INFORMATION LITERACY

K-12 LEARNING OUTCOMES & BENCHMARKS

ISS
SINGAPORE CAMPUS

Realising Potential

<u>**Learning Outcomes and Benchmarks**</u>

Below you will find the Learning Outcomes and Benchmarks for the International Baccalaureate Primary Years Programme, Middle Years Programme and Diploma Programme at ISS.
This document covers the Learning Outcomes and Benchmarks that will be covered from Kindergarten to Grade 12 at ISS.

It is an important document in ensuring that the students at ISS have a World Class education. An education that provides an ever deepening level of understanding of the world from when they join us to when they leave.

<u>**Explanation of terms:**</u>

Different curriculum use the terms Outcomes and Benchmarks in slightly different ways. At ISS we use the terms to mean:

<u>**Learning Outcomes:**</u> the concepts, skills, attributes and knowledge that a student in the relevant Grade Level is expected to understand, demonstrate and apply.

Learning outcomes complete the statement: students will be able to ....

<u>**Benchmarks:**</u> specific performance indicators for each grade level

Benchmarks complete the statement: students will be able to show their understanding by ....

It is important to note that a Learning Outcome is not a limitation. Through differentiated teaching teachers ensure that all students are given the maximum opportunity to reach the Learning Outcomes for their Grade Level and to extend those who are capable of surpassing the Learning Outcomes.

Learning Outcomes and Benchmarks

Subject: INFORMATION LITERACY

Strand: DEFINING: Define the task and identify the types of information required in order to be able to take the next steps

Grade/ Phase	Learning Outcome *Students will be able to...*	Benchmarks
12	· Independently formulate a research question that will conform to an academic specification · Independently choose the tools to organise information	· Defines the parameters of a research project with limited supervisor assistance and challenges the ideas and questions of a task
11	· Independently formulate a robust research question of their choice · Independently choose the tools to organise information	· Independently defines a research question on a specific subject while keeping a balanced perspective
10	· Formulate a research question of their choice with some guidance · Identify and use a variety of tools to organise information	· Refines questions and defines the information needed to achieve a manageable focus on a research based project
9	· To create, define and develop relevant research questions · Identify some types of information required for the task	· Identifies key areas of research and uses them to demonstrate their understanding a research task
8	· To create and define relevant research questions	· Revises questions or problems as needed to arrive at a manageable task
7	· To create and define relevant research questions with some guidance	· Verifies what is needed and makes connections, with some assistance, on a research or chosen task
6	· To create and define research questions with assistance	· Combines information and creates questions to complete a given task

5	· Understand the definition of an inquiry or research topic · Create questions	· Defines own independent line of inquiry and creates questions on which to base research
4	· Understand the definition of an inquiry or research topic · Ask burning questions	· Explains and defines the inquiry or research topic as given to them by the teacher and forms questions
3	· Begin to understand the definition of an inquiry or research topic · Be aware of burning questions to guide inquiry and research	· Begins the process of defining research questions with some teacher guidance
2	· Ask "I wonder….." questions about an inquiry · Recognise that questions can be answered by finding information	· Makes connections between inquiry questions and the need to find information to answer them
1	· Begin to ask "I wonder…." questions about an inquiry · Begin to recognise that questions can be answered by finding information	· Makes connections between their own questions and the need to find information to answer them
K2	· Connect ideas related to an inquiry or their own interests	· Connects ideas to own interests through guided or independent activities
K1	· Begin to connect ideas related to an inquiry or their own interests	· Connects ideas to own interests through guided activities

Learning Outcomes and Benchmarks

Subject: INFORMATION LITERACY

Strand: LOCATING: Be able to locate sources of information from secondary sources including libraries, internet, online databases and primary sources including interviews, field trips and original research.

Grade/ Phase	Learning Outcome *Students will be able to...*	Benchmarks
12	· Independently and efficiently locate relevant information	· Locates information needed within the parameters of a specific research project
11	· Independently and efficiently locate relevant information	· Independently obtains information relevant to a research question on a specific subject
10	· Independently and efficiently use a variety of information-gathering strategies to locate primary and secondary sources of information	· Locates information using subject appropriate primary and secondary sources needed to achieve a manageable focus on a research based project
9	· Be aware of the need to be efficient in locating primary and secondary sources of information	· Locates information using primary and secondary sources relevant to a specific project
8	· Begin to be aware of the need to be efficient in locating primary and secondary sources of information	· Begins the process of locating primary and secondary sources of information for a specific purpose.

