Measuring Learner Growth: Aligning with Content Areas for Collaborative Assessment

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American Association of School Librarians
TRANSFORMING LEARNING

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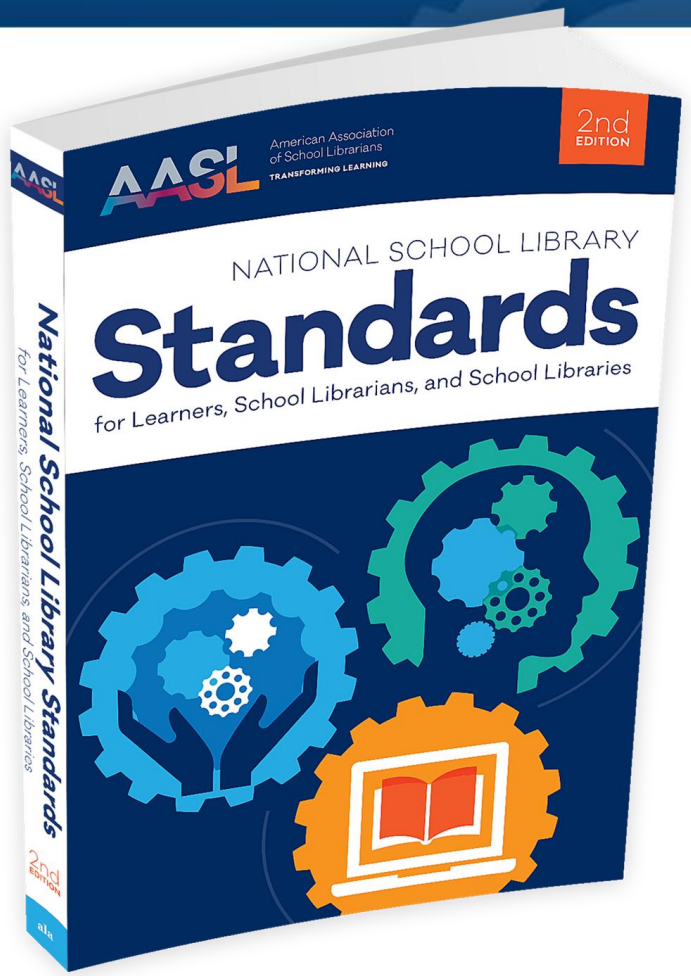
National School Library Standards 2nd Edition

- Greater focus on understanding assessment in a competency based environment,
- More fully developed explanations of assessment types, and
- Inclusion of additional assessment examples and “I can” statements.



Why Assessment?

Assessment not only measures learner growth but also demonstrates librarian impact and advocacy.

Session Agenda

By the end of this session, you will be able to:

01	02	03	04
Understand competency based assessment in school libraries.	Understand how to enhance collaboration through standards alignment.	Understand how to integrate instruction for holistic assessment.	Ask questions and learn about additional resources.

01. Understanding Competency Based Education & Assessing Learners over Time

Compare competency based education and standards based education.

Comparison between Standards Based Education (SBE) and Competency Based Education (CBE)

