

## Information Literacy Curriculum Unit Based on the Guided Inquiry Process: Evaluate Unit

Includes the Guided Inquiry Step Evaluate.

### Stage 1 Desired Results

ESTABLISHED GOALS		
<p>ELAR TEKS Eng. I - 110.31.b.23.D ELAR TEKS Eng. III110.32.b.23.D Students are expected to synthesize the research into a written or oral presentation that uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research.</p> <p>ELAR TEKS 110.48.b.6.C. College Readiness and Study Skills – The student expresses and supports responses to various types of texts. The student is expected to evaluate personal responses to reading for evidence of growth.</p> <p>ELAR TEKS 110.52.b.4. C. Creative Writing; ELAR TEKS 110.53.b.5.C. Research and Technical Writing; ELAR TEKS 110.54.b.4. C. Practical Writing- The student evaluates his/her own writing and the writings of others. The Student is expected to accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer.</p> <p>ELAR TEKS 110.58.b.4. Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to (M) apply critical-listening strategies to evaluate presentations; and (N) evaluate effectiveness of his/her own presentation.</p> <p>ELAR TEKS 110.59.b .8. Oral Interpretation and - ELAR TEKS 110.60.b.10.Debate - Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to: (A) listen critically and appreciatively and respond appropriately to the performances of others; (B) analyze and evaluate</p>	<b>Big Idea</b>	
	<i>Learners understand that evaluating their own learning and others helps them become stronger, more independent learners.</i>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Evaluating your work leads to becoming a strong learner.</li> <li>Reflection, self-made rubrics, peer reviews, and instructor evaluations are some of the ways we evaluate our work.</li> <li>Personal bias, feelings, social and cultural norms influence our judgments as well as the value given to the learning and impacts evaluation of the product for quality.</li> <li>A personal set of criteria along with feedback from peers and instructors helps the learner gauge their progress and measure the strengths, weaknesses and quality of the end product.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>How do we develop personal strengths that help us become stronger, more independent learners?</li> <li>How do cultural and social contexts influence our evaluation of our learning?</li> <li>How did the process used for research lead us to new understandings and insights?</li> <li>What are some criteria we can use to evaluate our work/learning?</li> </ul>
	<b>Acquisition</b>	
	<i>This goal seeks to help learners acquire factual information and basic skills.</i>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>Various techniques and tools to use to monitor their information-seeking process for effectiveness and progress.</li> <li>How to use feedback to guide their inquiry process.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>Using strategies, feedback and tools to evaluate the inquiry process and their learning.</li> </ul>



<p>various performance styles; (C) use a variety of techniques to evaluate and critique one's own and others' performances; and (D) set goals for future performances based on evaluation.</p> <p>ELAR TEKS 110.61.b .5. Speech - Evaluate. The student and designated individuals evaluate the project. The student is expected to (A) use strategies to evaluate the project and the presentation; and (B) analyze problems related to the project and assess implications for future projects.</p> <p><u>AASL 21<sup>st</sup> Century Learner Standard 3, Self-Assessment Strategies:</u> Learners assess the process by which learning was achieved in order to revise strategies and learn more effectively in the future.</p>	<ul style="list-style-type: none"> <li>How to assess the quality and effectiveness of the learning product.</li> </ul>	
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Stage 2 – Evidence	
Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>Think, Pair, Share</li> <li>Exit Ticket</li> <li>Evaluation Form (graphic organizer)</li> <li>Performance Task: finished product</li> </ul>	<p>Inquiry journal</p> <p>Graphic Organizers – Ex., 1. What I did well. 2. What needs improvement? 3. What needs to be changed?</p> <p>Self-made rubrics using a personal set of criteria</p> <p>Instructor rubrics, evaluation form</p> <p>Inquiry Circles - Observations of student conversations</p> <p>Instructor feedback.</p>



### Stage 3 – Learning Plan

Library Information Concept	Grade Level	Key Learning Events and Instruction Competencies: What students should be able to do; key skills	Standards	Resources	Tools
Evaluate		Students monitor their own inquiry process for effectiveness and progress, and adapt as necessary.	AASL 1.4.1		
	K-2	Students use graphic organizers to reflect on inquiry process.(with adult assistance)	AASL 2.4.2		
	3-12	Students use graphic organizers to reflect on inquiry process.	AASL 2.4.2		
	2-12	Students reflect on the inquiry process by responding to a writing prompt in their inquiry journal.	AASL 2.4.2		
	K-12	Students use tools to evaluate the strengths and weaknesses of their inquiry process. (K-2 with adult assistance)	ELAR TEKS 110.54.b.4.C AASL 1.4.1		
	K-12	Students reflect on the content to demonstrate deep understanding of the essential question(s) and a meaningful conclusion that goes beyond a disconnected list of facts. (K-2 with adult assistance)	AASL 2.4.3		
	K-12	Students use tools to assess their learning. (K-2 with adult assistance)	ELAR TEKS 110.60.b.10.C. ELAR TEKS 110.58.b.4 N. AASL 3.4.2		
	9-10	Students create self-made rubrics to evaluate the quality of their learning product.	ELAR 110.31-32.23(D)		
	K-12	Students use instructor-created evaluation tools to provide appropriate peer review of others' learning products. (K-2 with adult assistance)	ELAR TEKS 110.60.b.10.C. ELAR TEKS 110.58.b.4 N. AASL 3.4.2		
	K-12	Students learn how social, cultural, and personal bias influence the way we evaluate the inquiry process and the learning product.	AASL 4.4.4		



	K-12	Students use evaluation feedback to set goals for future learning and ways to improve as an independent learner.	AASL 2.4.4		



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