

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 29 STANDARDS FOR EXCELLENCE
PART 12 LIBRARY, MEDIA AND INFORMATION LITERACY STANDARDS

6.29.12.1 ISSUING AGENCY: Public Education Department, hereinafter the department.
[6.29.12.1 NMAC - N, 2-26-2010]

6.29.12.2 SCOPE: All public schools, state educational institutions and educational programs conducted in state institutions other than the New Mexico military institute.
[6.29.12.2 NMAC - N, 2-26-2010]

6.29.12.3 STATUTORY AUTHORITY:

A. Section 22-2-2 NMSA 1978 grants the authority and responsibility for the assessment and evaluation of public schools, state-supported educational institutions and educational programs conducted in state institutions other than the New Mexico military institute.

B. Section 22-2-2 NMSA 1978 directs the department to set graduation expectations and hold schools accountable. Section 22-2C-3 NMSA 1978 requires the department to adopt academic content and performance standards and to measure the performance of public schools in New Mexico.
[6.29.12.3 NMAC - N, 2-26-2010]

6.29.12.4 DURATION: Permanent.
[6.29.12.4 NMAC - N, 2-26-2010]

6.29.12.5 EFFECTIVE DATE: March 3, 2010, unless a later date is cited at the end of a section.
[6.29.12.5 NMAC - N, 2-26-2010]

6.29.12.6 OBJECTIVE: The New Mexico content standards with benchmarks and performance standards for library, media and information literacy are mandated for students in grades K-12. On March 3, 2010, the content standards, benchmarks and performance standards for school library media programs were adopted as regulation for grades K-12.
[6.29.12.6 NMAC - N, 2-26-2010]

6.29.12.7 DEFINITIONS:

A. “Critical thinking strategies” means techniques used by students to conduct research and to solve problems. Using critical thinking, one studies a subject or problem with open-mindedness. The process begins with a statement of what is to be studied, proceeds to unrestricted discovery and consideration of possibilities, and concludes with a pattern for understanding that is based on evidence. Motives, bias and prejudice of both the learner as well as the experts are then compared and form the foundation of judgment.

B. “Essential questions” are questions that explore matters of import. They are questions worthy of our time and are likely to spark interest and awaken curiosity. They require new thought rather than the mere collection of facts, second-hand opinions or cut-and-paste thinking. The traits of an essential question include:

- (1) the question probes a matter of considerable importance;
- (2) the question requires movement beyond understanding and studying (i.e., some kind of action or resolve) pointing toward the settlement of a challenge, the making of a choice or the forming of a decision;
- (3) the question cannot be answered by a quick and simple yes-or-no answer;
- (4) the question probably endures, shifts and evolves with time and changing conditions, offering a moving target, in some respects;
- (5) the question may be unanswerable in the ultimate sense;
- (6) the question may frustrate the researcher, may prove arid rather than fertile, and may evade the quest for clarity and understanding.

C. “Information literacy” means the ability to recognize when information is needed and to locate, evaluate and effectively use the needed information. Since information may be presented in a number of formats, the term “information” applies to more than just the printed word. Other literacies such as visual, media, computer, network and basic literacies are implicit in information literacy.

D. “Inquiry-based process” means the process by which students learn to formulate appropriate research questions, organize search data, analyze and evaluate the data found, and communicate the results in a coherent fashion.

E. “Media literacy” means the process of analyzing, evaluating and creating messages in a wide variety of media modes, genres and forms. Media literacy is an expanded conceptualization of literacy. Media literacy uses an inquiry-based instructional model that encourages people to ask questions about what they watch, see and read. Media literacy education provides tools to help people critically analyze messages in order to detect propaganda, censorship and bias in news and public affairs programming (and the reasons for such) and to understand how structural features - such as media ownership or its funding model - affect the information presented. Media literacy aims to enable people to be skillful creators and producers of media messages, both to facilitate understanding as to the strengths and limitations of each medium, as well as to create independent media. By transforming the process of media consumption into an active and critical process, people gain greater awareness of the potential for misrepresentation and manipulation (especially through commercials and public relations techniques), and understand the role of mass media and participatory media in constructing views of reality. Media literacy is the tool students need to access, analyze, evaluate and produce communication in a variety of forms. Students need to understand the ways that words, images and sounds influence the way meanings are created and shared in our contemporary global society.