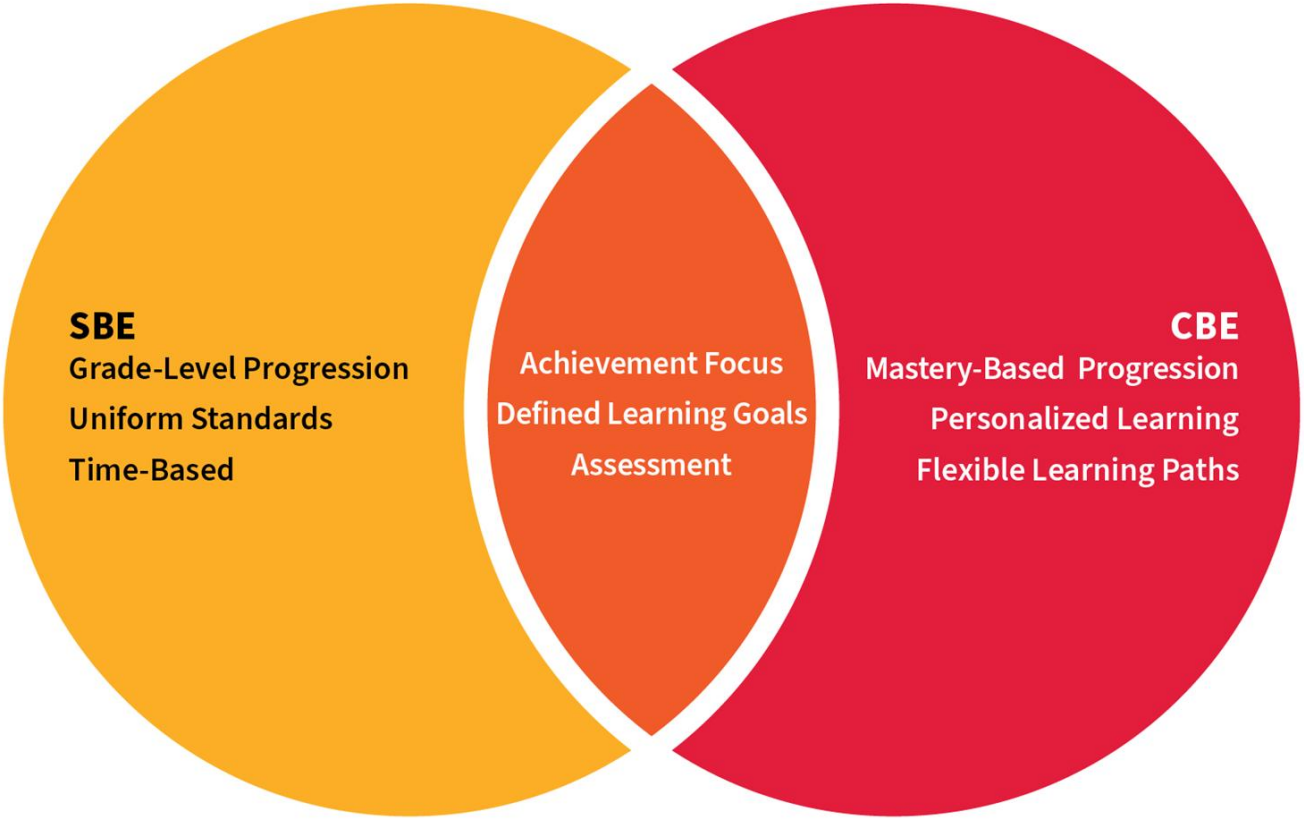


Figure 9.1 Standards-based and competency-based education diagram

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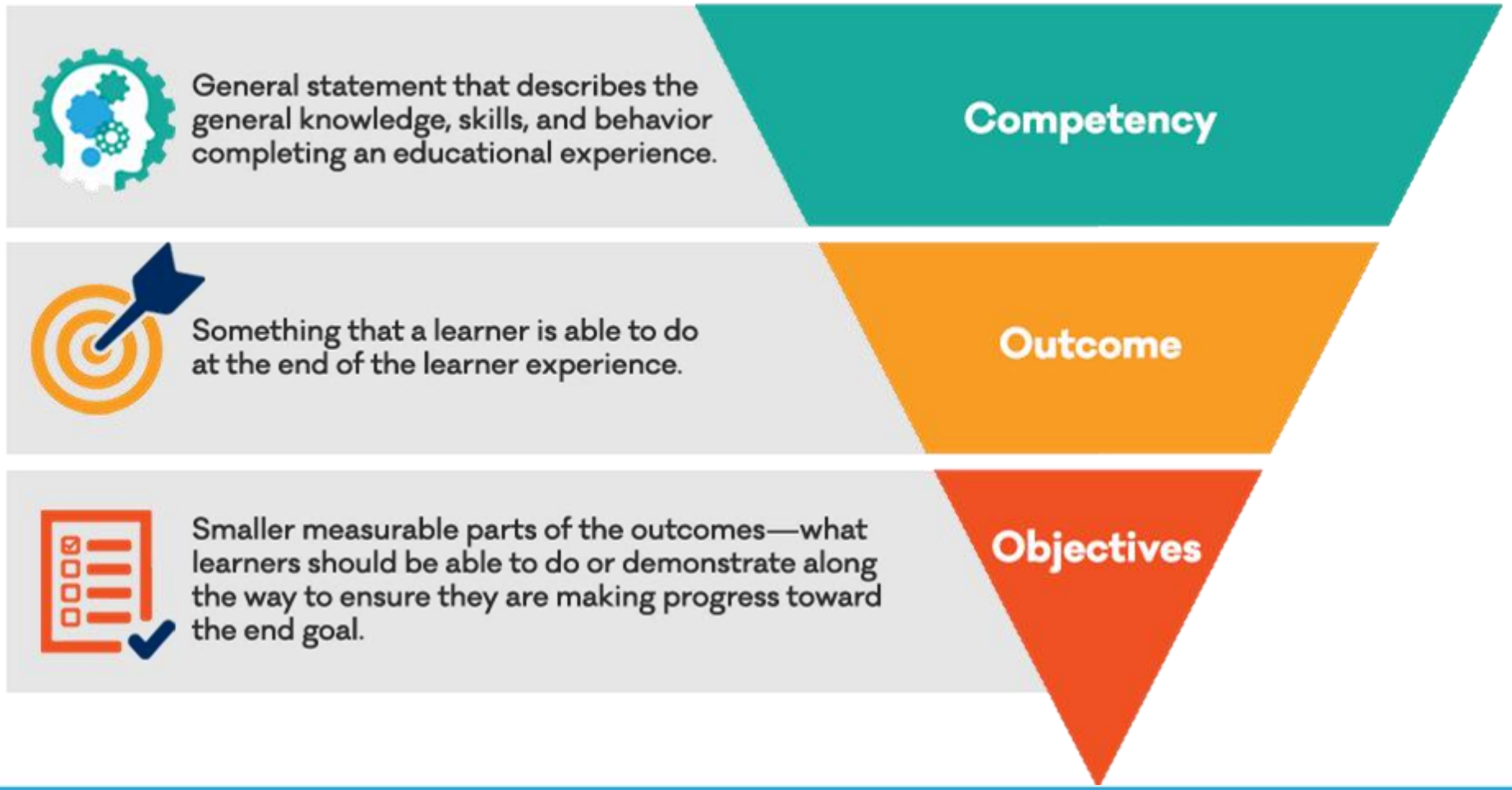
AASL Standards Framework for Learners

