LIS does not provide cursory and in-depth assistance to teachers, as needed.</li> <li>• LMS/LIS does not collaborate with teachers in planning units of instruction.</li> <li>• LMS/LIS does not assist with equipment operation, materials production, and instruction.</li> <li>• LMS/LIS does not correlate the library program with that of the school curriculum.</li> </ul>




## Library Media Specialist Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<b>Expectations</b>  	<ul style="list-style-type: none"> <li>LMS/LIS sets high and demanding academic expectations for every student.</li> <li>LMS/LIS encourage students to learn from mistakes.</li> <li>LMS/LIS creates learning opportunities where all students can experience success.</li> <li>Students take initiative and follow through with their own work.</li> <li>LMS/LIS optimizes instructional time, teacher more material, and demands better performance from every student.</li> </ul>	<ul style="list-style-type: none"> <li>LMS/LIS sets high and demanding academic expectations for every student.</li> <li>LMS/LIS encourages students to learn from mistakes.</li> <li>LMS/LIS creates learning opportunities where most students can experience success.</li> <li>Students complete their work according to LMS/LIS expectations.</li> </ul>	<ul style="list-style-type: none"> <li>LMS/LIS expectations are not sufficiently high for every student.</li> <li>LMS/LIS creates an environment where mistakes and failure are not viewed as learning experiences.</li> <li>Students demonstrate little or no pride in the quality of their work.</li> </ul>
<b>Managing Student Behavior</b>  	<ul style="list-style-type: none"> <li>Students are consistently well behaved, and on task.</li> <li>LMS/LIS and students establish clear rules for learning and behavior.</li> <li>LMS/LIS uses several techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior.</li> <li>LMS/LIS overlooks inconsequential behavior.</li> <li>LMS/LIS deals with students who have caused disruptions rather than the entire class.</li> <li>LMS/LIS attends to disruptions quickly and firmly.</li> </ul>	<ul style="list-style-type: none"> <li>Students are mostly well behaved, and on task; some minor learning disruptions may occur.</li> <li>LMS/LIS established rules for learning and behavior.</li> <li>LMS/LIS uses some techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior.</li> <li>LMS/LIS overlooks some inconsequential behavior, but at other times, stops the lesson to address it.</li> <li>LMS/LIS deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.</li> </ul>	<ul style="list-style-type: none"> <li>Students are not well behaved and are often off task.</li> <li>LMS/LIS establishes few rules for learning and behavior.</li> <li>LMS/LIS uses few techniques to maintain appropriate student behavior.</li> <li>LMS/LIS cannot distinguish between inconsequential behavior and inappropriate behavior.</li> <li>Disruptions frequently interrupt instruction.</li> </ul>
<b>Environment</b>  	<p>The library:</p> <ul style="list-style-type: none"> <li>welcomes all member and guests,</li> <li>is organized and understandable to all students,</li> <li>provides supplies, equipment, and resources that are easily and readily accessible,</li> <li>displays student work that frequently changes, and</li> <li>is arranged to promote individual and group learning.</li> </ul>	<p>The library:</p> <ul style="list-style-type: none"> <li>welcomes most members and guests,</li> <li>is organized and understandable to most students,</li> <li>provides supplies, equipment, and resources that are accessible,</li> <li>displays student work, and</li> <li>is arranged to promote individual and group learning.</li> </ul>	<p>The library:</p> <ul style="list-style-type: none"> <li>is somewhat cold and uninviting,</li> <li>is not well organized and understandable to students,</li> <li>has supplies, equipment, and resources that are difficult to access,</li> <li>does not display student work, and</li> <li>is not arranged to promote group learning.</li> </ul>
<b>Respectful Culture</b>  	<ul style="list-style-type: none"> <li>LMS/LIS-student interactions demonstrate caring and respect for one another.</li> <li>Students exhibit caring and respect for one another.</li> <li>LMS/LIS seeks out and is receptive to the interest and opinions of all students.</li> <li>Positive relationships and interdependence characterize the library environment.</li> </ul>	<ul style="list-style-type: none"> <li>LMS/LIS-student interactions are generally friendly but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.</li> <li>Students exhibit respect for LMS/LIS and are generally polite to each other.</li> <li>LMS/LIS is sometimes receptive to the interest and opinions of students.</li> </ul>	<ul style="list-style-type: none"> <li>LMS/LIS-student interactions are sometimes authoritarian, negative, or inappropriate.</li> <li>Students exhibit disrespect for LMS/LIS.</li> <li>Student interaction is characterized by conflict, sarcasm, or put-downs.</li> <li>LMS/LIS is not receptive to interests and opinions of students.</li> </ul>

