# Assessment, Copyright, and Recycling

mdek12.org

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MISSISSIPPI DEPARTMENT OF EDUCATION

1. **ALL** Students Proficient and Showing Growth in All Assessed Areas
2. **EVERY** Student Graduates from High School and is Ready for College and Career
3. **EVERY** Child Has Access to a High-Quality Early Childhood Program
4. **EVERY** School Has Effective Teachers and Leaders
5. **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. **EVERY** School and District is Rated “C” or Higher

# VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

# MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

# Reading is an **active, imaginative act**; it takes work.

Children who read 3,000 words per day will be in the **top 2%** of standardized tests.

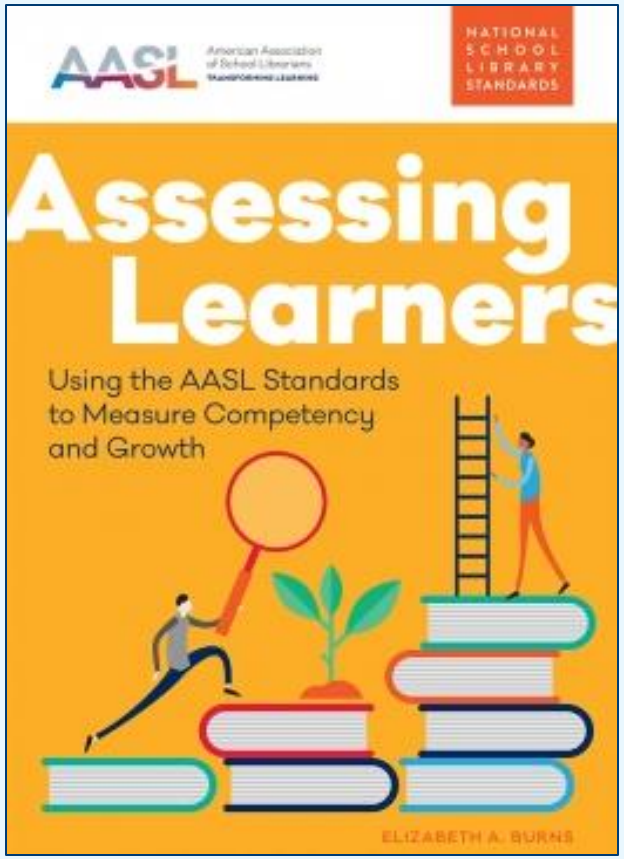
# Assessments

School Libraries

# **Assessments:** *Professional Development Title*



*Assessing Learners: Using the AASL Standards to Measure Competency and Growth* by Elizabeth A. Burn, 2023




**Website** https://standards.aasl.org/shop/

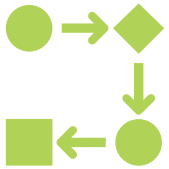
Assessments in the library is **LESS PRODUCT- OR SKILL-ORIENTED** than in other areas of the educational curriculum and **MORE FOCUSED ON PROCESS**. School librarians must shift context of what assessment looks like and how it is implemented within the school library, allowing students to **DEVELOP CRITICAL-THINKING AND PROBLEM-SOLVING SKILLS AND CREATIVITY**, leading to mastery of the *Mississippi College-and Career-Readiness Learning Standards for Libraries*.

*Assessing Learners: Using the AASL Standards to Measure Competency and Growth* by Elizabeth A. Burn, 2023

# **Assessments:** *Best Practices*

Assessments should be designed that appropriately scaffold demonstrated learning and measure the difficulty of the task or the intellectual challenge.

Student learning outcomes developed from the *Mississippi College-and Career-Readiness Learning Standards for Libraries* should be skills or knowledge that can be assessed and measured.



Students should be able to apply their understanding of skills in a **PROGRESSION** from novice to proficient (often supported), then gradually remove these supports to achieve full independence and mastery.

