



## Sample Outcomes and Indicators for Various Projects

These are **illustrative examples only**. Grant projects need to identify their own outcomes and indicators, matched to and based on their own experiences and missions and the input of their staff, volunteers, participants, and others.

Type of Project: Information Literacy Skills	
Outcome	Indicator(s)
Students will be able to develop and articulate good research questions.	<ul style="list-style-type: none"> <li>• Number and percent of students who phrase their research topic in the form of a question.</li> <li>• Number and percent of students who base their research question on a problem from the literature (e.g., newspaper article).</li> </ul>
Students will be able to evaluate web sites for suitability to their research needs.	<ul style="list-style-type: none"> <li>• Number and percent of students who can explain the difference between .com, .org, and .edu suffix in the URL.</li> <li>• Number of percent of students who can distinguish an online periodical database from other types of databases.</li> <li>• Number and percent of students who can identify when to use a periodical database, an online encyclopedia, and a statistical source.</li> </ul>
Students will be able to identify the key attributes of “credible” information resources, in both print and electronic form.	<ul style="list-style-type: none"> <li>• Number and percent of students who can identify the sponsor or publisher of a web site.</li> <li>• Number and percent of students who can identify the affiliation of an author.</li> <li>• Number and percent of students who select sources that include footnotes or a bibliography.</li> </ul>

<b>Type of Project: Reading Improvement</b>	
<b>Outcome</b>	<b>Indicator(s)</b>
Students will increase their reading fluency, vocabulary, and comprehension.	<ul style="list-style-type: none"> <li>• Number and percent of students who improve their reading skills from one grading period to the next.</li> <li>• Number and percent of students who score higher on standardized tests.</li> <li>• Number and percent of students who read progressively more challenging literature.</li> </ul>
Students will increase their leisure time reading for enjoyment.	<ul style="list-style-type: none"> <li>• Number and percent of students who report increasing their leisure time reading.</li> <li>• Number and percent of parents who report their children are reading more than previously.</li> </ul>
ESL students improve their English language skills.	<ul style="list-style-type: none"> <li>• Number and percent of students who demonstrate an increase in their ability to read, write, and speak English by the end of the project.</li> <li>• Number and percent of students who can read and comprehend a newspaper article in English.</li> <li>• Number and percent of students who can complete a job application in English.</li> </ul>
Students will expand their reading selections to include non-narrative expository text.	<ul style="list-style-type: none"> <li>• Number and percent of students who borrow nonfiction items from the school library.</li> <li>• Number and percent of students who borrow nonfiction items from the public library.</li> </ul>

<b>Type of Project: Electronic Resources</b>	
<b>Outcome</b>	<b>Indicator(s)</b>
Students will be able to use the Internet to find appropriate sources for information.	<ul style="list-style-type: none"> <li>• Number and percent of students who can identify appropriate databases for a given Culminating Project topic</li> <li>• Number and percent of students who use journal articles rather than relying solely on encyclopedia articles.</li> <li>• Number and percent of students who are able to locate and use a statistical source.</li> </ul>
Students will be able to use subscription databases in order to find information.	<ul style="list-style-type: none"> <li>• Number and percent of students who can retrieve a given article from a citation.</li> <li>• Number and percent of students who can cite an electronic source.</li> </ul>
Students will increase usage of their library's online catalog.	<ul style="list-style-type: none"> <li>• Number of students who remotely access their school library's online catalog.</li> <li>• Number of students who remotely access their public library's online catalog.</li> </ul>
Teachers will increase awareness of online databases available through the school library and public library.	<ul style="list-style-type: none"> <li>• Number and percent of teachers who can identify the five most popular databases in the Digital Learning Commons.</li> <li>• Number and percent of teachers who can identify the databases available at both the school and public library.</li> <li>• Number and percent of teachers who can identify databases available at the public library only.</li> </ul>

**Type of Project: Partnership Development**

<b>Outcome</b>	<b>Indicator(s)</b>
Teacher-librarians will coordinate reading advocacy activities with the public library.	<ul style="list-style-type: none"><li>• Number of jointly sponsored literacy activities (e.g., book talks, reading programs, literature loans).</li><li>• The percent increase in the number of jointly-sponsored literacy activities.</li></ul>
Public library staff will demonstrate an increased awareness of EALRs.	<ul style="list-style-type: none"><li>• Number and percent of public library staff who can summarize the main categories of EALRs</li><li>• Number and percent of public library staff who can summarize grade-level requirements in at least one category of EALRs.</li></ul>
Teachers will view the public library as a resource for curriculum planning.	<ul style="list-style-type: none"><li>• Number and percent of teachers who give assignments that require independent information literacy activities by students at the public library.</li></ul>
School and public library staff will increase their communication with classroom teachers about library resources.	<ul style="list-style-type: none"><li>• Increase in the number and of formal and informal communications between teacher-librarians and classroom (e.g., newsletters, e-mails, presentations).</li><li>• Increase in the number and percent of teachers who meet with either a public librarian or a teacher-librarian when planning assignments.</li></ul>

<b>Type of Project: Homework Help</b>	
<b>Outcome</b>	<b>Indicator(s)</b>
Students will find library resources that help complete their school homework assignments.	<ul style="list-style-type: none"> <li>• Number and percent of students who report that they successfully located useful information at the school or public library.</li> <li>• Number and percent of students who cite library resources in their Culminating Project.</li> </ul>
Students recognize librarians as sources of assistance in successfully completing homework assignments.	<ul style="list-style-type: none"> <li>• Increase in the number of students who consult a librarian early in their research.</li> <li>• Number and percent of students who thank librarians for their help.</li> </ul>
Students will be able to access online homework assistance through the library homepage.	<ul style="list-style-type: none"> <li>• Increase in the number of students who visit pathfinder pages in the Digital Learning Commons.</li> <li>• Number and percent of students who use Live Homework Help available by subscription from the public library.</li> </ul>
Students are provided with homework assistance that is valuable and helpful.	<ul style="list-style-type: none"> <li>• Number and percent of students who utilize the service repeatedly over the course of the year.</li> </ul>
Parents recognize the public library as a source for homework assistance.	<ul style="list-style-type: none"> <li>• Number and percent of parents who report taking their child to the public library to obtain the information needed to complete homework assignments.</li> </ul>

**Type of Project: Professional Development**

<b>Outcome</b>	<b>Indicator(s)</b>
Classroom teachers recognize the contribution of the library to student learning.	<ul style="list-style-type: none"><li>• Number and percent of teachers who consult with a school or public librarian when planning assignments.</li><li>• Number and percent of teachers who use pathfinders or guides developed by the school or public library in the classroom.</li><li>• Number of percent of classes who make repeat visits to the school library.</li></ul>
Public library staff will increase awareness of the research model being used in the school curriculum.	<ul style="list-style-type: none"><li>• Number and percent of public and school library staff that correctly identify the components of the school's research model (e.g., Big 6, Follet, etc.).</li><li>• Number and percent of public and school library staff who can describe how the research process for the culminating project is being evaluated.</li></ul>