AASL Standards Framework for Learners

DOMAINS AND COMPETENCIES	SHARED FOUNDATIONS AND KEY COMMITMENTS					
	I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	**II. INCLUDE** Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	**III. COLLABORATE** Work effectively with others to broaden perspectives and work toward common goals.	**IV. CURATE** Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	**V. EXPLORE** Discover and innovate in a growth mindset developed through experience and reflection.	**VI. ENGAGE** Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
A. THINK	**Learners display curiosity and initiative by:** 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	**Learners contribute a balanced perspective when participating in a learning community by:** 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community.	**Learners identify collaborative opportunities by:** 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.	**Learners act on an information need by:** 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.	**Learners develop and satisfy personal curiosity by:** 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.	**Learners follow ethical and legal guidelines for gathering and using information by:** 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
B. CREATE	**Learners engage with new knowledge by following a process that includes:** 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning.	**Learners adjust their awareness of the global learning community by:** 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.	**Learners participate in personal, social, and intellectual networks by:** 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge	**Learners gather information appropriate to the task by:** 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme.	**Learners construct new knowledge by:** 1. Problem solving through cycles of design, implementation, and reflection. 2. Persisting through self-directed pursuits by tinkering and making.	**Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:** 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately.
C. SHARE	**Learners adapt, communicate, and exchange learning products with others in a cycle that includes:** 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.	**Learners exhibit empathy with and tolerance for diverse ideas by:** 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.	**Learners work productively with others to solve problems by:** 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.	**Learners exchange information resources within and beyond their learning community by:** 1. Accessing and evaluating collaboratively constructed information sites. 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.	**Learners engage with the learning community by:** 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem.	**Learners responsibly, ethically, and legally share new information with a global community by:** 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.
D. GROW	**Learners participate in an ongoing inquiry-based process by:** 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.	**Learners demonstrate empathy and equity in knowledge building within the global learning community by:** 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community.	**Learners actively participate with others in learning situations by:** 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.	**Learners select and organize information for a variety of audiences by:** 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate.	**Learners develop through experience and reflection by:** 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.	**Learners engage with information to extend personal learning by:** 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

Objectives Expressed as Outcome and Objectives



Changing the Domain shapes how a Competency is interpreted:

AASL Standards Framework for Learners

Learners display curiosity and initiative by:

1. Formulating questions about a personal interest or a curricular topic.

DOMAINS AND COMPETENCIES	SHARED FOUNDATIONS AND KEY COMMITMENTS					
	I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying… and developing strategies for…ing problems.			**V. CURATE** …lake meaning for oneself and others by collecting, organizing, and sharing …ssources of personal relevance.	**V. EXPLORE** Discover and innovate in a growth mindset developed through experience and reflection.	**VI. ENGAGE** Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
A. THINK	**Learners display curiosity and initiative by:** 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	…contributions of a range of learners. …dopting a discerning stance toward …oints of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community.	…understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.	**…earners act on an information need by:** …Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.	**Learners develop and satisfy personal curiosity by:** 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.	**Learners follow ethical and legal guidelines for gathering and using information by:** 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
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Objectives Expressed as Outcome and Objectives

Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. (AASL Standards, Inquire I.A.1)

Competency

By the end of the research project, learners will be able to **develop and refine a focused research question about lake pollution and its environmental impacts**, demonstrating their ability to connect local issues with broader scientific contexts.

Outcome

- Learners will **brainstorm at least three potential research questions** related to the lake's pollution (e.g., causes, ecological impacts, remediation efforts, community health concerns).
- Learners will **evaluate each question for clarity, scope, and relevance** using a provided research question checklist.
- Learners will **refine one final inquiry question** using a questioning strategy (such as the Question Formulation Technique), ensuring it can be researched using multiple sources (scientific studies, government reports, historical records).

Objectives

Competencies are powerful because they can easily be transferred to different subject areas.

Changing the Domain shapes how a Competency is interpreted:

AASL Standards Framework for Learners

Learners act on an information need by:

