

Profiles for Technology Literate Students

PERFORMANCE INDICATORS FOR TECHNOLOGY—LITERATE STUDENTS

GRADES PreK-2

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 2, students will:

Performance Indicator	Evidence
1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)	
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)	
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)	
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)	
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)	
6. Demonstrate positive social and ethical behaviors when using technology. (2)	
7. Practice responsible use of technology systems and software. (2)	
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)	
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)	
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)	

GRADES 3-5

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 5, students will:

Performance Indicators	Evidence
1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)	
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)	
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)	
4. Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)	
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)	
6. Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)	
7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)	
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)	
9. Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)	
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)	