F. “Network of learners” means a social or intellectual group of people who are collaborating in order to learn. A network of learners can be a group of people meeting physically or virtually in an effort to share information and create new knowledge. The network can include members of the school’s learning community or members from the community at large.

G. “Triangulation” is an approach to data analysis that synthesizes data from multiple sources. Using triangulation, one seeks to quickly examine existing data to strengthen interpretations and improve policy and programs based on the available evidence. By examining information collected by different methods, by different groups and in different populations, findings can be corroborated across data sets, reducing the impact of potential biases that can exist in a single study.

[6.29.12.7 NMAC - N, 2-26-2010]

6.29.12.8 CONTENT STANDARDS WITH BENCHMARKS AND PERFORMANCE STANDARDS FOR LIBRARY, MEDIA AND INFORMATION LITERACY, Grades K-5:

A. Strand 1: Students will inquire, think critically and gain knowledge. Content standard 1. Students will become information literate by seeking answers to questions by accessing and evaluating information from diverse sources. Students will:

(1) grades K-5 benchmark 1-A. develop an increasing proficiency in accessing children’s literature in a variety of formats, both fiction and non-fiction; performance standards:

- (a) identify library personnel and request assistance as needed;
- (b) understand the organization and location of resources within the library;
 - (i) identify parts of a book (front cover, back cover, spine, etc.);
 - (ii) identify “easy books,” fiction, non-fiction, reference and non-print sections;
 - (iii) use alphabetizing skills;
 - (iv) locate resources by call number;
 - (v) locate easy and fiction books by the same author;
 - (vi) locate non-fiction books on the same subject, using Dewey decimal system;
 - (vii) search an online catalog by author, title and subject/keyword;
- (c) distinguish between fiction and non-fiction;
- (d) successfully find materials in the library;

(2) grades K-5 benchmark 1-B. recognize the need to use an inquiry-based process to formulate questions and develop strategies for identifying and locating information; performance standards:

- (a) formulate a range of questions to guide research, using prior and background knowledge as context for new learning;
- (b) revise the question or problem as needed to refine the topic;
- (c) demonstrate familiarity with and use a variety of resources;
- (d) monitor one’s own information-seeking process for effectiveness and progress, adapting as necessary;

(3) grades K-5 benchmark 1-C. identify and access accurate information that is applicable to a specific problem or question; performance standards:

- (a) find, evaluate and select appropriate sources to answer questions;
 - (b) demonstrate use of technology for accessing information and pursuing inquiry;
 - (c) evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance and social and cultural context;
 - (d) identify bibliographic information from the source (e.g., title, author, illustrator and copyright information);
 - (e) use table of contents, indices, tables, glossaries, etc. to locate information;
 - (f) use headings and sub-headings of a source to predict usefulness;
 - (g) read, view and listen for information presented in any format in order to make inferences and develop meaning;
 - (h) explain the difference between primary and secondary sources;
 - (i) explain the difference between fact and opinion;
 - (j) use self-assessment techniques to guide one’s own inquiry process;
- (4) grades K-5 benchmark 1-D. analyze and evaluate the content, intent and effect of media messages to facilitate selection for personal and educational use; performance standards:
- (a) identify the various types of media (e.g., newspaper, radio, television, billboards, video, internet, etc.);
 - (b) communicate the main idea or message in media (e.g., editorial, advertisement, news story, etc.);
 - (c) identify and analyze the techniques used to convey messages in media (e.g., animation, different tones of voice, adjusting messages for different audiences, etc.);
 - (d) determine how to act on information by accepting, rejecting or modifying it;
- B. Strand 2: Students will draw conclusions, make informed decisions, apply knowledge to new situations and create new knowledge. Content standard 2. Students will become information literate by critically analyzing and using information to gain knowledge. Students will:
- (1) grades K-5 benchmark 2-A. organize information, draw conclusions and make informed decisions in investigations and real-world situations; performance standards:
- (a) use basic note-taking strategies (e.g., webs, Venn diagrams, etc.) to organize information;
 - (b) ask and answer questions about elements of text (e.g., who, what, when, where, why, how);
 - (c) use critical thinking skills to draw conclusions from information and apply knowledge;
 - (d) assess the quality of the information to address one’s needs;
- (2) grades K-5 benchmark 2-B. use an inquiry process to organize, integrate and apply information to meet a particular need; performance standards:
- (a) use presentation tools and technology to organize information;
 - (b) paraphrase and summarize information gathered;
 - (c) find similar big ideas in more than one sources;
 - (d) match information found with questions and predictions;
 - (e) reflect on one’s systematic process and assess for completeness of investigation;
- (3) grades K-5 benchmark 2-C. use the writing process, media literacy and visual literacy, and technology skills to create products that express new understandings; performance standards:
- (a) apply media techniques when creating a simple message to influence an audience;
 - (b) demonstrate personal productivity by completing products to express learning;
 - (c) connect one’s understanding to the real world;
 - (d) avoid plagiarism by identifying all sources consulted;
 - (e) assess for completeness of the investigation process and develop planned direction for future investigations;
- (4) grades K-5 benchmark 2-D. collaborate with others to exchange ideas, develop new understandings, make decisions and solve problems; performance standards:
- (a) share information and ideas with others by discussing and listening;
 - (b) express one’s own ideas appropriately and effectively while working in groups to identify and resolve problems;
 - (c) determine one’s own success while working in a group, using feedback from peers and staff;