7	· Use a variety of information locating strategies with limited guidance	· Under teacher guidance creates ideas for locating research information
6	· Locate information from various sources with guidance	· Discusses ideas for locating information for research based topics with a teacher
5	· Have an understanding of and be able to use primary and secondary sources to locate information, with guidance	· Locates relevant, subject or project specific information with minimal teacher guidance
4	· Be aware of primary and secondary sources and where to locate them	· Locates a variety of information sources with some teacher guidance
3	· Be aware of different sources of information and where they are	· Locates a variety of information sources with some teacher guidance
2	· Be aware of different sources of information	· Locates an appropriate information source with teacher guidance
1	· Be aware of different sources of information	· Locates an appropriate information source with teacher guidance
K2	· Have access to different sources of information	· Uses teacher prepared resources to access information
K1	· Be introduced to different sources of information	· Uses teacher prepared resources to access information

Learning Outcomes and Benchmarks

Subject: INFORMATION LITERACY

Strand: SELECTING AND EVALUATING: Recognise the need to select appropriately from a variety of resources and evaluate their reliability and effectiveness

Grade / Phase	Learning Outcome *Students will be able to...*	Benchmarks
12	· Select what is useful and current · Analyse and synthesise information and having studied the construction of idea's and the creator's intent to discover influence and bias analytically · Define personal views and opinions to make judgements · Examine facts · Identify the relationships between collected data and personal knowledge to make effective decisions on the reliability of sources	· Selects and critically evaluates a wide variety of resources from differing sources to ensure effectiveness and appropriateness for a rigorous research project
11	· Select what is useful and current · Analyse and synthesise information · Analyse and study the construction of idea's and the creator's intent to discover influence and bias · Define personal views and opinions to make judgements · Examine facts · Identify the relationships between collected data and personal knowledge to make effective decisions on the reliability of sources	· Selects and critically evaluates a wide variety of resources from differing sources that are effective and appropriate for a research project

10	Demonstrate the process of: · Using a variety of resources categorise and organise the information acknowledge the process of analysing, selecting and synthesising what is useful and current to a research topic · Identifying areas and strategies to find what information is missing · Formulating a plan to fill in any gaps having checked for accuracy and reliability	· Selects and evaluates a wide variety of resources that are effective and appropriate for a research project
9	Understand the process of: · Using a variety of resources categorise and organise the information acknowledge the process of analysing, selecting and synthesising what is useful and current to a research topic · Identifying areas and strategies to find what information is missing · Formulating a plan to fill in any gaps having checked for accuracy and reliability	· Selects and evaluates a wide variety of resources that are effective and appropriate for research projects in consultation with a teacher
8	· Select resources and distinguish the importance of authority, accuracy and reliability in accessing information that is current and useful	· Selects and evaluates information from more than one source that is effective and appropriate for research projects in consultation with a teacher
7	· Formulate and discuss ideas and understand the processes involved in selecting information that is current, relevant and reliable with teacher guidance.	· Begins to select and evaluate information from more than one source that is effective and appropriate for research projects in consultation with a teacher
6	· Have an understanding of the information processes needed in selecting information that is current, relevant and reliable with teacher guidance, identifies inaccurate and misleading information	· Understands what is needed in selecting and evaluating information for a research project with minimal teacher guidance

5	· Select information from primary and secondary sources by using burning questions to ensure relevance to the task, selects information relevant the question asked	· Independently selects and evaluates information to complete a research project
4	· Select information from primary and secondary sources by using burning questions to ensure relevance to the task with minimal guidance	· Selects and evaluates appropriate information to complete an inquiry or research task with increasing independence
3	· With assistance, read and select information from a variety of sources to complete an inquiry or research task	· Selects appropriate information to complete an inquiry or research task with minimal guidance
2	· With some assistance, identify useful information from reading text and looking at pictures in books and other sources such as websites	· Selects appropriate information to complete an inquiry task with some guidance
1	· With assistance, identify useful information from reading text and looking at pictures in books and other sources such as websites	· Selects appropriate information to complete an inquiry task with guidance
K2	· With assistance, identify useful information from looking at pictures and reading some text in books and other sources such as websites	· Uses appropriate information to complete an interest based or guided inquiry task with guidance
K1	· With assistance, identify useful information from looking at pictures in books and other sources such as websites	· Uses appropriate information to complete an interest based or guided inquiry task with guidance

Learning Outcomes and Benchmarks

Subject: INFORMATION LITERACY

Strand: PRESENTING: Create suitable presentations from their sources that are in an appropriate style, tone and structure for the required task i.e.: essay, speech, report, exhibition, diorama, video etc.

