

Reference Sheet for Technology Assessment Grades 6-8

This page makes some suggestions as to what you might look at in assessing your students. You are not limited to these in any way.

Student applies strategies to identify and solve routine hardware and software problems, and understands their practical applications to learning and problem solving. (1,6)

- *Can the student figure out how to solve simple glitches with the computer. For example, if the screen freezes or the mouse doesn't move, does he/she know how to fix it?*
- *Does the student know what to do if a problem comes up while using software, for example: if buttons are missing from the toolbar, would he/she know where to find them?*

Student demonstrates knowledge of current changes in information technology and its effect on the workplace and in society. (2)

- *Does the student know about recent technology improvements, such as ease of use of email, use of the school network, and improved web site search strategies?*
- *Can the student express how these improvements help in school?*
- *Can the student express how technology improvements help people at work?*

Student exhibits legal and ethical behaviors when using technology and can discuss consequences of misuse. (2)

- *Does the student understand the reason for an AUP? (Acceptable Use Policy)*
- *Does the student respect information found on the Internet and cite sources when used?*
- *Does the student know and understand the consequences of plagiarism?*

Student uses content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) for learning and research. (3,5)

- *Can the student identify the appropriate software for a task?*
- *Does the student use the proper tool, such as a graphing calculator, and/or scientific probe when needed?*

Student applies productivity and multimedia tools and peripherals for group and individual learning projects. (3,6)

- *Can the student create a PowerPoint presentation, newsletter, brochure, etc?*
- *Can he/she add audio and/or video to a presentation?*

Student designs and publishes products such as web pages and videotapes using technology resources that communicate curriculum ideas to audiences inside and outside the classroom. (4, 5, 6)

- *Is the student able to create a web site for a curriculum topic?*
- *Can the student make a videotape for a class project?*

Student collaborates with peers and experts using telecommunications and collaborative tools to investigate curriculum related problems and develops solutions for audiences inside and outside the classroom.(4, 5)

- *Can the student, working with others in a group, use the computer and other tools (digital camera, scanner, video camera, etc.) to investigate a problem and offer a solution to his class and others?*
- *Is the student able to contact experts using email, bulletin board, chat room, etc. to help solve a problem and offer a solution?*

Student can select and use the appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5,6).

- *Is the student familiar with various software programs and Internet web sites to help them learn?*
- *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.*
- *Does the student know when to use the correct tool, for example: a digital camera as opposed to a scanner? Publisher as opposed to Microsoft Word?*

Student can research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2,5,6)

- *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 Internet and in emails, bulletin boards, chat rooms and so on.*
- *Do they know to ask these questions:*
 - *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 eggs on the American Egg Board web site?)*