

The School Librarian Rocks: assessment in the school library- showing how the school librarian as a creditable faculty member has made a measured difference to the students' learning and growth

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Abstract

This paper will describe assessment tools used by the author as a primary school librarian practitioner. It will show: how the tools can be used to provide the School Librarian with the means to report on students; and how the School Librarian can show that learning has taken place in the library. In the process the credibility of the School Librarian as a faculty member is enhanced as well as the collaborative partnership with staff and as a consequence has a strengthened position for advocacy for the place of the library and the school library as a key contributor to the school mission. Thus it will be shown that assessment is one avenue that the School Librarian can demonstrate his/her professionalism and that she/he is responsible for providing 'the school library as a learning environment'. This paper thus contributes to an aim and a subtheme of the 44th IASL Conference.

Keywords: school librarian, assessment tools, advocacy, learning, professionalism

Introduction

Educational assessment is the evaluation of the extent to which student learning has occurred in a specific curriculum area. It 'documents student achievements' (Demamiel, 1993, p.6) and 'involves the on-going gathering and interpreting of information about students' learning, then using this information to plan for further learning and teaching' (Sung & Richards, 2002, p.10). Assessment puts the focus on the learning occurring in the teaching process. This paper describes the assessment tools used by a School Librarian (this paper's author) in a primary school where the children's ages ranged from five to twelve years. The tools described cover the teaching responsibility area of literature enrichment. As is commonplace for many school librarians (What is a teacher librarian?, 2014) the School Librarian's teaching responsibilities also covered other areas such as Information Studies and Technology. The ancillary benefits described as outcomes from using these tools are the

observations made by the School Librarian. They are not meant to be empirical statements but rather sharing some primary school library practices. However they have advocacy and status significance for the role of School Librarians and for the school as demonstrating learning. All have implications as a preservation device for School Librarians, essential in today's economic climate, for their survival is in peril (Stripling 2014). Thereby, this paper also contributes to supporting the 44th IASL Conference aim of promoting the professionalism of school librarians (Aim & Scope, 2015) and the subtheme of the library as a learning environment (Call for papers, 2015).

Assessment Tools

The assessment tools were used to fulfil school based requirements and as part of library promotional initiatives. As a member of the teaching staff, the School Librarian was required to fulfil the same obligations as classroom teachers such as programming and reporting. 'The role of a school librarian as a teacher is one that is most important in an educational setting' making it imperative to design and administer assessment (Johnson 2013, p.5). Thus these assessment tools were formulated: a Reader Interest Survey, Literature Responses, and Borrowing Statistical Analysis.

Reader Interest Survey

Introduction: What prompted use

A teaching program requirement was to provide an individual student profiles. As reading was a key Library teaching program focus area, the School Librarian decided to produce student reader profiles. Thus a Reader Interest Survey (Appendix A2) was compiled and given to each Year Three to Year Six student as part of their library session at the beginning of the year. While the survey was compiled to meet the school's specific needs, similar surveys available online were used as a starting point (Appendix A1).

Description

The survey contained multiple choice questions and responses. It covered these areas: Spare time activity; reading behaviors: opinion, frequency, and reason for reading; favorite authors, books and genres; basis of book selection; source of books to read; public library involvement and suggestions. School House points were given for completing the survey. Teachers and School Executive also completed the survey. This was repeated over a 3 year period and ceased because of library clerical time restraints.

Results

The results were recorded (by Kathy Hatton, the Library Assistant - name used with permission) in Excel (Appendix A3) as individual responses, then converted to tabular graphs in percentages (Appendices A4-5). A summary was inserted in the library teaching program (Appendix A6). The results showed while reading was enjoyed on the whole; it was not a high priority as a leisure activity. The genre preference level led to a comparison of the genres levels available from the library and influenced choices of the School Librarian when purchasing new titles. It also heightened the need of ensuring children's computer use skills were sufficient to locate genres of interest. The children showed positive self-images as readers, used the school library as their main reading source, didn't utilize the public library very much, preferred fiction over non-fiction, used the blurb and the book cover as a favorite selection tool, and valued reading as a social activity.

Survey Actions

Actions were taken following the tabulation of these results. 'Assessment and record keeping are useless unless they can be used to plan future learning' (Wilson & Murdoch 2006, p.45). Indeed, a central feature of effective practice is teachers' use of assessment to improve learning and guide teaching (Wilson & Murdoch, 2006, p.4). They 'enable us to determine what students need' (Dodge, 2009, p.4). Steps were consequently taken in collection development, reading promotion as a leisure activity, and in coordination with the local public library according to the initial survey results. These steps reflected reader response while contextualizing the school library policy with school needs. For school context will also guide the direction of the library itself, as it has been shown as 'a vital component in understanding the functioning of school library programs' (Lee & Kinger, 2011). In addition 'evidence ... captured from within the local school community is the most relevant and pertinent information to guide the direction of the school library' (Bonanno, 2015, p.17).

Ancillary Benefits Of The Tool In: Advocacy through collaboration and Staff Esteem for School Librarian

While actions taken with regard to the library collection (through acquisitions, de-selection etc.) and reading behaviors (through school based literature incentives and through the teaching program) were initial positive survey results, it soon became apparent, from positive staff reaction, it was an advocacy tool for the role for the Library and of the School Librarian. The staff positive response was initially observed as the School Librarian conducted the survey, then displaying and talking about tabulated results to the staff. This affirmative attitude assisted closer class teacher and School Librarian collaboration, raising the School Librarian's professional profile and the school awareness of the library's impact upon the reading culture of the school. By creatively adhering to school based program requirements, an advocacy tool had been created!

Literature Responses

Introduction: What prompted use

As a teacher, the school required the School Librarian to complete a Library report for each student (Appendix E5). The reports' format consisted of grades allotted to teacher generated outcomes and indicators (Appendix C5) and also writing a comment for each student. Within this comment the School Librarian was expected to include the student's response to literature. The School Librarian as the teacher responsible for library reports compiled assessment tools as a base for the reports. These tools consisted of records analyzed from the Library Management System (Bookmark Library Services, n.d.) and by taking into account the students' response to literature.

Description

To write the report comments the School Librarian needed to ascertain individual literature response levels. To accomplish this, the School Librarian devised written literature response tasks. Initially it was planned to record oral responses. While children responded orally to the School Librarian's literature appreciation questions in library sessions, it became apparent it was a cumbersome task to record these in detail.

Two formats were devised to elicit literature responses. The students ranged from Kindergarten to Year Six. 'The assessments you will use will differ according to each students' reading level' (Richardson, 2009, p.38). Because of their level of written literacy, the Kindergarten to Year Two children were given a literature response sheet where they recorded their responses pictorially or wrote simple responses based on a specific read-aloud book. This was only completed once a term due to the time it took to administer.

Whereas, the Years Three to Six children were asked to write their comments weekly in a Library Loan Log about borrowed library books (Appendix B1) or other books they had read (Appendix B3). They were given guidance on what was expected (Appendix B2) and conferenced regularly on what they had written.

Literature response categories (Appendix B4) were created by adapting Marjorie R. Hancock's guidelines (2008, pp. 424 & 430). Each child's responses were collated, graded and then given a literature response comment on their report (Appendix B5).

Results

The responses indicated individual reading preference profiles and trends as they showed what had actually been read, and the child's opinion of it, thus expanding the School Librarian's knowledge of each student's reader profile. It was used in the reporting process, alongside the statistical analysis and the Library Management System data. Seeing what the children were actually reading from the library collection and other sources (personal purchases, Kindle downloads, iPad IBooks etc.) also had implications for collection development.

The literature responses not only complied with school based reporting requirements but generally the responses also indicated the reader's maturity. Observing the development of the responses over an extended period also indicated the growth of the child as a reader, evidenced from the actual titles read, and the School Librarian's intimate knowledge of the library collection and children's literature in general. The act of writing as a component of the responses came into play for a minority of students. For those reluctant writers the report comment was based on their oral, rather than their written responses.

Ancillary Benefits Of The Tool In: Measured difference to the students' learning and growth

Staff Esteem for School Librarian

The Reading Logs became an advocacy tool because they linked the School Librarian's work with class literacy programs with reading as well as writing because the children were writing about what they were reading. Thus the library was contributing to the school educational mission as it not only played a curriculum implementation role, but was seen to do so. While literacy development is generally linked with school librarians' work (Skrzeczynski, 1995), thus demonstrating it at the local level is much more powerful. For 'school library programs will not exist solely because librarians themselves believe they contribute to student learning. Rather, school librarians need to provide evidence to justify the library as an educational citadel' (Cahill & Richey, 2012, p.95). It also gave the School Librarian status as an educational professional.

Ancillary Benefits Of The Tool In: Advocacy through collaboration

School policy required class teachers to come to the library sessions. They were shown the responses periodically, consolidating the teaching partnership with the School Librarian. The teacher collaboration engendered through this reporting element can precipitate support for the library. 'These [teacher collaborations] are the connections [making] 'your program' important. Without the collaborative element, you may have a hard time getting teachers enthusiastic about devoting time to your promotion.' (Lamb & Johnson, 2013). 'Typically teacher librarians...have limited influence unless they work in partnerships with other teachers' James Henri (1999, p.9). The power from the partnerships was not affected by their informal nature (Donham, 2013, p.127) and was enhanced by being nurtured (Harada, 2005) as repeated collaboration instances happened due to the regularity of the assessment tools used. Thus fulfilling report requirements can strengthen the role of the library and the School Librarian within the school.

Data Retrieved From The Library Management System

Introduction: What prompted use

As well as utilizing the Reading Logs as an assessment device to compile school reports the School Librarian also analyzed data retrieved from the Library Management system. The retrieved data was twofold - both statistical and actual titles borrowed.

Description

To determine the grades for the reports and also to add to the written comments the individual borrowing records were analyzed. A sequence was followed for each borrower:

- Each child's loans total for the semester was exported from the Library Management System records to an Excel sheet -one sheet for each class, so the one document was created for the whole school (Appendix C2), enabling access ease for individual and class records.
- Onto another Excel file, the titles list was exported for each borrower and sorted in grade, name and title order (Appendix E1).
- Any duplicate titles for each child were totaled and subtracted from the previous individual loans total.
- Each child's total absences were subtracted from the total class visits to the library for the semester. An onsite absences and overdues record was kept along with the total class visits to the library for the semester (Appendix C1).
- Each child's average books borrowed for that semester was determined by dividing the borrowed titles total by the visit number for each child.
- These figures were divided into category ranges. A master terms list was created, one for each category range (Appendix C4).
- These terms denoted the borrowing frequency (regular, prolific etc.), were matched with the number ranges and associated with the applicable category (average books borrowed each week number range), and formed the base for the wording on the library report.

Results: application to school reports

The borrowing frequency terms were not applied to the reports arbitrarily. They were used only after referring to the actual titles borrowed taking into account the titles record. For example, longer novels took more time to read, others were not read completely such as

non-fiction and short stories, and titles borrowed for assignments put a different reflection on comments to those borrowing for recreational reading. Thus the total items borrowed (and the averages calculated) was not viable as a standalone basis for reports. The School Librarian's knowledge of the individual children was an advantage, using both the numerical calculation and the actual titles borrowed. It must be remembered the written reports also contained a comment regarding their response to literature and not just from the Library Management System data analysis. Such a 'holistic' consideration of a student's performance supports the student's learning process and 'nurtures positive dispositions for lifelong learning' (Wallace & Husid, 2011).

Statistical Analysis Of Individual Borrowing

Description

Another facet of the Library Management System data utilized in the reporting process, consisted of: Borrowing histories by call number and by item types (Appendices E2 & E3); and a titles loaned list for each borrower with class and barcode of the borrower, the date borrowed, the barcode and the title call number. By exporting the data into Excel, the School Librarian was able to, by Excel's data sorting facility, organize the data according to the reporting needs, for example by borrowing date and call number.

Results: application to school reports

Thereby the library report was enhanced with a written comment on individual preferences by such elements as topic, format, genre, author and series preferences. While the observations gathering process was a meticulous and time consuming one, it did produce an individualized report on the children's library borrowing. By collating the individual observations onto an Excel file in class lists, the School Librarian then had for each class, a reading trends picture (Appendix C3). Thus she/he also had another assessment tool at her/his fingertips.

Was this statistical analysis unnecessary? Could the School Librarian's anecdotal observations of borrowing during library sessions suffice as a tool for a graded report comment? However using the Library Management System data analysis the School Librarian had calculated justification for comments made and it enabled subjectivity for subsequent report comments. The School Librarian had also created a rubric for the grade allocations for the different library report outcomes and indicators (Appendix C4), using it alongside the terms and number ranges.