## Library Media Specialist Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<b>Standards and Objectives</b>  	<ul style="list-style-type: none"> <li>Goals and objectives are clear and appropriate.</li> <li>Goals and objectives are consistent with the school goals and take into account previous learning and other related curriculum areas.</li> <li>Expectations for student performance are clear, demanding, and high.</li> <li>Objectives are frequently displayed, clearly communicated, and referenced throughout the lesson.</li> <li>There is evidence that most students demonstrate mastery of the objective.</li> </ul>	<ul style="list-style-type: none"> <li>The quality of the goals or objectives varies. The goals or objectives are more appropriate than inappropriate.</li> <li>Goals and objectives are consistent with the school goals and take into account other related curriculum areas as appropriate.</li> <li>Expectations for student performance are clear.</li> <li>Objectives are frequently displayed and clearly communicated.</li> <li>There is evidence that most students demonstrate mastery of the objective.</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any goals or objectives have been established or the goals or objectives are typically inappropriate.</li> <li>Goals and objectives are not consistent with the school goals and do not take into account other related curriculum areas as appropriate.</li> <li>Expectations for student performance are vague.</li> <li>Objectives are not displayed or loosely communicated.</li> <li>There is evidence that few students demonstrate mastery of the objective.</li> </ul>
<b>Motivating Students</b>  	<ul style="list-style-type: none"> <li>All students are engaged in learning activities.</li> <li>All activities provided help students recognize the purpose and importance of learning.</li> <li>Procedures are adjusted to enhance student involvement.</li> </ul>	<ul style="list-style-type: none"> <li>Most students are engaged in learning activities.</li> <li>Some activities provided help students recognize the purpose and importance of learning.</li> <li>Procedures are sometimes adjusted to enhance student involvement.</li> </ul>	<ul style="list-style-type: none"> <li>Very few students are engaged in learning activities.</li> <li>None of the activities provided help students recognize the purpose and importance of learning.</li> <li>Procedures are not adjusted to enhance student involvement.</li> </ul>
<b>Presenting Instructional Content</b>  	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> <li>visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>modeling by the LMS/LIS to demonstrate his or her performance expectations;</li> <li>concise communication;</li> <li>logical sequencing and segmenting;</li> <li>all essential information; and</li> <li>no irrelevant, confusing, or non-essential information.</li> </ul>	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> <li>visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>modeling by the LMS/LIS to demonstrate his or her performance expectations;</li> <li>concise communication;</li> <li>logical sequencing and segmenting;</li> <li>all essential information; and</li> <li>no irrelevant, confusing, or non-essential information.</li> </ul>	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> <li>visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>modeling by the LMS/LIS to demonstrate his or her performance expectations;</li> <li>concise communication;</li> <li>logical sequencing and segmenting;</li> <li>all essential information; and</li> <li>relevant, coherent, or essential information.</li> </ul>
<b>Lesson Structure and Pacing</b>  	<ul style="list-style-type: none"> <li>All lessons start promptly.</li> <li>The lesson's structure is coherent, with a beginning, middle, end, and time for reflection.</li> <li>Pacing is brisk and provides many opportunities for individual students who progress at different learning rates.</li> <li>Routines for distributing materials are seamless.</li> <li>No instructional time is lost during transitions.</li> </ul>	<ul style="list-style-type: none"> <li>Most lessons start promptly.</li> <li>The lesson's structure is coherent, with a beginning, middle, and end.</li> <li>Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates.</li> <li>Routines for distributing materials are efficient.</li> <li>Little instructional time is lost during transitions.</li> </ul>	<ul style="list-style-type: none"> <li>Lessons are not started promptly.</li> <li>The lesson has a structure, but may be missing closure or introductory elements.</li> <li>Pacing is not appropriate for most of the students and rarely provides opportunities for students who progress at different learning rates.</li> <li>Routines for distributing materials are inefficient.</li> <li>Considerable time is lost during transitions.</li> </ul>