3. Making critical choices about information sources to use.

DOMAINS AND COMPETENCIES	SHARED FOUNDATIONS AND KEY COMMITMENTS					
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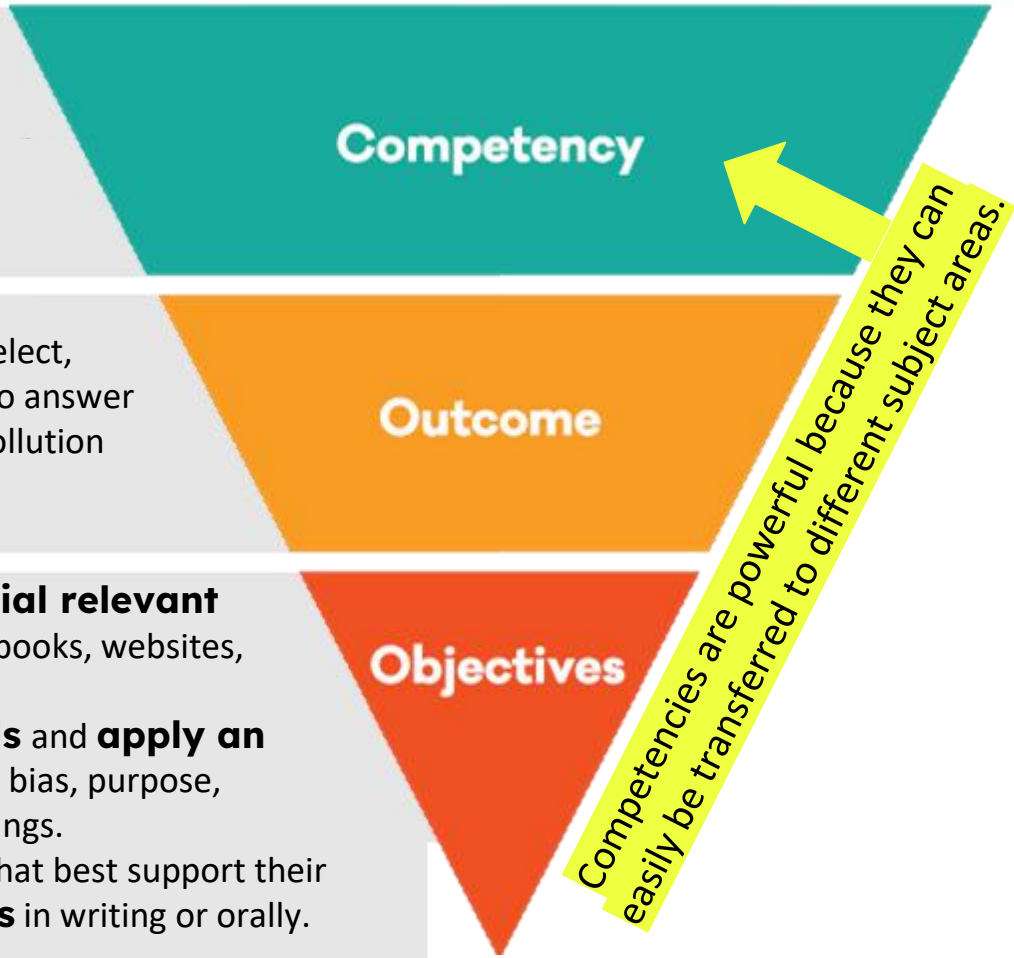
Objectives Expressed as Outcome and Objectives

Learners act on an information need by making critical choices about information sources to use.(AASL Standards, Curate/Think IV.A.3)

By the end of the project, learners will be able to select, justify, and integrate a variety of credible sources to answer their research question about the how local lake pollution impacted the community.

- Learners will **gather at least five potential relevant sources** from multiple formats (databases, books, websites, primary sources).
- Learners will **utilize lateral reading skills** and **apply an evaluation checklist** (authority, accuracy, bias, purpose, currency) to each source and record their findings.
- Learners will **select three final sources** that best support their inquiry question and **explain their choices** in writing or orally.



02. Enhancing Collaboration through Standards Alignment

Understand how exploration of the connections between the *National School Library Standards* and content-area standards can enhance collaboration.

How Can Understanding the Standards Help with Collaboration?

- Standards **guide the instructional focus**.
- Understanding the standards for different content areas can help you determine areas where you can **enhance the instruction** of a content area teacher and **infuse library skills development**.
- **Looking at content area standards helps you know what you need to assess with that teacher**.

What Are Crosswalks and How Can They Help?

Crosswalks = tools that map relationships between different sets of educational standards, curricula, or learning outcomes

Crosswalks provide a **visual guide** to how **sets of standards align** with one another.

What Do Crosswalked Standards Look Like?

AASL Standards Framework for Learners	Next Generation Science Standards
V.C.3. (Explore/Share): Learners engage with the learning community by collaboratively identifying innovative solutions to a challenge or problem.	*HS-ETS1-1:* Analyze complex real-world problems by specifying criteria and constraints for successful solutions.

Table 9.5 Example of a detailed rating scheme and scale © 2026 American Library Association | Extracted from *American Association of School Librarians, National School Library Standards for Learners, School Librarians, and School Libraries*, 2nd Edition (American Library Association, 2026), 101.

What Are AASL Standards Crosswalks?

Crosswalks align AASL with:

- ISTE Standards for Students and Educators
- Next Generation Science Standards

Other Crosswalks Available:

- Digital Citizenship Curricular Framework for PK-12

Benefit: Providing a bridge between library instruction and classroom goals.

Example AASL Standards Crosswalk with NGSS

DOMAIN	AASL STANDARDS FRAMEWORK FOR LEARNERS	SCIENCE AND ENGINEERING PRACTICES IN THE NGSS			
		K-2	3-5	MS	HS
A. THINK	Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	• Ask questions based on observations to find more information about the designed world. (K-ESS3-2) • Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (1-ESS1-1) • Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question. (2-ESS2-3) • Ask questions based on observations to find more information about the natural and/or designed world. (K-2-ETS1-1)	• Ask questions that can be investigated based on patterns such as cause and effect relationships. (3-PS3-3) • Define a simple problem that can be solved through development of a new or improved object or tool. (3-PS2-4) • Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. (4-PS3-3) • Define a simple problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. (3-5-ETS1-1)	• Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles. (MS-PS2-3) • Ask questions to identify and clarify evidence of an argument. (MS-ESS3-5) • Define a design problem that can be solved through the development of an object, tool, process, or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions. (MS-ETS1-1) • Analyze and interpret data to provide evidence for phenomena. (MS-LS2-1, MS-ESS2-3) • Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (MS-PS1-3, MS-LS1-8, MS-LS4-5)	• Ask questions that arise from examining models or a theory to clarify relationships. (HS-LS3-1) • Analyze complex real-world problems by specifying criteria and constraints for successful solutions. (HS-ETS1-1) • Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. (HS-ESS2-2) • Create or revise a simulation of a phenomenon, designed device, process, or system. (HS-LS4-6) • Communicate scientific and technical information (e.g., about the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (HS-PS2-6, HS-PS4-5) • Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (HS-ESS3-1) • Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (HS-LS1-6)

Turn & Talk:

Which of the following NYS Next Generation Social Studies Practices best match with this National School Library Standard?