So the School Librarian ended up with a borrowing assessment justified from Library Management System data, and her own knowledge of the student. Thus if a particular library report was queried, the School Librarian could back it up with data. This not only gives the reports justification but also justifies the assessment tool's use.

Ancillary Benefits Of The Tool In: Staff Esteem for School Librarian Advocacy from staff esteem

Ratifying the library report by a statistical borrowing assessment had an additional impact favoring the School Librarian's role within the school. It placed the School Librarian on a par with class teachers who conducted their own statistical assessments of students' performances in other curriculum areas. Indeed, it mimicked the class teachers' professional approach to reporting and thus not only placed the School Librarian on a par with them, but

increased their perception of his/her effectiveness. 'If teacher librarians wish to be ...effective team players in schools that are learning organizations, they need to be mirror-images of other teacher leaders' (Brown and Shephard, 1999, p.79). Thus the professional profile of the School Librarian is raised amongst the other faculty members. As school librarians work with teachers as a teacher, they 'embed' their librarianship, and thus contribute to the learning of the school community (Hamilton, 2012, p.5). This raised profile becomes an advocacy strategy, further strengthening the partnership between the School Librarian and the teachers.

This alone isn't a justification for the work compiling the data but as a side effect from it. The data was compiled to produce professionally supported reports. The advocacy side effect was a bonus. However the School Librarian's advocacy position would only be advantaged if other staff were made aware of the data analysis. The completed reports don't indicate this - just a thorough knowledge of the students library work. The class teachers' high esteem for the School Librarian after seeing the depth of the written reports contributed to strengthening the partnership role and hence it became an advocacy tool, but of equal or greater benefit was the actual data publishing through the staff portal, email and library reports at staff meetings. For while 'measuring learning is essential...publishing impact of instruction on student learning is what saves jobs' (Luhtala, 2012). The School Librarian's educational professionalism on public display paved the way for any future circumstances when the School Librarian needed the support of staff and or school executive. So the reporting method used not only justified the reports themselves but also raised the School Librarian's profile and made her advocacy position so much stronger.

Ancillary Benefits Of The Tool In: Advocacy: Follow Up Actions by the School Librarian

A comment embedded within a report is an understated link between the library and the school educational mission. Because this link is not directly stated but rather merely implied, the actual connection needs publicizing for the School Librarian and the library to gain credit for it. Not 'showing we [school librarians] make a difference' has jeopardized school library funding (Ewbank, 2011). Conversely, Braxton (2003, p.41) reported a successful advocacy campaign: 'by [the school librarian] demonstrating exactly how [his/her] library services make a difference'. Once it has exposure, the School Librarian has another tool at his/her disposal to utilize for advocacy. Even if not used as a stand-alone tool but rather as reinforcement along with the other assessment tools, then the School Librarian's advocacy armory is toughened. The resourcefulness of the School Librarian will determine the means of exposure, utilizing or even making the opportunity. For example when at this school, the staff evaluates the reporting process, the School Librarian was able to openly highlight to staff, via email with the data attached and by staff meeting reports, the way the statistical data had contributed to the formulation of library report grades and with writing report comments. Thereby demonstrating the Library as not only a potential learning environment space but evidence learning is taking place there.

Ancillary Benefits Of The Tool In: Measured Difference To The Students' Learning And Growth

Data retrieval for reports also enabled the School Librarian to further expand the possibilities for advocacy by linking the students reading growth with the borrowed library items.

The library fiction collection was categorized into six levels (Appendix E4) according to reader maturity from simple picture books for the pre-schoolers through to adult fiction. While the children were not restricted to a particular level, their free choice selection for recreational reading indicated their comfortable reading level. For example the report complemented the children, regardless of age, as they started to freely borrow beginning chapter books in the initial learning to read stages and extended to comments regarding borrowing more complex or thought provoking novels. Thereby the School Librarian's library report comments became a potential advocacy tool as they reflected the library's contribution to the development of curriculum outcomes.

Statistical Analysis Of Group Borrowing

Introduction: What prompted use

An additional assessment tool used by the School Librarian was a group borrowing statistical analysis. Unlike the other assessment tools mentioned, it was not a school based requirement but used as a motivational tool to reward students for their use of the library.

Description

Initially, individual term rewards were given, calculated according to the students' borrowing frequency and overdues infrequency. The top ranking students in each class were given an award (bookmarks/stickers etc.) called 'Best Borrowers' and others who had made a great effort, called 'Regular Borrowers'.

Results

The total for each class was worked out as a class enrolment percentage, and then these percentages were sorted into numerical order to calculate the best borrowing classes (Appendix D1). Then these classes received a class award (a book for the class library) and got a school newsletter mention.

Ancillary Benefits Of The Tool In: Measured Difference To The Students' Learning And Growth

One part of the calculations was the school total borrowing and the percentage of people who borrowed. Such a figure demonstrating library usage level showed the library importance to the school community, thus impacting on the learning of the whole community, producing "higher levels of student learning" (Harada, 2002). This became an advocacy tool as the list, again, was publicized to the staff. However the tool strength was heightened when the School Librarian highlighted the information, not just passing it on.

Many positive benefits accrued both to the library's role in the school and the School Librarian. The children valued the individual awards and classes competed highly for the class awards, leading to teachers vying for these awards for their class. It raised the children's profile coming to library – something to strive for, a task in which to excel.

Ancillary Benefits Of The Tool In: Advocacy through collaboration

The professional bonding between the School Librarian and the class teachers was also strengthened, reinforcing their collaborative relationship. As already noted, this class teacher and School Librarian collaboration can be utilized as an advocacy tool. The collaboration strength gave the advocacy power. So a device initiated by the School Librarian as a student

reward and a library promotional activity, later enhanced the possibilities for the support for the role of the library and the School Librarian within the school.

How The Assessment Tools Have A Measured Difference To The Students' Learning And Growth: Consequences For Advocacy

General Implications

Because assessment tools contain measurements and are calculated periodically, they possess an inbuilt facility to demonstrate change. If this change can be shown to be learning growth, the library assessment tools' implications escalate, as it significantly relates it to curriculum and school mission goals. The process exhibits the school library's effectiveness (Todd, 2004, p.10). Attention becomes focused on the real outcomes of the School Librarian's actions. When measurements chart the change resulting from the library program for the learners [the students] (Todd, 2009, p.33), it demonstrates the School Librarian's teacher focus as it clarifies she/he centering on the learning process (Harada & Yoshina, 2006). Reinforcing the library's learning growth role, and the School Librarian as its driver, is linked positively to achieving the school's educational mission. 'As key members of school communities, they have a crucial stake in contributing to the quality of teaching ...shap[ing] students' learning' (Harada, 2005). Further, if it can show that this learning impacts upon the wider learning of the school community, then the school library, and more importantly, the School Librarian, emerges as an essential ingredient for learning. Both become indispensable in order to achieve the school mission, for 'promoting children's learning is the principal aim in schools' (Briggs, Woodfield, Swatton, & Martin, 2008, p.3). 264. Consequently the school library is seen as a learning environment and its operator, the School Librarian, as a learning facilitator, both being identified as vital for the school's educational mission fulfilment. This connection becomes a powerful advocacy tool, placing the School Librarian forefront as a learning facilitator and hence indispensable in the life of the school.

Did these assessment tools demonstrate learning? Did they show the vital importance of the library and the School Librarian to fulfilling the school's educational mission? Did the learning impact upon the school community?

The Reader Interest Survey when tabulated as graphs (Appendices A3 and A4) expresses responses in percentages. This measure enables the learning difference to be gauged by comparing the results over the three years the survey was conducted. The applicable survey parts indicating measured learning differences are:

- Reading enjoyment increased 20%, from 42% to 62%.
- In the third survey 83% read because they enjoyed it (not asked in the first survey, but relates to the question regarding enjoying reading)
- Selecting reading as top spare time activity increased by 45% from 29% to 74%
- In the first survey 47% considered themselves good readers and in the third survey 58% read every day and 34% read every few days (The two surveys question presentation differed slightly)

These figures show a measured difference present in the reading enjoyment and a preference for reading as a leisure activity. Other factors may contribute to the results difference, such as, the cohort differences, and in the cohort attitude (perhaps in the third

survey wanting to give pleasing results!) or the way it was administered. However an evident marked difference can still be used to show change in reading attitudes taking place over the three years.

These other tools (literature response and statistical borrowing analysis) can also be used to illustrate: The measured difference to students learning and growth as the changes noted reflects their growth as a reader and as a writer; the positive attitudes to reading increases; and free choice reading frequency (argued as the most effective tool for increasing literacy (Krashen, 2004, p.17)). Thereby the School Librarian's contribution to these learning measures is demonstrated. But much deeper implications prevail for it shows the significance of this contribution to the school's educational mission, for 'reading enrichment programs... [are a ways an] effective school library initiatives further promote and encourage reading for academic achievement and lifelong learning' Todd (2010, p.31).

However it should be noted that the learning in these assessment tools is limited to reader behavior and the associated writing activity. While this produces a certain empowerment level more definitive tools may bring the School Librarian a stronger advocacy tool (Yutzey, 2010). Nevertheless these tools do illustrate learning facilitated by the School Librarian has taken place in the library, the data demonstrates its' effectiveness, and consequently the school library's effectiveness is shown (Lamb & Johnson, 2014). Similar practices enhance their credibility (Marie, 2005). They are reliable evidence of the link between the learning, the school library and the School Librarian, for 'the collection, interpretation, and data use, such as collection statistics or assessment results, ...measure the effectiveness of a library media program' (Bates, McClure, & Spinks, 2011). Such a link shows the effectiveness of the School Librarian and the library program impacting student performance (Hay & Todd, 2010), through evidenced based practice, where the school librarian can demonstrate the link of library programs to learning (Todd, 2015). However to actually show the link, it takes an effective school library (Todd, 2004). Localized evidence has been endorsed as a challenge in the recent Australian government inquiry into school libraries (Ryan & Girolami, 2010). Such practice carries increased leverage upon realizing this is what influences school principals who hold school librarians' survival in the balance (Everhart, 2006) as they grapple with competing budget needs (Hughes, Leigh, Osborne, Fraser, Kahl, & Reynolds, 2013).

Ancillary Benefits of the Measure: Advantage to the Role of the School Librarian

Can the School Librarian claim credit for noted changes? Perhaps a tenuous claim as many factors contribute to children's writing output and their preference for and enjoyment of reading. Nevertheless the School Librarian is certainly a contributor. Such as: The partnership between the class teacher and the School Librarian; writing opportunity and input from the School Librarian, reading enrichment provision through the library; by supplying books which the children want to read; and by offering literature activities encouraging reading. To substantiate the case, the School Librarian can also draw upon the other library assessment tools' evidence, showing the School Library with her/him at the helm is a major player in changing children's learning and their growth as readers. Also the School Librarian collection development decisions following the reader survey, showed the presence of he/her actions. The School Librarian responded to reader needs for 'schools must ...provide evidence...that the collection has an impact on learning outcomes' (Henri, 1998, p.10). Thus assessments become a collection development planning tool for the School Librarian (McGowan, 2008, p.48).

Ancillary Benefits Of The Measure: In Advocacy through Follow Up Actions by the School Librarian

Following the various assessment tools' descriptions, the ancillary benefit of providing the School Librarian with an advocacy advantage, were noted. This is an important observation to make, as personal advocacy by the School Librarian within a school is becoming a necessary skill to establish and maintain an important position for the library and the School Librarian within the school. In several areas the School Librarian needs to enter into negotiation with individual teachers and with the school executive, such as budgets, staffing, timetables, school/grade based literature activities, promoting information literacy and technology initiatives etc. Also with the trend to replace School Librarians with library support staff a crucial need prevails for School Librarians as strong advocates for the vital role they and their libraries make to fulfil their schools' educational mission. If partnerships have already been established, and an advocacy position already a strong one, the School Librarian can approach these negotiations with advantage. Thus by already establishing the library and his/her role's importance, strong bargaining power consequently belongs to the School Librarian.

However, as with other advocacy avenues, it cannot be taken as a given others will draw these conclusions themselves. They need to be publicized and highlighted by the School Librarian. Taking such a leadership stance further impacts on the library's connection to student learning as it ensures a greater role in it (Lee & Klinger, 2011b). Being proactive as well as having the evidence is an essential ingredient to ensuring the permanency of the School Librarian's role.