# Assessments: *Progression*



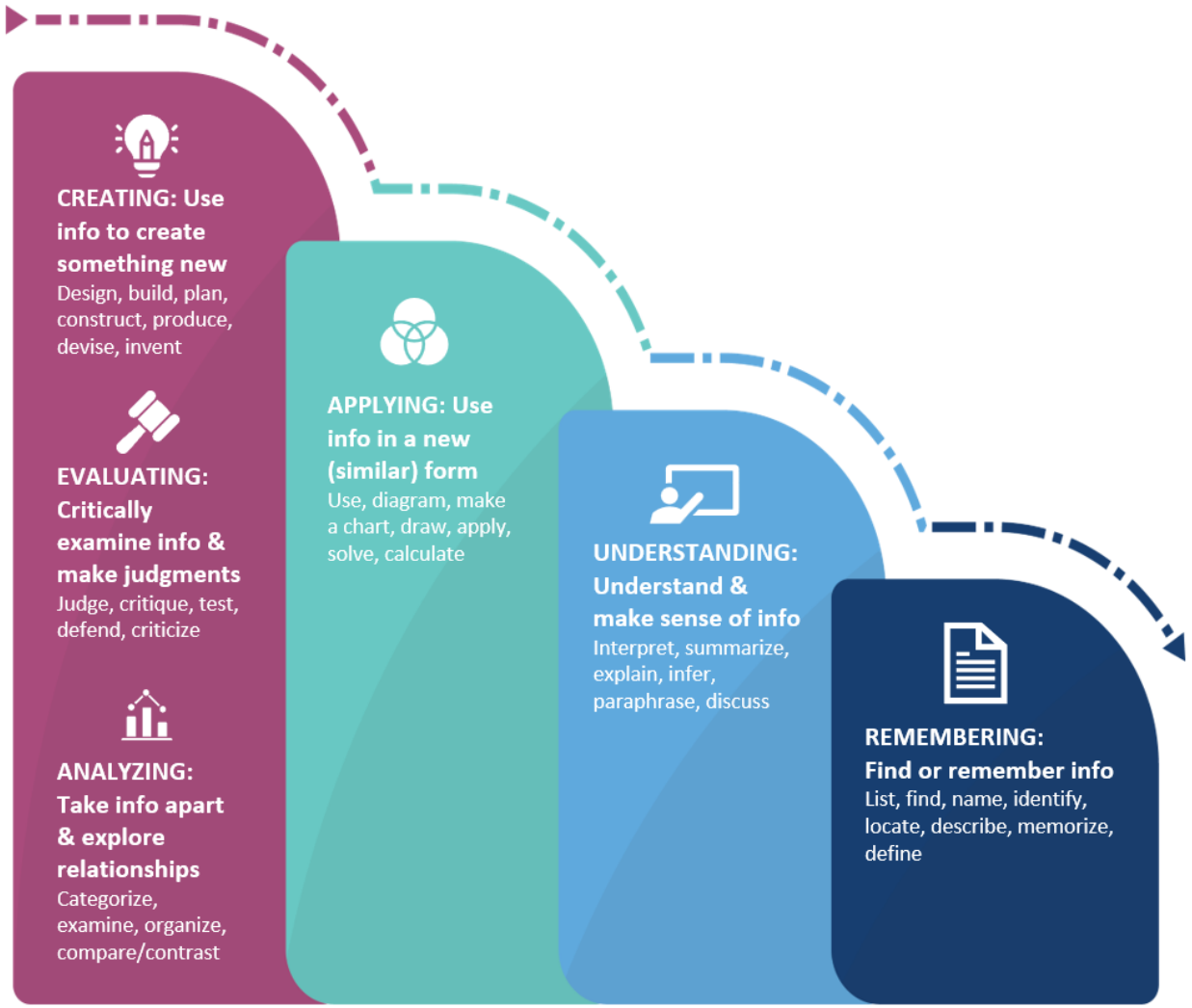
No instruction at this level | O Optional at this level | I Introduce the concept | R Reinforce the concept | M Master the concept

## LIBRARY MEDIA STRAND

| STANDARD 1: Identify and locate | PreK-1 | 2-3 | 4-5 | 6-8 | 9-12 |
|---|---|---|---|---|---|
| **LIB.IL.1.1** Locate the school library and understand how the library is organized by recognizing signage and labels through pictures and text. | I | R | R | M | M |
| **LIB.IL.1.2** Identify whom to ask for help in the school library. | I | R | M | M | M |
| **LIB.IL.1.3** Find resources for academic assignments and/or personal growth. | O | I | R | M | M |

