

**Information Fluency: Priority Benchmark Skills and Assessments**  
**Grade 11**

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect		
Inquiry Phase: Wonder	11.1 Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis.	11.1 Gathering Evidence to Support Thesis 11.1 Gathering Evidence to Support Thesis - Example
Inquiry Phase: Investigate	11.2 Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability.  11.3 Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective.	11.2 Source Comparison  11.3 Using Organizational Features of a Book to Locate Information
Inquiry Phase: Construct	11.4 Presents different perspectives with evidence for each.	11.4 Viewpoints/Beliefs/ Actions 11.4 Developing a Line of Argument 11.4 Historical Perspective Taking/Empathy
Inquiry Phase: Express	11.5 Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences.	11.5 Communicating Ideas to an Audience
Inquiry Phase: Reflect		
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name \_\_\_\_\_ Class \_\_\_\_\_

### Gathering Evidence to Support Thesis

**My thesis...**

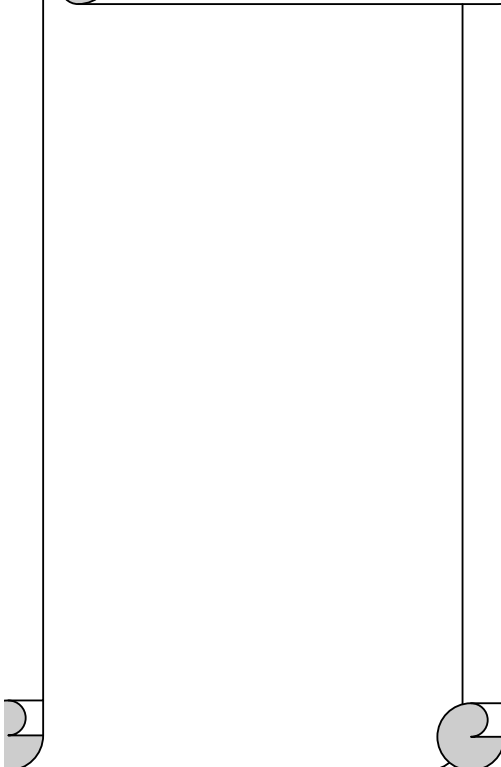
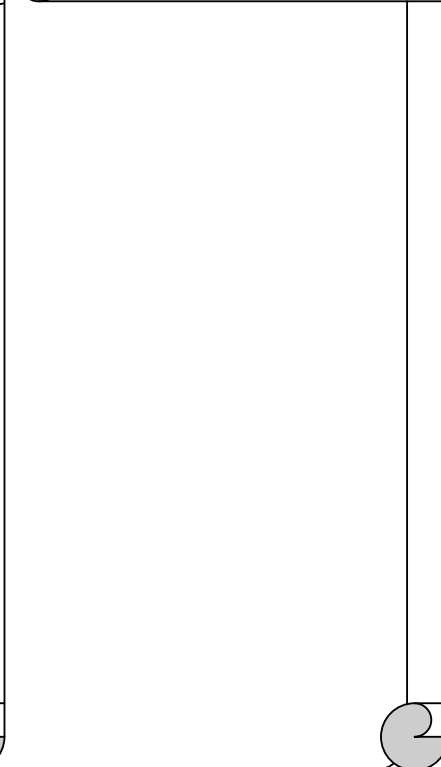
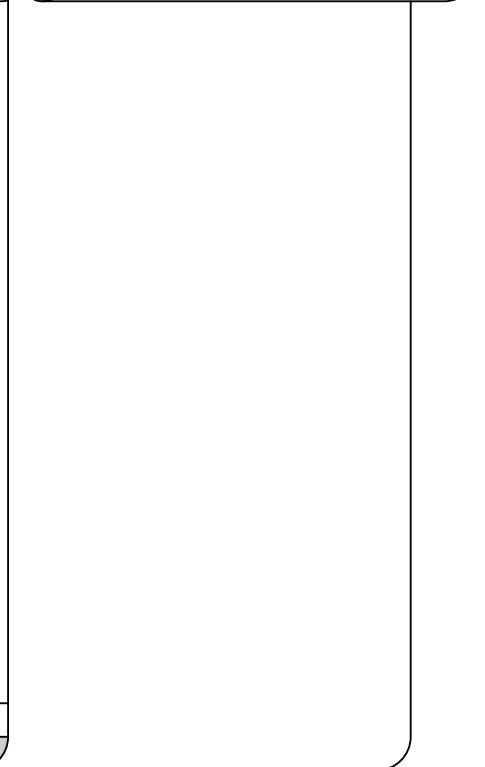