## Library Media Specialist Rubric: Delivery of Services

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<b>Activities and Materials</b>  	Activities and materials include all of the following when appropriate: <ul style="list-style-type: none"> <li>show accommodation of students' needs and differences,</li> <li>are appropriately varied and matched to lesson objective,</li> <li>are relevant to students' lives,</li> <li>incorporate multimedia and technology,</li> <li>incorporate quality resources (e.g., LMS/LIS made materials, manipulatives, resources from museums, cultural centers, etc.),</li> <li>address higher-order thinking skills, and</li> <li>sustain students' attention.</li> </ul>	Activities and materials include most of the following when appropriate: <ul style="list-style-type: none"> <li>show accommodation of students' needs and differences,</li> <li>are appropriately varied and matched to lesson objective,</li> <li>are relevant to students' lives,</li> <li>incorporate multimedia and technology,</li> <li>incorporate quality resources (e.g., LMS/LIS made materials, manipulatives, resources from museums, cultural centers, etc.),</li> <li>address higher-order thinking skills, and</li> <li>sustain students' attention.</li> </ul>	Activities and materials include few of the following when appropriate: <ul style="list-style-type: none"> <li>show accommodation of students' needs and differences,</li> <li>are appropriately varied and matched to lesson objective,</li> <li>are relevant to students' lives,</li> <li>incorporate multimedia and technology,</li> <li>incorporate quality resources (e.g., LMS/LIS made materials, manipulatives, resources from museums, cultural centers, etc.), and</li> <li>address higher-order thinking skills, and</li> <li>sustain students' attention.</li> </ul>
<b>Questioning</b>  	<ul style="list-style-type: none"> <li>LMS/LIS questions are varied and high quality, providing a balanced mix of question types:               <ul style="list-style-type: none"> <li>knowledge and comprehension,</li> <li>application and analysis, and</li> <li>creation and evaluation.</li> </ul> </li> <li>Questions are consistently purposeful and coherent.</li> <li>A high frequency of questions is asked.</li> <li>Questions are consistently sequenced with attention to the instructional goals.</li> <li>Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).</li> <li>Wait time (3-5 seconds) is consistently provided.</li> <li>The LMS/LIS calls on volunteers and non-volunteers and a balance of students based on ability and sex.</li> <li>Students generate questions that lead to further inquiry and self-directed learning.</li> </ul>	<ul style="list-style-type: none"> <li>LMS/LIS questions are varied and high quality, providing for some, but not all, question types:               <ul style="list-style-type: none"> <li>knowledge and comprehension,</li> <li>application and analysis, and</li> <li>creation and evaluation.</li> </ul> </li> <li>Questions are usually purposeful and coherent.</li> <li>A moderate frequency of questions asked.</li> <li>Questions are sometimes sequenced with attention to the instructional goals.</li> <li>Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).</li> <li>Wait time is sometimes provided.</li> <li>The LMS/LIS calls on volunteers and non-volunteers, and a balance of students based on ability and sex.</li> </ul>	<ul style="list-style-type: none"> <li>LMS/LIS questions are inconsistent in quality and include few question types:               <ul style="list-style-type: none"> <li>knowledge and comprehension,</li> <li>application and analysis, and</li> <li>creation and evaluation.</li> </ul> </li> <li>Questions are random and lack coherence.</li> <li>A low frequency of questions is asked.</li> <li>Questions are rarely sequenced with attention to the instructional goals.</li> <li>Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers).</li> <li>Wait time is inconsistently provided.</li> <li>The LMS/LIS mostly calls on volunteers and high-ability students.</li> </ul>
<b>Academic Feedback</b>  	<ul style="list-style-type: none"> <li>Feedback is consistently academically focused, frequent, and high quality.</li> <li>Feedback to students is in a timely manner and includes strengths as well as recommendations or suggestions for improvement.</li> <li>The LMS/LIS circulates to prompt student thinking, assess each student's progress, and provide individual feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback is mostly academically focused, frequent, and mostly high quality.</li> <li>Feedback to students is usually in a timely manner and includes strengths as well as recommendations or suggestions for improvement.</li> <li>The LMS/LIS circulates during instructional activities to support engagement, and monitor</li> </ul>	<ul style="list-style-type: none"> <li>The quality of feedback is inconsistent.</li> <li>Feedback to students is not given in a timely manner.</li> <li>The LMS/LIS fails to circulate during instructional activities.</li> <li>Feedback from students is not used to monitor or adjust instruction.</li> </ul>