Ancillary Benefits In: Staff Esteem for School Librarian

As previously indicated, while not initially designed to do so, these assessment tools had the value-added benefit of raising the School Librarian's profile so she/he was seen as creditable faculty member, a professional to respect. An important benefit for while the School Librarian, employed as a teacher, possesses teaching qualifications, sometimes a perception exists amongst staff that she/he is a paraprofessional, similar to those working in other libraries such as council libraries. Such an outcome is not only beneficial for the School Librarian's self-image but strengthens advocacy situations.

Place Of School Based Tools For Advocacy Alongside Evidence-Based Research Of The Importance Of School Libraries

Extensive well documented research (Lonsdale, 2003; Hughes 2014) has shown the difference a well-resourced school library, including sufficient qualified staff, makes to the achievement of academic attainments of the students. However the dissemination of this information to the decision makers is not universally happening, nor when it does occur, it is often not enough of a bargaining tool and is not making a difference (Kaplan 2010, p.55). Neither is successful advocacy the work of State and National Associations, but 'the impetus needs [articulating] from the grass roots. Advocacy tools developed at state or national level are only effective when skillfully used by the practitioner' (Bonanno & Moore, 2009). Similarly, Harada and Hughes-Hassell (2007) promote school librarians as change agents and supply several real life scenarios. '[They] must take on some of this responsibility [them]selves' (Kaplan, 2010, p.61). By bargaining in their own right, School Librarians can

make a difference to their survival, by demonstrating the localized impact of a school library and its School Librarian. However to advocate individually on the local level requires a level of leadership in the School Librarian (Smith, 2011). The value added benefit of strengthening advocacy through these assessment tools gives the leadership stance leverage and as such has become an ever increasing benefit to the School Librarian.

Conclusion

By sharing this School Librarian's experience of creating and using these assessment tools, it is hoped that other School Librarians are prompted to explore their own assessment tools. Those (Appendices A-F) described here (with a summary in Appendix F) were created to meet school based requirements. Others are welcome to use these if they fulfil their own needs, to adapt them accordingly or to adopt others. There are numerous commercial and online assessment tools to use in school libraries (Glick 1999; Harada & Yoshina, 2005; <http://www.trails-9.org> ; Lawton, Nevins & Spicer, 2000; Martins & Martins, 2012; and Todd, Kuhlthau, & Heinström, 2005). Whatever tool is used, this paper has endeavored to demonstrate the benefit of the tools themselves as well as the assessment value-added features such as raising the School Librarian's profile, assisting with advocacy for the School Librarian and demonstrating the evidence of learning generated by the School Librarian within the school library. Thereby both the School Librarian and the school library are shown to be essential for fulfilling the educational mission of the school. Thereby they can ensure 'School libraries are an indispensable function in education' (Aim & Scope, 2015).

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Biographical note

Jane Webber (Dip. Ed; TC; BA [Ed]; M Ed [TL]): currently retired. I have worked as: a Teacher Librarian at Loquat Valley Anglican Preparatory School (Bayview, NSW, Australia) from 1989 -2014 and at St Luke's Grammar Junior School (Dee Why, NSW, Australia); and as a classroom teacher from 1971-1990. Presently, I work in a voluntary capacity with the Children's Book Council of Australia (NSW) in their Sydney office and as a website manager. My main professional interest is as an educational practitioner with specialist interest, skills and knowledge in children's literature, information inquiry and school library management. I view my role as a facilitator to provide an environment that will equip the school community with the necessary resources, skills and attitudes to become lifelong readers and learners. Hence they will be self-motivated to both read and inquire as a way of life.

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Appendix F: Summary of assessment tools and their benefits:

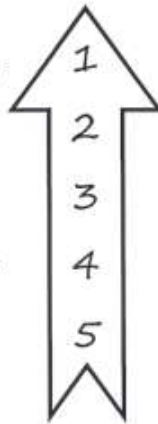
**Appendix A: Reading Interest Survey:
1. The survey question sheet**

Name:	Class:
Date:	House:

Reading Interest Survey

1 What do you like to do in your spare time? (Draw lines to pick your top Five!!)

- * Sports
- * Playing Computer games
- * Reading a good Book
- * Being with my Friends
- * Going to the Movies
- * Watching Television
- * Talking on the Telephone
- * Shopping
- * Writing in my Diary or Journal
- * Listening to Music



2 What do you think of reading?
(Please Circle)

- | | | |
|------------|-------------------|-----------------|
| | | |
| I love it! | Sometimes it's ok | I don't like it |

3 How often do you read? (Please Circle)

- | | | | |
|----------|---------------------|------------------|-------|
| | | | |
| Everyday | Couple times a week | Only on Weekends | Never |

4. Why do you read? (Please Circle One!)

- | | | | |
|------------|----------------------------------------|------------------|--------------|
| | | | |
| I ENJOY it | Its good for me (but I don't enjoy it) | Someone makes me | I don't read |

5. Who is your favourite Author?

6. What are your Top 3 books?

1 _____

2 _____

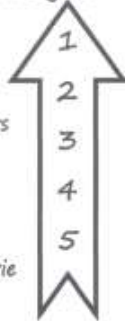
3 _____

7. What type of books do you like to read? (Please circle One ONLY)

- | | | | |
|-----------------------|--------------------------|----------------------------|-------------------------------------------|
| | | | |
| Fiction (story books) | Non fiction (fact books) | BOTH Fiction & Non Fiction | I don't like Fiction or Non Fiction books |

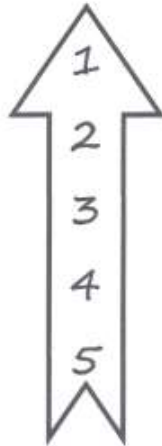
8. How do you choose a book to read?
 (Draw lines to put your choices in order
 – use 1 as your first choice, 2 as your
 second, right down to 5!)

- * Book Cover
- * Hearing about it from others
- * Author's reputation
- * Reading the Blurb or a sample page
- * If it's been made into a movie



9. What are your Top 5 types of stories?
 (Draw lines to pick your Top 5!)

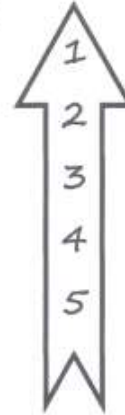
- * Animal Stories
- * Poetry
- * Historical Fiction
- * Ghost Stories
- * Adventure Stories
- * Sports Stories
- * Fables/Fairy Tales/Folk Tales
- * War Stories
- * Biographies
- * Humorous
- * Mysteries
- * Science Fiction
- * Fantasy & Magical Stories
- * Journals or Diaries
- * Romance



10. Would you read more books if the library had more books that are part of a series? Please circle.

11. Top 5 Favourite places to get books.
 (Draw lines to show your choices in order - use 1 as your first choice, 2 as your second, right down to 5!)

- * Library
- * Bookshop
- * Borrow from Friends
- * Second Hand Shop
- * Book Club



12. Do you have a Public Library Card?

Yes

No

13. How often do you go to a Public Library? (Please Circle)



Weekly



Monthly



Once or twice a year

NEVER

Never



14. Are we missing something? Can you suggest new books, new games, new ideas for the library.

Name	Grade	Gender	1-1	1-2	1-3	1-4	1-5	1-X
Question Wording			Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	INV
Totals as percentage			99%	99%	99%	99%	97%	4%
Totals			105	105	105	105	103	4
Alex	3	M	C	B	D	H	F	0
Hamish	3	M	B	A	F	C	H	0
Seve	3	M	B	D	E	F	J	0
Jackson	3	M	D	E	B	F	G	0
Nathan	3	M	J	A	F	E	C	0
Bella	3	F	A	C	D	E	J	0
Grace	3	F	C	A	D	I	J	0
Elise	3	F	C	E	D	I	J	0
Sam	3	M	B	C	D	F	H	0
Ciaran	3	M	D	C	B	A	E	0
Sadie	3	F	C	D	J	E	A	0
Buster	3	M						1
Huxton	3	M	D	C	I	E	F	0

Name	2-A	2-B	2-C	2-X	3-A	3-B	3-C	3-D
Question Wording	Love	OK	Don't	INV	Every	Couple	Weekends	Never
Totals as percentage	62%	38%	0%	0%	58%	34%	8%	0%
Totals	66	40	0	0	62	36	8	0
Alex	1	0	0	0	0	1	0	0
Hamish	1	0	0	0	1	0	0	0
Seve	1	0	0	0	1	0	0	0
Jackson	0	1	0	0	0	1	0	0
Nathan	0	1	0	0	1	0	0	0
Bella	1	0	0	0	1	0	0	0
Grace	1	0	0	0	1	0	0	0
Elise	1	0	0	0	0	1	0	0
Sam	0	1	0	0	0	1	0	0
Ciaran	0	1	0	0	0	1	0	0
Sadie	1	0	0	0	0	1	0	0
Buster	0	1	0	0	0	0	1	0
Huxton	0	1	0	0	1	0	0	0

Name	3-X	4-A	4-B	4-C	4-D	4-X	5
Question Wording	INV	Enjoy	Good	Have	Don't	INV	Favorite Author
Totals as percentage	0%	83%	8%	8%	0%	1%	86%
Totals	0	88	8	9	0	1	91
Alex	0	1	0	0	0	0	Dav Pilkey
Hamish	0	1	0	0	0	0	Dav Pilkey
Seve	0	1	0	0	0	0	
Jackson	0	1	0	0	0	0	Pirates of the Caribbean
Nathan	0	1	0	0	0	0	Anthony Horowitz
Bella	0	1	0	0	0	0	
Grace	0	1	0	0	0	0	Wendy Harmer
Elise	0	1	0	0	0	0	Lauren Child
Sam	0					1	Dav Pilkey
Ciaran	0	1	0	0	0	0	Duncan Ball
Sadie	0	1	0	0	0	0	Jackie French
Buster	0	1	0	0	0	0	HI Larry
Huxton	0	1	0	0	0	0	RL Stine; Steve Parish

Name	6-A	6-B	6-C
Question Wording	Book 1	Book 2	Book 3
Totals as percentage	99%	96%	85%
Totals	105	102	90
Alex	Captain Underpants	Grimsdon	Harry Potter Series
Hamish	Captain Underpants	Star Wars	Harry Potter Series
Seve	Ripley's Believe it Or Not	Lego Books	Comic Books
Jackson	Loch Ness Monster	Pirates of the Caribbean	
Nathan	Power of 5		
Bella	Pearlie	Joke Books	Information
Grace	Harry Potter Series	Pearlie	
Elise	Charlie & Lola	Clarice Bean	Harry Potter Series
Sam	Captain Underpants	Grimsdon	Harry Potter
Ciaran	Goosebumps	Doctor Who	Selby
Sadie	Ivy & Bean	Charlie & Lola	information
Buster	Zac Power	Spy Dog	Captain Underpants
Huxton	Goosebumps	Any information books	Doctor Who

Name	7-A	7-B	7-C	7-D	7-X	8-1	8-2	8-3
Question Wording	Fiction	Non	Both	Don't	INV	Ch	Ch	Ch
Totals as percentage						1	2	3
Totals	38%	10%	50%	1%	1%	####	93%	93%
Alex	40	11	53	1	1	106	99	99
Hamish	0	0	1	0	0	C	A	B
Seve	1	0	0	0	0	B	D	C
Jackson	0	0	1	0	0	A	B	D
Nathan	1	0	0	0	0	E	B	A
Bella	1	0	0	0	0	E	B	A
Grace	0	0	1	0	0	A	B	E
Elise	1	0	0	0	0	D	A	E
Sam	1	0	0	0	0	C	E	D
Ciaran	1	0	0	0	0	C	A	E
Sadie	0	0	1	0	0	D	C	E
Buster	0	0	1	0	0	B	D	E
Huxton	0	1	0	0	0	A	B	D
	0	0	1	0	0	A	D	B

Name	8-4	8-5	8-X	9-1	9-2	9-3	9-4	9-5
Question Wording	Ch 4	Ch 5	INV	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5
Totals as percentage	93%	92%	8%	99%	99%	99%	98%	97%
Totals	99	98	8	105	105	105	104	103
Alex	D	E	0	J	D	K	E	N
Hamish	E	A	0	H	D	K	M	J
Seve	E	C	0	H	E	D	K	A
Jackson	C	D	0	D	K	F	A	N
Nathan	C	D	0	K	D	E	J	H
Bella	C	D	0	A	E	F	G	L
Grace	B	C	0	M	E	A	K	G
Elise	A	B	0	N	E	A	K	M
Sam	D	B	0	D	J	E	M	L
Ciaran	B	A	0	C	E	H	K	A
Sadie	C	A	0	A	G	M	K	F
Buster	C	E	0	D	E	F	J	K
Huxton	E	C	0	A	D	K	E	H

