

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

LCB File No. R013-03

Effective October 30, 2003

EXPLANATION – Matter in *italics* is new; matter in brackets ~~[omitted material]~~ is material to be omitted.

AUTHORITY: §§1-7, NRS 385.080, 385.110 and 389.520.

Section 1. Chapter 389 of NAC is hereby amended by adding thereto a new section to read as follows:

“Information literate” means attaining the level of literacy established by NAC 389.2433, 389.248, 389.2932, 389.29415 or 389.299 for the grade level in which a pupil is enrolled.

Sec. 2. NAC 389.011 is hereby amended to read as follows:

389.011 As used in this chapter, unless the context otherwise requires, the words and terms defined in NAC 389.015 to 389.043, inclusive, *and section 1 of this regulation*, have the meanings ascribed to them in those sections.

Sec. 3. NAC 389.2433 is hereby amended to read as follows:

389.2433 By the end of the second grade, pupils must know and be able to do everything required in the previous grades to be *information literate*. ~~in the process of obtaining information in such a manner as to access information efficiently, evaluate information critically and competently and use information accurately and creatively.~~ Instruction in the second grade, regardless of whether it takes place in the library or the classroom, must be designed so that pupils meet the following standards for information literacy by the completion of the second grade:

1. *For the areas of understanding the process of obtaining information in such a manner as to access information efficiently and effectively, evaluate information critically and competently, and use information accurately and creatively, a pupil must demonstrate the ability to:*

(a) Recognize the need for information by giving examples of situations in which information beyond the pupil's own knowledge is needed to resolve an information problem or question.

(b) Recognize that accurate and comprehensive information is the basis for intelligent decision making by selecting examples of accurate and inaccurate information and complete and incomplete information.

(c) Formulate questions by stating at least one broad question that will help in finding the needed information.

(d) Identify a variety of potential sources of information by listing several sources of information and explaining the kind of information found in each source.

(e) Develop and use successful strategies for locating information by listing some ideas for identifying and finding the needed information.

(f) Distinguish among fact, point of view and opinion by recognizing those concepts in various sources and products of information.

(g) Select information appropriate to a specific problem or question by recognizing information that is applicable to that problem or question.

(h) Organize information for practical application by describing several ways to organize information, including chronologically, topically and hierarchically.

(i) Integrate new information into a pupil's existing knowledge by recognizing and understanding new information and ideas.

(j) Apply information using critical thinking and problem solving skills by identifying information that meets a particular need for information.

(k) Produce and communicate information and ideas in appropriate formats by naming a variety of different formats for presenting different kinds of information.

2. For the areas of pursuing information related to personal interests, appreciating literature and other creative expressions of information, and striving for excellence in seeking information and generating knowledge, a pupil must demonstrate the ability to:

(a) Seek information relating to various dimensions of personal well-being, such as vocational interests, involvement in community, matters concerning health and recreational pursuits by:

~~[(a)]~~ *(1) Occasionally seeking information about topics of personal interest or aspects of well-being; and*

~~[(b)]~~ *(2) Generally expanding beyond the pupil's own knowledge to seek information concerning topics of personal interest or aspects of well-being.*

~~[(2)]~~ *(b) Design, develop and evaluate information and conclusions based upon that information relating to topics of personal interest to the pupil by organizing and presenting basic information gathered by the pupil relating to those topics of personal interest.*

~~[(3.—Demonstrate that the pupil is]~~

(c) Function as a competent and self-motivated reader by explaining and discussing various examples of fiction.

~~[4.]~~ (d) Derive meaning from information presented creatively in a variety of formats by explaining and discussing films, plays and other creative presentations of information.

~~[5.]~~ (e) Develop creative methods of conveying information in a variety of formats by expressing information and ideas creatively in simple formats.

~~[6.]~~ (f) Assess the quality of the process and outcome of the pupil's efforts to obtain information by retracing the steps the pupil took to find information and explaining which were most useful for resolving a problem or question concerning the information.

3. For the areas of recognizing the importance of information to a democratic society, practicing ethical behavior in regard to information and information technology, and participating effectively in groups to pursue and generate information, a pupil must demonstrate the ability to:

(a) Seek information from diverse sources, contexts, disciplines and cultures by identifying several appropriate sources for resolving an information problem or question.

(b) Respect the principle of equitable access to information by explaining why it is important for all pupils to have access to information, information sources and information technology.

(c) Respect the principles of intellectual freedom by defining or giving examples of "intellectual freedom."

(d) Respect intellectual property rights by giving examples of what it means to respect intellectual property rights.

(e) Use information technology responsibly by stating the main points of the policy of the pupil's school regarding the use of computing and communications hardware, software and networks.

(f) Share and contribute knowledge and information with other pupils in groups by seeking and communicating specific facts, opinions and points of view related to information problems or questions.

(g) Respect the ideas and backgrounds of other pupils and acknowledge the contributions of other pupils by describing their ideas accurately and completely.

(h) Collaborate with others, both in person and through technologies, to identify information problems and to seek solutions by:

(1) Expressing the pupil's own ideas appropriately and effectively, in person and remotely through technologies, while working in groups to identify and resolve information problems;

(2) Participating actively in discussions with others, in person and remotely through technologies, to analyze information problems and suggest solutions; and

(3) Participating actively in discussions with others, in person and remotely through technologies, to devise solutions to information problems that integrate the information and ideas of group members.