C. Strand 3: Students will share knowledge and participate ethically and productively as members of our democratic society. Content standard 3. Students will participate and collaborate in a network of learners. Students will:

- (1) grades K-5 benchmark 3-A. collaborate with others to broaden and deepen understanding in person and through technology; performance standards:
 - (a) share ideas with others in both formal and informal situations;
 - (b) participate actively in learning situations;
 - (c) organize and display information using print or technology in ways that others can view and use;
 - (d) demonstrate teamwork by working productively with others;
 - (2) grades K-5 benchmark 3-B. respectfully share knowledge, ideas and information with others; performance standards:
 - (a) use drawing, writing and speaking skills to communicate new understandings;
 - (b) share reading experiences and favorite literature;
 - (c) demonstrate respect for other viewpoints;
 - (d) assess one’s own ability to work with others in a group setting;
- D. Strand 3, continued: Students will share knowledge and participate ethically and productively as members of our democratic society. Content standard 4. Students will demonstrate social responsibility regarding library resources, information sources and information technology. Students will:
- (1) grades K-5 benchmark 4-A. demonstrate responsible library citizenship; performance standards:
 - (a) listen respectfully and responsively in formal and informal situations;
 - (b) exhibit behavior that shows understanding of established library procedures;
 - (c) assume personal responsibility for library resources;
 - (d) demonstrate respect for diverse ideas, backgrounds and contributions of others;
 - (2) grades K-5 benchmark 4-B. demonstrate respect for the principles of intellectual freedom and intellectual property rights, avoid plagiarism and use information technology according to school policy; performance standards:
 - (a) respect the rights of all to read, write and express ideas without infringing on the rights of others;
 - (b) observe copyright laws;
 - (c) cite information sources in acceptable bibliographic format;
 - (d) assume personal responsibility for appropriate and ethical use of technology;
 - (3) grades K-5 benchmark 4-C. demonstrate understanding of media literacy as an integral part of modern citizenship, information decision-making and healthy lifestyles; performance standards:
 - (a) identify and analyze persuasive and attractive elements used in mass media;
 - (b) connect learning to community issues;
 - (c) create products that apply to authentic, real-world contexts;
- E. Strand 4. Students will pursue personal and aesthetic growth. Content standard 5. Students will demonstrate an awareness of and an appreciation for literature, in a variety of formats, for personal enrichment and growth. Students will:
- (1) grades K-5 benchmark 5-A. read, listen and respond to selections from a variety of authors, cultures and genres; performance standards:
 - (a) use pictures and text to make, confirm and revise predictions about story content;
 - (b) compare different versions of the same story;
 - (c) explain beginning, middle and end of stories;
 - (d) identify, describe and analyze characters, setting and plot elements in a variety of texts;
 - (e) retell stories or parts of stories;
 - (f) form opinions about text;
 - (g) discuss visual presentations or performances;
 - (h) participate in the exchange of ideas about literature;
 - (i) identify award-winning books;
 - (2) grades K-5 benchmark 5-B. choose and read various kinds of literature; performance standards:
 - (a) read for pleasure and personal growth;
 - (b) select and read from a range of genres;
 - (c) compare and contrast tales from different cultures;
 - (d) Describe how literature is created for a variety of purposes;
 - (3) grades K-5 benchmark 5-C. select materials reflecting personal interests; performance standards:
 - (a) seek information for personal learning in a variety of formats and genres;
 - (b) connect ideas to one’s own interests, personal knowledge and experience;

