LIBRARY MEDIA AND INFORMATION LITERACY CONTENT STANDARDS

1. When a district incorporates or integrates library media and information literacy content into district curriculum or offers an elective course in library media and information literacy, the following standards apply:
   a. Students must identify the task and determine resources needed
   b. Students will locate sources, use information, and present findings
   c. Students will evaluate learning products and learning process
   d. Students will use information safely, ethically, and legally
THE LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR KINDERGARTEN

1. Identify the task and determine resources content standards for kindergarten are that each student will:
   a. retell the problem or task
   b. explore possible resources from a limited selection

2. Locate sources, use information, and present findings content standards for kindergarten are that each student will:
   a. recognize the library personnel as a resource
   b. locate fiction and nonfiction resources
   c. identify parts of a book
   d. view and listen for information
   e. identify relevant information
   f. sequence information
   g. present original work

3. Evaluate learning products and learning process content standards for kindergarten are that each student will:
   a. compare products to criteria
   b. explore ideas for improvement of the product
   c. retell the steps that were used
   d. discuss how well the process worked

4. Use information safely, ethically, and legally content standards for kindergarten are that each student will:
   a. explain internet safety and appropriate online behavior
   b. connect ideas and information with their owners or source
THE LIBRARY MEDIA AND INFORMATION LITERACY STANDARD CONTENT STANDARDS
FOR FIRST GRADE

1. Identify the task and determine resources content standards for first grade are that each student will:
   a. retell problem or task and topic
   b. identify the steps needed to solve the problem or task
   c. discuss possible resources
   d. choose resources from a limited selection

2. Locate sources, use information, and present findings content standards for first grade are that each student will:
   a. locate major sections in the library
   b. locate library resources using call numbers
   c. explore fiction and nonfiction resources including those by and about Montana Indians
   d. identify relevant information
   e. identify and credit sources
   f. sequence and sort information
   g. present original work

3. Evaluate the product and learning process content standards for first grade are that each student will:
   a. compare products to criteria
   b. identify an idea for improvement of the product
   c. retell the steps that were used
   d. discuss how well the process worked

4. Use information safely, ethically, and legally content standards for first grade are that each student will:
   a. explain internet safety and appropriate online behavior
   b. connect ideas and information with their owners or source
THE LIBRARY MEDIA AND INFORMATION LITERACY CONTENT STANDARDS FOR SECOND GRADE

1. Identify the task and determine resources content standards for second grade are that each student will:
   a. identify a topic
   b. describe the problem or task
   c. follow the steps needed to solve the problem or task
   d. discuss possible resources
   e. choose resources from a limited selection

2. Locate sources, use information, and present findings content standards for second grade are that each student will:
   a. locate major sections in the library
   b. locate resources using a library catalog or databases
   c. compare fiction and nonfiction resources including those by and about Montana Indians
   d. identify relevant information
   e. summarize information
   f. identify and credit sources
   g. sequence and sort information
   h. present original work

3. Evaluate the product and learning process content standards for third grade are that each student will:
   a. compare product to criteria
   b. generate ideas for improvement of the product
   c. retell the steps that were used
   d. describe how well the process worked

4. Use information safely, ethically, and legally content standards for third grade are that each student will:
   a. explain internet safety and appropriate online behavior
   b. describe criteria to determine safe and unsafe internet sites
   c. connect ideas and information with their owners or source
   d. credit sources
THE  LIBRARY MEDIA  AND INFORMATION LITERACY CONTENT STANDARDS FOR
THIRD GRADE

1. Identify the task and determine resources content standards for third grade are that each student will:
   a. identify a topic
   b. describe the problem or task
   c. follow the steps needed to solve the problem or task
   d. discuss and identify possible resources
   e. determine relevant resources to solve the problem or task