# Assessments: *Bloom's Taxonomy*



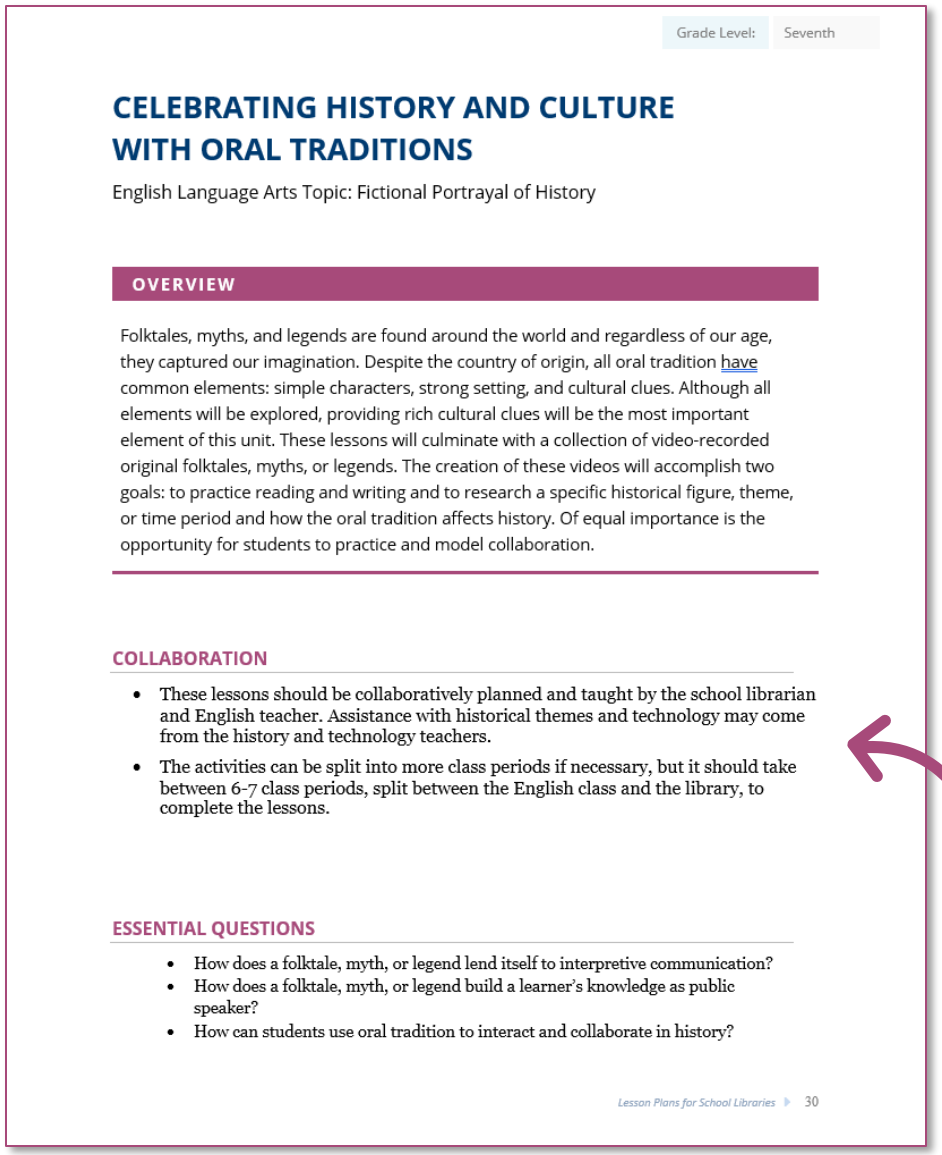



**AUTHENTIC ASSESSMENT** allows the school librarian to measure student achievement of learning objectives and alter instruction as needed to better meet learning targets.

This approach aligns with authentic learning practices because activities typically do not prepare students for tests; they prepare students for life skills and interactions.

# Assessments: *Co-Assessment*





Grade Level: Seventh

## CELEBRATING HISTORY AND CULTURE WITH ORAL TRADITIONS

English Language Arts Topic: Fictional Portrayal of History

**OVERVIEW**

Folktales, myths, and legends are found around the world and regardless of our age, they captured our imagination. Despite the country of origin, all oral tradition have common elements: simple characters, strong setting, and cultural clues. Although all elements will be explored, providing rich cultural clues will be the most important element of this unit. These lessons will culminate with a collection of video-recorded original folktales, myths, or legends. The creation of these videos will accomplish two goals: to practice reading and writing and to research a specific historical figure, theme, or time period and how the oral tradition affects history. Of equal importance is the opportunity for students to practice and model collaboration.

**COLLABORATION**

- These lessons should be collaboratively planned and taught by the school librarian and English teacher. Assistance with historical themes and technology may come from the history and technology teachers.
- The activities can be split into more class periods if necessary, but it should take between 6-7 class periods, split between the English class and the library, to complete the lessons.

**ESSENTIAL QUESTIONS**

- How does a folktale, myth, or legend lend itself to interpretive communication?
- How does a folktale, myth, or legend build a learner's knowledge as public speaker?
- How can students use oral tradition to interact and collaborate in history?

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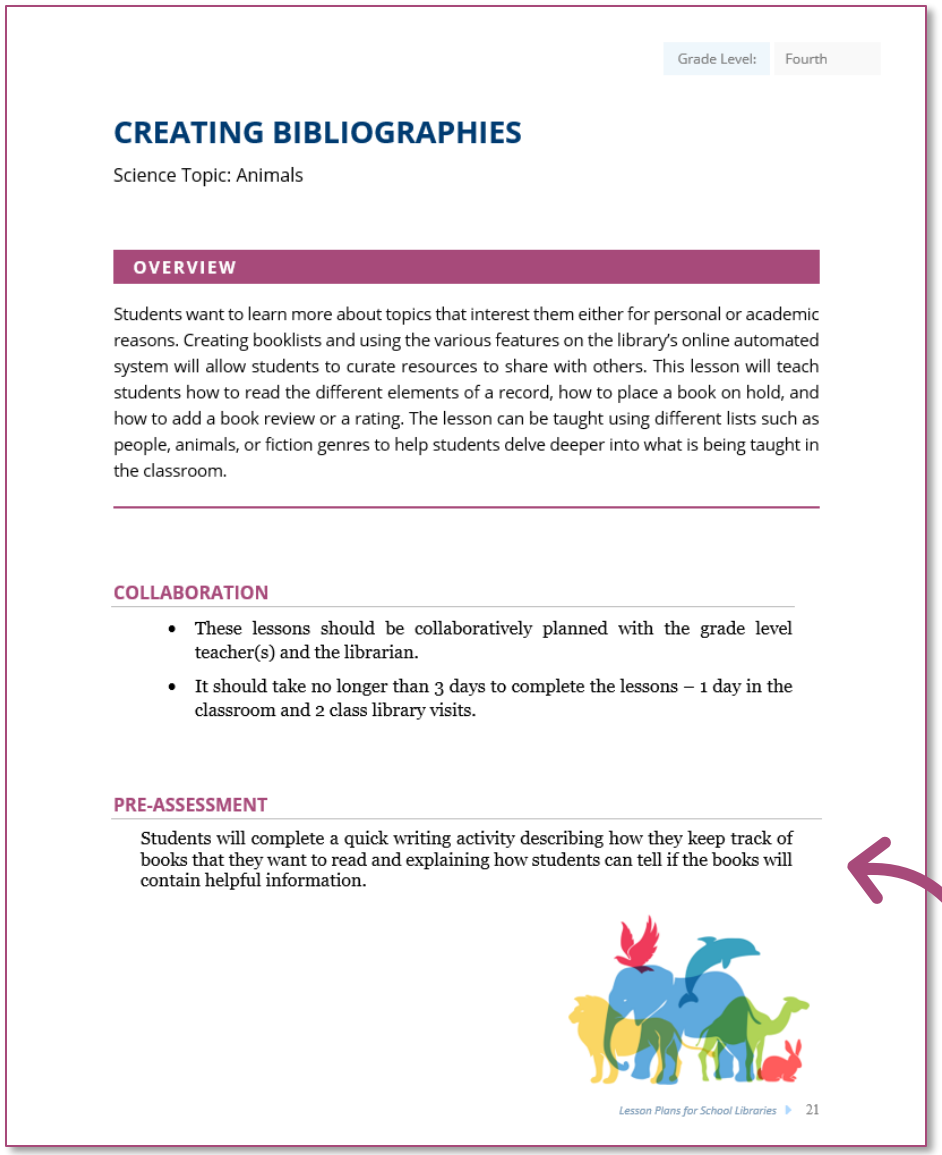
Although school librarians may **CO-ASSESS** with content teachers, school librarians typically focus more on process whereas the teacher may focus more on the final product.