(c) evaluate one’s own ability to select resources that are engaging and appropriate for personal interest and needs.
[6.29.12.8 NMAC - N, 2-26-2010]

6.29.12.9 CONTENT STANDARDS WITH BENCHMARKS AND PERFORMANCE STANDARDS FOR LIBRARY, MEDIA AND INFORMATION LITERACY, Grades 6-8:

A. Strand 1: Students will inquire, think critically and gain knowledge. Content standard 1. Students will become information literate by seeking answers to questions by accessing and evaluating information from diverse sources. Students will:

(1) grades 6-8 benchmark 1-A. develop proficiency in locating, reading, identifying and evaluating information from various sources; monitor and adapt or modify one’s own information-seeking process so that it is efficient and effective; performance standards:

(a) locate diverse library materials by using subject/keyword, author, title and call number search;

(b) demonstrate self-direction, confidence and creativity by pursuing information beyond the library (e.g., use personal, community, national and international sources);

(c) identify, respect and use ethical and legal guidelines when gathering information;

(d) evaluate information for accuracy, validity and appropriateness;

(2) grades 6-8 benchmark 1-B. develop proficiency in using an inquiry-based process to guide research; performance standards:

(a) incorporate prior knowledge to formulate questions as a context for new learning;

(b) ask essential questions that result in answers that go beyond a collection of basic facts;

(c) organize a search strategy to locate accurate and comprehensive information from a variety of sources (print, media or digital);

(d) monitor one’s own information-seeking process for effectiveness and progress, adapting as necessary;

(3) grades 6-8 benchmark 1-C. find, evaluate and select appropriate sources with accurate information that is applicable to a specific problem or question; performance standards:

(a) determine what information is needed to investigate and answer one’s question, using primary and secondary sources;

(b) select a variety of credible sources in different formats relevant to research needs;

(c) evaluate sources based on specified criteria (e.g., copyright date, authority of author or publisher, bias, depth of coverage and relevance to the research question);

(d) demonstrate knowledge of and skill in using technology tools for accessing information and pursuing inquiry;

(e) use self-assessment techniques to guide one’s own inquiry process;

(4) grades 6-8 benchmark 1-D. develop proficiency in analyzing and evaluating the content, intent and effect of media messages to facilitate selection for personal and educational use; performance standards:

(a) seek information from diverse sources by identifying main and supporting ideas, conflicting information, misinformation, point of view and bias;

(b) evaluate the validity of sources in order to make reasoned conclusions and ethical decisions;

(c) determine how to act on information by accepting, rejecting or modifying it;

B. Strand 2: Students will draw conclusions, make informed decisions, apply knowledge to new situations and create new knowledge. Content standard 2. Students will become information literate by critically analyzing and using information to gain knowledge. Students will:

(1) grades 6-8 benchmark 2-A. organize information, draw conclusions and apply knowledge to content areas, real-world situations and further investigations; performance standards:

(a) combine and categorize information to show connections and contradictions among information sources;

(b) use one or more note-taking strategies (e.g., graphic organizers, notes, etc.) to organize information;

(c) use critical thinking skills and common organization patterns (chronological order, cause and effect, compare and contrast, etc.) to organize information and draw conclusions;

(d) assess the quality of the information to address one’s needs;

(2) grades 6-8 benchmark 2-B. continue an inquiry-based research process to analyze and organize information in useful ways; performance standards:

- (a) identify and apply common software programs and features to organize information and convey ideas;
- (b) demonstrate flexibility in the use of resources by seeking additional resources when clear conclusions cannot be drawn;
- (c) identify main and supporting ideas, conflicting information, misinformation, point of view and bias;
- (d) use critical thinking strategies to draw conclusions from information and apply knowledge to curricular and personal subjects, real-world situations and further investigations;
- (e) reflect on one’s systematic process and assess for completeness of investigation;

