

Reference Sheet for Technology Assessment Grades 3-5

Student is able to use keyboard, mouse and other common input and output devices responsibly and effectively. (1)

- *Can the student follow your directions when you use these terms?*
- *Does the student use correct terms when speaking about the mouse, monitor, keyboard, printer, cable, etc?*
- *Are these devices used with care and as they are meant to be used?*

Student can discuss common uses of technology, citing advantages and disadvantages. (1, 2)

- *Can the student list reasons to use the computer?*
- *Can the student state positive reasons to use a specific web site?*
- *Can the student express how the computer can be used in a negative way?*

Student can use general productivity tools and peripherals (printer, digital camera, etc.), to support productivity and/or remediate difficulties to facilitate learning. (3)

- *Does the student know how to print to the computer?*
- *Has there been an opportunity to use a scanner?*
- *The teacher can use a scanner or digital camera with the class to expose them to these tools. The students don't actually have to do it themselves at this point but we should be moving in that direction.*

Student can use technology tools to facilitate writing, communication, and publishing activities for projects inside and outside the classroom. (e.g. PowerPoint presentations, Web tools, digital cameras, etc.)(3, 4)

- *Can the student create a PowerPoint presentation?*
- *Can the student insert a graphic to enhance a publication?*
- *Can the student publish a one page newsletter?*

Student can use telecommunications (email, chat room, bulletin board, etc.) efficiently and effectively to access information and communicate with others to support learning. (4)

- *Clearly this is something that we are not doing currently but hope to as we move forward. If the teacher could send an email from the class, with their input, it would provide exposure for the students.*
- *Poll your class to find out if any of them use email, chat room or a bulletin board at home. Be careful to stress safe communication on the Internet.*

Student uses technology resources (email, chat room, bulletin board, calculators, data collection probes, videos, educational software, etc.) to problem solve for audiences inside and outside the classroom. (4, 5, 6)

- *Does the student use videos and/or software to solve a problem?*
- *Does the student use calculators, rain gauges, or scientific tools to collect information to help solve problems?*

Student can determine the proper and appropriate technology resource to address a variety of tasks and problems (5,6).

- *If presented with a task or problem, does the student know which software program to use?*
- *Does the student understand the purpose of particular software programs? For example, MS Word—word processing, PowerPoint—multi media presentations, Excel—graphing, data collection, Inspiration—graphic organizers, and Publisher—newsletters, greeting cards, brochures.*

Student can evaluate the accuracy, appropriateness, comprehensiveness, relevance and bias of electronic information sources. (6)

- *Electronic information resources include anything that offers information through the computer. This includes web sites, email, bulleting boards, etc.*
- *Does the student understand that all the information found on the computer was put there by someone? Its accuracy depends on the research done by the author of the page. Students need to be told constantly that they must determine the accuracy of what they read on the computer (specifically the Internet and in email).*
- *This is done by checking the publisher, the date of publication, etc.*
 - *How current is the site?*
 - *Is the author an expert in his field?*
 - *Does the site state its sources of information?*
 - *What is the purpose of the site? Is the information mostly fact or opinion?*
 - *Does the information deal directly with the topic?*
 - *Does the author favor one side of an issue over the other? (example: Will you find an unbiased report about the healthiness of eating eggs on the American Egg Board web site?)*

**At this level (grades 3-5) you are only introducing this topic. It will be dealt with in a much more comprehensive way in middle school and even more so in high school.*