Name	9-X	10-A	10-B	10-X	11-1	11-2	11-3	11-4
Question Wording	INV	Yes	No	INV	Ch 1	Ch 2	Ch 3	Ch 4
Totals as percentage	2%	87%	11%	2%	100%	99%	97%	97%
Totals	2	92	12	2	106	105	103	103
Alex	0	1	0	0	A	B	C	E
Hamish	0	1	0	0	B	A	C	E
Seve	0	1	0	0	B	E	A	D
Jackson	0	1	0	0	A	B	D	E
Nathan	0	1	0	0	B	C	A	E
Bella	0	0	1	0	A	B	D	E
Grace	0	1	0	0	B	C	A	E
Elise	0	1	0	0	A	B	D	E
Sam	0	0	1	0	B	C	A	D
Ciaran	0	1	0	0	B	A	C	D
Sadie	0	1	0	0	A	B	C	D
Buster	0	1	0	0	A	B	C	D
Huxton	0	1	0	0	B	D	E	A

Name	11-5	11-X	12-A	12-B	12-X	13-A	13-B	13-C
Question Wording	Ch 5	INV	Yes	No	INV	Weekly	Monthly	Once
Totals as percentage	97%	0%	58%	41%	1%	8%	29%	36%
Totals	103	0	62	43	1	9	31	38
Alex	D	0	0	1	0	0	0	0
Hamish	D	0	0	1	0	0	0	0
Seve	C	0	1	0	0	0	0	0
Jackson	C	0	0	1	0	0	1	0
Nathan	D	0	1	0	0	0	0	1
Bella	C	0	0	1	0	0	0	0
Grace	D	0	1	0	0	0	0	0
Elise	C	0	1	0	0	0	0	1
Sam	E	0	0	1	0	0	0	0
Ciaran	E	0	0	1	0	0	0	1
Sadie	E	0	1	0	0	0	1	0
Buster	E	0	0	1	0	0	0	0
Huxton	C	0	0	1	0	0	0	0

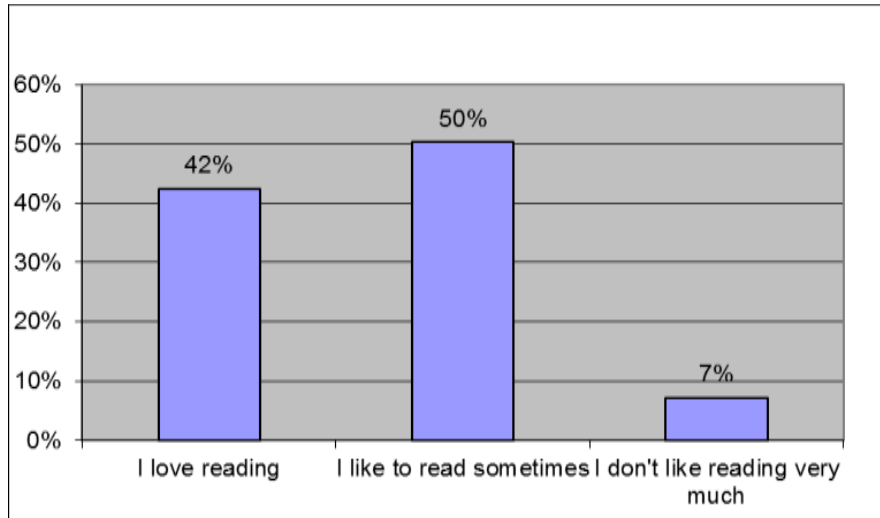
Name	13-D	13-X	14
Question Wording	Never	INV	Missing?
Totals as percentage	26%	0%	75%
Totals	28	0	79
Alex	1	0	more games
Hamish	1	0	No
Seve	1	0	More violent stories
Jackson	0	0	Nothing
Nathan	0	0	
Bella	1	0	No
Grace	1	0	No
Elise	0	0	My Dog the Diary, more Clarice Bean
Sam	1	0	Games
Ciaran	0	0	Game suggestion : Minotaurus
Sadie	0	0	
Buster	1	0	No
Huxton	1	0	New Dr Who books; new games

Note: The original analysis was recorded in an Excel file. The format shown here needs to be in Word. So that it is slightly different due to the fact that copying the original file onto a Word document page of would have made the data difficult to read the long screen size.

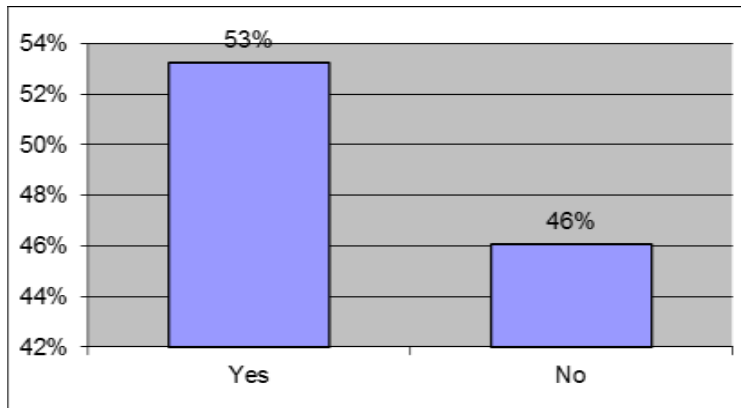
**Appendix A: Reading Interest Survey:
3. Graph of 2009 Results**

**Appendix A : Reading Interest Survey:
2. Analysis sample showing a random selection of Grade 3 students**

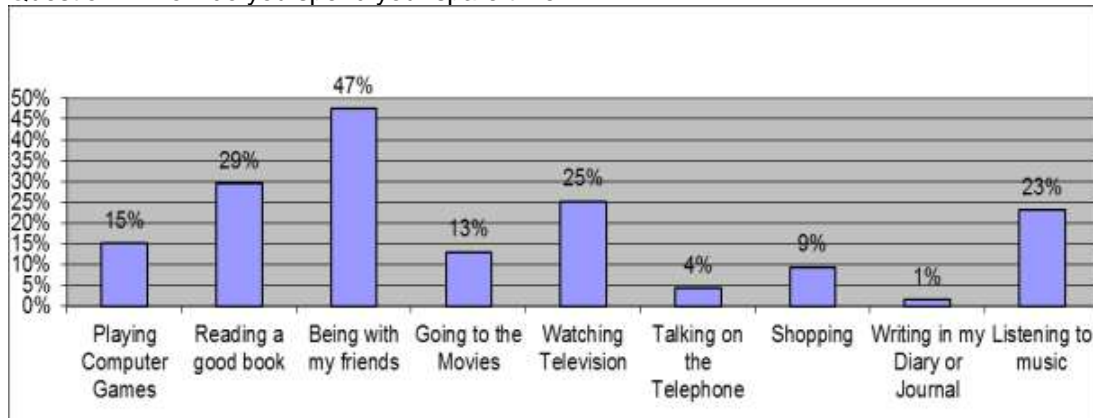
Question 1: Do you like reading?



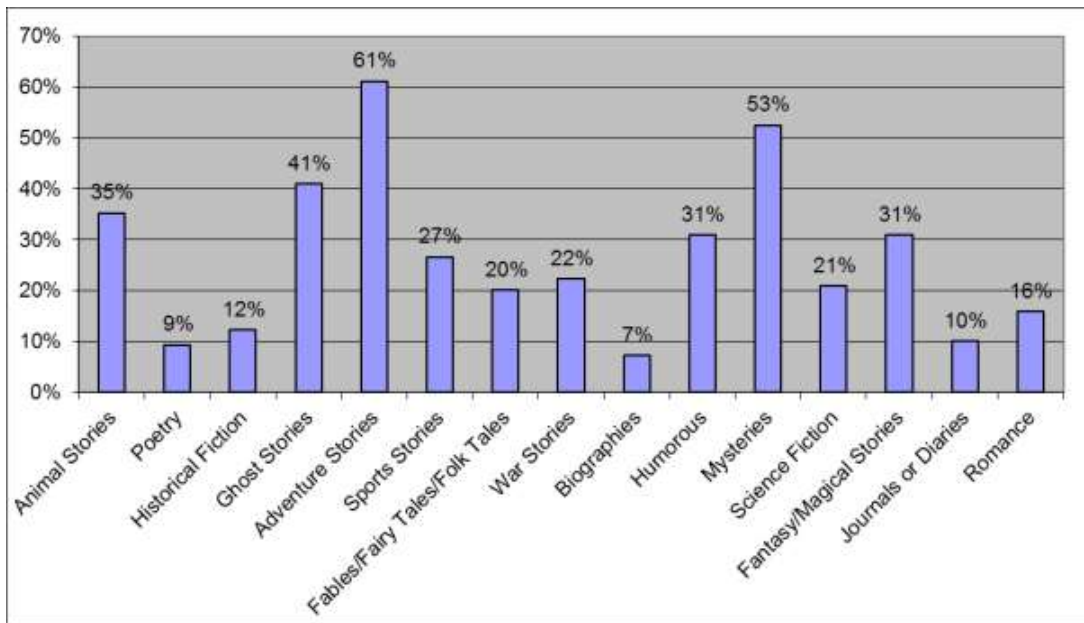
Question 6: Do you have a public library card?



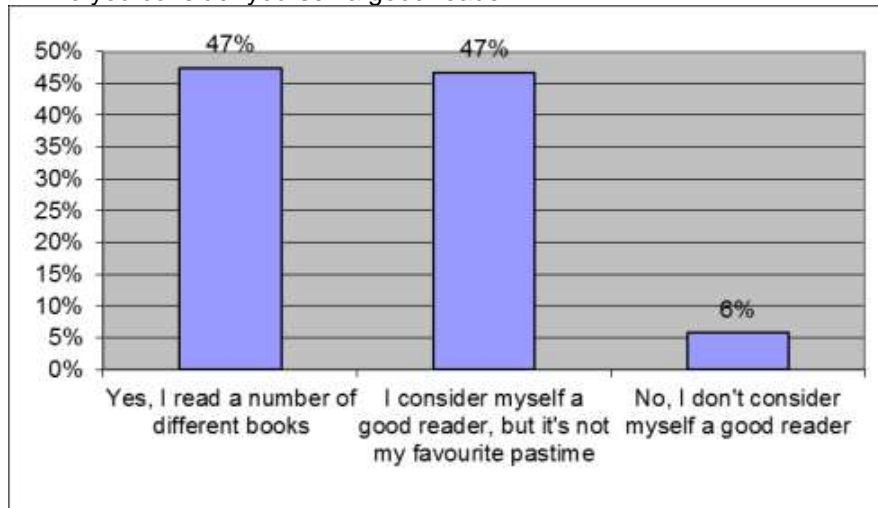
Question 2: How do you spend your spare time?



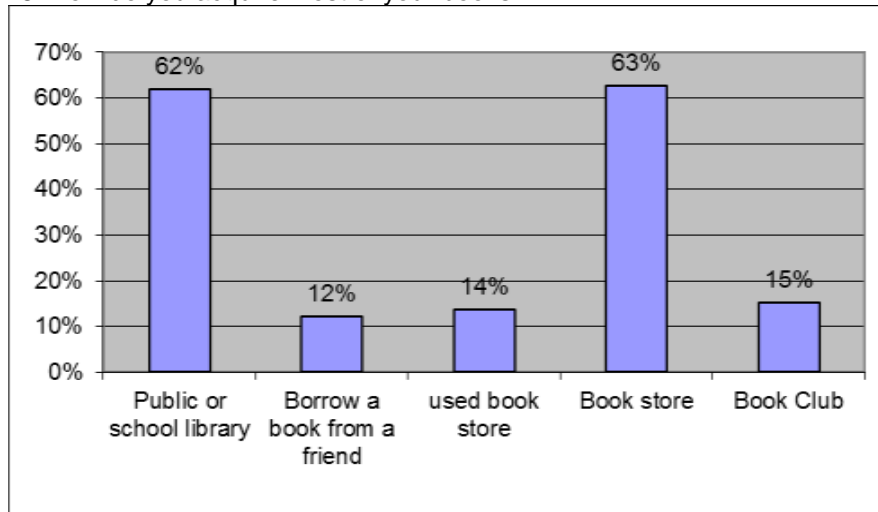
Question 5: What is your favorite genre?