### **The Evidence I Need to Prove my Thesis**

**Categories of Facts**

**Categories of Opinions**

**Whose Point of View**

Categories of Facts	Categories of Opinions	Whose Point of View
		

Name \_\_\_\_\_ Class \_\_\_\_\_

### Gathering Evidence to Support Thesis -- Example

Motorcycles are more dangerous than cars; therefore, the minimum driving age for motorcycles should be 25.

**My thesis...**

### **The Evidence I Need to Prove my Thesis**

Categories of Facts	Categories of Opinions	Whose Point of View
Health: Death rate – Cars Death rate – Motorcycles  Legal: Current laws – states <ul style="list-style-type: none"><li>• Age</li><li>• Equipment</li><li>• Speed</li></ul> Insurance  Economics <ul style="list-style-type: none"><li>• Cost to society</li></ul> Trends over time	Psychological reasons for riding motorcycles  Cultural/social reasons for riding motorcycles  Economic reasons for riding motorcycles  Law enforcement	Motorcycle riders  Insurance companies  Hell’s Angels  Motorcycle manufacturers  Automobile manufacturers  Doctors/Health providers  Teenagers/Young people

Name\_\_\_\_\_ Class\_\_\_\_\_

### Source Comparison

<b>SOURCE:</b>	<b>SOURCE:</b>	<b>SOURCE:</b>
<b>Viewpoint:</b> <i>What is the perspective of the author or publisher?</i>	<b>Viewpoint:</b> <i>What is the perspective of the author or publisher?</i>	<b>Viewpoint:</b> <i>What is the perspective of the author or publisher?</i>
<b>Authority:</b> <i>Why can we believe this source?</i>	<b>Authority:</b> <i>Why can we believe this source?</i>	<b>Authority:</b> <i>Why can we believe this source?</i>
<b>Accuracy:</b> <i>How up-to-date and accurate is the source?</i>	<b>Accuracy:</b> <i>How up-to-date and accurate is the source?</i>	<b>Accuracy:</b> <i>How up-to-date and accurate is the source?</i>
<b>Reliability:</b> <i>Can this source be relied upon to present high-quality information on all topics and every time?</i>	<b>Reliability:</b> <i>Can this source be relied upon to present high-quality information on all topics and every time?</i>	<b>Reliability:</b> <i>Can this source be relied upon to present high-quality information on all topics and every time?</i>
<b>Notes:</b> <i>What are special features about this source?</i>	<b>Notes:</b> <i>What are special features about this source?</i>	<b>Notes:</b> <i>What are special features about this source?</i>

Name \_\_\_\_\_ Class \_\_\_\_\_

### **Using Organizational Features of a Book to Locate Information**

Most nonfiction books contain organizational features that will help you locate information to answer your research questions quickly and effectively. Each feature has a specific purpose and, therefore, leads you to different types of information.

Analyze the organizational features of a nonfiction book on your topic by using the following guidelines. From this quick analysis, you should be able to determine the usefulness of the book for your research.

