

LCB File No. T054-01

**ADOPTED TEMPORARY REGULATION OF THE
STATE BOARD OF EDUCATION**

(Effective June 19, 2001)

Explanation: Matter in *italics* or underlined is new; matter in brackets [] or ~~stricken~~ is material to be omitted.

AUTHORITY: NRS 385.080

Information Literacy Standards.

Section 1. NAC 389 is hereby amended by new language as follows:

Section 2. *By the end of second grade, pupils must know and be able to do everything required in the previous grades in order that they may be information literate. “The student who is information literate accesses information efficiently, evaluates information critically and competently, and uses information accurately and creatively.” (Standards 1,2, and 3, Information Power: Building Partnerships for Learning, American Association of School Librarians (AASL) and Association of Educational Communication and Technology (AECT), 1998). Instruction in the second grade, whether it be in the library or the classroom, must be designed so that pupils meet the following process standards for information literacy by the completion of the second grade:*

1. Seek information relating to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits by:

(a) Occasionally seeking information about aspects of personal interest or well being.

(b) Generally going beyond one’s own knowledge to seek information on aspects of personal interest or well being.

2. Design, develop, and evaluate information products and solutions related to personal interests by:

(a) Organizing and presenting basic information relating to topics of personal interest.

3. Demonstrate that they are competent and self-motivated readers by:

(a) Explaining and discussing various examples of fiction.

4. Derive meaning from information presented creatively in a variety of formats by:

(a) Explaining and discussing films, plays, and other creative presentations of information.

5. Develop creative products in a variety of formats by:

(a) Expressing information and ideas creatively in simple formats.

6. Assess the quality of the process and products of personal information seeking by:

(a) Retracing the steps taken to find information and explaining which were most useful for resolving an information problem or question.

Section 3. *By the end of third grade, pupils must know and be able to do everything required in the previous grades in order that they may be information literate. Instruction in the third grade, whether it be in the library or the classroom, must be designed so that pupils meet the following process standards for information literacy by the completion of the third grade:*

1. Seek information relating to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits by:

(a) Occasionally seeking information about aspects of personal interest or well being.

(b) Generally going beyond one's own knowledge to seek information on aspects of personal interest or well being.

2. Designs, develops, and evaluates information products and solutions related to personal interests by:

(a) Organizing and presenting basic information relating to topics of personal interest.

(b) Creating information products and solutions relating to topics of personal interest.

3. Demonstrate that they are competent and self-motivated readers by:

(a) Explaining and discussing various examples of fiction.

(b) Choosing fiction and other kinds of literature to read and analyze.

4. Derive meaning from information presented creatively in a variety of formats by:

(a) Explaining and discussing films, plays, and other creative presentations of information.

5. Develop creative products in a variety of formats by:

(a) Expressing information and ideas creatively in simple formats.

(b) Expressing information and ideas creatively in information products that combine several formats.

6. Assess the quality of the process and products of personal information seeking by:

(a) Retracing the steps taken to find information and explaining which were most useful for resolving an information problem or question.

(b) Assessing each step of the information-seeking process related to a specific information problem and by assessing the result.

7. Devise strategies for revising, improving and updating self-generated knowledge by:

(a) Explaining basic strategies for revising, improving, and updating work.

Section 4. *By the end of fourth grade, pupils must know and be able to do everything required in the previous grades in order that they may be information literate. Instruction in the fourth grade, whether it be in the library or the classroom, must be designed so that pupils meet the following process standards for information literacy by the completion of the fourth grade:*

1. Seek information relating to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits by:

(a) Occasionally seeking information about aspects of personal interest or well being.

(b) Generally going beyond one's own knowledge to seek information on aspects of personal interest or well being.

(c) Exploring a range of sources to find information on aspects of personal interest or well being.

2. Design, develop, and evaluate information products and solutions related to personal interests by:

(a) Organizing and presenting basic information relating to topics of personal interest.