Learners adjust their awareness of the global learning community by evaluating a variety of perspectives during learning activities.

A. **Demonstrate respect for the rights of others in discussions and classroom debates.**
B. **Identify, compare, and evaluate multiple perspectives on a given historical experience.**
C. **Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.**

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C. **Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.**

03. Integrating Instruction for Holistic Assessment

Understand how to develop strategies for integrating information literacy and inquiry skills into competency-based assessments across subject areas.

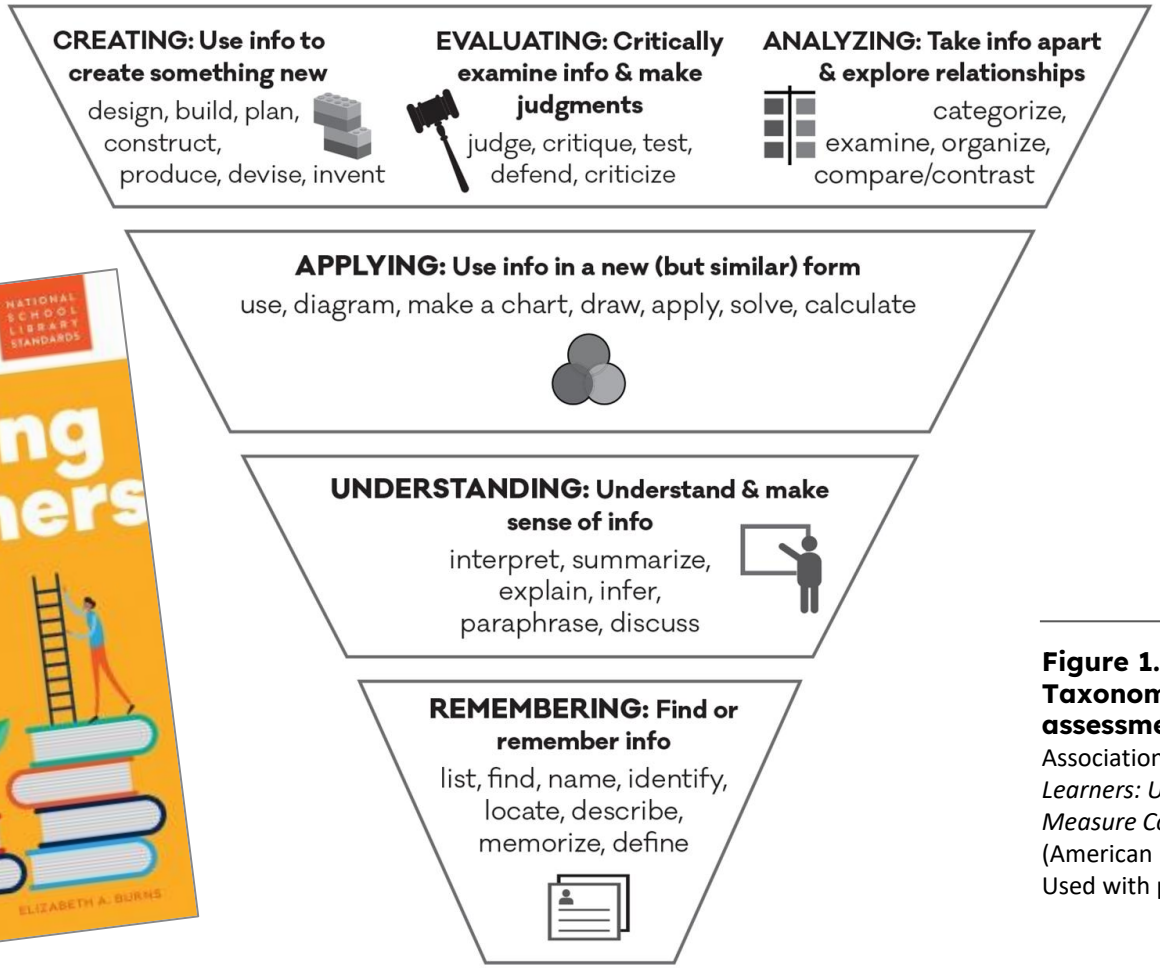
What Is Holistic Assessment?

Assessing the Whole Child

- Aligns with competency-based learning
- Values process as much as product
- Supports cross-curricular integration
- Promotes reflection and metacognition
- Encourages authentic, real-world learning

How many people have heard of Bloom's Taxonomy?