Grade/ Phase	Learning Outcome *Students will be able to...*	Benchmarks
12	· Communicate, process and record selected information efficiently in a variety of ways · Understand and use a recognised citation reference system · Be fully aware of the issues of plagiarism and copyright · Know their audience	· Creates and effectively showcases their work in a variety of formats, using technology, interaction and collaboration within specific guidelines
11	· Present and communicate sources in appropriate format for the task · Understand and use a recognised citation reference system · Be fully aware of the issues of plagiarism and copyright · Have an understanding of audience	· Communicates their work in a variety of formats, to a wider audience with an understanding of concepts of plagiarism, citation
10	· Use a variety of tools to organise information · Cite their sources to a recognised format · Present information clearly so that the main point is relevant	· Puts forward their work ethically showing acceptance and understanding of varying formats

	· Understand and use a recognised citation reference system · Be fully aware of the issues of plagiarism and copyright · Have an understanding of audience	
9	· Organise and record selected information · Choose the most appropriate format based on their own personal preference or use a format chosen for them use appropriate tone and language to communicate ideas · Further develop their understanding of citing, referencing and plagiarism	· Showcases work in an appropriate style and format, using varying media tools
8	· Communicate information in a variety of ways either by choice or a chosen format with guidance to different audiences · Show an understanding of the use of citing, referencing and plagiarism	· Demonstrates skills of using visual and multimedia tools, understands scope and depth and potential usefulness of citation
7	· Create and communicate new understandings in a chosen format to a specified audience · Use visual and multimedia tools to communicate meaning · Begin to acknowledge the use of citing, referencing and plagiarism	· Uses search and navigational features of print and electronic sources to access information efficiently, acknowledging where and how the information was obtained
6	· Under guidance, create and communicate new understanding and meaning in a variety of ways such as the use of visual and multimedia tools · Begin the process of citing and referencing using an online tool	· Presents their information, findings in different formats either of their choice or pre-determined, using a recognised online citation source

5	· Choose the format for their product with some guidance · Begin the process of documenting information in a variety of ways · Cite the information and have an understanding of reasons for this	· Presents work using a variety of formats of their own choice · Includes a citation of sources
4	· Choose the format for their product with some guidance · Are aware of the need to cite sources of information obtained · Begin to acknowledge the work of others · Cite sources of information	· Presents work using either a format of their choice or a pre-determined one · Including an abridged version of citation of sources
3	· Choose the format for their product with guidance · Begin understanding the format of citing sources	· Presents work using a pre-determined format to include their own personal variations · Includes a simple citation of sources
2	· Choose the format for their presentation with guidance · Question the value of sources of information · Choose resources to use with guidance · Have increasing knowledge of information ownership	· Presents work using a pre-determined format · Discusses ideas around copying and information ownership
1	· Present work in a variety of ways in a format chosen with guidance · Begin to have an understanding of ownership of a piece of information	· Shares work with peers and others in various pre-determined formats · Explains ideas about copying

K2	· Present work in a variety of ways in a format chosen by the teacher	· Shares work with peers and others in various formats
K1	· Present work in a variety of ways in a format chosen by the teacher	· Shares work with peers and others in various formats

Learning Outcomes and Benchmarks

Subject: INFORMATION LITERACY

Strand: REFLECTING: Have an understanding of the requirements necessary to reflect on the research process and the end product including authenticity, accuracy, value and bias.

Grade / Phase	Learning Outcome *Students will be able to…….*	Benchmarks
12	· Reflect on and critically assess their work and that of their peers through thorough questioning and analysis of a range of evidence	· Synthesizes a wide range of evidence and processes to an academic standard
11	· Reflect on and critically assess their work and that of their peers through thorough questioning and analysis of a range of evidence	· Synthesize a wide range of evidence and processes using in-depth analytical skills
10	· Reflect on and critically assess their work and the work of their peers by thoroughly questioning and analysing the evidence	· Critically assesses evidence by using a range of analytical skills
9	· Reflect on and critically assess their work and the work of their peers by questioning and analysing the evidence	· Assesses a range of evidence by using in-depth analytical skills
8	· Reflect on and critically evaluate their work and the work of their peers, incorporating relevant terminology, whilst questioning and analysing their thoughts	· Critically assesses their work and the work of others with appropriate terminology in written and verbal form

7	· Reflect on and thoroughly evaluate their work and the work of their peers with guidance if necessary, incorporating relevant terminology	· Assesses their work and the work of others with some appropriate terminology in written and verbal form
6	· Reflect on and evaluate their work and the work of others with guidance	· Assesses their work and the work of others in written and verbal form
5	· Reflect on and evaluate their work and the work of others with minimal guidance	· Through verbal discussion or written statements and critically evaluates their own or others work
4	· Reflect on and evaluate their work and the work of others with guidance	· Through guided verbal discussion or written statements expresses their opinions on their own or others work
3	· Reflect on their work with guidance	· Through guided verbal discussion or written statements expresses their opinions on their own or others work
2	· Be guided on how to reflect on their work	· Participates in discussions in groups, with their class or one to one with an adult
1	· Be guided on how to reflect on their work	· Participates in discussions in groups, with their class or one to one with an adult
K2	· Show appreciation of their own work and others	· States their opinions verbally or through other means of expression
K1	· Show appreciation of their own work and others	· States their opinions verbally or through other means of expression