Sec. 4. NAC 389.248 is hereby amended to read as follows:

389.248 By the end of the third grade, pupils must know and be able to do everything required in the previous grades to be *information* literate . ~~[in the process of obtaining information in such a manner as to access information efficiently, evaluate information critically and competently and use information accurately and creatively.]~~ Instruction in the third grade, regardless of whether it takes place in the library or the classroom, must be designed so that pupils meet the following standards for information literacy by the completion of the third grade:

1. *For the areas of understanding the process of obtaining information in such a manner as to access information efficiently and effectively, evaluate information critically and competently, and use information accurately and creatively, a pupil must demonstrate the ability to:*

(a) Recognize the need for information by:

(1) Giving examples of situations in which additional information beyond the pupil's own knowledge is needed to resolve an information problem or question;

(2) Determining whether additional information beyond the pupil's own knowledge is needed to resolve an information problem or question; and

(3) By selecting examples of accurate and inaccurate information and complete and incomplete information.

(b) Recognize that accurate and comprehensive information is the basis for intelligent decision making by explaining the differences between accurate and inaccurate information.

(c) Formulate questions by:

(1) Stating at least one broad question that will help in finding the needed information; and

(2) Stating both broad and specific questions that will help in finding the needed information.

(d) Identify a variety of potential sources of information by listing several sources of information and by explaining the kind of information found in each source.

(e) Develop and use successful strategies for locating information by listing some ideas for identifying and finding information that is needed.

- (f) Determine accuracy, relevance and comprehensiveness by defining “accuracy,” “relevance” and “comprehensiveness” and giving examples of their applications.*
- (g) Distinguish among fact, point of view and opinion by:*
- (1) Recognizing those concepts in various sources and products of information; and*
 - (2) Explaining how those concepts are different from the others.*
- (h) Identify inaccurate and misleading information by explaining how such information can lead to faulty conclusions.*
- (i) Select information that is appropriate to a specific problem or question by recognizing information that is applicable to that problem or question.*
- (j) Organize information for practical application by:*
- (1) Describing several ways to organize information, including chronologically, topically and hierarchically; and*
 - (2) Organizing the information in different ways according to the specific information problem or question.*
- (k) Integrate new information into the pupil’s existing knowledge by:*
- (1) Recognizing and understanding new information and ideas; and*
 - (2) Combining what is already known about a topic with new information and drawing conclusions using the combined information.*
- (l) Apply information in critical thinking and problem solving by:*
- (1) Identifying information that meets a particular need for information; and*
 - (2) Using information from a variety of sources to resolve an information problem or question.*
- (m) Produce and communicate information and ideas in appropriate formats by:*

*(1) Naming a variety of different formats for presenting different kinds of information;
and*

(2) Choosing an appropriate format for presenting information from a variety of sources based on the information itself, the audience, and the nature of the information problem or question to determine the applicability of that format to a specific information problem or question.

2. For the areas of pursuing information related to personal interests, appreciating literature and other creative expressions of information, and striving for excellence in seeking information and generating knowledge, a pupil must demonstrate the ability to:

(a) Seek information relating to various dimensions of personal well-being, such as vocational interests, involvement in community, matters concerning health and recreational pursuits by:

~~[(a)]~~ *(1) Occasionally seeking information about topics of personal interest or aspects of well-being; and*

~~[(b)]~~ *(2) Generally expanding beyond the pupil's own knowledge to seek information concerning topics of personal interest or aspects of well-being.*

~~[(2)]~~ *(b) Design, develop and evaluate information and conclusions based upon that information relating to topics of personal interest to the pupil by:*

~~[(a)]~~ *(1) Organizing and presenting basic information gathered by the pupil relating to those topics of personal interest; and*

~~[(b)]~~ *(2) Creating solutions and methods of conveying information concerning those topics of personal interest.*

~~[(3.—Demonstrate that the pupil is)]~~

(c) Function as a competent and self-motivated reader by:

~~[(a)]~~ (1) Explaining and discussing various examples of fiction; and

~~[(b)]~~ (2) Choosing fiction and other types of literature to read and analyze.

~~[(4)]~~ (d) Derive meaning from information presented creatively in a variety of formats by explaining and discussing films, plays and other creative presentations of information.

~~[(5)]~~ (e) Develop creative methods of conveying information in a variety of formats by:

~~[(a)]~~ (1) Expressing information and ideas creatively in simple formats; and

~~[(b)]~~ (2) Expressing information and ideas creatively in ways that combine several formats.

~~[(6)]~~ (f) Assess the quality of the process and outcome of the pupil's efforts to obtain information by:

~~[(a)]~~ (1) Retracing the steps the pupil took to obtain information and explaining which were most useful for resolving a problem or question concerning the information; and

~~[(b)]~~ (2) Assessing each step the pupil took to obtain information with respect to a specific problem concerning the information and assessing the result.

~~[(7)]~~ (g) Devise basic strategies for revising, improving and updating self-generated knowledge by explaining those basic strategies.

3. For the areas of recognizing the importance of information to a democratic society, practicing ethical behavior in regard to information and information technology, and participating effectively in groups to pursue and generate information, a pupil must demonstrate the ability to:

(a) Seek information from diverse sources, contexts, disciplines and cultures by identifying several appropriate sources for resolving an information problem or question.

(b) Respect the principle of equitable access to information by:

(1) Explaining why it is important for all pupils to have access to information, information sources and information technology; and

(2) Using information, information sources and information technology efficiently so that they are available for other pupils to use.