(b) Creating information products and solutions relating to topics of personal interest.

3. Demonstrate that they are competent and self-motivated readers by:

(a) Explaining and discussing various examples of fiction.

(b) Choosing fiction and other kinds of literature to read and by analyzing literary plots, themes, and characters.

(c) Reading avidly and evaluating the strengths and weaknesses of the literature read.

4. Derive meaning from information presented creatively in a variety of formats by:

(a) Explaining and discussing films, plays, and other creative presentations of information.

(b) Analyzing and explaining information presented creatively in various formats.

5. Develop creative products in a variety of formats by:

(a) Expressing information and ideas creatively in simple formats.

(b) Expressing information and ideas creatively in information products that combine several formats.

6. Assess the quality of the process and products of personal information seeking by:

(a) Retracing the steps taken to find information and explaining which were most useful for resolving an information problem or question.

(b) Assessing each step of the information seeking process related to a specific information problem and by assessing the result.

7. Devise strategies for revising, improving, and updating self-generated knowledge by explaining basic strategies for revising, improving, and updating work.

Section 5. *By the end of fifth grade, pupils must know and be able to do everything required in the previous grades in order that they may be information literate. Instruction in the fifth grade, whether it be in the library or the classroom, must be designed so that pupils meet the following process standards for information literacy by the completion of the fifth grade:*

1. Seek information relating to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits by:

(a) Occasionally seeking information about aspects of personal interest or well being.

(b) Generally going beyond one's own knowledge to seek information on aspects of personal interest or well being.

(c) Exploring a range of sources to find information on aspects of personal interest or well being.

2. Design, develop, and evaluate information products and solutions related to personal interests by:

(a) Organizing and presenting basic information relating to topics of personal interest.

(b) Creating information products and solutions relating to topics of personal interest.

(c) Judging the quality of one's own information products and solutions related to topics of personal interest.

3. Demonstrate that they are competent and self-motivated readers by:

(a) Explaining and discussing various examples of fiction.

(b) Choosing fiction and other kinds of literature to read and by analyzing literary plots, themes, and characters.

(c) Reading avidly and evaluating the strengths and weaknesses of the literature read.

4. Derive meaning from information presented creatively in a variety of formats by:

(a) Explaining and discussing films, plays, and other creative presentations of information.

(b) Analyzing and explaining information presented creatively in various formats.

(c) Evaluating the strengths and weaknesses of various creative presentations of information.

5. Develop creative products in a variety of formats by:

(a) Expressing information and ideas creatively in simple formats.

(b) Expressing information and ideas creatively in information products that combine several formats.

(c) Expressing information and ideas creatively in unique products that integrate information in a variety of formats.

6. Assess the quality of the process and products of personal information seeking by:

(a) Retracing the steps taken to find information and explaining which were most useful for resolving an information problem or question.

(b) Assessing each step of the information seeking process related to a specific information problem and assessing the result.

(c) Evaluating the information-seeking process at each stage as it occurs and making adjustments as necessary to improve both the process and the product.

7. Devise strategies for revising, improving, and updating self-generated knowledge by:

(a) Explaining basic strategies for revising, improving, and updating work.

(b) Selecting and applying appropriate strategies for revising, improving, and updating work.

Section 6. *By the end of sixth grade, pupils must know and be able to do everything required in the previous grades in order that they may be information literate. Instruction in the sixth grade, whether it be in the library or the classroom, must be designed to that pupils meet the following process standards for information literacy by the completion of the sixth grade:*

1. Seek information relating to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits by:

(a) Occasionally seeking information about aspects of personal interest or well being.

(b) Generally going beyond one's own knowledge to seek information on aspects of personal interest or well being.

(c) Exploring a range of sources to find information on aspects of personal interest or well being.

2. Design, develop, and evaluate information products and solutions related to personal interests by:

(a) Organizing and presenting basic information relating to topics of personal interest.