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<ul style="list-style-type: none"> <li>Feedback from students is regularly used to monitor and adjust instruction.</li> </ul>		<ul style="list-style-type: none"> <li>student work.</li> <li>Feedback from students is sometimes used to monitor and adjust instruction.</li> </ul>	
<p><b>Monitoring Student Understanding</b></p> <div style="border: 2px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>	<ul style="list-style-type: none"> <li>Learning activities are analyzed and paced to accommodate student differences.</li> <li>Monitoring very frequently occurs through questioning techniques and checking student's performances as they are engaged in learning activities.</li> <li>Monitoring techniques address higher-order skills when appropriate.</li> <li>Re-teaching occurs when necessary and includes a variety of re-teaching approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Some learning activities are analyzed and paced to accommodate student differences.</li> <li>Monitoring usually occurs through questioning techniques and checking students' performances as they are engaged in learning activities.</li> <li>Monitoring techniques sometimes address higher-order skills when appropriate.</li> <li>Re-teaching occurs when necessary and sometimes includes a variety of re-teaching approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Few learning activities are analyzed and paced to accommodate student differences.</li> <li>Monitoring rarely occurs through questioning techniques and checking students' performances as they are engaged in learning activities.</li> <li>Monitoring techniques do not address high-order skills when appropriate.</li> <li>Re-teaching might occur when necessary but does not include a variety of re-teaching approaches.</li> </ul>
<p><b>LMS/LIS Content Knowledge</b></p> <div style="border: 2px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>	<ul style="list-style-type: none"> <li>LMS/LIS displays extensive content knowledge of all the subjects she or he teaches.</li> <li>LMS/LIS regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge.</li> <li>LMS/LIS regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.</li> </ul>	<ul style="list-style-type: none"> <li>LMS/LIS displays accurate content knowledge of all the subjects he or she teaches.</li> <li>LMS/LIS sometimes implements subject-specific instructional strategies to enhance student content knowledge.</li> <li>LMS/LIS sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.</li> </ul>	<ul style="list-style-type: none"> <li>LMS/LIS displays under-developed content knowledge in several subject areas.</li> <li>LMS/LIS does not implement subject-specific instructional strategies to enhance student content knowledge.</li> <li>LMS/LIS does not understand key concepts and ideas in the discipline and, therefore, presents content in an unconnected way.</li> </ul>
<p><b>LMS/LIS Knowledge of Students</b></p> <div style="border: 2px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>	<ul style="list-style-type: none"> <li>LMS/LIS practices display understanding of each student's anticipated learning difficulties.</li> <li>LMS/LIS practices regularly incorporate student interest and cultural heritage.</li> <li>LMS/LIS regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</li> <li>Data is continually used to assess student interest and performance for the purpose of improving resources, instruction, and services to users.</li> <li>Changes to various aspects of the library program are based on a variety of both formal and informal evaluation techniques.</li> <li>Program decisions are made as a result of appropriate analyses of the data.</li> </ul>	<ul style="list-style-type: none"> <li>LMS/LIS practices display understanding of some students' anticipated learning difficulties.</li> <li>LMS/LIS practices sometimes incorporate student interests and cultural heritage.</li> <li>LMS/LIS sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</li> <li>Data is used to assess student interest and performance for the purpose of improving resources, instruction, and services to users.</li> <li>Changes to various aspects of the library program are based on a variety of either formal or informal evaluation techniques.</li> <li>Program decisions are sometimes made as a result of appropriate analyses of the data.</li> </ul>	<ul style="list-style-type: none"> <li>LMS/LIS practices demonstrate limited knowledge of students anticipated learning difficulties.</li> <li>LMS/LIS practices do not incorporate student interests or cultural heritage.</li> <li>LMS/LIS practices demonstrate no differentiation of instructional methods or content.</li> <li>Data is not used to assess student interest and performance for the purpose of improving resources, instruction, and services to users.</li> <li>Changes to various aspects of the library program are not based on a variety of either formal or informal evaluation techniques.</li> <li>Program decisions are not made as a result of appropriate analyses of the data.</li> </ul>