Assessment requires a negotiation with collaborative partners.

During the collaborative meetings, participants should discuss who will be assessing specific skills and concepts and who will provide learner feedback.

# Assessments: *Pre-Assessments*





Grade Level: Fourth

## CREATING BIBLIOGRAPHIES

Science Topic: Animals

### OVERVIEW

Students want to learn more about topics that interest them either for personal or academic reasons. Creating booklists and using the various features on the library's online automated system will allow students to curate resources to share with others. This lesson will teach students how to read the different elements of a record, how to place a book on hold, and how to add a book review or a rating. The lesson can be taught using different lists such as people, animals, or fiction genres to help students delve deeper into what is being taught in the classroom.

### COLLABORATION

- These lessons should be collaboratively planned with the grade level teacher(s) and the librarian.
- It should take no longer than 3 days to complete the lessons – 1 day in the classroom and 2 class library visits.

### PRE-ASSESSMENT

Students will complete a quick writing activity describing how they keep track of books that they want to read and explaining how students can tell if the books will contain helpful information.



Diagnostic assessment are **PRE-ASSESSMENTS** used to aid school librarians and teachers as they evaluate the strengths and weaknesses of students' knowledge, skills, and understanding about a specific set of information prior to instruction.

The pre-assessments help determine the depth and type of instruction that may be required on a given topic as well as any differentiation that may be necessary for all students to be successful. Examples: Pretest Quiz, Sort, K-W-L Chart, or Concept Map.

The *Mississippi College-and Career-Readiness Learning Standards for Libraries Lesson Plans* include a pre-assessment for each main activity.

# Assessments: *Formative Assessments*

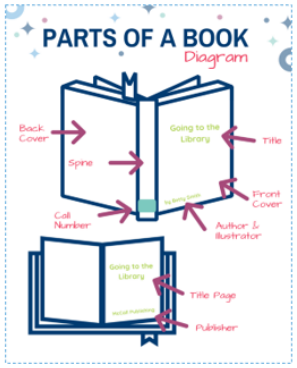


**LESSON 1** **INTRODUCTION** (Library)

| Objective | Materials |
|---|---|
| • Identify parts of a book: spine, publisher, and call number. | • Online review game site or slideshow presentation<br>• Poster or handout of the parts of a book |
| **Duration** | |
| • 1 class period (includes time for students to check out books if necessary) | |

**TASKS**

1. Describe the parts of the book – spine, publisher, and call number.
2. Model how to play the interactive quiz game so that students understand how to be respectful while having fun with the game.
3. Play the game where students will select the correct answer after the part of the book has been shown.
4. Teach this lesson using either a slideshow presentation or an online review game site (e.g., Kahoot, FlipQuiz, or Quizizz).






**FORMATIVE ASSESSMENTS** used for this purpose are generally checked or reviewed rather than traditionally graded, so that the school librarian and potential collaborators can quickly determine learning progress – either individually or as an entire class. Examples: Quizzes and Polls, Conferences and Interviews, Observation and Note Charts, Exit Tickets, Graphic Organizers, or Group or Collaborative Assessments.

# Assessments: *Collaboration*



**LESSON 2** **VALUES** (Classroom)

**Objective**

- Students will work together to design a statue for their classroom.

**Duration**

- 1 class period

**Materials**

- Our Class Values visual map (print or digital)
- Poster paper, crayons, markers, and pencils

**TASKS**

1. Ask the whole group to discuss what they have learned about the Statue of Liberty during the library introduction. Reinforce the new vocabulary words (e.g., customs, traditions, diversity, unity, immigrants).
2. Ask students if the discussion changed their initial opinion of allowing immigrants into America.
3. Explain that students will work in groups to design a statue that represents their classroom values. Have the students to brainstorm ideas and record them on a visual map.
4. Direct students to work together to design a statue. The group will discuss ideas and begin to sketch the statue.
5. Ask students to draw their final design on poster paper and give the statue a title.