(b) Creating information products and solutions relating to topics of personal interest.

(c) Judging the quality of one's own information products and solutions related to topics of personal interest.

3. Demonstrate that they are competent and self-motivated readers by:

(a) Explaining and discussing various examples of fiction.

(b) Choosing fiction and other kinds of literature to read and by analyzing literary plots, themes, and characters.

(c) Reading avidly and evaluating the strengths and weaknesses of the literature read.

4. Derive meaning from information presented creatively in a variety of formats by:

(a) Explaining and discussing films, plays, and other creative presentations of information.

(b) Analyzing and explaining information presented creatively in various formats.

(c) Evaluating the strengths and weaknesses of various creative presentations of information.

5. Develop creative products in a variety of formats by:

(a) Expressing information and ideas creatively in simple formats.

(b) Expressing information and ideas creatively in information products that combine several formats.

(c) Expressing information and ideas creatively in unique products that integrate information in a variety of formats.

6. Assess the quality of the process and products of personal information seeking by:

(a) Retracing the steps taken to find information and explaining which were most useful for resolving an information problem or question.

(b) Assessing each step of the information seeking process related to a specific information problem and by assessing the result.

(c) Evaluating the information-seeking process at each stage as it occurs and making adjustments as necessary to improve both the process and the product.

7. Devise strategies for revising, improving, and updating self-generated knowledge by:

(a) Explaining basic strategies for revising, improving, and updating work.

(b) Selecting and applying appropriate strategies for revising, improving, and updating work.

(c) Recognizing gaps in one's own knowledge and by applying appropriate strategies for filling them.

Section 7. *By the end of eighth grade, pupils must know and be able to do everything required in the previous grades in order that they may be information literate. Instruction in the eighth grade, whether it be in the library or the classroom, must be designed so that pupils meet the following process standards for information literacy by the completion of eighth grade:*

1. Seek information relating to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits by:

(a) Occasionally seeking information about aspects of personal interest or well being.

(b) Generally going beyond one's own knowledge to seek information on aspects of personal interest or well being.

(c) Exploring a range of sources to find information on aspects of personal interest or well being.

2. Design, develop, and evaluate information products and solutions related to personal interests by:

(a) Organizing and presenting basic information relating to topics of personal interest.

(b) Creating information products and solutions relating to topics of personal interest.

(c) Judging the quality of one's own information products and solutions related to topics of personal interest.

3. Demonstrate that they are competent and self-motivated readers by:

- (a) Explaining and discussing various examples of fiction.*
- (b) Choosing fiction and other kinds of literature to read and by analyzing literary plots, themes, and characters.*
- (c) Reading avidly and evaluating the strengths and weaknesses of the literature read.*
- 4. Derive meaning from information presented creatively in a variety of formats by:*
 - (a) Explaining and discussing films, plays, and other creative presentations of information.*
 - (b) Analyzing and explaining information presented creatively in various formats.*
 - (c) Evaluating the strengths and weaknesses of various creative presentations of information.*
- 5. Develop creative products in a variety of formats by:*
 - (a) Expressing information and ideas creatively in simple formats.*
 - (b) Expressing information and ideas creatively in information products that combine several formats.*
 - (c) Expressing information and ideas creatively in unique products that integrate information in a variety of formats.*
- 6. Assess the quality of the process and products of personal information seeking by:*
 - (a) Retracing the steps taken to find information and explaining which were most useful for resolving an information problem or question.*
 - (b) Assessing each step of the information seeking process related to a specific information problem and by assessing the result.*
 - (c) Evaluating the information-seeking process at each stage as it occurs and making adjustments as necessary to improve both the process and the product.*
- 7. Devise strategies for revising, improving, and updating self-generated knowledge by:*
 - (a) Explaining basic strategies for revising, improving, and updating work.*
 - (b) Selecting and applying appropriate strategies for revising, improving, and updating work.*
 - (c) Recognizing gaps in one's own knowledge and by applying appropriate strategies for filling them.*

Section 8. *By the end of twelfth grade, pupils must know and be able to do everything required in the previous grades in order that they may be information literate. Instruction in*

the twelfth grade, whether it be in the library or the classroom, must be designed so that pupils meet the following process standards for information literacy by the completion of the twelfth grade:

1. Seek information relating to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits by:

(a) Occasionally seeking information about aspects of personal interest or well being.