2. Locate sources, use information, and present findings content standards for third grade are that each student will:
   a. locate resources using search techniques
   b. locate resources using a library catalog or database
   c. evaluate resources for relevance, appropriateness, detail, currency, authority, and bias including those by and about Montana Indians
   d. locate index, table of contents, and glossary
   e. recognize and utilize context clues to locate information
   f. identify relevant information
   g. summarize information
   h. cite sources
   i. organize information
   j. present original work

3. Evaluate learning products and learning process content standards for third grade are that each student will:
   a. compare product to criteria
   b. generate ideas for improvement of the product
   c. summarize the steps of the process
   d. describe how well the process worked

4. Use information safely, ethically, and legally content standards for third grade are that each student will:
   a. practice internet safety and appropriate online behavior
   b. use criteria to determine safe and unsafe internet sites
   c. connect ideas and information with their owners or source
   d. credit sources
THE LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR FOURTH GRADE

1. Identify the task and determine resources content standards for fourth grade are that each student will:
   a. identify the topic
   b. define a problem or task in their own words
   c. determine questions and steps needed to solve the problem or task
   d. identify possible resources
   e. determine relevant resources to solve the problem or task

2. Locate sources, use information, and present findings content standards for fourth grade are that each student will:
   a. locate resources using search techniques
   b. locate resources using a library catalog or database
   c. evaluate resources for relevance, appropriateness, detail, currency, authority, and bias including those by and about Montana Indians
   d. use index, table of contents, or glossary to locate information within a resource
   e. recognize and utilize context clues to locate information
   f. identify relevant information
   g. summarize information
   h. cite sources
   i. organize and refine relevant information
   j. design and present original work

3. Evaluate learning products and learning process content standards for fourth grade are that each student will:
   a. compare product to criteria
   b. generate ideas for improvement of the product
   c. summarize the steps of the process
   d. describe how well the process worked

4. Use information safely, ethically, and legally content standards for fourth grade are that each student will:
   a. practice internet safety and appropriate online behavior
   b. use criteria to determine safe and unsafe internet sites
   c. connect ideas and information with their owners or source
   d. credit sources by following copyright and fair use guidelines
   e. recognize plagiarism
THE LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR FIFTH GRADE

1. Identify the task and determine resources content standards for fifth grade are that each student will:
   a. identify topic-related keywords
   b. summarize task to broaden or narrow topic
   c. identify questions and steps needed to solve a problem or task
   d. identify possible resources
   e. determine relevant resources to solve the problem or task

2. Locate sources, use information, and present findings content standards for fifth grade are that each student will:
   a. locate resources using advanced search techniques
   b. use search techniques to locate resources
   c. identify point of view in resources
   d. evaluate resources for relevance, currency, and authority, including those by and about Montana Indians
   e. use index, table of contents, or glossary to locate information within a resource
   f. identify topic keywords
   g. record location of information within resources
   h. locate and summarize relevant information
   i. cite each source
   j. use a note taking method to record relevant information
   k. design and present original work that meets task criteria

3. Evaluate the product and learning process content standards for fifth grade are that each student will:
   a. identify product's strengths and weaknesses according to task criteria
   b. critique final product
   c. identify areas for improvement of the product
   d. summarize the steps of the process
   e. describe how well the process worked
   f. identify areas for improvement in the process

4. Use information safely, ethically, and legally content standards for fifth grade are that each student will:
   a. practice internet safety and appropriate online behavior
   b. use criteria to determine safe and unsafe internet sites
   c. connect ideas and information with their owners or source
   d. credit sources by following copyright, licensing, and fair use guidelines
   e. recognize plagiarism
THE LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR SIXTH THROUGH EIGHTH GRADE

1. Identify the task and determine resources content standards for sixth through eighth grade are that each student will:
   a. identify topic-related keywords
   b. summarize task to broaden or narrow topic
   c. define questions and steps needed to solve a problem or task
   d. identify relevant resources
   e. identify point of view in resources
   f. identify authority of resources

