4th Grade Library Skills Pre-Test Assessment

Directions: Please answer the following questions based on skills you will learn in Library class this year. It is not only okay, but expected, that you will not know the answers to most of these questions at the beginning of the year. DO NOT PANIC!

1. Describe how you could access our online library catalog?
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   ______

2. If you were looking for a book by Tomie dePaola, what search would you type in the author box?
   AUTHOR: ___________________________________________________________________

3. Using the online catalog, which of the following information can you find out about a book:
   a) Author
   b) Number of pages
   c) Reader reviews
   d) Availability
   e) All of the above

4. How can you tell the difference between a fiction and nonfiction call number by just looking at it?
   a) Fiction call numbers have letters only
   b) Fiction call numbers have numbers and letters
   c) Nonfiction call numbers have letters only
d) There is no difference between fiction and nonfiction call numbers.

d) 5. What is a genre?
   a) A system for classifying library materials based on 10 Dewey categories
   b) A way to group literature by common subject, for example: Mystery or Fantasy
   c) The numbered thing on the back of a library book that the librarian scans
   d) The year the book was published

6. J. K. Rowling wrote the fiction series, *Harry Potter.* What would her fiction call number look like?

7. What reference resource would you use to find the definition (meaning) of a word?
   a) Dictionary
   b) Thesaurus
   c) Encyclopedia
   d) Atlas

8. What reference resource would you use to find out what gorillas eat?
   a) Dictionary
   b) Thesaurus
   c) Encyclopedia
   d) Atlas

9. What reference resource would you use to locate a map of Japan?
   a) Dictionary
   b) Thesaurus
   c) Encyclopedia
   d) Atlas

10. What reference resource would you use to find a synonym (word that means the same thing) for “happy”?
    a) Dictionary
    b) Thesaurus
c) Encyclopedia

d) Atlas
<table>
<thead>
<tr>
<th>Population</th>
<th>All 33 students assigned to Gardner Dickinson's 4th grade. See attached roster.</th>
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</table>
| Learning Content | A 4th grade student through Common Core will be able to use a variety of library resources, both print and non-print, for research and recreational purposes. Specifically, a 4th grade student will be able to:  
- conduct a well formulated search on the online catalog  
- locate materials within our collection using Dewey call numbers  
- recognize distinctions in text based on genre  
- access and use a variety of reference materials, both print and electronic  

The following Common Core (CC) and AASL standards will be met:  
CC.4.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  
CC.4.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  
CC.4.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.  
CC.4.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  
AASL 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  
AASL 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.  
AASL 3.1.3 Use writing and speaking skills to communicate new understandings effectively.  
AASL 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.  
AASL 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.  
AASL 1.3.4 Contribute to the exchange of ideas within the learning community.  
AASL 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
### Information Fluency Skills Taught Through the Library

- Identifies own strengths and sets goals for improvement [Assessment available].
- Seeks information about personal interests by using the library catalog to find materials to read.
- Understands basic netiquette.
-Respects privacy of others (e-mail, files, passwords, sites).
- Practices Digital Citizenship skills:

### Interval of Instructional Time

The academic year as is defined by the Wynantskill Union Free School District's calendar. 4th grade students are seen for 43 minutes once every 8 days on a fixed, rotating schedule.

### Evidence

Students will be assessed regularly throughout the course for their understanding and mastery of the content. Specific assessments to be used include:
- OPALS Scavenger Hunt
- Parts of Book Test
- Genre Test
- Call Number Packet
- Reference Packet
- NYS Biography Research/Presentation

In addition to the above mentioned assessments, a baseline and summative final assessment will be given to demonstrate individual growth in each student.

### Baseline

What is the starting level of students’ knowledge of the learning content at the beginning of the instructional period?

### Target(s)

What is the expected outcome (target) of students’ level of knowledge of the learning content at the end of the instructional period?

### HEDI Scoring

How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?

<table>
<thead>
<tr>
<th>HIGHLY EFFECTIVE</th>
<th>EFFECTIVE</th>
<th>DEVELOPING</th>
<th>INEFFECTIVE</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Rationale</td>
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<td>The population is determined by class rosters and enrollment.</td>
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<td>Learning content for this group was selected based upon my understanding of Common Core and AASL standards, as well as the Information Fluency Continuum.</td>
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<td>Evidence will be generated from locally created assessments as well as taken from IFC approved sources and will continually inform both the instructor and students of student progress.</td>
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<td>The goal of the course is to create students who understand the concepts of library organization and information retrieval in preparation for inquiry and project based learning. These students will put their developing skills to use in their end of the year NYS Biography research project.</td>
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