(b) Generally going beyond one's own knowledge to seek information on aspects of personal interest or well being.

(c) Exploring a range of sources to find information on aspects of personal interest or well being.

2. Design, develop, and evaluate information products and solutions related to personal interests by:

(a) Organizing and presenting basic information relating to topics of personal interest.

(b) Creating information products and solutions relating to topics of personal interest.

(c) Judging the quality of one's own information products and solutions related to topics of personal interest.

3. Demonstrate that they are competent and self-motivated readers by:

(a) Explaining and discussing various examples of fiction.

(b) Choosing fiction and other kinds of literature to read and by analyzing literary plots, themes, and characters.

(c) Reading avidly and evaluating the strengths and weaknesses of the literature read.

4. Derive meaning from information presented creatively in a variety of formats by:

(a) Explaining and discussing films, plays, and other creative presentations of information.

(b) Analyzing and explaining information presented creatively in various formats.

(c) Evaluating the strengths and weaknesses of various creative presentations of information.

5. Develop creative products in a variety of formats by:

(a) Expressing information and ideas creatively in simple formats.

(b) Expressing information and ideas creatively in information products that combine several formats.

(c) Expressing information and ideas creatively in unique products that integrate information in a variety of formats.

6. Assess the quality of the process and products of personal information seeking by:

(a) Retracing the steps taken to find information and explaining which were most useful for resolving an information problem or question.

(b) Assessing each step of the information seeking process related to a specific information problem and by assessing the result.

(c) Evaluating the information-seeking process at each stage as it occurs and making adjustments as necessary to improve both the process and the product.

7. Devise strategies for revising, improving, and updating self-generated knowledge by:

(a) Explaining basic strategies for revising, improving, and updating work.

(b) Selecting and applying appropriate strategies for revising, improving, and updating work.

(c) Recognizing gaps in one's own knowledge and by applying appropriate strategies for filling them.

LCB File No. T054-01

**ADOPTED TEMPORARY REGULATION OF THE
STATE BOARD OF EDUCATION
NEVADA STATE BOARD FOR OCCUPATIONAL EDUCATION**

**LEGISLATIVE REVIEW OF ADOPTED REGULATIONS AS REQUIRED
BY ADMINISTRATIVE PROCEDURES ACT, NRS 233B.066
NAC 389, Nevada Information Literacy Standards**

SEC INFORMATION STATEMENT

The following statement is submitted for adopted amendments to Nevada Administrative Code (NAC) 389, Nevada Information Literacy Standards:

1. A description of how public comment was solicited, a summary of public response, and explanation how other interested persons may obtain a copy of the summary.

The Notice of Workshop to Solicit Comments on Proposed Regulations was sent to approximately one-hundred and twenty-five individuals and educational organizations on the State board Mailing List. One workshop was held on December 9, 2000. There were comments from the public.

The Notice of Intent to Act Upon a Regulation for public hearing on the proposed revisions was sent to approximately one-hundred twenty-five individuals and educational organizations on the State Board Mailing List. Two public hearings were conducted on April 7, 2001 and May 19, 2001, to provide the opportunity for comments by affected parties and the public. There were comments from the public.

2. The Number of Persons Who:

a) Attended Each Hearing: Workshop: 10 1st Public Hearing: 15 2nd Public Hearing: 9

b) Testified at Each Hearing: Workshop: 6 1st Public Hearing: 3 2nd Public Hearing: 2

and,

c) Submitted Written Statements: Workshop: 0 1st Public Hearing: 1 2nd Public Hearing: 0

One written comment was received at the April 7, 2001, public hearing: Letter dated January 3, 2001 from Martha Gould in support of the proposed standards.