2. Locate sources, use information, and present findings content standards for sixth through eighth grade are that each student will:
   a. locate resources using advanced search techniques
   b. identify point of view in resources
   c. evaluate resources for relevance, currency, authority, and bias including those by and about Montana Indians
   d. identify keywords and keyword phrases by skimming and scanning
   e. use index, table of contents, or glossary to locate information within a resource
   f. record location of information within resources
   g. locate, summarize and paraphrase relevant information
   h. cite each source
   i. use note taking methods to record relevant information
   j. organize information
   k. design and present original work that meets task criteria

3. Evaluate learning products and learning process content standards for sixth through eighth grade are that each student will:
   a. describe product's strengths and weaknesses according to task criteria
   b. critique final product
   c. identify areas for improvement in the product
   d. summarize the steps of the process
   e. describe how well the process worked
   f. identify areas for improvement in the process

4. Use information safely, ethically, and legally content standards for sixth through eighth grade are that each student will:
   a. practice internet safety and appropriate online behavior
   b. use criteria to determine safe and unsafe internet sites
   c. participate safely, ethically, and legally in online activities
   d. connect ideas and information with their owners or source
   e. credit sources by following copyright, licensing, and fair use guidelines
   f. recognize plagiarism and its consequences
THE LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR NINTH THROUGH TWELFTH GRADE

1. Identify the task and determine resources content standards for ninth through twelfth grade are that each student will:
   a. identify topic-specific keywords
   b. assess whether the topic is too narrow or broad and adjust accordingly
   c. interpret prior and background knowledge
   d. develop and refine a range of questions to solve the problem or task
   e. Propose relevant resources
   f. identify point of view in resources
   g. identify authority of resources
   h. identify primary and secondary sources

2. Locate sources, use information, and present findings content standards for ninth through twelfth grade are that each student will:
   a. locate resources using advanced search techniques
   b. evaluate resources for accuracy, relevance, authority, detail, currency, and bias, including those by and about Montana Indians
   c. perform advanced searches within digital resources
   d. use keywords to locate and cross-reference information to match the task
   e. document location of information within resources
   f. read, view and listen to make inferences
   g. summarize, paraphrase, or directly quote relevant details
   h. cite each source
   i. use note taking methods to record relevant information
   j. organize information
   k. design and present original work that meets task criteria

3. Evaluate the product and learning process content standards for ninth through twelfth grade are that each student will:
   a. describe product's strengths and weaknesses according to task criteria
   b. compare self-assessment to teacher and peer feedback
   c. revise and edit based on feedback
   d. evaluate time management throughout the process
   e. evaluate the strengths and weaknesses of the process

4. Use information safely, ethically, and legally content standards for ninth through twelfth grade are that each student will:
   a. practice internet safety and appropriate online behavior
   b. use criteria to determine safe and unsafe internet sites
   c. participate safely, ethically, and legally in online activities
   d. connect ideas and information with their owners or source
   e. credit sources by following copyright, licensing, and fair use guidelines
   f. recognize plagiarism and its consequences
### Administrative Rules of Montana Chapter 55

**LIBRARY MEDIA SERVICES, K-12 [10.55.709]**

<table>
<thead>
<tr>
<th>Current ARM</th>
<th>Recommendation</th>
<th>Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The school library shall be housed in a central location, and each school shall have a licensed and endorsed library media specialist at the following ratio:</td>
<td>keep as is</td>
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<tr>
<td>(a) 5 FTE for schools with 126-250 students;</td>
<td>keep as is</td>
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<tr>
<td>(b) 1 FTE for schools with 251-500 students;</td>
<td>keep as is</td>
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<tr>
<td>(c) 1.5 FTE for schools with 501-1000 students;</td>
<td>keep as is</td>
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<tr>
<td>(d) 2 FTE for schools with 1001-1500 students;</td>
<td>keep as is</td>
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<tr>
<td>(e) 2.5 FTE for schools with 1501-2000 students;</td>
<td>keep as is</td>
<td></td>
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<tr>
<td>(f) 3 FTE for schools with 2001 or more students</td>
<td>keep as is</td>
<td></td>
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<tr>
<td>(2) Schools of fewer than 126 students shall employ or contract with a licensed and endorsed school library media specialist</td>
<td>keep as is</td>
<td></td>
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<tr>
<td>(3) If a district has fewer than 126 students, the district may utilize a consortium, multidistrict agreement, or interlocal cooperative to secure these services</td>
<td>keep as is</td>
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</tbody>
</table>
1. **Administrative Rules of Montana Chapter 55**