(c) Respect the principles of intellectual freedom by:

(1) Defining or giving examples of “intellectual freedom”; and

(2) Analyzing a situation in terms of its relationship to intellectual freedom, including, without limitation, issuing a personal opinion of a book or video in the library media center.

(d) Respect intellectual property rights by:

(1) Giving examples of what it means to respect intellectual property rights; and

(2) Analyzing situations to determine the steps necessary to respect intellectual property rights, including, without limitation, the creation of a term paper or the development of a multimedia product.

(e) Use information technology responsibly by stating the main points of the policy of the pupil’s school regarding the use of computing and communications hardware, software and networks.

(f) Share and contribute knowledge and information with other pupils in groups by:

(1) Seeking and communicating specific facts, opinions and points of view related to information problems or questions; and

(2) Using information sources and selecting information and ideas that will contribute directly to the success of group projects.

(g) Respect the ideas and backgrounds of other pupils and acknowledge their contributions by:

- (1) Describing the ideas of other pupils accurately and completely; and*
- (2) Encouraging consideration of ideas and information from all group members.*
- (h) Collaborate with others, both in person and through technologies, to identify information problems and to seek solutions by:*
 - (1) Expressing the pupil's own ideas appropriately and effectively, in person and remotely through technologies, while working in groups to identify and resolve information problems;*
 - (2) Participating actively in discussions with others, in person and remotely through technologies, to analyze information problems and suggest solutions; and*
 - (3) Participating actively in discussions with others, in person and remotely through technologies, to devise solutions to information problems that integrate the information and ideas of group members.*

Sec. 5. NAC 389.2932 is hereby amended to read as follows:

389.2932 By the end of the fourth grade, pupils must know and be able to do everything required in the previous grades to be *information* literate . ~~[in the process of obtaining information in such a manner as to access information efficiently, evaluate information critically and competently and use information accurately and creatively.]~~ Instruction in the fourth grade, regardless of whether it takes place in the library or the classroom, must be designed so that pupils meet the following standards for information literacy by the completion of the fourth grade:

- 1. For the areas of understanding the process of obtaining information in such a manner as to access information efficiently and effectively, evaluate information critically and*

competently, and use information accurately and creatively, a pupil must demonstrate the ability to:

(a) Recognize the need for information by:

(1) Giving examples of situations in which additional information beyond the pupil's own knowledge is needed to resolve an information problem or question; and

(2) Determining whether additional information beyond the pupil's own knowledge is needed to resolve an information problem or question.

(b) Recognize that accurate and comprehensive information is the basis for intelligent decision making by:

(1) Selecting examples of accurate and inaccurate information and complete and incomplete information; and

(2) Explaining the difference between accurate and inaccurate information and complete and incomplete information.

(c) Formulate questions by:

(1) Stating at least one broad question that will help in finding the needed information; and

(2) Stating both broad and specific questions that will help in finding the needed information.

(d) Identify a variety of potential sources of information by:

(1) Listing several sources of information and explaining the kind of information found in each source; and

(2) Brainstorming a range of sources of information that will meet a need for information.

- (e) Develop and use successful strategies for locating information by:*

 - (1) Listing some ideas for identifying and finding the needed information; and*
 - (2) Explaining and applying a plan to access the needed information.*
- (f) Determine accuracy, relevance and comprehensiveness by:*

 - (1) Defining the terms “accuracy,” “relevance” and “comprehensiveness” and giving examples of their applications; and*
 - (2) Comparing and contrasting sources related to a topic.*
- (g) Distinguish among fact, point of view and opinion by:*

 - (1) Recognizing those concepts in various sources and products of information; and*
 - (2) Explaining how each concept is different from the others.*
- (h) Identify inaccurate and misleading information by:*

 - (1) Recognizing inaccurate and misleading information in sources and products of information; and*
 - (2) Explaining how such information can lead to faulty conclusions.*
- (i) Select information that is appropriate to a specific problem or question by:*

 - (1) Recognizing information that is applicable to that problem or question; and*
 - (2) Analyzing information from a variety of sources to determine its applicability to that problem or question.*
- (j) Organize information for practical application by:*

 - (1) Describing several ways to organize information, including chronologically, topically and hierarchically; and*
 - (2) Organizing the information in different ways according to the specific information problem or question.*

(k) Integrate new information into the pupil's existing knowledge by:

(1) Recognizing and understanding new information and ideas; and

(2) Combining what is already known about a topic with new information and drawing conclusions using the combined information.

(l) Apply information in critical thinking and problem solving by:

(1) Identifying information that meets a particular need for information; and

(2) Using information from a variety of sources to resolve an information problem or question.

(m) Produce and communicate information and ideas in appropriate formats by:

(1) Naming a variety of different formats for presenting different kinds of information; and

(2) Choosing an appropriate format for presenting information based on the information itself, the audience, and the nature of the information problem or question.

2. For the areas of pursuing information related to personal interests, appreciating literature and other creative expressions of information, and striving for excellence in seeking information and generating knowledge, a pupil must demonstrate the ability to:

(a) Seek information relating to various dimensions of personal well-being, such as vocational interests, involvement in community, matters concerning health and recreational pursuits by:

~~[(a)]~~ *(1) Occasionally seeking information about topics of personal interest or aspects of well-being;*

~~[(b)]~~ *(2) Generally expanding beyond the pupil's own knowledge to seek information concerning topics of personal interest or aspects of well-being; and*

~~[(e)]~~ (3) Exploring a range of sources to obtain information concerning topics of personal interest or aspects of well-being.