A copy of any written comments may be obtained by calling LaDonna Byrd, Board Secretary, at the Department of Education (775) 687-9225, or by writing to the Department of Education, 700 East Fifth Street, Carson City, Nevada 89701-5096.

3. A description of how comment was solicited from affected businesses, a summary of the response and an explanation how other interested parties may obtain a copy of the summary.

Comment was solicited through the workshop notice of November 15, 2000, and public hearing notices of March 7 and April 16, 2001.

At the Workshop to Solicit Comments on December 9, 2000, six individuals from the public gave comment regarding the proposed regulation language: 1) Frankie Lukasko, State Council on Libraries and Literacy, pointed out that the draft standards were correlated with the newly adopted state academic standards; 2) Dr. Stephen D. Fitt, Director, Librarian Certification Programs, University of Nevada, Las Vegas, spoke in favor of the proposal standards, noting that a higher level of achievement can be attained at all grade levels where literacy standards exist; 3) Sherida C. Steffen, President, Clark County School Library Association, identified that the proposed standards reflect the national standards; 4) Scott Hensley, Librarian, Miller Middle School, Henderson, explained that the standards will help the process keep up with growth, especially with the movement towards technology; 5) Shaylyn Sharvay, Librarian, Silver Springs Elementary School, Lyon County School District, gave samples of applied content and information literacy standards as correlated to the Nevada state standards; and, 6) Lee Gordon, Librarian, Eldorado High School, Las Vegas and Regional Director, American Association of School Librarians, advised that the Clark County School District's Curriculum Essentials Framework for Elementary School Libraries have been written to reflect to the proposed standards.

At the first public hearing held April 7, 2001, three individuals spoke in support of the proposed regulations: Frankie Lukasko, State Council on Libraries and Literacy, Lee Gordon, Librarian, Eldorado High School and American Association of School Librarians, Las Vegas and Martha Gould, Chair, National Commission on Libraries and Information Science.

At the second public hearing held May 19, 2001, two individuals spoke in support of proposed regulations: Lee Gordon, Librarian, Eldorado High School and representative for Clark County School Library Association and American Association of School Librarians and Debbie Jacobs, NSCLS, Chairperson, Reno.

A copy of the summary and/or minutes of the public hearing may be obtained by calling LaDonna Byrd, Board Secretary, at the Department of Education (775) 687-9225, or by writing to the Department of Education at 700 East Fifth Street, Carson City, Nevada 89701-5096.

4. If the regulation was adopted with or without change to any part of the proposed regulation, a summary of the reasons for adopting.

The temporary regulation language was adopted by the Nevada State Board of Education at the public hearing held May 19, 2001, without change.

- 5. The estimated economic effect of the adopted regulation on the business which it is to regulate and on the public. These must be stated separately, and each case must include:**

There is no anticipated economic effect on the business which it to be regulated nor on members of the public.

- 6. The estimated cost to the agency for enforcement of the adopted regulation.**

There is no additional cost to the agency for enforcement of this regulation.

- 7. A description of any regulations of other state or government agencies which the proposed regulation overlaps or duplicates and a statement explaining why the duplication or overlapping is necessary. If the regulation overlaps or duplicates a federal regulation, the name of the regulating federal agency.**

No other state or government agency regulations will be overlapped or duplicated by the above noted regulations. There is no duplication or overlap of federal regulations.

- 8. If the regulation includes provisions which are more stringent than a federal regulation which regulates the same activity, a summary of such provisions.**

There are none.

- 9. If the regulation provides a new fee or increases an existing fee, the total annual amount the agency expects to collect and the manner in which the money will be used.**

This regulation does not provide or involve a new fee.

6/12/01