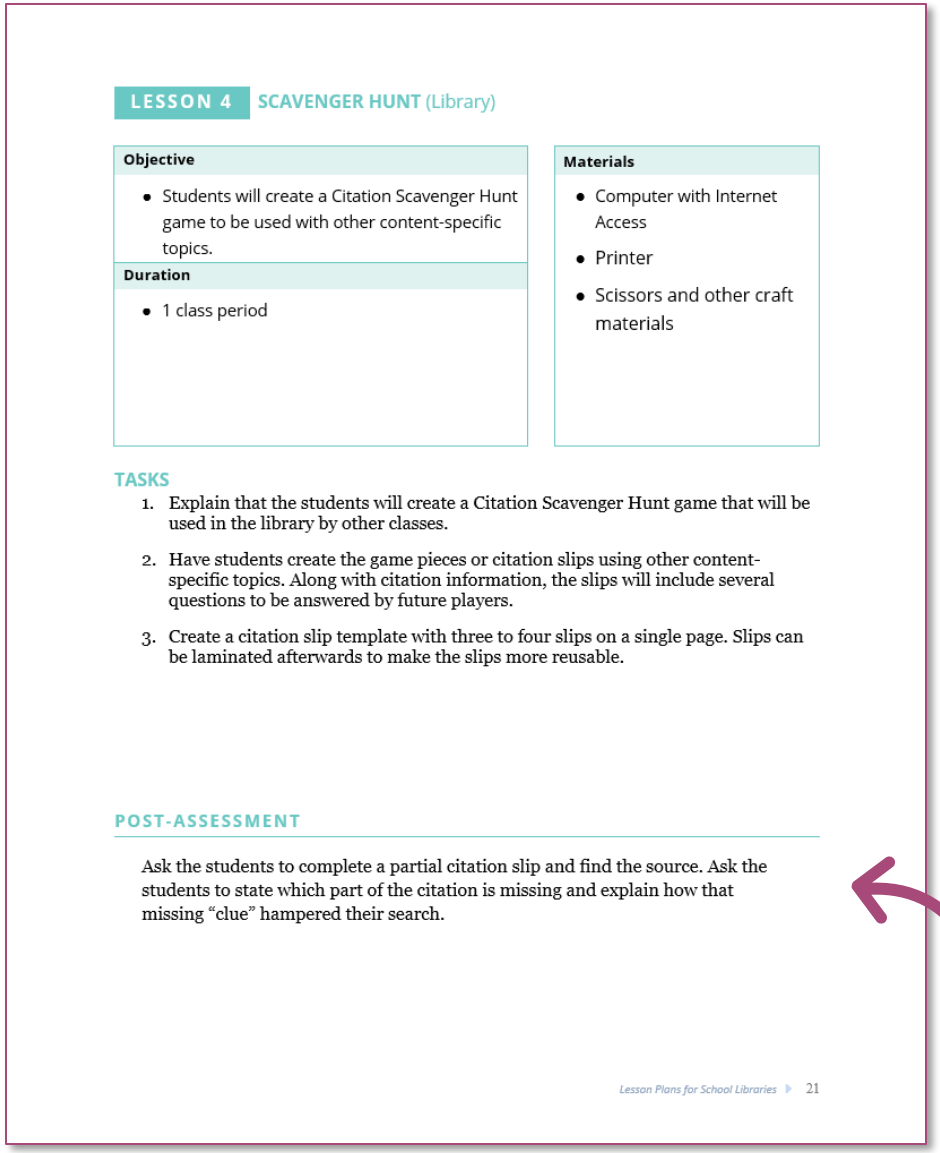
**COLLABORATION** enhances individual achievement and accountability, but it also fosters better intergroup relations.

Setting expectations for collaborative student learning is beneficial and these skills must be taught.

Collaboration and Communication skills are introduced in the Grade 4 as part of the Digital Literacy Strand in the *Mississippi College-and Career-Readiness Learning Standards for Libraries.*

# Assessments: *Post-Assessments*





**LESSON 4** SCAVENGER HUNT (Library)

**Objective**

- Students will create a Citation Scavenger Hunt game to be used with other content-specific topics.

**Duration**

- 1 class period

**Materials**

- Computer with Internet Access
- Printer
- Scissors and other craft materials

**TASKS**

1. Explain that the students will create a Citation Scavenger Hunt game that will be used in the library by other classes.
2. Have students create the game pieces or citation slips using other content-specific topics. Along with citation information, the slips will include several questions to be answered by future players.
3. Create a citation slip template with three to four slips on a single page. Slips can be laminated afterwards to make the slips more reusable.

**POST-ASSESSMENT**

Ask the students to complete a partial citation slip and find the source. Ask the students to state which part of the citation is missing and explain how that missing "clue" hampered their search.

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**SUMMATIVE ASSESSMENTS (POST-ASSESSMENTS)** reflect the student's understanding or demonstration of mastery of a skill or concept.

Common summative assessments used in school libraries can be rubrics, learning logs, or portfolios.

The *Mississippi College-and Career-Readiness Learning Standards for Libraries Lesson Plans* include a post-assessment for each main activity.

# Assessments: *Reflection*



**LESSON 3** **REFLECTION** (Health/Psychology)

| Objective | Materials |
|---|---|
| • Students will be given opportunities for self-reflection and for evaluation of the work of their peers. | • Computers with internet access<br>• Pathfinder Peer Evaluation Form |
| **Duration** | |
| • 2 class periods | |

**TASKS**

1. After the evaluation by the teacher and librarian, the curated pathfinders will be returned to students so they can make any necessary revisions or corrections before sharing with peers.
2. Have students to present their pathfinders to classmates, who will use the Pathfinder Peer Evaluation Form to comment and share feedback.
3. Publish the pathfinders on the school library website.
4. After everyone has presented, students will fill out a self-evaluation form, responding to the following questions: (1) What did I learn by making this pathfinder and (2) What would I still like to find out?