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	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<p><b>Thinking</b></p> 	<ul style="list-style-type: none"> <li>• In the context of a collaborative lesson with a classroom teacher, the LIS/LMS consistently and thoroughly teaches two or more types of thinking:               <ul style="list-style-type: none"> <li>○ analytical thinking, where the students analyze, compare and contrast, and evaluate and explain information;</li> <li>○ practical thinking where students use, apply, and implement what they learn in real-life scenarios;</li> <li>○ creative thinking where students create, design, imagine, and suppose; and</li> <li>○ research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.</li> </ul> </li> <li>• The LIS/LMS regularly provides opportunities where students:               <ul style="list-style-type: none"> <li>○ generate a variety of ideas and alternatives;</li> <li>○ analyze problems from multiple perspectives and viewpoints; and</li> <li>○ monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• In the context of a collaborative lesson with a classroom teacher, the LIS/LMS consistently and thoroughly teaches one type of thinking:               <ul style="list-style-type: none"> <li>○ analytical thinking where students analyze, compare and contrast, and evaluate and explain information;</li> <li>○ practical thinking where students use, apply, and implement what they learn in real-life scenarios;</li> <li>○ creative thinking where students create, design, imagine, and suppose; and</li> <li>○ research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.</li> </ul> </li> <li>• The LIS/LMS sometimes provides opportunities where students:               <ul style="list-style-type: none"> <li>○ generate a variety of ideas and alternatives, and</li> <li>○ analyze problems from multiple perspectives and viewpoints.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• In the context of a collaborative lesson with a classroom teacher, the LIS/LMS does not consistently and thoroughly teach any type of thinking.</li> <li>• The LIS/LMS provides few opportunities where students:               <ul style="list-style-type: none"> <li>○ generate a variety of ideas and alternatives, and</li> <li>○ analyze problems from multiple perspectives and viewpoints.</li> </ul> </li> </ul>
<p><b>Problem-Solving</b></p> 	<p>The LIS/LMS implements activities that teach and reinforce three or more of the following information literacy skills:</p> <ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Categorization</li> <li>• Drawing Conclusions/Justifying Solutions</li> <li>• Predicting Outcomes</li> <li>• Evaluating Information</li> <li>• Ethical Use of Information</li> <li>• Information Seeking Strategies</li> <li>• Identifying Relevant/Irrelevant Information</li> <li>• Generating Ideas</li> <li>• Creating and Designing</li> <li>• Synthesizing Information</li> <li>• Self-Assessment Strategies</li> </ul>	<p>The LIS/LMS implements activities that teach and reinforce two of the following information literacy skills:</p> <ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Categorization</li> <li>• Drawing Conclusions/Justifying Solutions</li> <li>• Predicting Outcomes</li> <li>• Evaluating Information</li> <li>• Ethical Use of Information</li> <li>• Information Seeking Strategies</li> <li>• Identifying Relevant/Irrelevant Information</li> <li>• Generating Ideas</li> <li>• Creating and Designing</li> <li>• Synthesizing Information</li> <li>• Self-Assessment Strategies</li> </ul>	<p>The LIS/LMS implements no activities that teach and reinforce the following information literacy skills:</p> <ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Categorization</li> <li>• Drawing Conclusions/Justifying Solutions</li> <li>• Predicting Outcomes</li> <li>• Evaluating Information</li> <li>• Ethical Use of Information</li> <li>• Information Seeking Strategies</li> <li>• Identifying Relevant/Irrelevant Information</li> <li>• Generating Ideas</li> <li>• Creating and Designing</li> <li>• Synthesizing Information</li> <li>• Self-Assessment Strategies</li> </ul>