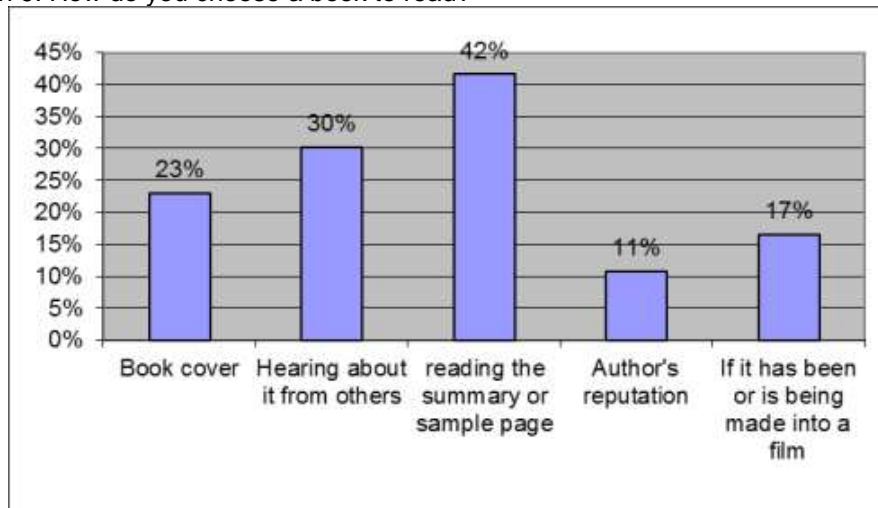
Question 7: Do you consider yourself a good reader?



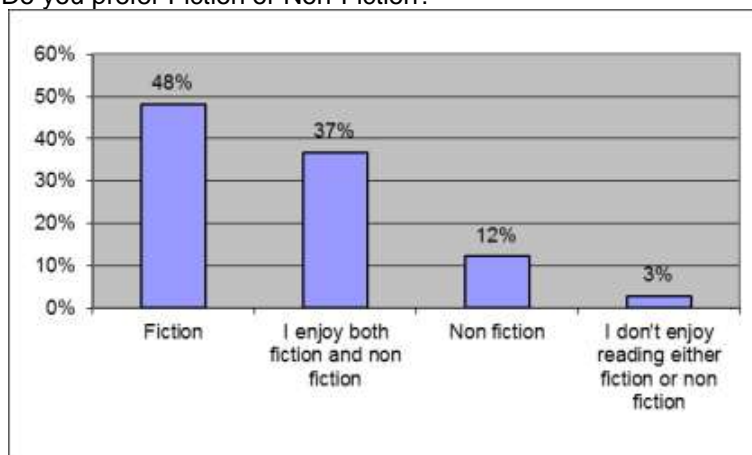
Question 8: How do you acquire most of your books?



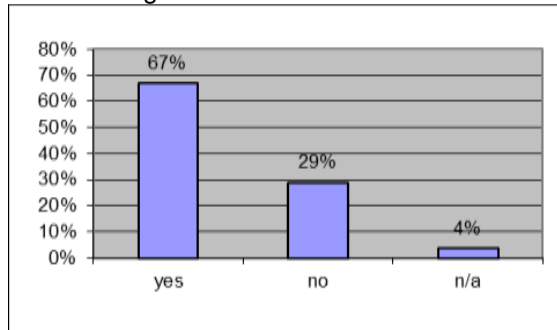
Question 9: How do you choose a book to read?



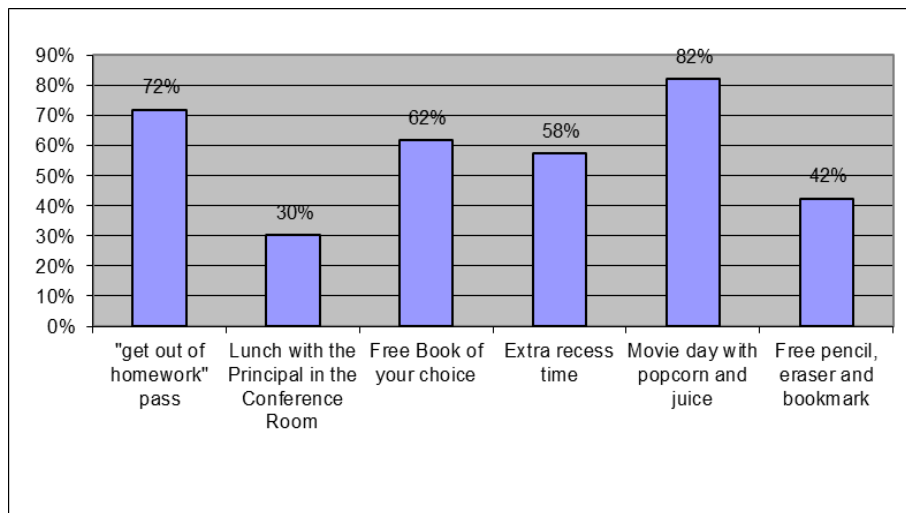
Question 10: Do you prefer Fiction or Non-Fiction?



Question 11: Would you be encouraged to read more books if the library had more copies so you and your friends could read together?



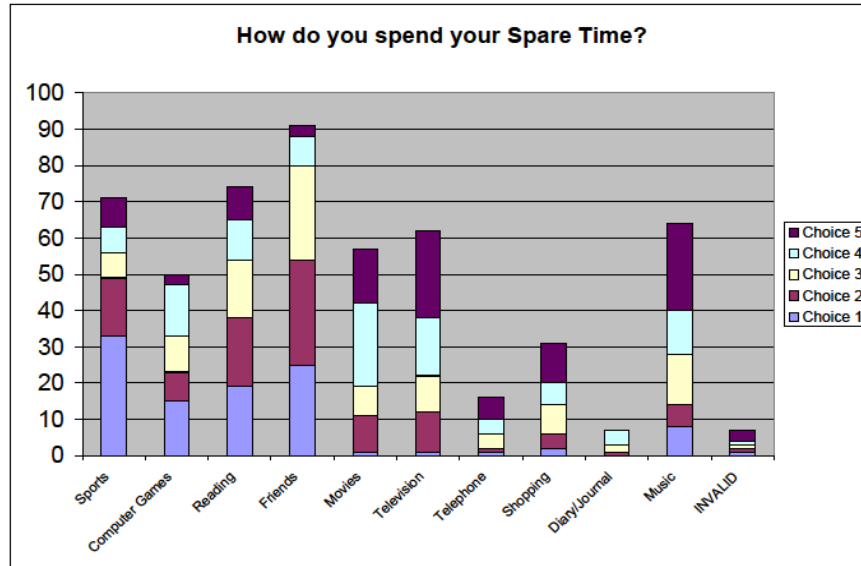
Question 12: What type of rewards should the school offer to students who achieve reading goals?



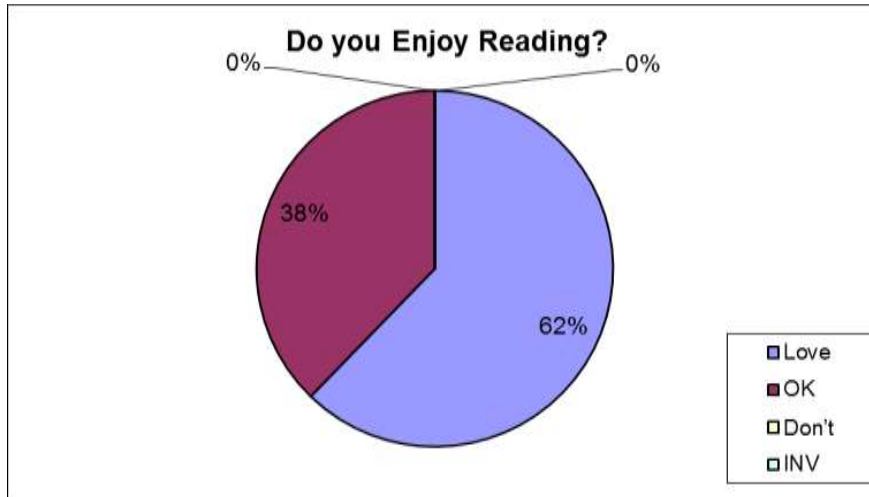
**Appendix A: Reading Interest Survey:
4. Graph of 2011 Results**

Note: Results have been displayed for ease of positioning. Note that the graphs for some questions and their responses couldn't be displayed (i.e. choosing a book to read, type of books preferred, public library use) due to priorities at the time. The results are available upon request.

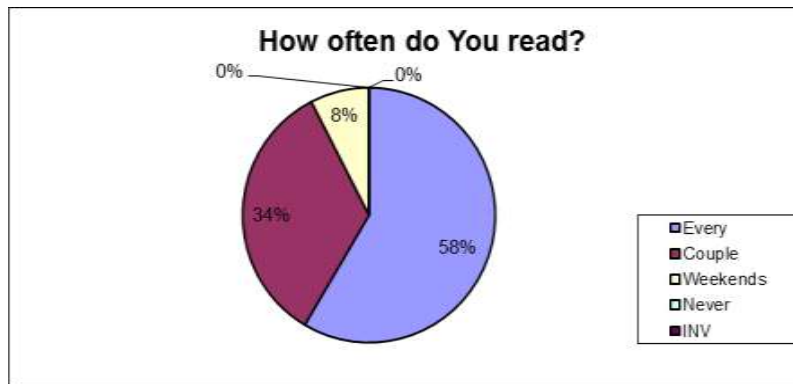
Question 1



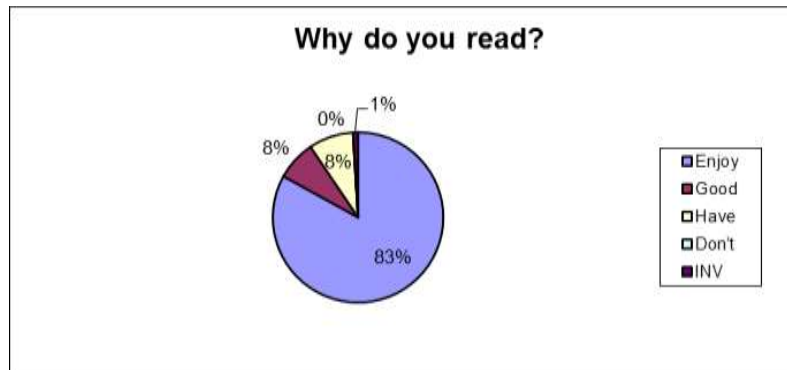
Question 2:



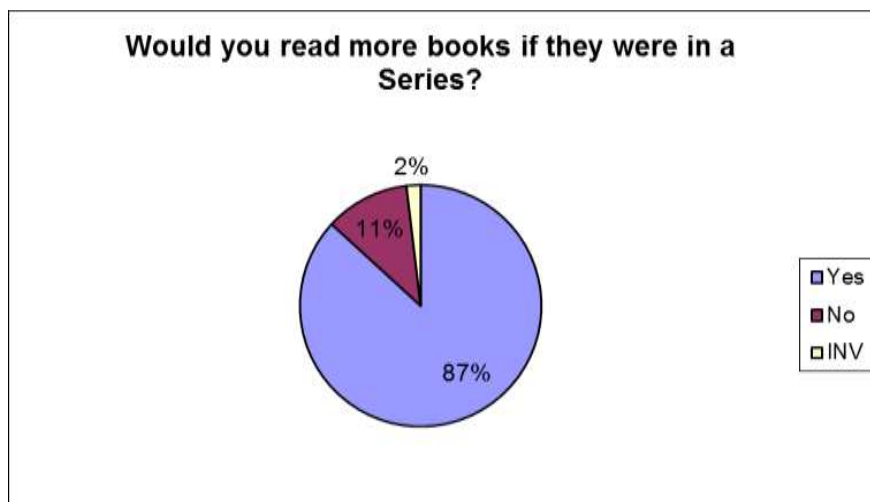
Question 3:

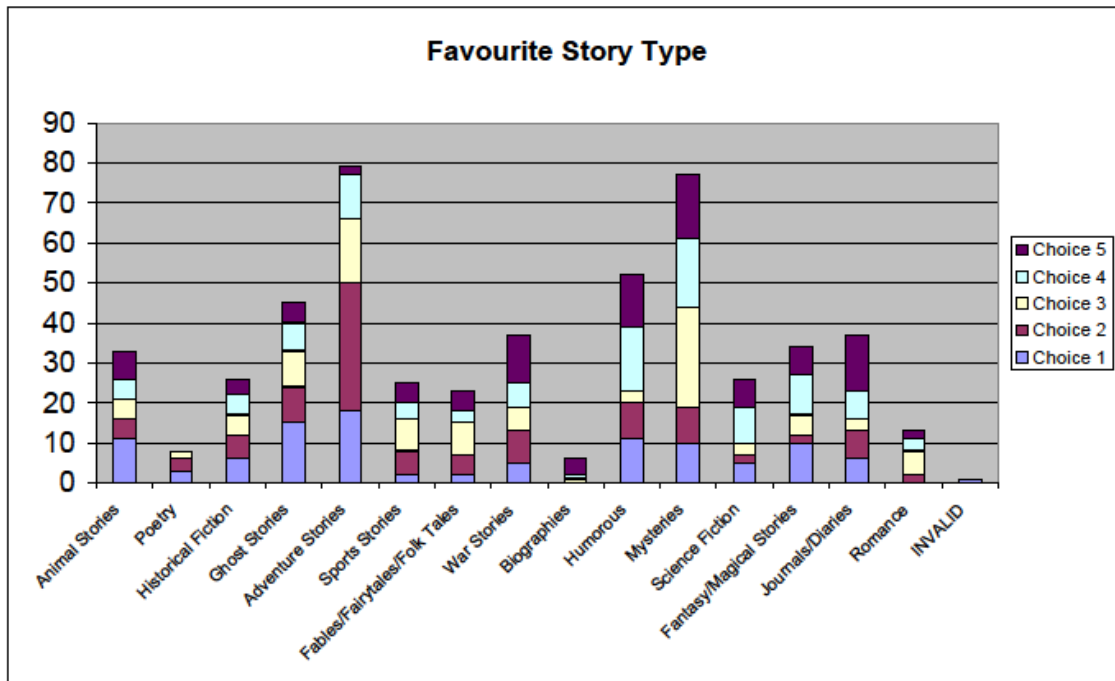


Question 4:



Question 10:





**Appendix A: Reading Interest Survey:
5. Report from library program**

Student Profiles: Library Program, Term 1, 2011

Student profiles are gained from the following sources:

1. A Reading Survey
2. Reading Testing results obtained from class teachers.
3. KOALA nomination results
(**Kids Own Australian Literature Awards**: children's choice awards in NSW)

1. A reading survey (attached) was conducted from Years 3-6.

At present the reading survey results are in the process of being analyzed.

The results are being analyzed on a gender, class and stage basis and indicated children's reading interests and their perceptions of themselves as a reader. The data from these results will enable the production of graphs to visually show the results from Years 3-6.

The results provide a reader profile for each child from Years 3-6. This will be used to determine the range of new acquisition titles as well as to direct children's borrowing choices and the literature focus in library literature lesson planning.

For example in the survey conducted in 2010, it showed that for the 8.8% of children (mostly boys) in Stage 3 that don't like reading very much (compared to 0.03% in Stage 2), some titles aimed at the reluctant older reader were sought.

However 50% in Stage 3 showed that they love reading and 43% like reading which followed the pattern of the rest of the children Y3-4. In order to further encourage this positive attitude to reading, the collection development in 2010 complied with children's wish lists and followed general reading trends for children of this age

As most children (94%) showed in 2010 that they enjoyed reading and read regularly throughout the week, the library incorporated into its collection development policy to regular update books in order to consolidate the established enjoyment of reading. Consequently a major deselection project was undertaken at the end of 2010 over the school vacation.

The survey also showed that: children would be encouraged to read more if the library had more than one copy of a title and more titles within a series; being with their friends and playing sport were the most popular past times; while adventure stories were the most popular story type; Roald Dahl, JK Rowling, Andy Griffiths, Ian Bone and Robert Muchamore were the most popular authors. This indicates that : multiple copies of books; numerous titles within a series; a range of titles by the listed authors and also within the indicated popular subject types, both as genres and as factual texts will need to be made high priorities as selection choices for the children. This was reflected in the approach to collection development in 2010.

2. Scores of reading tests are used to assist children in their borrowing choices and also in the range of new stock acquired. Where children's reading level is above their chronological age then their borrowing choices are so directed. In kindergarten this means borrowing skinny chapter books as well as picture books, ranging to Year 6 children borrowing fiction at a High School level.

Similarly when children's reading level is below their chronological age then high interest, with limited vocabulary book choices are encouraged.

At present reading test results are being finalized. They will be added and utilized as they are obtained.

Both methods are also utilized to implement differentiation procedures.

4. KOALA nomination results Children from Y2-6 select an Australian book which they have read to be nominated for the current awards (2011). They are given complete freedom with the choice of title, providing they have read the book and it is published in Australia. The results provide a selection tool when adding books to the collection and when guiding children's borrowing choices. The range of books indicates Australian reading preferences. The number of singular nominations shows the most popular Australian titles at LVS. These results will be available later in the term as the nomination process occurs in late March

Jane Webber, Teacher Librarian, Term 1, 2011

Appendix B: Reading Logs: Literature response:
1. Library Loan Log Sample



Library Loan Log

Name: Oliver Redegans Class: 6SR

Date	Borrowed Book Title	Read Y/N	Rating	Comment/Opinion
7/18/14	<u>A.C. Mar</u> <u>Author Emma Loen Coffer</u>	<u>Y</u>	<u>★★★★</u>	<u>this book was amazing, it topped my charts, I loved how enthralling it was. D.S. books Mrs. Mohr for encouraging it would be a great choice. 11/10 pg y</u>
11/18/14	<u>Big Bangs Mr. Book II - Cherub</u> <u>author Robert Massingham</u>	<u>Y</u>	<u>★★★★</u>	<u>one of my favorite books out of the thrill solving Cherub series. It as always made me never want to put this amazing book down. 9/10 very enjoyable</u>
21/8/14	<u>Arrival: book 1 - the phoenix files</u>	<u>Y</u>	<u>★★★★</u>	<u>A very good book, full of suspense. But I had to get into it first but when the plot thickened I was able to find myself reading whenever I could. 8/10</u>
28/8/14	<u>Faerie Wars: Book 1</u> <u>- Faerie Wars</u>	<u>Y</u>	<u>★★★★</u>	<u>Wow, Wow, Wow, M new favorite book it seems to suck you in so that you as well feel like you are a fairy (Faerie). Once obtain a suggested Novel by Mrs. Mohr. Thx 08-00 22 22</u>



Appendix B: Reading Log: Literature response
 2. Library Loan Log Instructions

Library Loan Log
Use instructions

- The children enter:
 - RL The date in which they borrow the book.
 - RL The title of the book (or one of them) which they have borrowed that day. This is their own choice.
 - RL When they have finished reading (in school library) they give it reading out of it by clicking the matching number of book closures.
 - RL Then they write a comment. This is their personal response for the reading experience of that book. An example could be:
 - I liked this book because there is my favourite character and I would like to read other books in the series by this author like this because... The best part was...
 - RL They can also talk about characters, settings in the book.
 - RL Use a Home Reading Log for books read that are not borrowed from the library.
 - RL Blank responses sheet (both kinds) available for the library.
 - RL These are posted into Library workbooks.




**Appendix B: Reading Logs: Literature response:
3. Home reading log**



Home Reading Log

Name: _____

Class: _____

Date	Book Title	Read Y/N	Rating	Comment/Opinion
				

**Appendix B: Reading Logs: Literature Response:
4. Literature Response Grades**

List of Literature Response Grades

1. Beginning
2. Developing
3. Emergent
4. Mature
5. Self-directed

**Appendix B: Reading Logs: Literature Response:
5. Reporting comment masters**

Literature response categories with report master comment:

1. Beginning stages of responding to literature
2. Developing her/his skills in her response to literature
3. Emergent response as she/he connects with literature
4. A mature response as she/he personally connects to literature
5. Self-directed response as she/he becomes individually involved with literature

**Appendix C: Statistical analysis of Individual borrowing:
1. Term records for a class showing absences and overdues and number of library visits**

TERM 4 Class Borrowing Record: Grade 3: 9 weeks															TO TA L	B B	R B									
First name	Bo rr. #	Wk 1		Wk 2		Wk 3		Wk 4		Wk 5		Wk 6		Wk 7				Wk 8		Wk 9		Wk 10				
		10-14 Oct		17-21 Oct		24- 28 Oct		31-4 Nov		7-11 Nov		14-18 Nov		21- 25 Nov		28-2 Dec		5-9 Dec		12-14 Dec						
		F	N	F	N	F	N	F	N	F	N	F	N	F	N	F	N	F	N	F	N					
Niamh	390				A		A										A					No borro wing due to last week of term				
Alex	225		○										○													
Hamish	170										A		A													
Seve	167		A		○						○															
Jackso n	236																									
Jessica	144				○																					
Nathan	150														A		A									
Grace	464						A		A		○															
Elise	273		○																							
Samuel	164												A		○											
Ciaran	272		○																							
Sadie	210														○											
Buster	420																									
Huxton	466				○																					
Tess	211																									
Liam	290																									

**Appendix C: Statistical analysis of Individual borrowing:
2. Template for reports showing results of averages etc.**

Grade 3 - Reports			No. of Weeks:	9																		
First name	Borr. #	Absences	Overdues	Average	New Average	Gender		Rating			Interest			Text			Borrowing			Effort		
						Boy	Girl	Boy	Girl	T	A	B	T	A	B	T	A	B	I		C	E
Niamh	390	3		2.8	2				6K													
Alex	225		2	2.1	1.8			6KO														
Hamish	170	3	3	1.8	1.8			6KO														
Seve	167	1	3	3.5	2.6			7EO														
Jackson	236			2.6	2.3			7E														
Jessica	144		1	2.2	1.5			5S														
Nathan	150	3		2.3	1.8			6K														
Grace	464	2	1	2.2	2			6K														
Elise	273		1	4.1	4			9P														
Samuel	164	1	1	2.1	2			6K														
Ciaran	272		2	3	2.5			7EO														
Sadie	210			2.2	2.2			7E														
Buster	420			2	1.4			5S														
Huxton	466		1	2.6	2.2			7E														

Notes:
 1. The borrowing number was included for ease of referring to borrowing records;
 2. Rating numbers match those on report rubric master.
 3. Gender was important for report collation as it denoted to use the master list of either boys/girl. The original being in Excel could be sorted for ease of entering comments. E.g. sort into boys and girls, complete reports by gender
 4. The first letter after the number in rating referred to the first letter of the borrowing comment category (K=keen, S=steady, E=eager). The second letter denoted the overdue category (O=occasional).
 5. The last four columns referred to the report indicator becoming addressed
 6. Grades for report: T= working towards class level; A=Working at class level; B=Working beyond class level;
 I = Inconsistent effort, C = Consistent Effort, E= Excellent effort

**Appendix C: Statistical analysis of Individual borrowing:
3. Report trends by class**

Class Borrowing Record Grade 5 TERM 2

Firstname	Borr. #	Overdues	No. Borrowed	No. Borrowed	Non Fiction	Fiction	Quarto Fiction	Bridging Fiction	Senior Fiction	Graphic Fiction	Junior Fiction	Picture Fiction		Surfing	Specky McGee	GRIFITHS, Andy	Change the Game	Deitora	WILSON, J
Todd	234	2	32	12	16	3				1									
Oscar	253	1	32	2	2	25			1	2									
Lucy	152	0	8	1	4	4													
Maddison	275	1	18	6	0	13													1
Zac	172	0	23	3	10	9		2						1	1	1	1		
Georgia	375	1	19	3	2	14													
Emily	193	0	9	0	0	10												1	1
Matilda	370	1	16	2	7	8													
Connor	353	1	18	5	0	10			4										
Hannah	297	3	14	1	0	9		4	1										1
Bailey	391																		
Nicholas	493	1	26	3	1	21			2										
Maxime	217	1	19	7	0	13													1
Gemma	479	0	18	9	3	7													1

Firstname	Simons, Moya	Samurai Kids	Aircraft	Extreme Adventures	GLEITZMAN, Jason	HIGHTMAN, Jason	STINE, RL	Tashi	MUCHAMORE, Robert	PILKEY, Dav	Horses	JENNINGS, Paul	PANKRIDGE-LEGEN, M
Todd		1	1										
Oscar				1	1	1	1						
Lucy													
Maddison													
Zac													
Georgia												1	
Emily													
Matilda											1		
Connor									1	1			
Hannah								1					
Bailey													
Nicholas									1	1			1
Maxime	1												
Gemma													