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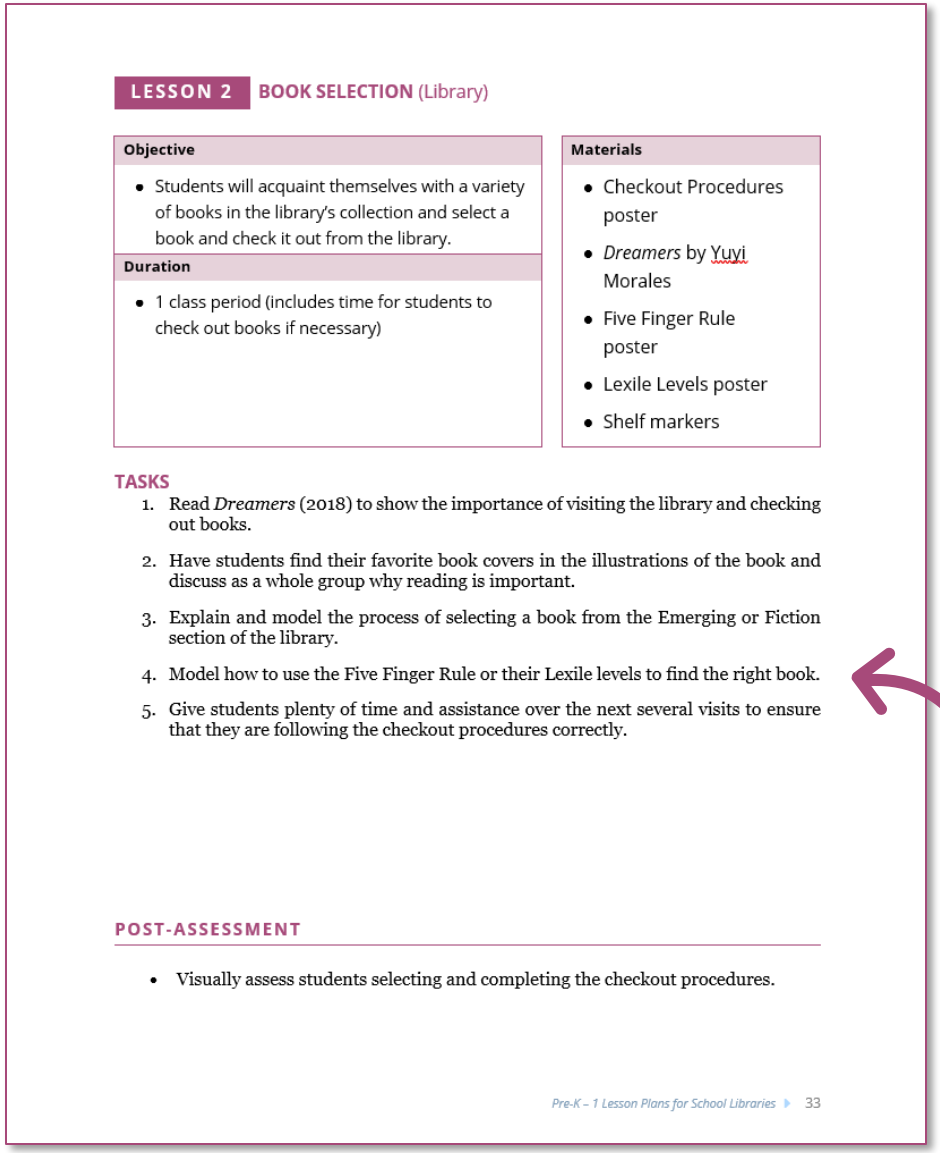
**REFLECTION** provides an opportunity for students to focus on their progress toward mastery.

Use of reflection is a great way for school librarians to modify activities for future use.

Reflection skills are introduced in the Grade 4 (optional in Grade 2) as part of the Research and Information Strand in the *Mississippi College-and Career-Readiness Learning Standards for Libraries.*



**LESSON 2** **BOOK SELECTION** (Library)

| Objective | Materials |
|---|---|
| • Students will acquaint themselves with a variety of books in the library's collection and select a book and check it out from the library. | • Checkout Procedures poster<br>• *Dreamers* by Yuyi Morales<br>• Five Finger Rule poster<br>• Lexile Levels poster<br>• Shelf markers |
| **Duration** | |
| • 1 class period (includes time for students to check out books if necessary) | |

**TASKS**

1. Read *Dreamers* (2018) to show the importance of visiting the library and checking out books.
2. Have students find their favorite book covers in the illustrations of the book and discuss as a whole group why reading is important.
3. Explain and model the process of selecting a book from the Emerging or Fiction section of the library.
4. Model how to use the Five Finger Rule or their Lexile levels to find the right book.
5. Give students plenty of time and assistance over the next several visits to ensure that they are following the checkout procedures correctly.

**POST-ASSESSMENT**

- Visually assess students selecting and completing the checkout procedures.

*Pre-K – 1 Lesson Plans for School Libraries* 33

# Assessments: *Self-Assessment*



**SELF-ASSESSMENT** is an important consideration for student growth and development of the *Mississippi College-and Career-Readiness Learning Standards for Libraries.*

Self-assessments are broken into two parts: early self-assessment that is used at the beginning of the lesson and later self-assessment which should be used after some practice has occurred to demonstrate growth and development.

Examples of Early Self-Assessments: Parking Lot, Colored Stacking Cups or Cards, or Signaling.

Examples of Later Self-Assessments: Checklists, Journaling, Rating Scales, or Reflection.

# Copyright

School Libraries

*Complete Copyright for K-12 Librarians and Educators* by Carrie Russell, 2023

**Website** https://alastore.ala.org/2cck12

Understanding copyright is an **EVERYDAY CONCERN FOR ALL LIBRARIANS**. Copyright laws strongly impact the nature and extent of how libraries provide information services to their users. Since libraries play an essential role in a well-informed society, **LIBRARIANS TRY TO BALANCE COPYRIGHTS LAWS, TECHNOLOGY, AND ACCESS TO INFORMATION**. The possible ethical and legal ramifications that exist for the misuse of information by users of the school library make providing training on copyright information a critical aspect of the role of the school librarian.

*Complete Copyright for K-12 Librarians and Educators* by Carrie Russell, 2023

# Copyright: *Four Factors*

| Four Factors of Fair Use | |
|---|---|
| **No. 1** | **Purpose of the Use:** Copyright's purpose is to advance learning; therefore, uses of works in educational settings are fairer than uses in noneducational settings. |
| **No. 2** | **Nature of the Publication:** Copyright law considers two aspects – unpublished or publisher and fictional or factual. |
| **No. 3** | **Amount Used:** Small portions are favored over larger chucks. However, using the "heart" of the work may not be considered fair use. |
| **No. 4** | **Effect on the Market for the Work:** The detrimental impact of unauthorized use of a work on the market is an important consideration. |

copyrightandcreativity.org

# **Copyright:** *Best Practices*

**Copyright and Media:** As we have moved from filmstrip to VHS and DVD to downloads, librarians do not always have the available funds to replaced older formats. However, under Section 108 of the copyright law, if a DVD or digital copy is available for purchase, then an older format cannot be copied as a replacement.