Name of Book: \_\_\_\_\_

<b>Organizational Feature</b>	<b>Information Located with this Feature</b>	<b>Usefulness of this Information for your Research</b>
Table of Contents		
Index		
Abstract/ Inside Cover		
Introduction or Foreword		
First and Last Chapter		
Chapter Titles, Headings, Subheadings		
Tables, Charts, Diagrams		
Illustrations, Graphics		

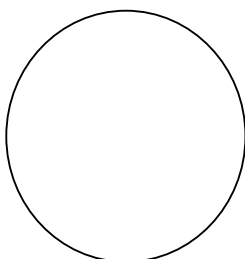
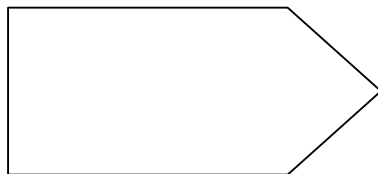
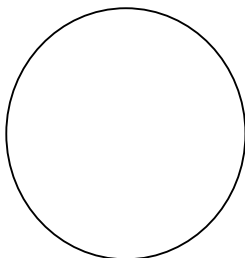
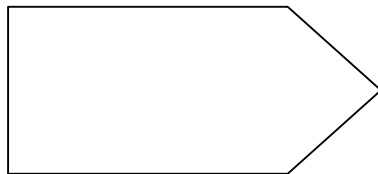
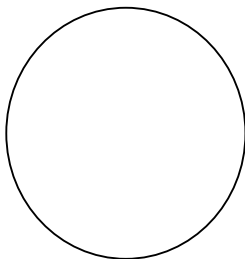
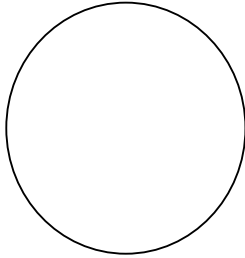
Name \_\_\_\_\_ Class \_\_\_\_\_

**Viewpoints / Beliefs / Actions**

**Viewpoints of:**

**Beliefs**

**Actions**



Name \_\_\_\_\_ Class \_\_\_\_\_

**Developing a Line of Argument**  
**Multiple Perspectives: Point/Counterpoint**

Issue or Question:	
Perspective of _____	Perspective of _____
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
My own perspective is. . .because. . .	

Name \_\_\_\_\_ Class \_\_\_\_\_

### **Historical Perspective Taking / Empathy**

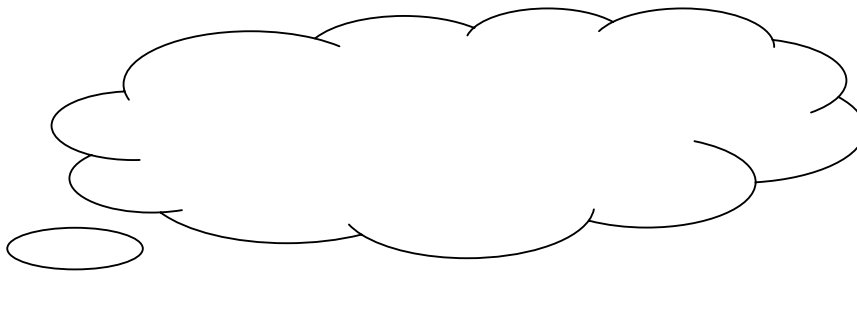
Decision / Action:

DECISION OR ACTION	OPPOSING PERSPECTIVE
Who made the decision/action?	Who was against this decision/action?
Why was the decision/action made (cite the evidence)?	Why was this decision/action opposed (cite the evidence)?
What were the consequences of the decision/action? <u>Short-term:</u>  <u>Long-term:</u>	
Now that you can look back with hindsight, what do you think about the decision/action?	



### Communicating Ideas to an Audience

My idea →



Who is the audience?

Evidence that this audience will find *interesting*:

A large, empty rectangular box with a folded bottom-right corner, intended for the student to write evidence that the audience will find interesting.

Evidence that this audience will find *important*:

A large, empty rectangular box with a folded bottom-right corner, intended for the student to write evidence that the audience will find important.

Evidence that is *vital* to convince this audience to accept my idea:

A large, empty rectangular box with a folded bottom-right corner, intended for the student to write evidence that is vital to convince the audience.

The format and length that will be most effective for this audience: Why?

A large, empty rectangular box intended for the student to write about the format and length that will be most effective for the audience.

Special features I should include (e.g., sound, visuals, charts, oral presentation):

A large, empty rectangular box intended for the student to write about special features to include in the presentation.