

<p>CONTEXTUAL FRAMEWORK FOR TECHNOLOGY LITERACY</p> <p>ISTE Standards and Description</p>	<p>Processes</p>	<p>Definition</p>	<p>PERFORMANCE INDICATORS</p>	<p>PROFILE OF A TECHNOLOGY LITERATE, 8TH GRADE STUDENT</p> <p>These skills are most often a cumulative result of technology integration of earlier grades rather than 8th grade alone</p>	<p>Sample Tasks (BUT NOT LIMITED TO THESE)</p> <p>Students should be challenged to perform the highest task(s) they are capable of performing. A student who is able to perform any one of these tasks in each standards area is deemed to be exhibiting minimal proficiency</p>
<p>Basic operations and concepts</p> <p>Students are able to access resources and utilize them in daily work.</p>	<p>Access (A) Manage (M)</p>	<p>(A) Knowing about and how to collect and/or retrieve information. (M) Organizing information into existing classification schemes</p>	<ul style="list-style-type: none"> • <i>Students demonstrate a sound understanding of the nature and operation of technology systems;</i> • <i>Students are proficient in the use of technology.</i> 	<p><i>The student will apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.</i></p>	<p>Open a file, e-mail message or application (A) Create and save a document (A) Open an existing document (A) Make changes to (font style, size, type, etc.) (M) Print a document (M) Spell-check a document (M) Cut, copy and paste within a document (M) Cut, copy, and paste between documents (M) Insert a clip art into a document (M) Delete a document or file (M) Access information using a browser through the World Wide Web (A) Navigate within a Web site to locate information (M) Use a search engine within an application or Web page (A) Manage files (save to specific locations, change locations) (M) Organize and paste information into a table or chart (M) Enter information into simulation software (such as Decisions, Decisions) (M) Enter information into a database (M) Use a word processor to create an ordered list of items. (A) Create folders for organizing documents (M) Create an outline or concept map in Inspiration, Word, and/or PowerPoint (M) Create a storyboard for a project or presentation. (M) Create or contribute to a database (such as a database of book recommendations) (M)</p>

CONTEXTUAL FRAMEWORK FOR TECHNOLOGY LITERACY ISTE Standards and Description	Processes	Definition	PERFORMANCE INDICATORS	PROFILE OF A TECHNOLOGY LITERATE, 8TH GRADE STUDENT These skills are most often a cumulative result of technology integration of earlier grades rather than 8 th grade alone	Sample Tasks (BUT NOT LIMITED TO THESE) Students should be challenged to perform the highest task(s) they are capable of performing. A student who is able to perform any one of these tasks in each standards area is deemed to be exhibiting minimal proficiency
					Create and organize Internet Favorites (M) Use an electronic card catalog. (M) Search for information in electronic encyclopedias such as World Book or Search-A-Saurus. (M)
Social, ethical, and human issues Responsibility and citizenship are an essential consideration as students learn with technology.	Integrate (I) Evaluate (E)	(I) Interpreting, summarizing, comparing and contrasting information using similar or different forms of representation (E) Reflecting to make judgments about the quality, relevance, usefulness, or efficiency of information	<ul style="list-style-type: none"> • <i>Students understand the ethical, cultural, and societal issues related to technology;</i> • <i>Students practice responsible use of technology systems information, and software; (e.g. an AUP)</i> • <i>Students develop positive attitudes toward technology uses that support technology literacy for lifelong learning, collaboration, personal pursuits, and productivity.</i> 	<i>The student will demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. The student will exhibit technology literacy legal and ethical behaviors when using information and technology, and discuss consequences of misuse</i>	Create a bibliography citing print and electronic resources used in the creation of a document (I) Obtain permission from authors to use information for distribution or posting on a Website (I) Evaluate Website for currency, author, authority, relevance (E) Use an evaluation rubric e.g. the Big 6 skills to find and evaluate information (E) Critique Websites (E)
Technology productivity tools Technology plays a pervasive role in the knowledge construction of student work	Integrate Construct (C) Communicate (CO)	(C) Generating new information and knowledge by adapting, applying, designing, inventing, representing or authoring information. (CO) Conveying information and knowledge to various individuals and/or groups	<ul style="list-style-type: none"> • <i>Students use technology tools to enhance learning, increase productivity, and promote creativity;</i> • <i>Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</i> 	<i>The student will use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support technology literacy learning and research.</i> <i>The student will apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.</i>	Compare information presented in a video clip and graph (C/I) Look through several Web sites to identify, compare and summarize information on a particular topic (C/I) Use an application to compare and contrast information (C) Use a tool like EBSCO or World Book Online to collect and analyze information (C) Use the sort and filter of a spreadsheet application to locate and analyze information (C)
Technology communication tools Effective communication is enriched through the use of technology.	Evaluate Construct Communicate		<ul style="list-style-type: none"> • <i>Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audience;</i> • <i>Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</i> 	<i>The student will design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.</i>	Select Web sites that best meet specified criteria (E) Evaluate reliability of information sources (E) Use a simulation to pick a correct hypothesis (C) Write a brief e-mail message (CO) Write a paper using a word processor (CO)