~~[(2)]~~ (b) Design, develop and evaluate information and conclusions based upon that information relating to topics of personal interest to the pupil by:

~~[(a)]~~ (1) Organizing and presenting basic information gathered by the pupil relating to those topics of personal interest; and

~~[(b)]~~ (2) Creating solutions and methods of conveying information concerning those topics of personal interest.

~~[(3.—Demonstrate that the pupil is)]~~

(c) *Function as* a competent and self-motivated reader by:

~~[(a)]~~ (1) Explaining and discussing various examples of fiction;

~~[(b)]~~ (2) Choosing fiction and other types of literature to read and analyze; and

~~[(e)]~~ (3) Reading avidly and evaluating the strengths and weaknesses of literature read.

~~[(4)]~~ (d) Derive meaning from information presented creatively in a variety of formats by explaining and discussing films, plays and other creative presentations of information.

~~[(5)]~~ (e) Develop creative methods of conveying information in a variety of formats by:

~~[(a)]~~ (1) Expressing information and ideas creatively in simple formats; and

~~[(b)]~~ (2) Expressing information and ideas creatively in ways that combine several formats.

~~[(6)]~~ (f) Assess the quality of the process and outcome of the pupil's efforts to obtain information by:

~~[(a)]~~ (1) Retracing the steps the pupil took to obtain information and explaining which were most useful for resolving a problem or question concerning the information; and

~~[(b)]~~ (2) Assessing each step the pupil took to obtain information with respect to a specific problem concerning the information and assessing the result.

~~[(7)]~~ (g) Devise basic strategies for revising, improving and updating self-generated knowledge by explaining those strategies.

3. For the areas of recognizing the importance of information to a democratic society, practicing ethical behavior in regard to information and information technology, and participating effectively in groups to pursue and generate information, a pupil must demonstrate the ability to:

(a) Seek information from diverse sources, contexts, disciplines and cultures by:

(1) Identifying several appropriate sources for resolving an information problem or question; and

(2) Using a variety of sources covering diverse perspectives to resolve an information problem or question.

(b) Respect the principle of equitable access to information by:

(1) Explaining why it is important for all pupils to have access to information, information sources and information technology; and

(2) Using information, information sources and information technology efficiently so that they are available for other pupils to use.

(c) Respect the principles of intellectual freedom by:

(1) Defining or giving examples of “intellectual freedom”; and

(2) Analyzing a situation in terms of its relationship to intellectual freedom, including, without limitation, issuing a personal opinion of a book or video in the library media center.

(d) Respect intellectual property rights by:

(1) Giving examples of what it means to respect intellectual property rights; and

(2) Analyzing situations to determine the steps necessary to respect intellectual property rights, including, without limitation, the creation of a term paper or the development of a multimedia product.

(e) Use information technology responsibly by:

(1) Stating the main points of the policy of the pupil's school regarding the use of computing and communications hardware, software and networks; and

(2) Locating appropriate information efficiently with the school's computing and communications hardware, software and networks.

(f) Share and contribute knowledge and information with other pupils in groups by:

(1) Seeking and communicating specific facts, opinions and points of view related to information problems or questions; and

(2) Using information sources and selecting information and ideas that will contribute directly to the success of group projects.

(g) Respect the ideas and backgrounds of other pupils and acknowledge their contributions by:

(1) Describing the ideas of other pupils accurately and completely; and

(2) Encouraging consideration of ideas and information from all group members.

(h) Collaborate with others, both in person and through technologies, to identify information problems and to seek solutions by:

(1) Expressing the pupil's own ideas appropriately and effectively, in person and remotely through technologies, while working in groups to identify and resolve information problems;

(2) Participating actively in discussions with others, in person and remotely through technologies, to analyze information problems and suggest solutions; and

(3) Participating actively in discussions with others, in person and remotely through technologies, to devise solutions to information problems that integrate the information and ideas of group members.

(i) Collaborate with others, both in person and through technologies, to design, develop and evaluate products and solutions of information to create and evaluate simple products of information.

Sec. 6. NAC 389.29415 is hereby amended to read as follows:

389.29415 By the end of the fifth grade, pupils must know and be able to do everything required in the previous grades to be *information* literate . ~~[in the process of obtaining information in such a manner as to access information efficiently, evaluate information critically and competently and use information accurately and creatively.]~~ Instruction in the fifth grade, regardless of whether it takes place in the library or the classroom, must be designed so that pupils meet the following standards for information literacy by the completion of the fifth grade:

1. *For the areas of understanding the process of obtaining information in such a manner as to access information efficiently and effectively, evaluate information critically and competently, and use information accurately and creatively, a pupil must demonstrate the ability to:*

(a) Recognize the need for information by:

(1) Giving examples of situations in which additional information beyond the pupil's own knowledge is needed to resolve an information problem or question;

(2) Determining whether additional information beyond the pupil's own knowledge is needed to resolve an information problem or question; and

(3) Assessing whether a range of information problems or questions can be resolved based on the pupil's own knowledge or whether additional information is required.

(b) Recognize that accurate and comprehensive information is the basis for intelligent decision making by:

(1) Selecting examples of accurate and inaccurate information and complete and incomplete information; and

(2) Explaining the difference between accurate and inaccurate information and complete and incomplete information.