Revised Bloom's Taxonomy for Authentic Assessment



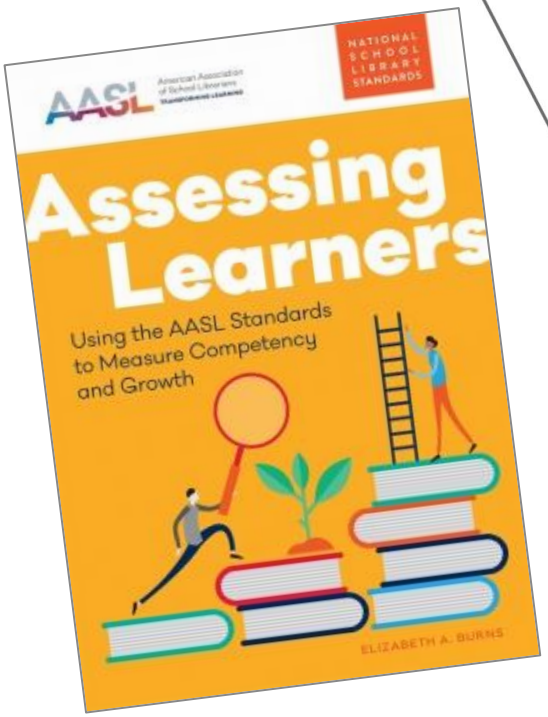


Figure 1.1 Revised Bloom's Taxonomy for authentic assessment © 2023 American Library Association | Extracted from *Assessing Learners: Using the AASL Standards to Measure Competency and Growth* (American Library Association, 2023), 7. Used with permission.

Math + Library: Real-World Data Project

Project: Students investigate a community issue (water usage, recycling rates) and present data-driven solutions.

Holistic Assessment Focus:

- Ability to locate accurate data sets.
- Understanding of how data supports claims.
- Reflection on reliability and limitations of sources.

Competencies Integrated: Quantitative literacy, data interpretation, and critical evaluation.

Librarian Role: The librarian helps students find, interpret, and cite open data sources; assessment integrates math accuracy *and* research skills.

Flowchart for Creating an Assessment

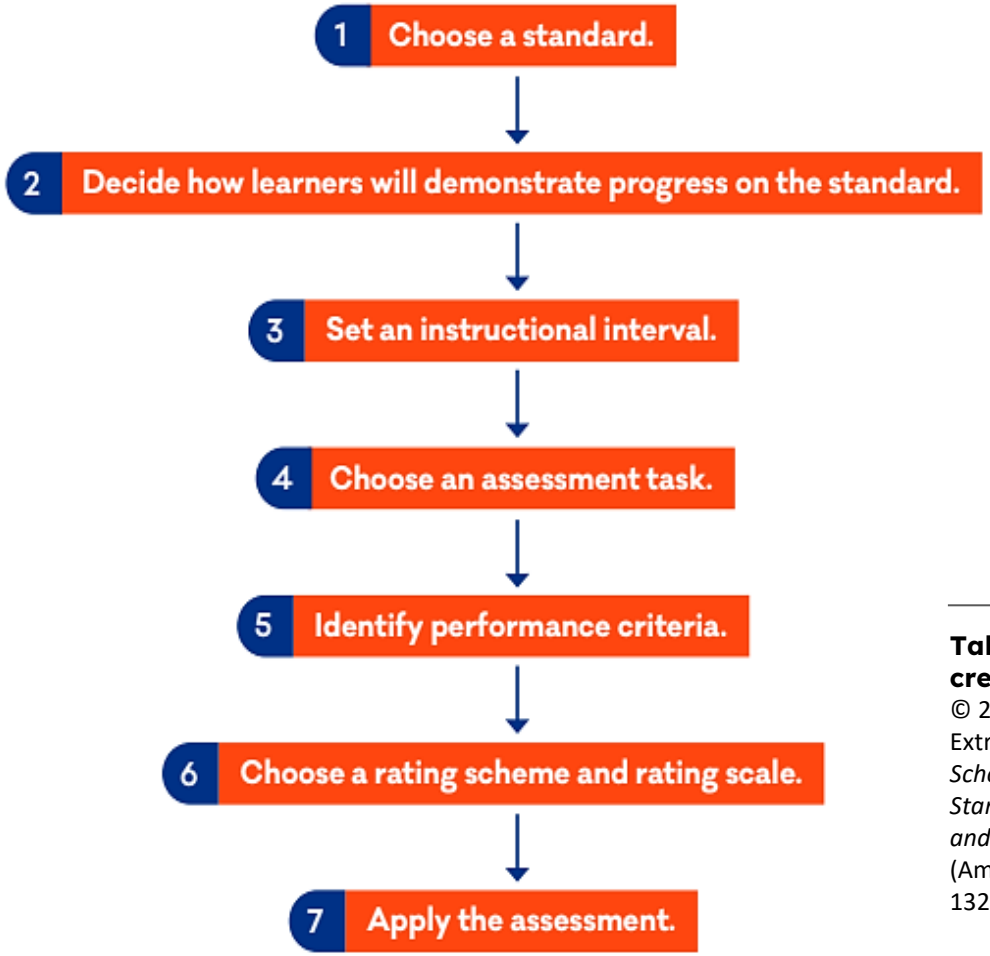


Table 12.1 Flowchart for creating formative assessment.
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Extracted from *American Association of School Librarians, National School Library Standards for Learners, School Librarians, and School Libraries*, 1st Edition (American Library Association, 2023), 132.