(3) grades 6-8 benchmark 2-C. use the writing process, media literacy and visual literacy, and technology skills to create products that construct new understanding; performance standards:

- (a) apply media techniques when creating a message to influence an audience;
- (b) choose an appropriate format to present and communicate new knowledge to an audience;
- (c) connect learning to community issues by creating products that apply to authentic, real-world contexts;

- (d) avoid plagiarism by documenting all sources consulted;
- (e) demonstrate individual productivity by completing products to convey learning;

(4) grades 6-8 benchmark 2-D. collaborate with others to exchange ideas, develop new understandings, make decisions and solve problems; performance standards:

- (a) actively participate in the problem-solving process with a group;
- (b) determine what has been learned by the investigative and collaborative process;
- (c) seek feedback or guidance from peers and instructors in determining one’s success as a group member;

C. Strand 3: Students will share knowledge and participate ethically and productively as members of our democratic society. Content standard 3. Students will participate and collaborate in a network of learners. Students will:

(1) grades 6-8 benchmark 3-A. collaborate with others, both in person and through technology; performance standards:

- (a) contribute to the exchange of ideas within the learning community;
- (b) share reading experiences and favorite literature to build relationships with others;
- (c) use technology or other information tools to organize and display knowledge and understanding in ways that others can view, use and assess;
- (d) assess the collaborative processes by which learning was achieved in order to revise strategies and learn more effectively in the future;

(2) grades 6-8 benchmark 3-B. respectfully share knowledge, ideas and information with others, both in person and through technology; performance standards:

- (a) use writing, speaking and technology skills to communicate new understandings effectively;
- (b) show social responsibility by participating actively in collaborative learning situations and by contributing questions or ideas during group discussion and debate;
- (c) demonstrate respect for diverse ideas, backgrounds and contributions of others;
- (d) assess one’s own ability to work with others in a group setting by evaluating varied roles and demonstrating respect for other viewpoints;

D. Strand 3, continued: Students will share knowledge and participate ethically and productively as members of our democratic society. Content standard 4. Students will demonstrate social responsibility regarding library resources, information sources and information technology. Students will:

(1) grades 6-8 benchmark 4-A. demonstrate responsible library citizenship; performance standards:

- (a) demonstrate respect for the principle of equitable access to information and library resources;
- (b) assume personal responsibility for appropriate and ethical use of technology;
- (c) participate respectfully and responsively in formal and informal situations;
- (d) demonstrate behavior that shows understanding of established library procedures;
- (e) assume personal responsibility for library resources;

(2) grades 6-8 benchmark 4-B. demonstrate respect for the principles of intellectual freedom and intellectual property rights, avoid plagiarism and use information technology according to school policy; performance standards:

- (a) respect the rights of all to read, write and express ideas without infringing on the rights of others;
- (b) define what constitutes plagiarism and refrain from representing work attributable to others as one’s own;
- (c) cite bibliographic sources in acceptable format while observing copyright laws;
- (d) assume personal responsibility for appropriate and ethical use of technology;

(3) grades 6-8 benchmark 4-C. identify the effect of media literacy on modern citizenship, informed decision-making and healthy lifestyles; performance standards:

- (a) describe the effect of different perspectives (points of view or bias) on the informational message;
- (b) create accurate and informative media products using a variety of reliable resources;

E. Strand 4: Students will pursue personal and aesthetic growth. Content standard 5. Students will demonstrate an awareness of and an appreciation for literature, in a variety of formats, for personal enrichment and growth. Students will:

(1) grades 6-8 benchmark 5-A. read widely and fluently from a variety of authors, cultures and genres to make connections with previous knowledge, self and the world; performance standards:

- (a) read, view and listen with purpose to investigate ideas beyond the required curriculum;
- (b) identify and describe the criteria for selection of award-winning books;
- (c) examine classic and contemporary literature from a variety of historical periods and diverse cultures;
- (d) read to support and to challenge one’s own point of view;

(2) grades 6-8 benchmark 5-B. analyze, explain, present and respond to information and ideas from diverse texts, using print or electronic fora; performance standards:

- (a) describe the characteristics of various literary genres;
- (b) identify literary elements and writing styles of a variety of literature and explain how works are created for a variety of purposes;
- (c) respond to literature and other ideas by making connections to one’s own life experiences;
- (d) use creative and artistic formats to express personal learning, both electronically and in person (e.g., through book clubs, discussion groups, blogs, etc.);

(3) grades 6-8 benchmark 5-C. display curiosity by seeking literature related to personal interests and well-being; performance standards:

- (a) establish life skills of reading, viewing and listening for pleasure and personal growth;
- (b) recognize the limits of one’s own personal knowledge, demonstrate motivation by seeking information to answer personal questions and interests, and display a willingness to go beyond minimal academic requirements;

(c) find information about personal interests independently, using the same criteria and strategies as for academic information-seeking;

(d) evaluate one’s own ability to select resources that are engaging and appropriate for personal interest and needs.

[6.29.12.9 NMAC - N, 2-26-2010]

6.29.12.10 CONTENT STANDARDS WITH BENCHMARKS AND PERFORMANCE STANDARDS FOR LIBRARY, MEDIA AND INFORMATION LITERACY, Grades 9-12:

A. Strand 1: Students will inquire, think critically and gain knowledge. Content standard 1. Students will become information literate by seeking answers to questions by accessing and evaluating information from diverse sources. Students will:

(1) grades 9-12 benchmark 1-A. locate, read, view and listen for information presented in a variety of formats (e.g., print, visual, audio, digital) in order to make inferences and extract meaning; performance standards:

- (a) locate diverse information sources based on specific needs using resources from libraries, museums, organizations, etc.;
- (b) read background information to identify key components;
- (c) seek divergent perspectives during information-gathering and assessment;

- (d) follow ethical and legal guidelines in gathering and using information;
 - (e) monitor gathered information and assess for gaps or weaknesses;
 - (2) grades 9-12 benchmark 1-B. follow an inquiry-based process in seeking knowledge in content areas and make the real-world connection for using this process in one’s own life; performance standards:
 - (a) brainstorm and analyze what is already known about a topic, problem or question in order to identify a need for information;
 - (b) utilize an inquiry-based research model (e.g., big six, handy five, know-it-all, etc.) to develop a plan for expanding content knowledge and for pursuing personal interest;
 - (c) use prior and background knowledge to develop and refine a range of questions to frame the search for new understanding;
 - (d) monitor one’s own information-seeking process for effectiveness and progress, adapting as necessary;
 - (3) grades 9-12 benchmark 1-C. find, evaluate and select sources on the basis of accuracy, validity, importance, appropriateness for needs and social and cultural context; performance standards:
 - (a) consider, select and use multiple resources and formats (e.g., print, visual, audio, digital) based on specific information needs;
 - (b) use various search systems (e.g., databases, internet search engines, library online catalog, etc.) to locate and retrieve resources in a variety of formats;
 - (c) identify key words or synonyms, both stated and implied, to use in further research;
 - (d) establish and maintain a critical stance by evaluating sources based on specified criteria (e.g., copyright date, authority of author or publisher, bias, depth of coverage and relevance to the research question);
 - (e) demonstrate mastery of technology tools for accessing information and pursuing inquiry;
 - (f) use self-assessment techniques to guide one’s own inquiry process;
 - (4) grades 9-12 benchmark 1-D. critically and proficiently analyze and evaluate the content, intent and effect of media messages to facilitate selection for personal and educational use; performance standards:
 - (a) demonstrate initiative and personal reflection by questioning the purpose of all information, regardless of media format;
 - (b) establish and maintain a critical stance of assessing the validity and accuracy of information by using multiple resources and triangulating results;
 - (c) analyze information for prejudice, deception or manipulation;
 - (d) determine how to act on and use information by accepting, rejecting or modifying it;
- B. Strand 2: Students will draw conclusions, make informed decisions, apply knowledge to new situations and create new knowledge. Content standard 2. Students will become information literate by critically analyzing and using information to gain knowledge. Students will:
- (1) grades 9-12 benchmark 2-A. use strategies to organize information, draw conclusions and apply knowledge to content areas, real-world situations and further investigations; performance standards:
 - (a) categorize and interpret information for the inquiry-based process;
 - (b) use one or more note-taking strategies (e.g., graphic organizers, two-paragraph notes, Cornell notes, etc.) to organize information;
 - (c) use both divergent and convergent thinking to formulate alternative conclusions and test them against evidence;
 - (d) use an inquiry-based process whenever gathering information to draw conclusions in all aspects of research (academic and personal);
 - (e) assess the quality of the information to address one’s needs;
 - (2) grades 9-12 benchmark 2-B. continue to use an inquiry-based research model by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions and create new knowledge; performance standards:
 - (a) use triangulation to resolve conflicting evidence or interpretations of information and ideas;
 - (b) determine how to act on information by accepting, rejecting or modifying it;
 - (c) evaluate main and supporting ideas, conflicting information, misinformation, point of view and bias for appropriateness;
 - (d) employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion;
 - (e) reflect on one’s systematic process and assess for completeness of investigation;