(c) Formulate questions by:

(1) Stating at least one broad question that will help in finding the needed information; and

(2) Stating both broad and specific questions that will help in finding the needed information.

(d) Identify a variety of potential sources of information by:

(1) Listing several sources of information and explaining the kind of information found in each source;

(2) Brainstorming a range of sources of information that will meet a need for information; and

(3) Using a full range of sources of information to meet different needs for information.

(e) Develop and use successful strategies for locating information by:

(1) Listing some ideas for identifying and finding information that is needed; and

- (2) *Explaining and applying a plan to access information that is needed.*
- (f) *Determine accuracy, relevance and comprehensiveness by:*

 - (1) *Defining the terms “accuracy,” “relevance” and “comprehensiveness” and giving examples of their applications; and*
 - (2) *Comparing and contrasting sources related to a topic.*
- (g) *Distinguish among fact, point of view and opinion by:*

 - (1) *Recognizing those concepts in various sources and products of information;*
 - (2) *Explaining how each concept is different from the others; and*
 - (3) *Assembling them, as appropriate, in the pupil’s own work.*
- (h) *Identify inaccurate and misleading information by:*

 - (1) *Recognizing inaccurate and misleading information in sources and products of information; and*
 - (2) *Explaining how such information can lead to faulty conclusions.*
- (i) *Select information that is appropriate to a specific problem or question by:*

 - (1) *Recognizing information that is applicable to that problem or question;*
 - (2) *Analyzing information from a variety of sources to determine its applicability to that problem or question; and*
 - (3) *Integrating accurate, relevant and comprehensive information to resolve that information problem or question.*
- (j) *Organize information for practical application by:*

 - (1) *Describing several ways to organize information, including chronologically, topically and hierarchically;*

(2) Organizing the information in different ways according to the specific information problem or question; and

(3) Organizing a product of information that presents different types of information in the most effective ways.

(k) Integrate new information into the pupil's existing knowledge by:

(1) Recognizing and understanding new information and ideas;

(2) Combining what is already known about a topic with new information and drawing conclusions using the combined information; and

(3) Integrating the pupil's existing knowledge with information from a variety of sources to create new meaning.

(l) Apply information in critical thinking and problem solving by:

(1) Identifying information that meets a particular need for information;

(2) Using information from a variety of sources to resolve an information problem or question; and

(3) Devising creative approaches to use information to resolve information problems or questions.

(m) Produce and communicate information and ideas in appropriate formats by:

(1) Naming a variety of different formats for presenting different kinds of information;

(2) Choosing an appropriate format for presenting information based on the information itself, the audience, and the nature of the information problem or question; and

(3) Choosing the most appropriate format for presenting information and justifying that choice.

2. For the areas of pursuing information related to personal interests, appreciating literature and other creative expressions of information, and striving for excellence in seeking information and generating knowledge, a pupil must demonstrate the ability to:

(a) Seek information relating to various dimensions of personal well-being, such as vocational interests, involvement in community, matters concerning health and recreational pursuits by:

~~[(a)]~~ (1) Occasionally seeking information about topics of personal interest or aspects of well-being;

~~[(b)]~~ (2) Generally expanding beyond the pupil's own knowledge to seek information concerning topics of personal interest or aspects of well-being; and

~~[(c)]~~ (3) Exploring a range of sources to obtain information concerning topics of personal interest or aspects of well-being.

~~[(2)]~~ (b) Design, develop and evaluate information and conclusions based upon that information relating to topics of personal interest to the pupil by:

~~[(a)]~~ (1) Organizing and presenting basic information gathered by the pupil relating to those topics of personal interest;

~~[(b)]~~ (2) Creating solutions and methods of conveying information concerning those topics of personal interest; and

~~[(c)]~~ (3) Judging the quality of the pupil's own solutions and methods of conveying information concerning those topics of personal interest.

~~[(3.—Demonstrate that the pupil is)]~~

(c) *Function as* a competent and self-motivated reader by:

~~[(a)]~~ (1) Explaining and discussing various examples of fiction;

~~[(b)]~~ (2) Choosing fiction and other types of literature to read and analyze; and

~~[(e)]~~ (3) Reading avidly and evaluating the strengths and weaknesses of literature read.

~~[(4)]~~ (d) Derive meaning from information presented creatively in a variety of formats by explaining and discussing films, plays and other creative presentations of information.

~~[(5)]~~ (e) Develop creative methods of conveying information in a variety of formats by:

~~[(a)]~~ (1) Expressing information and ideas creatively in simple formats; and

~~[(b)]~~ (2) Expressing information and ideas creatively in ways that combine several formats.

~~[(6)]~~ (f) Assess the quality of the process and outcome of the pupil's efforts to obtain information by:

~~[(a)]~~ (1) Retracing the steps the pupil took to obtain information and explaining which were most useful for resolving a problem or question concerning the information;

~~[(b)]~~ (2) Assessing each step the pupil took to obtain information with respect to a specific problem concerning the information and assessing the result; and

~~[(e)]~~ (3) Evaluating the process of obtaining information at each step as it occurs and making such adjustments as are necessary to improve both the process and the outcome.

~~[(7)]~~ (g) Devise basic strategies for revising, improving and updating self-generated knowledge by:

~~[(a)]~~ (1) Explaining those strategies; and

~~[(b)]~~ (2) Selecting and applying such strategies as are appropriate.