<p>CONTEXTUAL FRAMEWORK FOR TECHNOLOGY LITERACY</p> <p>ISTE Standards and Description</p>	<p>Processes</p>	<p>Definition</p>	<p>PERFORMANCE INDICATORS</p>	<p>PROFILE OF A TECHNOLOGY LITERATE, 8TH GRADE STUDENT</p> <p>These skills are most often a cumulative result of technology integration of earlier grades rather than 8th grade alone</p>	<p>Sample Tasks (BUT NOT LIMITED TO THESE)</p> <p>Students should be challenged to perform the highest task(s) they are capable of performing. A student who is able to perform any one of these tasks in each standards area is deemed to be exhibiting minimal proficiency</p>
					<p>Develop a report using presentation software (CO)</p> <p>Create a Web page (CO/C)</p> <p>Transform one representation to another, for instance a table to a graph. or a spreadsheet to a chart (CO/C)</p> <p>Send a message (e-mail, instant message) (CO)</p> <p>Contribute to an on-line discussion on a mailing list (CO)</p> <p>Purchase an item using e-commerce (CO)</p> <p>Make a multi-media presentation (CO)</p> <p>Create or contribute to a publication (desk top publishing) (CO/C)</p> <p>Create a message visually using paint or drawing programs (C/CO)</p> <p>Participate in online discussions/collaborations with other students via resources e.g. TappedIn or Think.com (CO/C)</p> <p>Design a poster to support a message or theme (CO)</p> <p>Participate in peer editing using the collaborative features in a Word processing application (CO)</p>
<p>Technology research tools</p> <p>Students leverage learning opportunities by utilizing technology for research.</p>	<p>Access</p> <p>Manage</p> <p>Integrate</p> <p>Evaluate</p> <p>Construct</p> <p>Communicate</p>		<ul style="list-style-type: none"> • <i>Students use technology to locate, evaluate, and collect information from a variety of sources;</i> • <i>Students use technology tools to process data and report results;</i> • <i>Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.</i> 	<p><i>The student will collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.</i></p> <p><i>The student will research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of</i></p>	<p>Access a variety of resources such as: card catalog, on-line databases, and Web sites for information to write a report (A)</p> <p>Conduct a search using a search engine. (C/M)</p> <p>Manage and save information in a file or folder. (M)</p> <p>Integrate a variety of technologies (I)</p> <p>Student develops a multimedia project with other student(s) and</p>

CONTEXTUAL FRAMEWORK FOR TECHNOLOGY LITERACY ISTE Standards and Description	Processes	Definition	PERFORMANCE INDICATORS	PROFILE OF A TECHNOLOGY LITERATE, 8TH GRADE STUDENT These skills are most often a cumulative result of technology integration of earlier grades rather than 8 th grade alone	Sample Tasks (BUT NOT LIMITED TO THESE) Students should be challenged to perform the highest task(s) they are capable of performing. A student who is able to perform any one of these tasks in each standards area is deemed to be exhibiting minimal proficiency
				<i>electronic information sources concerning real-world problems.</i>	people located at a different site. (C/CO/I) Students will review and examine other student work and judge it for accuracy, relevance etc. through internet research and established review criteria. (E)
Technology problem-solving and decision-making tools Problem solving is a valued-student skill that can be amplified through the use of technology.	Evaluate Construct Access Manage Integrate Communicate		<ul style="list-style-type: none"> • <i>Students use technology resources for solving problems and making informed decisions;</i> • <i>Students employ technology in the development of strategies for solving problems in the real world.</i> 	<i>The student will select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.</i> <i>The student will demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving</i>	Student will be presented with a problem appropriate for their level and develop a course of action based on an established criteria as to questions to be asked and answered, resources need to accomplish task and time line (C/CO/I/M/A/E)