**Students with Special Needs:** Making accessible copies in various formats for students with disabilities is fair use; however, making multiple copies of a work for general circulation requires the permission of the copyright owner when accessible formats are available in the marketplace.

**Mississippi Library Commission Talking Book Services** www.mlc.lib.ms.us/tbs

**SINGLE COPYING FOR TEACHERS:** A single copy may be made of any of the listed materials to use in teaching or preparation to teach a class.

**MATERIALS:**

- A chapter from a book
- An article from a periodical
- A short story, essay, or poem
- A chart, graph, diagram, drawing, or picture

**MULTIPLE COPIES FOR THE CLASSROOM:** Multiple copies (no more than one per student) may be made for classroom use provided protocols are followed.

**PROTOCOLS:**

- Copying meets the tests of brevity and spontaneity
- Meets the cumulative effect test
- Each copy includes a notice copyright

# **Copyright:** *Guideline Examples*

**Brevity:** (a) A complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.

**Spontaneity:** The decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission

9

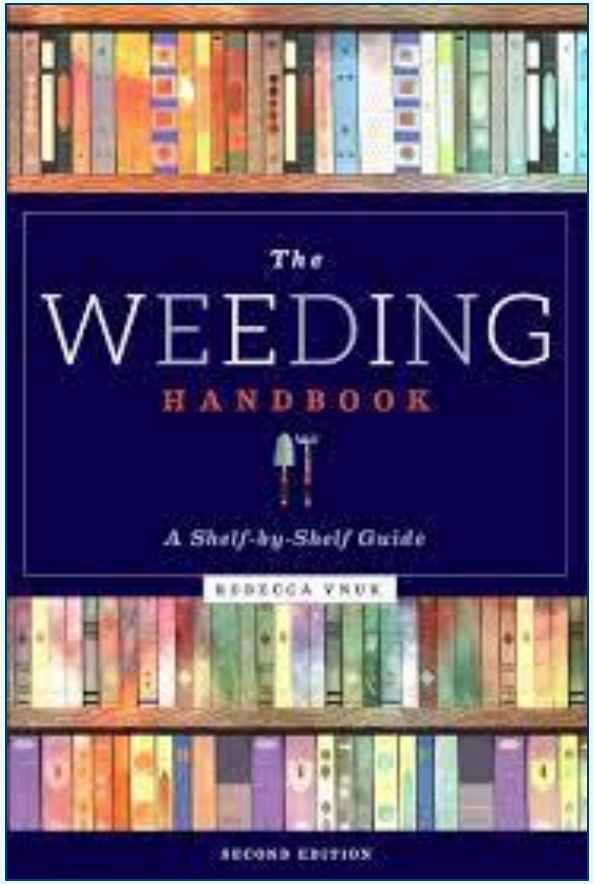
**Cumulative Effect:** There shall not be more than nine instances of such multiple copying for one course during one class term.

| Prohibitions to Single and Multiple Copies | |
|---|---|
| **No. 1** | Copying shall not be used to create, replace, or substitute for anthologies, compilations, or collective works. |
| **No. 2** | There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests, test booklets, answer sheets, etc. |
| **No. 3** | Copying shall not substitute for the purchase of books, publishers' reprints, or periodicals; and be repeated with respect to the same item by the same teacher from term to term. |
| **No. 4** | No charge shall be made to the student beyond the actual cost of the photocopying. |
| **No. 5** | Schools are entitled to copy up to 5% of a book and make multiple copies of those pages for educational purposes. Schools cannot copy 5% each time until the entire book is reproduced. |

# Weeding and Recycling

School Libraries

*The Weeding Handbook: A Shelf-by-Shelf Guide, 2E*
by Rebecca Vnuk, 2022




**Website** https://alastore.ala.org/weeding2

To maintain a collection that meets the needs of the learning community, deselection (weeding) of materials is essential. School library weeding guidelines should include the rationale and established criteria for weeding, as stated in the collection development policy. The policy should outline the removal of materials in poor condition, outdated, or unread, or when the information is not correct. **A REGULARLY WEEDED COLLECTION OFFERS ROOM FOR GROWTH FOR MATERIALS, STUDENTS, AND EDUCATORS.**

*The Weeding Handbook: A Shelf-by-Shelf Guide, 2E* by Rebecca Vnuk, 2022

| Reasons to Weed Library Collections | |
|---|---|
| **No. 1** | **Free up shelf space:** shelves should be 75 to 80 percent full |
| **No. 2** | **Implement collection development best practices:** librarian can see firsthand what materials are damaged and should be replaced and which need updating and get a sense of what is used by students and teachers |
| **No. 3** | **To purge outdated materials:** there is need to have timely information on your shelves in nonfiction and reference and not use the space as a museum or warehouse of unused books |

**Decisions concerning the replacement of individual items are based on the following considerations:**

1. demand for the specific item;
2. the number of copies held;
3. the existing coverage of the subject within the collection;
4. the validity of its contents;
5. the availability of the title for reorder;
6. the cost of mending versus the cost of replacement.