3. For the areas of recognizing the importance of information to a democratic society, practicing ethical behavior in regard to information and information technology, and participating effectively in groups to pursue and generate information, a pupil must demonstrate the ability to:

(a) Seek information from diverse sources, contexts, disciplines and cultures by:

(1) Identifying several appropriate sources for resolving an information problem or question; and

(2) Using a variety of sources covering diverse perspectives to resolve an information problem or question.

(b) Respect the principle of equitable access to information by:

(1) Explaining why it is important for all pupils to have access to information, information sources and information technology;

(2) Using information, information sources and information technology efficiently so that they are available for other pupils to use; and

(3) Proposing strategies for ensuring that pupils and other people have equitable access to information, information sources and information technology.

(c) Respect the principles of intellectual freedom by:

(1) Defining or giving examples of “intellectual freedom”; and

(2) Analyzing a situation in terms of its relationship to intellectual freedom, including, without limitation, issuing a personal opinion of a book or video in the library media center.

(d) Respect intellectual property rights by:

(1) Giving examples of what it means to respect intellectual property rights;

(2) Analyzing situations to determine the steps necessary to respect intellectual property rights, including, without limitation, the creation of a term paper or the development of a multimedia product; and

(3) Avoiding plagiarism, correctly citing sources and making copies and incorporating text and images only with appropriate approval when creating products of information.

(e) Use information technology responsibly by:

(1) Stating the main points of the policy of the pupil's school regarding the use of computing and communications hardware, software and networks;

(2) Locating appropriate information efficiently with the school's computing and communications hardware, software and networks; and

(3) Following all guidelines and policies of the school relating to the use of computing and communications hardware, software and networks when resolving information problems or questions.

(f) Share and contribute knowledge and information with other pupils in groups by:

(1) Seeking and communicating specific facts, opinions and points of view related to information problems or questions;

(2) Using information sources and selecting information and ideas that will contribute directly to the success of group projects; and

(3) Integrating the pupil's own knowledge and information with that of other pupils in the group.

(g) Respect the ideas and backgrounds of other pupils and acknowledge their contributions by:

(1) Describing the ideas of other pupils accurately and completely;

(2) Encouraging consideration of ideas and information from all group members; and

(3) Helping to organize and integrate the contributions of all the members of the group into products of information.

(h) Collaborate with others, both in person and through technologies, to identify information problems and to seek solutions by:

(1) Expressing the pupil's own ideas appropriately and effectively, in person and remotely through technologies, while working in groups to identify and resolve information problems;

(2) Participating actively in discussions with others, in person and remotely through technologies, to analyze information problems and suggest solutions; and

(3) Participating actively in discussions with others, in person and remotely through technologies, to devise solutions to information problems that integrate the information and ideas of group members.

(i) Collaborate with others, both in person and through technologies, to design, develop and evaluate products and solutions of information to create and evaluate simple products of information.

Sec. 7. NAC 389.299 is hereby amended to read as follows:

389.299 By the end of the ~~[sixth]~~ **6th** grade, and continuing through the ~~[twelfth]~~ **12th** grade, pupils must know and be able to do everything required in the previous grades to be **information** literate . ~~[in the process of obtaining information in such a manner as to access information efficiently, evaluate information critically and competently and use information accurately and creatively.]~~ Instruction in the sixth grade, regardless of whether it takes place in the library or the classroom, must be designed so that pupils meet the following standards for information literacy by the completion of the ~~[sixth grade :]~~ **6th grade and continuing through the completion of the 12th grade:**

1. *For the areas of understanding the process of obtaining information in such a manner as to access information efficiently and effectively, evaluate information critically and*

competently, and use information accurately and creatively, a pupil must demonstrate the ability to:

(a) Recognize the need for information by:

(1) Giving examples of situations in which additional information beyond the pupil's own knowledge is needed to resolve an information problem or question;

(2) Determining whether additional information beyond the pupil's own knowledge is needed to resolve an information problem or question; and

(3) Assessing whether a range of information problems or questions can be resolved based on the pupil's own knowledge or whether additional information is required.

(b) Recognize that accurate and comprehensive information is the basis for intelligent decision making by:

(1) Selecting examples of accurate and inaccurate information and of complete and incomplete information;

(2) Explaining the difference between accurate and inaccurate information and between complete and incomplete information; and

(3) Judging the quality of decisions in terms of the accuracy and completeness of the information on which they are based.

(c) Formulate questions by:

(1) Stating at least one broad question that will help in finding the needed information;

(2) Stating both broad and specific questions that will help in finding the needed information; and

(3) Revising, adding and deleting questions as the needs for information change.

(d) Identify a variety of potential sources of information by:

(1) Listing several sources of information and explaining the kind of information found in each source;

(2) Brainstorming a range of sources of information that will meet a need for information; and

(3) Using a full range of information sources to meet different needs for information.

(e) Develop and use successful strategies for locating information by:

(1) Listing some ideas for identifying and finding information that is needed;

(2) Explaining and applying a plan to access information that is needed; and

(3) Formulating and revising plans for accessing information for a range of needs and situations.

(f) Determine accuracy, relevance and comprehensiveness by:

(1) Defining the terms “accuracy,” “relevance” and “comprehensiveness” and giving examples of their application;

(2) Comparing and contrasting sources related to a topic; and

(3) Judging the accuracy, relevance and comprehensiveness of sources of information in relation to a range of topics and information problems.