Science + Library: Dinosaur Research Project

Project: 2nd graders team up to research different dinosaurs using print and digital sources. They create a collaborative digital book in *Book Creator* to share their discoveries. Later, their book serves as a field guide during a hands-on “Dino Dig” activity with the science teacher.

Choose Library & Content Area Standards

National School Library Standard:

Learners gather information appropriate to the task by seeking a variety of sources. (IV.B.1)

Content Area Standard:

Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question. (2-ESS2-3)

1 Choose a standard.

Describe how learners will demonstrate progress on the standard.

- Locate, evaluate, and apply information from multiple sources
- Identifying simple facts
- Use text features and digital navigation tools
- Organize and communicate information clearly
- Select and integrate relevant information
- Apply research during Dig by using book as a reference tool
- Use it purposefully to guide inquiry and hands-on exploration

Set an instructional interval.

A 6 week collaborative research and Book Creator project on dinosaurs with the 2nd grade team.

Choose an assessment task.

Students create a collaborative digital book that demonstrates research from multiple sources and use it as a reference during a Dino Dig activity.

Identify performance criteria.

- Student uses at least 2 sources (print + digital).
- Information is accurate, relevant, and clearly organized.
- Student uses text features and visuals effectively to communicate understanding.

Choose a rating scheme and rating scale.

🦕 My Dino Dig Project Checklist

Name: _____ Date: _____

🌟 Self-Assessment Scale

🟢 Yes! I did this really well
🟡 Almost! I did this some of the time
🔵 Not yet. I'm still working on this

🧐 Inquiry & Questioning

□ I can ask big, curious questions about my dinosaur.
□ I can keep my questions in mind while I do my research.

📚 Finding & Using Information

□ I can find facts about my dinosaur in books and on the computer.
□ I can tell facts in my own words.
□ I can choose pictures that help explain what I learned.

🪶 Making My Book

□ I can make my Book Creator pages neat and easy to read.
□ I can use words and pictures that go together.
□ I can make sure each page teaches my reader something new.

🤝 Working With My Team

□ I can listen to my teammates and share ideas kindly.
□ I can do my part to help finish our book.
□ I can help our group stay focused and positive.

✏️ Reflection Space

My favorite part of this project: _____
_____
Next time I want to improve: _____
_____

Apply the assessment.

Competencies Integrated:
Information literacy, collaboration, digital communication, and scientific observation.

AASL American Association of School Librarians TRANSFORMING LEARNING

For the latest standards materials visit standards.aasl.org

How the Standards Book Helps

Developmental Level	Unit Description
High School	As part of an environmental science inquiry unit on various aspects of the pollution of a local lake, learners work in teams of three or four and follow the inquiry process to explore related questions. Teams then showcase their new knowledge and possible solutions at a poster session event.

AASL Standards Framework for Learners	Next Generation Science Standards
I.A.1. (Inquire/Think): Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. *I.B.1. (Inquire/Create):* Learners engage with new knowledge by following a process that includes using evidence to investigate questions. *IV.A.3. (Curate/Think):* Learners act on an information need by making critical choices about information sources to use. *IV.B.3. (Curate/Create):* Learners gather information appropriate to the task by systematically questioning and assessing the validity and accuracy of information. *V.C.3. (Explore/Share):* Learners engage with the learning community by collaboratively identifying innovative solutions to a challenge or problem.	*HS-ETS1-1:* Analyze complex real-world problems by specifying criteria and constraints for successful solutions. *HS-ESS2-2:* Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. *HS-ESS1-6:* Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.

The 2nd edition has concrete examples of units and crosswalked standards.

Table 9.5 Example of a detailed rating scheme and scale © 2026 American Library Association | Extracted from *American Association of School Librarians, National School Library Standards for Learners, School Librarians, and School Libraries*, 2nd Edition (American Library Association, 2026), 101.

How the Standards Book Helps

TABLE 9.2

Examples of formative assessment tasks applied to Competencies

Developmental Level	**Unit Description**	
Elementary School	During a unit on folk and fairy tales with a classroom educator, topics including story sequence, main idea, characters, and setting are covered.	
Learner Competency	**"I can" Statement**	**Activity Description**
I.B.3. Learners engage with new knowledge by following a process that includes generating products that illustrate learning.	I can show the main idea of the story.	As part of this larger unit, the school librarian provides direct instruction for learners on how to identify the main idea of the story.
Formative Assessment Tasks		
Product: Using a piece of paper or an online drawing tool, learners write a sentence describing or draw a picture depicting the main idea of the story, or do both. *Exit Ticket:* Create an exit ticket with three sentences or illustrations and ask learners to circle the one that represents the main idea of the story.		

The 2nd edition has examples of different assessment tasks applied to the competencies.

Table 9.2 Examples of formative assessment tasks applied to the Competencies. © 2026 American Library Association | Extracted from *American Association of School Librarians, National School Library Standards for Learners, School Librarians, and School Libraries*, 2nd Edition (American Library Association, 2026), 96.