- (3) grades 9-12 benchmark 2-C. use the writing process, media literacy and visual literacy, and technology skills to create products to articulate new understandings; performance standards:
 - (a) select the presentation/product format to effectively communicate and support a purpose, argument, point or view or interpretation;
 - (b) apply various technological skills to create performances and products to communicate ideas clearly to different audiences;
 - (c) connect learning to community issues by creating products that apply to authentic, real-world contexts;
 - (d) avoid plagiarism by documenting all sources consulted and by citing ideas and direct quotes according to style guides (e.g., MLA, APA, etc.);
 - (e) assess the quality and effectiveness of the product to convey learning;
- (4) grades 9-12 benchmark 2-D. collaborate effectively with others to exchange ideas, develop new understandings, make decisions and solve problems; performance standards:
 - (a) work with others to select, organize and integrate information and ideas from a variety of sources and formats to solve a problem;
 - (b) analyze what learning resulted from the investigative and collaborative processes;
 - (c) reflect and assess with others to improve the collaborative process and the completeness of investigation;

C. Strand 3: Students will share knowledge and participate ethically and productively as members of our democratic society. Content standard 3. Students will participate and collaborate in a network of learners. Students will:

- (1) grades 9-12 benchmark 3-A. collaborate effectively with others, both in person and through technology; performance standards:
 - (a) identify problems and seek solutions by working with others;
 - (b) contribute to the exchange of ideas within and beyond the learning community;
 - (c) communicate reading experiences and favorite literature by interacting with others, using technology or in person;
 - (d) use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use and assess;
 - (e) respect the differing interests and experiences of others and seek a variety of viewpoints;
 - (f) assess one’s own ability to work with others in a group setting by evaluating varied roles, leadership and demonstrations of respect for other viewpoints;
- (2) grades 9-12 benchmark 3-B. conclude an inquiry-based research process by sharing new understandings and reflecting on the learning both in person and through technology; performance standards:
 - (a) use a variety of media and technology formats to share research and creative products with others;
 - (b) demonstrate social responsibility by participating actively in collaborative learning situations and by contributing questions or ideas during group discussion and debate;
 - (c) demonstrate respect for diverse ideas, backgrounds and contributions of others by responding appropriately and summarizing ideas of others accurately;
 - (d) evaluate the process by which learning was achieved in order to revise strategies and learn more efficiently in the future;

D. Strand 3: Students will share knowledge and participate ethically and productively as members of our democratic society. Content standard 4. Students will demonstrate social responsibility regarding library resources, information sources and information technology. Students will:

- (1) grades 9-12 benchmark 4-A. respect the principles of copyright and intellectual property rights of creators and producers, avoid plagiarism and use information technology according to school policy; performance standards:
 - (a) respect the rights of all to read, write and express ideas without infringing on the rights of others;
 - (b) know, understand and follow school and district policies on acceptable use;
 - (c) take responsibility for understanding what constitutes plagiarism, paraphrasing information and citing sources appropriately;
- (2) grades 9-12 benchmark 4-B. use library property, information sources and technology ethically and responsibly; performance standards:

- (a) demonstrate respect for the rights of all to read, write and express ideas without infringing on the rights of others;
- (b) legally obtain, store and disseminate text, data, images and sounds;
- (b) assume personal responsibility for appropriate and ethical use of technology;
- (3) grades 9-12 benchmark 4-C. analyze the effect of media literacy on modern citizenship, informed decision-making and healthy lifestyles; performance standards:
 - (a) identify degrees of bias and their effect on the informational message;
 - (b) counter the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective (i.e., by seeking and using an alternative variety of information sources);
- E. Strand 4: Students will pursue personal and aesthetic growth. Content standard 5. Students will demonstrate an awareness of and an appreciation for literature, in a variety of formats, for personal enrichment and growth. Students will:
 - (1) grades 9-12 benchmark 5-A. read, view and listen to literature from a variety of authors, cultures and genres for pleasure and personal growth; performance standards:
 - (a) independently seek and locate information about personal interests, using the same criteria and strategies used for academic information-seeking;
 - (b) read, view and listen for pleasure, to learn to solve problems and to explore new ideas beyond the required curriculum;
 - (c) identify one’s own areas of interest;
 - (2) grades 9-12 benchmark 5-B. read widely and fluently to make connections with self, the world and previous reading; performance standards:
 - (a) read, view and use both fiction and non-fiction to enrich understanding of real-world concepts;
 - (b) read to support and to challenge one’s own point of view;
 - (c) respond to literature and ideas in various formats and genres by making connections through book clubs, interest groups or online sharing;
 - (d) identify, evaluate and respond to the author’s point of view in reading a variety of texts on the same theme;
 - (3) grades 9-12 benchmark 5-C. seek and use information for personal learning in a variety of formats and genres; performance standards:
 - (a) use print, non-print and electronic resources for information about personal needs;
 - (b) use interaction with and feedback from teachers and peers to guide search;
 - (c) evaluate one’s own ability to select resources that are engaging and appropriate for personal interest and needs.

[6.29.12.10 NMAC - N, 2-26-2010]

HISTORY OF 6.29.12 NMAC:

Pre-NMAC HISTORY: The material in this part is derived from that previously filed with the State Records Center:

SDE 74-17, (Certificate No. 74-17), Minimum Educational Standards for New Mexico Schools, filed April 16, 1975.

SDE 76-9, (Certificate No. 76-9), Minimum Education Standards for New Mexico Schools, filed July 7, 1976.

SDE 78-9, Minimum Education Standards for New Mexico Schools, filed August 17, 1978.

SBE 80-4, Educational Standards for New Mexico Schools, filed September 10, 1980.

SBE 81-4, Educational Standards for New Mexico Schools, filed July 27, 1981.

SBE 82-4, Educational Standards for New Mexico Schools, Basic and Vocational Program Standards, filed November 16, 1982.

SBE Regulation No. 83-1, Educational Standards for New Mexico Schools, Basic and Vocational Program Standards, filed June 24, 1983.

SBE Regulation 84-7, Educational Standards for New Mexico Schools, Basic and Vocational Program Standards, filed August 27, 1984.

SBE Regulation 85-4, Educational Standards for New Mexico Schools, Basic, Special Education, and Vocational Programs, filed October 21, 1985.

SBE Regulation No. 86-7, Educational Standards for New Mexico Schools, filed September 2, 1986.

SBE Regulation No. 87-8, Educational Standards for New Mexico Schools, filed February 2, 1988.

SBE Regulation No. 88-9, Educational Standards for New Mexico Schools, filed October 28, 1988.

SBE Regulation No. 89-8, Educational Standards for New Mexico Schools, filed November 22, 1989.
SBE Regulation No. 90-2, Educational Standards for New Mexico Schools, filed September 7, 1990.
SBE Regulation No. 92-1, Standards for Excellence, filed January 3, 1992.

History of Repealed Material:

6.30.2 NMAC, Standards for Excellence, filed November 2, 2000 - Repealed effective June 30, 2009.

NMAC History:

6 NMAC 3.2, Standards for Excellence, filed October 17, 1996.
6.30.2 NMAC, Standards for Excellence, November 2, 2000, replaced by 6.29.1 NMAC, General Provisions; 6.29.2 NMAC, Arts Education; 6.29.3 NMAC, Career and Technical Education; 6.29.5 NMAC, English Language Development; 6.29.6 NMAC, Health Education; 6.29.7 NMAC, Mathematics; 6.29.8 NMAC, Modern, Classical and Native Languages; 6.29.9 NMAC, Physical Education; 6.29.10 NMAC, Science; 6.29.11 NMAC, Social Studies; 6.29.4 NMAC, English Language Arts; 6.29.12 NMAC, Library, Media and Information Literacy.