(g) Distinguish among fact, point of view and opinion by:

(1) Recognizing those concepts in various sources and products of information;

(2) Explaining how each concept is different from the others; and

(3) Assembling them, as appropriate, in the pupil’s own work.

(h) Identify inaccurate and misleading information by:

(1) Recognizing inaccurate and misleading information in sources and products of information;

(2) Explaining how such information can lead to faulty conclusions; and

(3) Judging, and supporting judgments of, the degree of inaccuracy, bias or misleading information in sources and products of information.

(i) Select information appropriate to a specific problem or question by:

(1) Recognizing information that is applicable to that problem or question;

(2) Analyzing information from a variety of sources to determine its applicability to that problem or question; and

(3) Integrating accurate, relevant and comprehensive information to resolve that problem or question.

(j) Organize information for practical application by:

(1) Describing several ways to organize information, including chronologically, topically and hierarchically;

(2) Organizing the information in different ways according to the specific information problem or question; and

(3) Organizing a product of information that presents different types of information in the most effective ways.

(k) Integrate new information into the pupil's existing knowledge by:

(1) Recognizing and understanding new information and ideas;

(2) Combining what is already known about a topic with new information and drawing conclusions using the combined information; and

(3) Integrating the pupil's existing knowledge with information from a variety of sources to create new meaning.

(l) Apply information in critical thinking and problem solving by:

- (1) Identifying information that meets a particular need for information;*
 - (2) Using information from a variety of sources to resolve an information problem or question; and*
 - (3) Devising creative approaches to use information to resolve information problems or questions.*
- (m) Produce and communicate information and ideas in appropriate formats by:*
- (1) Naming a variety of different formats for presenting different kinds of information;*
 - (2) Choosing an appropriate format for presenting information based on the information itself, the audience, and the nature of the information problem or question; and*
 - (3) Choosing the most appropriate format for presenting information and justifying that choice.*

2. For the areas of pursuing information related to personal interests, appreciating literature and other creative expressions of information, and striving for excellence in seeking information and generating knowledge, a pupil must demonstrate the ability to:

(a) Seek information relating to various dimensions of personal well-being, such as vocational interests, involvement in community, matters concerning health and recreational pursuits by:

~~[(a)]~~ *(1) Occasionally seeking information about topics of personal interest or aspects of well-being;*

~~[(b)]~~ *(2) Generally expanding beyond the pupil's own knowledge to seek information concerning topics of personal interest or aspects of well-being; and*

~~[(c)]~~ *(3) Exploring a range of sources to obtain information concerning topics of personal interest or aspects of well-being.*

~~{2.}~~ (b) Design, develop and evaluate information and conclusions based upon that information relating to topics of personal interest to the pupil by:

~~{(a)}~~ (1) Organizing and presenting basic information gathered by the pupil relating to those topics of personal interest;

~~{(b)}~~ (2) Creating solutions and methods of conveying information concerning those topics of personal interest; and

~~{(e)}~~ (3) Judging the quality of the pupil's own solutions and methods of conveying information concerning those topics of personal interest.

~~{3. Demonstrate that the pupil is}~~

(c) *Function as* a competent and self-motivated reader by:

~~{(a)}~~ (1) Explaining and discussing various examples of fiction;

~~{(b)}~~ (2) Choosing fiction and other types of literature to read and analyze; and

~~{(e)}~~ (3) Reading avidly and evaluating the strengths and weaknesses of literature read.

~~{4.}~~ (d) Derive meaning from information presented creatively in a variety of formats by explaining and discussing films, plays and other creative presentations of information.

~~{5.}~~ (e) Develop creative methods of conveying information in a variety of formats by:

~~{(a)}~~ (1) Expressing information and ideas creatively in simple formats; and

~~{(b)}~~ (2) Expressing information and ideas creatively in ways that combine several formats.

~~{6.}~~ (f) Assess the quality of the process and outcome of the pupil's efforts to obtain information by:

~~{(a)}~~ (1) Retracing the steps the pupil took to obtain information and explaining which were most useful for resolving a problem or question concerning the information;

~~[(b)]~~ (2) Assessing each step the pupil took to obtain information with respect to a specific problem concerning the information and assessing the result; and

~~[(e)]~~ (3) Evaluating the process of obtaining information at each step as it occurs and making such adjustments as are necessary to improve both the process and the outcome.

~~[(7)]~~ (g) Devise basic strategies for revising, improving and updating self-generated knowledge by:

~~[(a)]~~ (1) Explaining those strategies;

~~[(b)]~~ (2) Selecting and applying such strategies as are appropriate; and

~~[(e)]~~ (3) Recognizing gaps in the pupil's own knowledge and applying appropriate strategies for filling those gaps.

3. For the areas of recognizing the importance of information to a democratic society, practicing ethical behavior in regard to information and information technology, and participating effectively in groups to pursue and generate information, a pupil must demonstrate the ability to:

(a) Seek information from diverse sources, contexts, disciplines and cultures by:

(1) Identifying several appropriate sources for resolving an information problem or question;

(2) Using a variety of sources covering diverse perspectives to resolve an information problem or question; and

(3) Seeking sources representing a variety of contexts, disciplines and cultures and evaluating their usefulness for resolving an information problem or question.