How the Standards Book Helps

TABLE 9.1

Diagnostic assessment tasks: Benefits and cautions

Assessment Task	Benefits	Cautions
Multiple-Choice Question	• Provides an efficient, objective way to assess. • Facilitates easy data analysis. • Provides a standardized method of measuring learner understanding and comparison across different groups or time periods.	• Guessing answers is easy. • Writing an effective multiple-choice question is challenging. • A multiple-choice question doesn't measure higher-order thinking skills and doesn't capture the context or the depth of learners' reasoning and problem-solving.
Graphic Organizer	• Provides a visual method for learners to make connections, identify relationships, and synthesize information. • Increases organizational skills and clarifies learners' thinking.	• Creating and assessing a graphic organizer can be time-consuming. • Can lead to confusion and struggling with spatial and visual demands.
K-W-L Chart	• Activates prior knowledge. • Encourages self-direction and identification of own learning goals and needs. • Easy to create and use; little preparation is required. • Facilitates comparative use for summative assessment.	• Does not fully capture the depth of learners' prior knowledge. • Learners may not be motivated to complete the chart thoughtfully. • The information gathered can be subjective. • When done as a whole-class discussion, the chart may not accurately reflect the prior knowledge of all learners. • Assessing individually completed K-W-L charts can be time-consuming.
Interactive Activity/ Game	• Highly engaging, motivational, and can reduce the anxiety felt because it is not a traditional "test." • Provides an opportunity for learners to collaborate and use critical-thinking skills.	• Time-consuming to plan, set up, and manage. • Accurate assessment may be challenging.

The 2nd edition has charts with benefits and cautions of different assessment tasks.

Table 9.1 Diagnostic assessment tasks: Benefits and cautions. © 2026 American Library Association | Extracted from *American Association of School Librarians, National School Library Standards for Learners, School Librarians, and School Libraries*, 2nd Edition (American Library Association, 2026), 94.

How the Standards Book Helps

TABLE 9.6
Example of a rubric rating scheme

Criteria	1—Beginning	2—Developing	3—Advanced	4—Competent
Content Understanding and Research	• Demonstrates limited understanding of the pollution issue. • Uses few or no credible sources. • Shows little to no synthesis of information or connections.	• Demonstrates a basic understanding of the pollution issue. • Uses some credible sources, but those sources lack variety. • Shows some synthesis of information, but connections are weak.	• Demonstrates a clear understanding of the pollution issue, including causes, effects, and potential solutions. • Uses multiple credible sources to support claims. • Shows good synthesis of information with clear connections.	• Demonstrates a comprehensive understanding of the pollution issue, including causes, effects, and potential solutions. • Uses a variety of credible sources to support claims. • Shows a deep synthesis of informa tion, drawing co nections betwe various aspect the issue.
Solutions and Innovation	• Proposes unrealistic or poorly thought-out solutions. • Provides little to no explanation of implementation and impact. • Shows little to no creativity or critical thinking.	• Proposes basic solutions that may not be fully feasible or evidence-based. • Provides limited explanation of implementation and impact. • Shows some creativity and critical thinking.	• Proposes feasible solutions based on evidence. • Explains how solutions can be implemented and their potential impact. • Demonstrates creativity and critical thinking.	• Proposes in and well-th out soluti are feasib based o • Clearly how so be implemented and their potential impact. • Demonstrates creativity and critical thinking.

(continued on page 104)

TABLE 9.6
Example of a rubric rating scheme (cont'd)

Criteria	1—Beginning	2—Developing	3—Advanced	4—Competent
Presentation and Communication	• Poster is poorly organized and not visually appealing. • Information is unclear or incomplete. • Team members struggle to communicate their findings and cannot answer questions.	• Poster is somewhat organized but lacks visual appeal. • Information is presented but is not entirely clear. • Team members communicate their findings but struggle to answer questions.	• Poster is visually appealing and well organized. • Information is presented clearly. • Team members communicate their findings clearly and can answer most questions from stakeholders.	• Poster is visually appealing, well organized, and easy to read. • Information is presented clearly and effectively. • Team members communicate their findings confidently and can answer questions from stakeholders.
Use of Technology and Tools	• Uses little to no technology or tools. • Demonstrates limited proficiency with digital tools and resources. • Does not integrate multimedia elements or does so poorly.	• Uses some technology and tools but does not enhance the presentation significantly. • Demonstrates basic proficiency with digital tools and resources. • Integrates multimedia elements, but they are not well coordinated.	• Uses technology and tools to enhance the presentation. • Demonstrates proficiency with digital tools and resources. • Integrates multimedia elements effectively.	• Effectively uses technology and tools to enhance the presentation. • Demonstrates expertise with digital tools and resources. • Integrates multimedia elements seamlessly.

The 2nd edition has concrete examples of assessment tools that can be used.

Table 9.6 Example of a rubric rating scheme
© 2026 American Library Association | Extracted from *American Association of School Librarians, National School Library Standards for Learners, School Librarians, and School Libraries*, 2nd Edition (American Library Association, 2026), 103-104.

Activity: Practice Crosswalking Standards

Steps:

1. Take a look at the the content area standards listed on this padlet.
2. Select ONE of these content area standards to look at.
3. Look at the AASL Standards Framework for Learners (linked at the top of the padlet).
4. Comment next to your content area standard which AASL standard best aligns with it.

tinyurl.com/aaslearnergrowth2025

04. Questions & Next Steps

Ask questions and learn about additional resources.

Questions

Additional Complementary Resources

- AASL Standards web portal: standards.aasl.org
- One-Pager: *Translating Competencies into Learning Goals*
- One-Pager: *Bringing Learning to Life*
- Amanda Hunt's Template, Collaboration Planning Tools; Fillable option
- Activity Guides

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