2. **LIBRARY MEDIA PROGRAM DELIVERY STANDARDS 10.55.1801**

<table>
<thead>
<tr>
<th>Current ARM</th>
<th>Recommendation</th>
<th>Modification</th>
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<tbody>
<tr>
<td>(1) In general, a basic program in library media shall:</td>
<td>(a) meet the following conditions:</td>
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<tr>
<td>(i) establish flexible scheduling to ensure that libraries respond to information needs, foster intellectual curiosity, and support learning;</td>
<td>modify</td>
<td>(i) establish flexible appropriate scheduling, fixed or flexible, to ensure that libraries respond to information needs, foster intellectual curiosity, and support learning;</td>
</tr>
<tr>
<td>(ii) ensure collaboration with classroom teachers of all disciplines to implement content area standards and to assist students in engaging in the inquiry/research process;</td>
<td>keep as is</td>
<td></td>
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<td>(iii) model and support the ethical use of information, adherence to copyright laws, and respect for intellectual property; and</td>
<td>keep as is</td>
<td></td>
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<tr>
<td>(iv) advise the board of trustees on policy and rule pertaining to:</td>
<td>keep as is</td>
<td></td>
</tr>
<tr>
<td>(A) developing and maintaining a library collection that is current, balanced, and reflects authentic historical and cultural contributions of Montana's American Indians and other minority and ethnic groups;</td>
<td>modify</td>
<td>(A) developing and maintaining a physical and digital library collection that is current, balanced, and reflects authentic historical and cultural contributions of Montana's American Indians and other minority and ethnic groups;</td>
</tr>
<tr>
<td>(B) engaging in comprehensive long range planning to administer and manage, in a secure area, the human, financial, and physical resources of the library to locate, access, and use on-site resources that are organized and cataloged; and</td>
<td>modify</td>
<td>(B) engaging in comprehensive long range planning to administer and manage, in a secure area, the human, financial, digital, and physical resources of the library to locate, access, and use on-site resources that are organized and cataloged; and</td>
</tr>
<tr>
<td>(C) implementing a viable collection development policy which includes the following components:</td>
<td>modify</td>
<td>(C) implementing a viable collection development policy which includes the following components:</td>
</tr>
</tbody>
</table>
### Current ARM

- (I) materials selection and de-selection;  
  **Recommendation:** keep as is

- (II) challenged materials procedure;  
  **Recommendation:** keep as is

- (III) intellectual/academic freedom statement;  
  **Recommendation:** keep as is

- (IV) confidentiality assurance;  
  **Recommendation:** keep as is

- (V) copyright guidelines; and  
  **Recommendation:** keep as is

- (VI) gifts and donations  
  **Recommendation:** keep as is

### (b) include the following practices:

- (i) collaborate with classroom teachers of all disciplines to highlight and reinforce the commonalities and links between and among the curricular areas;  
  **Recommendation:** keep as is

- (ii) cooperate and join with other libraries, information agencies, and community resources in the sharing of materials;  
  **Recommendation:** keep as is

- (iii) encourage partnerships with information centers that use electronic information systems; and  
  **Recommendation:** modify  
  **Modification:** encourage partnerships with providers of digital electronic content and information systems; and

- (iv) participate in school-wide technology and telecommunications planning and promote its integration into all instructional programs  
  **Recommendation:** modify  
  **Modification:** participate in school-wide technology and telecommunications digital service and content planning and promote its integration into all instructional programs