(b) Respect the principle of equitable access to information by:

(1) Explaining why it is important for all pupils to have access to information, information sources and information technology;

(2) Using information, information sources and information technology efficiently so that they are available for other pupils to use; and

(3) Proposing strategies for ensuring that pupils and others have equitable access to information, information sources and information technology.

(c) Respect the principles of intellectual freedom by:

(1) Defining or giving examples of “intellectual freedom”;

(2) Analyzing a situation in terms of its relationship to intellectual freedom, including, without limitation, issuing a personal opinion of a book or video in the library media center; and

(3) Predicting what might happen if the principles of intellectual freedom were ignored in the pupil’s own community.

(d) Respect intellectual property rights by:

(1) Giving examples of what it means to respect intellectual property rights;

(2) Analyzing situations to determine the steps necessary to respect intellectual property rights, including, without limitation, the creation of a term paper or the development of a multimedia product; and

(3) Avoiding plagiarism, citing sources properly and making copies and incorporating text and images only with appropriate approval when creating products of information.

(e) Use information technology responsibly by:

(1) Stating the main points of the policy of the pupil’s school regarding the use of computing and communications hardware, software and networks;

(2) Locating appropriate information efficiently with the school's computing and communications hardware, software and networks; and

(3) Following all guidelines and policies of the school relating to the use of computing and communications hardware, software and networks when resolving information problems or questions.

(f) Share and contribute knowledge and information with other pupils in groups by:

(1) Seeking and communicating specific facts, opinions and points of view related to information problems or questions;

(2) Using information sources and selecting information and ideas that will contribute directly to the success of group projects; and

(3) Integrating the pupil's own knowledge and information with that of other pupils in the group.

(g) Respect the ideas and backgrounds of other pupils and acknowledge their contributions by:

(1) Describing the ideas of other pupils accurately and completely;

(2) Encouraging consideration of ideas and information from all group members; and

(3) Helping to organize and integrate the contributions of all the members of the group into products of information.

(h) Collaborate with others, both in person and through technologies, to identify information problems and to seek a solution by:

(1) Expressing the pupil's own ideas appropriately and effectively, in person and remotely through technologies, while working in groups to identify and resolve information problems;

(2) Participating actively in discussions with others, in person and remotely through technologies, to analyze information problems and suggest solutions; and

(3) Participating actively in discussions with others, in person and remotely through technologies, to devise solutions that integrate the information and ideas of group members.

(i) Collaborate with others, both in person and through technologies, to design, develop and evaluate products and solutions of information by:

(1) Working with others, in person and remotely through technologies, to create and evaluate simple products of information;

(2) Working with others, in person and remotely through technologies, to create and evaluate products of information that communicate complex information and ideas; and

(3) Working with others, in person and remotely through technologies, to create and evaluate complex products of information that integrate information in a variety of formats.

**NOTICE OF ADOPTION OF PROPOSED REGULATION
LCB File No. R013-03**

The Department of Education adopted regulations assigned LCB File No. R013-03 which pertain to chapter 389 of the Nevada Administrative Code on September 27, 2003.

Notice date: 8/22/2003
Hearing date: 9/27/2003

Date of adoption by agency: 9/27/2003
Filing date: 4/1/2004

INFORMATIONAL STATEMENT

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 revisions to NAC 389, Nevada Information Literacy Standards, sent to approximately one-hundred fifty individuals and educational organizations. A workshop was conducted on September 27, 2003, to provide the opportunity for comments by affected parties and the public. There were comments from the public.

The Notice of Intent to Act Upon a Regulation for public hearing for Board permanent adoption of regulation language LCB File R013-03, NAC 389, Nevada Information Literacy Standards was sent to approximately one hundred fifty individuals and educational organizations. One public hearing was conducted on September 27, 2003, to provide the opportunity for comments by affected parties and the public. There were public comments. The Board adopted the permanent language without revision.

2. The number of persons who:

(a) Attended Each Hearing:	Workshop: 22	Hearing: 22
(b) Testified at Each Hearing:	Workshop: 1	Hearing: 0
and,		
(c) Submitted Written Statements:	Workshop: 0	Hearing: 0

A copy of written may be obtained by calling LaDonna Byrd, Assistant to the State Board at 775-687-9225 or in writing to the Department of Education, State Board Office, Suite 100, 700 East Fifth Street, Carson City, NV 89701-5096.

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

Comment was solicited through the workshop notice of August 22, 2003 and public hearing notice August 22, 2003. There were comments from the public at the workshop held September 27, 2003: Speaking in favor was Frankie Lukasko, Retired Library Coordinator,

Washoe County School District and representative on the Nevada Council for Libraries and Literacy.

Comment was solicited through the public hearing notice of August 22, 2003. No comment was made by members of the audience at the September 27, 2003, public hearing.

A copy of the summary and/or minutes of the public hearing may be obtained by calling LaDonna Byrd, Executive Assistant to the Board at the Department of Education 775-687-9225, or by writing to the Department of Education, Suite 100, 700 East Fifth Street, Carson City, NV 89701-5096.

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

The permanent regulation language was adopted by the State Board of Education at the public hearing held September 27, 2003, without revision.

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 economic effect on the business which is regulated. There is no estimated economic effect on the public, either adversely or beneficially, nor immediate or long term.

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. Does the regulation include provisions which are more stringent than a federal regulation which regulates the same activity?

There are none.

9. Does the regulation provide a new fee or increase an existing fee?

This regulation does not provide or involve a new fee.