**Appendix C: Statistical analysis of Individual borrowing:
4. Rubric for reports**

Reporting grades and comments								
<u>Borrowing</u> Regularly borrows and returns library books promptly K-6			(Listening) Listens to and responds to literature Kinder Shows a developing <u>interest</u> in literature Y1-6			<u>EFFORT</u> K-2		
WT	WA	WB	WT	WA	WB	I	C	E
<i>Borrows 1 or less on average each week</i>	<i>Borrows 1-2 each week</i>	<i>Borrows 3 or more each week</i>	<i>Rarely responds/talks/daydreams Or borrows literature at ordinary level for age group Below age group</i>	<i>Responds at superficial level Or borrows literature at ordinary level but sometimes approaching perceptible level At age group</i>	<i>Responds thoughtfully Or borrows literature at perceptible level Beyond age group</i>	<i>5 or More overdues = Frequent overdues AND Borrows 1 or less on average each week</i>	<i>4 overdues= Some 2-3 overdues 2=Occasional AND Borrows 2 each week</i>	<i>No or 1 overdues AND Borrows 3 or more each week</i>

Borrows a variety of text types Y3-6		
WT	WA	WB
Borrows only one text/item type	Borrows 2-3 text/item types At least 3 times for each	Borrows 4-5 text/item types At least 3 times for each
Competently and regularly uses the library Y5-6		
WT	WA	WB

Rarely or never uses the library to locate books from own volition or needs guidance and direction to locate books required successfully	Regularly uses the library to locate books from own volition or just needs some guidance to locate books required successfully	Frequently uses the library to locate books from own volition or independently locate books required successfully
------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------

Borrowing comment category for comment	Alternative Comment class (borrowing category)	Matching number category	Average no. Books borrowed weekly	Total no books borrowed with no absences in No. weeks for lessons: 11	Total no books borrowed with no absences in No. weeks for lessons: 12
	(Irregular) Intermittent/ occasional	4	Less than 1	10 or less	11 or less
steady	Steady (Regular)	5	1 - 1.5	11-15/16	12-18
keen	Keen	6	1.6 – 2.0	16-22	19-24
eager	Eager	7	2.1 - 2.5	23-28/29	25-30
ardent	Ardent	8	2.6 - 3.0	28-33	31-36
fervent	Prolific	9	3.1 – 4.0	More than 34	37 or more
fervent	Very Prolific	10	4.1 or more		

Overdues: out of 8/9 possible weeks (K/Y6-Y1)

Occasional: 2 weeks of overdues (25%): Occasionally has needed a reminder about returning books on time.

Reminders: 3-4 weeks of overdues (33-50%): has needed some reminders about returning books on time.

Frequent: 5+ weeks of overdues (60+ %): needs frequent reminders however about returning books on time.

**Appendix C: Statistical analysis of Individual borrowing:
5. List of Indicators for reports**

Specialist Reporting template: Library: Library Borrowing: Jane Webber

Class/es	Indicator	Working Toward Grade Level	Working At Grade Level	Working Beyond Grade Level
K-Y6	<i>Regularly borrows and returns library books promptly</i>			
K	<i>Listens to and responds to literature</i>			
Y1-Y6	<i>Shows a developing interest in literature</i>			
Y3-6	<i>Borrows a variety of text types</i>			
Y5-6	<i>Competently and regularly uses library facilities</i>			
Effort made by student in borrowing		Inconsistent	Consistent <input type="checkbox"/>	Enthusiastic

In other words:

K	<i>Regularly borrows and returns library books promptly</i>
	<i>Listens to and responds to literature</i>
Y1-Y2	<i>Regularly borrows and returns library books promptly</i>
	<i>Shows a developing interest in literature</i>
Y3-4	<i>Regularly borrows and returns library books promptly</i>
	<i>Shows a developing interest in literature</i>
	<i>Borrows a variety of text types</i>
Y5-6	<i>Regularly borrows and returns library books promptly</i>
	<i>Shows a developing interest in literature</i>
	<i>Borrows a variety of text types</i>
	<i>Competently and regularly uses library facilities</i>

Appendix D: Statistical analysis of group borrowing
Excel table on a word doc of best borrowers from a sample term

Library Class Borrowing Results - Term 1															
Class	Total No.	Total Books	Average Books	No. BB	% BB	No. RB	% RB	Total BB & RB	% Total BB & RB	School Ranking	School Ranking	Ranking	Ranking Infants, BB	Ranking Primary	Ranking Primary
KA	20	349	17.45	8	40.00%	7	35.00%	15	75.00%	11	11	4	4		
KB	18	280	15.56	4	22.22%	5	27.78%	9	50.00%	13	13	6	6		
1A	18	512	28.44	10	55.56%	4	22.22%	14	77.78%	10	10	3	3		
1B	19	642	33.79	14	73.68%	3	15.79%	17	89.47%	5	5	2	1		
2A	20	637	31.85	8	40.00%	6	30.00%	14	70.00%	11	12	4	5		
2B	18	559	31.06	13	72.22%	3	16.67%	16	88.89%	4	6	1	2		
3A	19	504	26.53	12	63.16%	4	21.05%	16	84.21%	7	8			5	6
3B	19	431	22.68	15	78.95%	3	15.79%	18	94.74%	3	1			3	1
4A	18	519	28.83	11	61.11%	4	22.22%	15	83.33%	8	9			6	7
4B	20	592	29.60	13	65.00%	5	25.00%	18	90.00%	6	4			4	4
5A	16	212	13.25	13	81.25%	2	12.50%	15	93.75%	1	2			2	2
5B	15	221	14.73	13	86.67%	0	0.00%	13	86.67%	2	7			1	5
6B	23	331	14.39	13	56.52%	8	34.78%	21	91.30%	9	3			7	3
TOTALS	243	5789	23.82	147	60.49%	54	22.22%	201	82.72%						

BB = Best Borrowers RB = Regular Borrowers *Average number of books borrowed per term per child

Appendix E:
Utilizing data retrieved from the Library Management System:
1. Sample of loans list

Borrowing Results Semester 2 - Primary							
Class	Borrower	Borr. No.	Date	Barcode	Title	Call Number	Type
3B	Niamh	390	22-Sep-11	8238	The Invisible Boy	BF Gar	BF B
3B	Niamh	390	22-Sep-11	24917	Boy : Tales of Childhood	F Dah	FIC
3B	Niamh	390	15-Sep-11	23801	The Witches	F Dah	FIC
3B	Niamh	390	8-Sep-11	23637	The Witches	F Dah	FIC
3B	Niamh	390	22-Sep-11	27720	Always Jack	F Ger	FIC
3B	Niamh	390	22-Sep-11	28852	1841, Letty & the Stranger's	F OAG	FIC
3B	Niamh	390	1-Sep-11	28131	1841, Meet Letty : Book 1 - O	F OAG	FIC
3B	Niamh	390	8-Sep-11	28131	1841, Meet Letty : Book 1 - O	F OAG	FIC
3B	Niamh	390	15-Sep-11	28131	1841, Meet Letty : Book 1 - O	F OAG	FIC
3B	Niamh	390	22-Sep-11	28131	1841, Meet Letty : Book 1 - O	F OAG	FIC
3B	Niamh	390	13-Oct-11	25226	My Sister Jodie	F Wil	FIC
3B	Niamh	390	20-Oct-11	25226	My Sister Jodie	F Wil	FIC
3B	Niamh	390	20-Oct-11	29448	Wallabies	J599.22 Pry	JNF
3B	Niamh	390	15-Sep-11	8238	Are We There Yet? : a Journey	JF Les	JF
3B	Niamh	390	26-Aug-11	6828	Are We There Yet? : a Journey	JF Les	JF
3B	Niamh	390	1-Sep-11	6828	Miss Fox	JF Put	JF
3B	Niamh	390	13-Oct-11	7618	More Pants	PF And	PF P
3B	Alex	225	19-Oct-11	1978	Cryptids : and other Creepy C	001.944 Wri	NF
3B	Alex	225	19-Oct-11	1978	Ghosts	133.1 HIG	NF
3B	Alex	225	22-Sep-11	28465	Haunted History : Ghostly Gra	133.122 Ban	FIC
3B	Alex	225	26-Aug-11	13671	The Mystery of Haunted Houses	133.122 OXL	NF
3B	Alex	225	1-Sep-11	24847	Christmas in Ireland	394.2663 Chr	NF
3B	Alex	225	8-Sep-11	25105	Christmas in Ireland	394.2663 Chr	NF
3B	Alex	225	8-Sep-11	25105	The Atlas of Legendary Places	909 Har	NF
3B	Alex	225	15-Sep-11	28342	Mr Badger and the Difficult D	BF Hob	BF B
3B	Alex	225	20-Oct-11	29579	Mr Badger and the Magic Mirro	BF Hob	BF B
3B	Alex	225	22-Sep-11	28775	Mr Badger and the Missing Ape	BF Hob	BF B
3B	Alex	225	18-Oct-11	29655	Zac's Double Dare : Book 13 -	BF Lar	BF B
3B	Alex	225	1-Sep-11	24981	On the Case	CS F Sim 1/8	CS C
3B	Alex	225	11-Aug-11	1704	Selby's Secret	F Bal	FIC
3B	Alex	225	18-Aug-11	9793	Selby's Shemozzle	F Bal	FIC
3B	Alex	225	11-Aug-11	5400	Selby's Stardom	F BAL	FIC
3B	Alex	225	22-Sep-11	17614	Mischief Afoot	F Sim	FIC
3B	Alex	225	13-Oct-11	25402	Mischief Afoot	F Sim	FIC
3B	Alex	225	1-Sep-11	4938	Open for Business	F Sim	FIC
3B	Alex	225	18-Aug-11	26814	The Life of Ray Kroc : and th	J338.76164975 K	JNF

Appendix E:
Utilizing data retrieved from the Library Management System:
2. Numbers borrowed by call number group: Sample- Grade 1,
Term 2

<u>Borrower</u>	<u>Items in history</u>	<u>Borrower</u>	<u>Items in history</u>
Sarah (3) (Teacher)	89	Charles (374)	29
1 000 to 099		4 100 to 199	
11 100 to 199		4 300 to 399	
3 200 to 299		1 500 to 599	
6 300 to 399		5 700 to 799	
8 400 to 499		5 900 to 999	
2 600 to 699		1 Easy fiction	
24 700 to 799		9 Unidentified	
1 800 to 899		Evy (388)	38
1 900 to 999		4 600 to 699	
19 Easy fiction		3 800 to 899	
13 Unidentified		2 900 to 999	
WALLICH, James (297)	40	3 Easy fiction	
3 100 to 199		26 Unidentified	
3 300 to 399		Finn (396)	20
1 500 to 599		2 100 to 199	
3 600 to 699		1 500 to 599	
1 700 to 799		1 700 to 799	
19 900 to 999		2 900 to 999	
10 Unidentified		1 Easy fiction	
Nicholas (307)	12	2 Fiction	
12 Unidentified		11 Unidentified	
Olivia (319)	12	Jade (405)	22
1 000 to 099		1 000 to 099	
1 600 to 699		3 600 to 699	
3 Easy fiction		1 800 to 899	
7 Unidentified		3 900 to 999	
Jennica (347)	12	5 Easy fiction	
1 Easy fiction		1 Fiction	
11 Unidentified		8 Unidentified	
Isla (351)	12	Eimear (410)	11
1 600 to 699		1 000 to 099	
2 800 to 899		3 Easy fiction	
9 Unidentified		7 Unidentified	
Lachlan (361)	15	Sophia (425)	15
1 000 to 099		1 900 to 999	
1 100 to 199		5 Easy fiction	
6 600 to 699		9 Unidentified	
1 700 to 799		Asher (446)	15
4 Easy fiction		3 Easy fiction	
2 Unidentified		4 Fiction	
Zac (372)	33	8 Unidentified	
3 000 to 099		Claudia (479)	18
1 100 to 199		1 000 to 099	
3 300 to 399		1 100 to 199	
2 500 to 599		1 600 to 699	
2 600 to 699		1 800 to 899	
1 700 to 799		4 Easy fiction	
14 900 to 999		10 Unidentified	
2 Easy fiction			
5 Unidentified			

Appendix E:
Utilizing data retrieved from the Library Management System:
3. Numbers borrowed by item type group: Sample- Grade 1, Term 2