**Any duplication of materials is governed by popular demand, the importance of the material, and budgetary limitations.**

| Weeding Procedures | |
|---|---|
| **No. 1** | Design a plan that includes a schedule and a goal for the weeding process |
| **No. 2** | Informal is an ongoing process as materials are checked-in and checked-out |
| **No. 3** | Formal is a planned process not to be replaced by informal weeding. A rotation schedule can be established to allow weeding over time |
| **No. 4** | Schedule regular weeding during an uninterrupted time |
| **No. 5** | Look at each book and apply your criteria |

# Weeding: *Criteria*



| How to Weed | |
|---|---|
| **C** | Continuous |
| **R** | Review |
| **E** | Evaluation |
| **W** | Weeding |

| What to Weed | |
|---|---|
| **F** | Does it **FOSTER** a love of reading? (collection should make students want to read MORE) |
| **R** | Does if **REFLECT** your school's population? (all students should see themselves in the collection) |
| **E** | Does it reflect an **EQUITABLE** global view? (collection should represent a variety of viewpoints) |
| **S** | Does it **SUPPORT** the curricula? (collection should be age and developmentally appropriate) |
| **H** | Is it a **HIGH-QUALITY** text? (collection should be up to date and accurate) |

# **Weeding:** *Discarding Materials*



**Once a book has been weeded from the collection, there are a few steps that need to take place before it can be completely removed from the library:**

Check to make sure that is nothing left inside the book (e.g., bookmarks, notes)

Remove as many outside labels as possible without damaging the book

Mark through the school library stamp with either a permanent marker or an identity theft guard stamp

Stamp the book with a discard stamp or use a disposal slip to indicate the book has been discarded from the library's collection

**North MS:** Recycling Management Resources | C.J. Drew

cdrew@recyclingmr.com

**North MS:** Recycling IT | Jesse Lockhart

jlockhart@recyclingit.com

**Central MS:** Allen's Recycling| Clarence Allen

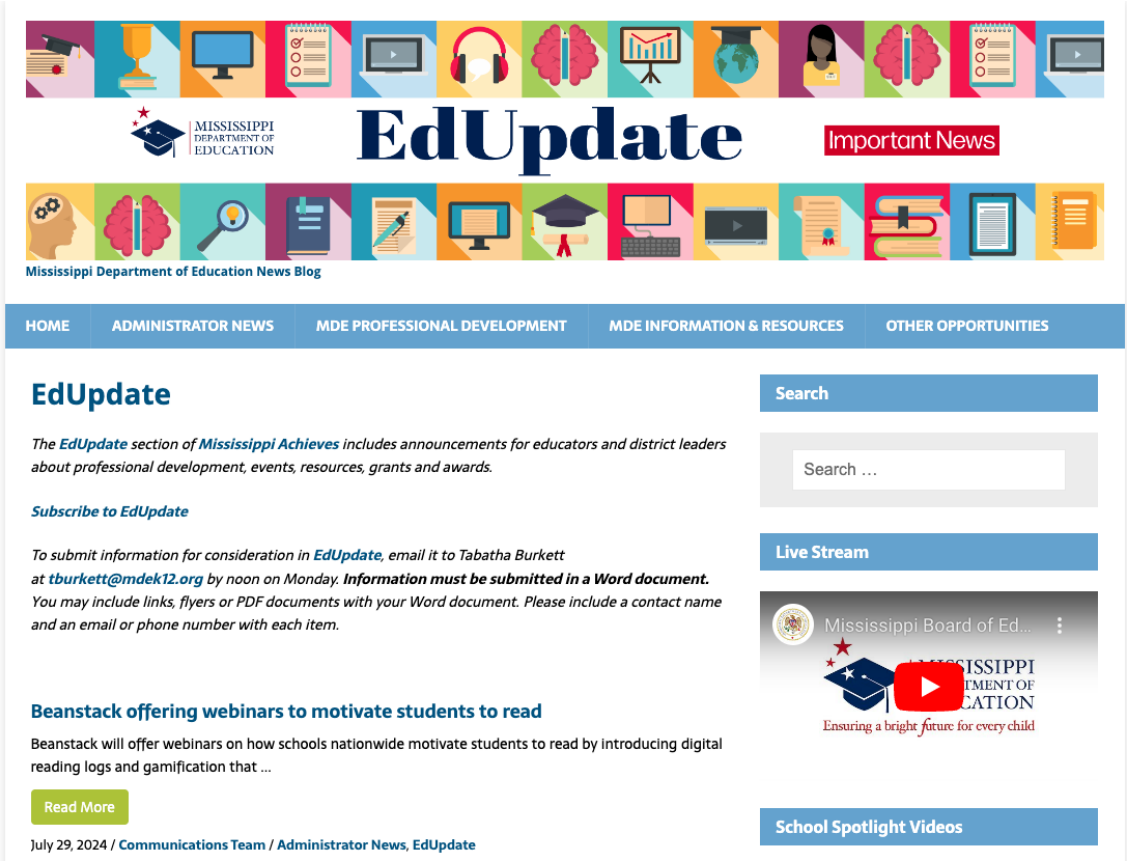
662-746-1120

The Mississippi Department of Education and the Mississippi Department of Environmental Quality are working together to create a recycling program for library books and textbooks.

Once finalized, districts will be able to deliver old books to either Camp McCain in Grenada or Camp Shelby in Hattiesburg free of charge.

# MDE EdUpdate Subscription






| | |
|---|---|
| **Step 1** | Visit msachieves.mdek12.org/edupdate |
| **Step 2** | Click the Subscribe to EdUpdate link |
| **Step 3** | Complete the short survey |
| **Step 4** | Receive important news every Tuesday |

**School library information will be sent out on EdUpdate**

# Elizabeth Simmons

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