<u>Borrower</u>	<u>Items in history</u>	<u>Borrower</u>	<u>Items in history</u>
Sarah (3) (Teacher)	89	Charles (374)	29
7 JF Junior Fiction		8 JF Junior Fiction	
27 JNF Junior Non-Fiction		7 JNF Junior Non-Fiction	
32 NF Non-Fiction		12 NF Non-Fiction	
1 TR Teacher Reference		1 PF Picture Fiction	
2 KIT Kit(multi item/types A4)		1 BF Bridging Fiction	
2 PIC Picture(Individual)		Evy (388)	38
1 SW Computer Software		19 JF Junior Fiction	
17 PF Picture Fiction		6 JNF Junior Non-Fiction	
James (297)	40	4 NF Non-Fiction	
7 JF Junior Fiction		3 PF Picture Fiction	
5 JNF Junior Non-Fiction		6 BF Bridging Fiction	
25 NF Non-Fiction		Finn (396)	20
3 BF Bridging Fiction		2 FIC Fiction	
Nicholas (307)	12	9 JF Junior Fiction	
1 FIC Fiction		1 JNF Junior Non-Fiction	
10 JF Junior Fiction		5 NF Non-Fiction	
1 BF Bridging Fiction		1 PF Picture Fiction	
Olivia (319)	12	2 BF Bridging Fiction	
2 JF Junior Fiction		Jade (405)	22
1 JNF Junior Non-Fiction		1 FIC Fiction	
1 NF Non-Fiction		4 JF Junior Fiction	
3 PF Picture Fiction		4 JNF Junior Non-Fiction	
5 BF Bridging Fiction		4 NF Non-Fiction	
Jennica (347)	12	5 PF Picture Fiction	
11 JF Junior Fiction		4 BF Bridging Fiction	
1 PF Picture Fiction		Eimear (410)	11
Isla (351)	12	4 JF Junior Fiction	
8 JF Junior Fiction		2 JNF Junior Non-Fiction	
1 JNF Junior Non-Fiction		3 PF Picture Fiction	
2 NF Non-Fiction		2 BF Bridging Fiction	
1 BF Bridging Fiction		Sophia (425)	15
Lachlan (361)	15	5 JF Junior Fiction	
2 JF Junior Fiction		1 NF Non-Fiction	
2 JNF Junior Non-Fiction		5 PF Picture Fiction	
7 NF Non-Fiction		4 BF Bridging Fiction	
4 PF Picture Fiction		Asher (446)	15
Zac (372)	33	4 FIC Fiction	
5 JF Junior Fiction		5 JF Junior Fiction	
7 JNF Junior Non-Fiction		3 PF Picture Fiction	
19 NF Non-Fiction		3 BF Bridging Fiction	
2 PF Picture Fiction		Claudia (479)	18
Charles (374)	29	6 JF Junior Fiction	
8 JF Junior Fiction		3 JNF Junior Non-Fiction	
7 JNF Junior Non-Fiction		1 NF Non-Fiction	
12 NF Non-Fiction		4 PF Picture Fiction	
1 PF Picture Fiction		4 BF Bridging Fiction	
1 BF Bridging Fiction			

Appendix E:
Utilizing data retrieved from the Library Management System:
4. List of item types and ages

<u>Item Type</u>	<u>Age range</u>
Fiction	9-12 years
Junior Fiction	6-8 years
Bridging Fiction	7-9 years, early chapter books
Picture Fiction	4-6 years
Senior Fiction	13+ years
Graphic Fiction	9-12 years
Quarto Fiction	Oversize Fiction book 9-12 years
Classic Literature Fiction	Age range 9-12 years
Adult Fiction	16+ years
Adult Non Fiction	16+ years
Non Fiction	9-12 years
Junior Non Fiction	6-8 years

**Appendix E: Utilizing data retrieved from the Library Management System:
5. Sample of a school library report**

First Name	Borr. No.	Interest			Text Types			Borrowing			Effort			Comments
		W T	W A	W B	W T	W A	W B	W T	W A	W B	I	C	E	
Niamh Y3	390		1 2			1 2			1 2				1 2	Niamh shows interest and enjoyment in stories during her weekly visits to the library. She is a keen borrower and takes out a varied selection of chapter books, stories and novels. Niamh has enjoyed borrowing the book, 'My Sister Jodie', books from the 'Our Australian Girl' series, those by Roald Dahl, as well as a range of others. She is to be commended for practicing with her independent reading by borrowing a range of chapter books and novels. She has demonstrated an emergent response as she connects with literature. Niamh is to be commended for the range and thoughtfulness of her responses. Keep up the great work in Library, Niamh!
Alex Y3	225			1 2		2 1			1 2				1 2	Alex continues to show interest and enjoyment in stories during his weekly visits to the library. He is a keen borrower and takes out a varied selection of information, chapter books and novels. He has enjoyed borrowing the books in the 'Mr Badger', 'Selby' and 'Walk Right In Detective Agency' series, and those about mysteries. Alex is to be commended for his extending his independent reading with borrowing a range of chapter books. Occasionally he needs a reminder about returning books on time. He has demonstrated an emergent response as he connects with literature. Keep up the great work in Library, Alex!
First Name	Borr. No.	Interest			Text Types			Borrowing			Effort			Comments
		W T	W A	W B	W T	W A	W B	W T	W A	W B	I	C	E	
Samuel Y1	336			1 2						1 2			1 2	Samuel has continued to show an ardent interest in literature and displays enjoyment in stories during his weekly visits to the library. He is a very prolific borrower and clearly derives great pleasure from his reading. Samuel consistently takes out a wide and varied selection of chapter and story books, across a range of topics, enjoying in particular those from the Zac Power series. He has continued to demonstrate that he is developing his skills in his response to literature. Samuel is to be commended for his perceptive observations expressed during our literature discussions. Keep up the great work in Library, Samuel!

Appendix F: Summary of assessment tools and their benefits

Assessment tool	What prompted use	How tools used within school reporting structure	How results formulated	Benefits						
				Collection Development	Reader profile & trends	Reader growth	Library use	Advocacy	School Librarian role	

<p>This in turn shows the significance of the SL to meeting the educational mission of the school with regarding the development of reading as a lifelong behavior</p>												
<p>Class teachers and school executive also completed the surveys. This showcased the evaluative skills of the SL. The results of the questionnaire show the SL has proactively sought to match the collection to the individual and group profiles generated.</p>												
<p>The results enable the SL to motivate reading with the knowledge of what is actually preferred</p>												
<p>Comparison of results with same children in consecutive years</p>												
<p>Showed what their personal attitudes were to reading as to time spent recreationally on reading and extending their choices outside of school to public libraries</p>												
<p>Observed preferences for genres, authors, how book choices are made and reading from a series impacted upon selection choices and promotional displays</p>												
<p>Responses tabulated in excel. From this collective tendencies were translated visually into graphs and also expressed as percentages</p>												
<p>Evaluated if reading behavior changed from this initial assessment when compared to other assessment tools used</p>												
<p>Individual profiles: school program requirement</p>												
<p>Questionnaire - Reader Interest Survey</p>												
<p>Assessment tool</p>	<p>What prompted use</p>	<p>How tools used within school reporting structure</p>	<p>How results formulated</p>	<p>Benefits</p>			<p>Collection Development</p>	<p>Reader profile & trends</p>	<p>Reader growth</p>	<p>Library use</p>	<p>Advocacy</p>	<p>School Librarian role</p>

<p>It also showed that the SL was an educational professional in his/her own right- not just a library officer</p>							
<p>The coordination between class writing programs and the writing of the responses consolidated the working relationship between the class teachers and the SL. It reinforced the vital place of the school library within the educational arm of the school mission</p>							
<p>Because the logs showed actual books read, it could be seen what was being used in the library</p>							
<p>As the year progressed it could be seen the development of their borrowing choices- any changes regarding reading level, complexity of text, genre, author etc. and also if the nature of their responses developed</p>							
<p>Showed whether the students were actually reading what they borrowed, how long it took to read a book and what type/s they preferred</p>							
<p>Observed preferences for genres, authors, how book choices are made and reading from a series impacted upon selection choices and promotional displays</p>							
<p>The literature responses were assessed according to a rubric designed by the SL</p>							
<p>Through comments in the individual school reports. These comments were formulated alongside other assessment tools.</p>	<p>How tools used within school reporting structure</p>						
<p>School based reporting requirement to assess literature response from the library</p>	<p>What prompted use</p>						
<p>Reading logs (Literature responses)</p>	<p>Assessment tool</p>						
<p style="text-align: center;">Benefits</p>		<p>School Librarian role</p>	<p>Advocacy</p>	<p>Library use</p>	<p>Reader growth</p>	<p>Reader profile & trends</p>	<p>Collection Development</p>

<p>This mimics what a class teachers does-measured assessment figures to justify a student's school report writing-hence it consolidates the professional educational role of the teacher-as distinct from a library officer.</p>												
<p>This can be linked to reading development and hence an advocacy tool as it shows how the library contributes to the educational focus of reading development as part of the school's mission. But this needs to be pointed out to teachers and executive-the prime players in school based decision making-library funding</p>												
<p>Showed library use on an individual level as the entries are dated</p>												
<p>Changes in the statistics could portray the growth/lack of it, but again was not a stand-alone tool but used in conjunction with the reading log</p>												
<p>The reader profile could be gauged from the amount borrowed and returned. This was not used as a stand-alone reporting tool but combined with reading logs</p>												
<p>In the trends collated this had implications for collection development and the teaching program.</p>												
<p>Statistics were tabulated using the data sorting function in excel.</p>												
<p>The results were linked via a rubric according to library report outcomes</p>												
<p>School based requirement for SL to write a report for each student. This analysis gave justification to what was written-how much was borrowed, frequency of borrowing, type of borrowing.</p>	<p>What prompted use</p>	<p>How tools used within school reporting structure</p>	<p>How results formulated</p>	<p style="text-align: center;">Benefits</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="727 1150 865 1266"> <p>Collection Development</p> </td> <td data-bbox="865 1150 993 1266"> <p>Reader profile & trends</p> </td> <td data-bbox="993 1150 1099 1266"> <p>Reader growth</p> </td> <td data-bbox="1099 1150 1221 1266"> <p>Library use</p> </td> <td data-bbox="1221 1150 1333 1266"> <p>Advocacy</p> </td> <td data-bbox="1333 1150 1459 1266"> <p>School Librarian role</p> </td> </tr> </table>			<p>Collection Development</p>	<p>Reader profile & trends</p>	<p>Reader growth</p>	<p>Library use</p>	<p>Advocacy</p>	<p>School Librarian role</p>
<p>Collection Development</p>	<p>Reader profile & trends</p>	<p>Reader growth</p>	<p>Library use</p>				<p>Advocacy</p>	<p>School Librarian role</p>				
<p>Statistical analysis of Individual borrowing</p>	<p>Assessment tool</p>											

Places the SL as a figure of authority as the provider of the level of each group's involvement and as the awardee of group prizes.	Benefits											
Competitiveness between groups enhances the role of the library as a place worthy to strive for school based awards and as a place to excel for involvement within.							School Librarian role	Advocacy	Library use	Reader growth	Reader profile & trends	Collection Development
The statistics generate the frequency and the amount that the library is used on a group bases and as a school. Useful to see how the library is functioning within the whole school mission.												
N/A for individual reader growth as it is a group statistic. Applications as before for motivating a group with the hope of it affecting an individual within that group. Incentives such as group prizes also apply.												
N/A for reader profiles because they applied to groups and not individuals. Useful for example when looking at ways to approach motivating a class as a whole to borrow, or to return books. Incentives could then be offered that would benefit.												
N/A												
In an excel table showing comparative placement of each group with number of books borrowed and awards given in each group	How results formulated											
Not used, except to place the individual within the trend that their group shows. However factors such as ability, personal influences also come into play-so limited application	How tools used within school reporting structure											
Group library awards – motivate library use	What prompted use											
Statistical analysis of group borrowing.	Assessment tool											

As it is the SL who has collated this information it demonstrates the crucial role that the SL plays in contributing to the educational mission of the school.
The individual knowledge of a student as a borrower that can be directly translated to their reading development. By demonstrating the link between achieving curriculum outcomes and a student's library use, this strengthens the case for the place of the library within the school's mission.
Valuable source of data on library use. -most popular items borrowed according to item types and borrowers
Observations from the reader profile indicate changes to the reader growth
By comparing with previous reports (all stored on library digital files) trends, changes and development (the ongoing reader profile) are observed and followed up in one-to-one contact within the library or with conferences with class teachers
Selection choices were followed up from preferential borrowing choices
By utilizing the data sorting facility of Excel.
Through comments in the students individual school reports
School based requirement for SL to write a report for each student. This data gave justification to what was written-favorite title and authors, type of borrowing (which could be linked to development as a reader), etc.
Utilizing data retrieved from the Library Management System

SL= School Librarian