

Archdiocese of Omaha

Technology Curriculum

K-12

August 2011

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Introduction

Purpose of this curriculum:

The purpose of this Standards-based curriculum is to assist administrators and teachers of the Archdiocese of Omaha in teaching/integrating Technology in the Archdiocesan Catholic Schools. This guide contains clear expectations for Technology Education Standards based on the International Society for Technology in Education (ISTE) National Education Technology Standards for Students (NETS) and the Nebraska Student Essential Learnings. It is intended that this material be used in the development of local technology education curriculum plans and for the training of teachers of technology education.

Administrators will use this curriculum to assist teachers in applying the desired Technology Education Standards to the specific grade levels.

Teachers will use the curriculum as the basis for planning their lessons for the year. Use of this curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Mission Statement

The mission of the Catholic Schools in the Archdiocese of Omaha, Nebraska, in cooperation with the parents, is an extension of the four-fold educational mission of the Catholic Church:

- to proclaim the message of faith and morals
- to foster community
- to encourage worship and prayer
- to motivate to serve others

Each school is to educate students to become academically proficient as well as responsible adults who will be active and loyal members of their Church, their community, and world.

(Approved 2007)

Archdiocese of Omaha Exit Standards

All graduates of Catholic Schools in the Archdiocese of Omaha demonstrate:

- Religious knowledge, virtues, morals and practices;
- Knowledge of core disciplines and fine arts;
- Higher-order thinking skills;
- Effective communication skills;
- Effective social interaction skills;
- Independent learning skills
- Life-long learning with the ability to access and utilize resources;
- Knowledge of practices essential to:
 - Sound health and stable families;
 - Responsible stewardship;
 - Mature, responsible and sensible use of technology; and
 - Effective citizenship

Technology Program Mission Statement

Our purpose is to develop innovative learners in a dynamic digital world.

Technology Program Standards

Digital Citizenship

- Practice Catholic teachings when using technology

Operations and Concepts

- Utilize hardware, software and peripherals

Communication and Collaboration

- Work with others to process information and ideas

Creativity and Innovation

- Employ original ideas to develop new products

Information Management

- Collect and evaluate information from a variety of sources

Critical Thinking

- Develop problem-solving strategies and make informed decisions

Technology Essential Standards

Digital Citizenship

- K-2 Recognize responsible use of technology
- 3-5 Practice responsible use of technology
- 6-8 Apply responsible use of technology
- 9-12 Internalize and apply ethical behavior

Operations and Concepts

- K-2 Explore a variety of technologies
- 3-5 Use a variety of technologies
- 6-8 Integrate multiple technologies simultaneously
- 9-12 Orchestrate systems and applications

Communication & Collaboration

- K-2 Use technology to explore information and ideas
- 3-5 Use technology to share information and ideas
- 6-8 Collaborate and publish information and ideas
- 9-12 Collaborate and disseminate information and ideas

Creativity & Innovation

- K-2 Make original works to express ideas
- 3-5 Apply existing knowledge to create original works
- 6-8 Produce original work employing a variety of methods
- 9-12 Use the creative process to organize, experiment, and construct original works

Information Management

- K-2 Identify information using a variety of sources
- 3-5 Examine and use information sources
- 6-8 Judge and select relevant information sources
- 9-12 Critique and integrate relevant information sources

Critical Thinking

- K-2 Recognize solutions to a problem
- 3-5 Make informed decisions to solve a problem
- 6-8 Integrate information from valid sources to identify solutions to a problem
- 9-12 Research, analyze, and employ solutions for a problem

Primary Grades K-2

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Primary Grades K-2 Technology Essential Standards

Digital Citizenship

Recognize responsible use of technology

Operations and Concepts

Explore a variety of technologies

Communication and Collaboration

Use technology to explore information and ideas

Creativity and Innovation

Make original works to express ideas

Information Management

Identify information using a variety of sources

Critical Thinking

Recognize solutions to a problem

Curriculum Implementation Map

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

AUGUST

Administrator's role:

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study Assessments and Student Scoring Guides that will be used for the year.
- Meet with faculty to align school curriculum with the Archdiocesan Curriculum.
- Plan time to go over the curriculum guide paying special attention to directions that have been inserted throughout the guide.
- Reproduce entire curriculum guide for the teachers.

Teacher's role:

- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guide paying special attention to directions that have been inserted throughout the guide.

SEPTEMBER

Administrator's role:

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.

Teacher's role:

- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.

- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age-appropriate language if needed.
- Share the Assessment example with students.
- Begin teaching to the Standards.

OCTOBER

Administrator's role:

- Contact the CSO for assistance as needed.
- Share information with faculty checking progress; allow time for work in levels.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

NOVEMBER

Administrator's role:

- Share information with faculty checking for progress.
- Allow time for teachers to work in levels.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

DECEMBER

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Allow time for faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

Spring Semester Time Line

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

JANUARY

Administrator's role:

- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Remind faculty that the deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age appropriate language if needed.
- Share your Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send the Grade Level Tally Sheet to administrator.

FEBRUARY

Administrator's role:

- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.

- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send Grade Level Tally Sheet to administrator.

MARCH

Administrator's role:

- Share information with faculty checking progress.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.

APRIL

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the week of **April 22**.
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the **Catholic Schools Office by May 1**.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.

MAY

Administrator's role:

- Send completed Building Level Tally Sheet to the CSO if you have not done so yet.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

Teacher's role:

- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

Teacher Notes for Grades K-2

No Technology Assessment has been written for Grades K-2. Teachers at this level will focus instruction on the content indicated on the Content Checklists to prepare students for the Grade 3 Assessment.

Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

The Content Checklist in this document is based on the International Society for Technology in Education (ISTE) National Education Technology Standards for Students (NETS) and the Nebraska Student Essential Learnings.

The format for the Content Checklist is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred
2. Content Statement
3. Level of Teacher Instruction:
Introduce **(I)**, Develop **(D)**, Master **(M)**

Introduce	(I):	To provide with a beginning knowledge or brief first experience. No assessment.
Develop	(D):	To progress from simple to more complex through practice. Check for understanding as needed.
Master	(M):	To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Technology Content Checklist Grades K-12

		K	1	2	3	4	5	6	7	8	9	10	11	12
I Digital Citizenship														
A Safety														
1	Report inappropriate websites and inappropriate online content	I	D	D	M									
2	Keep passwords private			I	D	D	M							
3	Comply with online policies				I	D	D	M						
4	Keep personal information private			I	D	D	D	M						
5	Invite/Accept online interaction only with those you know				I	D	D	D	M					
B Social Interaction in an online environment														
1	Demonstrate rules related to acceptable use policy	I	D	D	D	D	D	D	D	M				
2	Demonstrate respectful use of school and global networks					I	D	D	D	M				
3	Demonstrate respect for the personal dignity of individuals (cyberbullying)			I	D	D	D	D	D	D	M			
4	Interpret the difference in the use of technology in personal and professional environment						I	D	D	D	D	M		
C Respecting Intellectual Property														
1	Demonstrate responsible use of equipment	I	D	D	D	D	M							
2	Follow rules related to the concept of plagiarism			I	D	D	D	D	M					
3	Recognize the differences between fair use and copyright infringement					I	D	D	D	D	D	M		
4	Obtain permission from owners to use intellectual property							I	D	D	D	M		
5	Cite sources appropriately						I	D	D	D	D	M		

<p>Introduce (I): To provide with a beginning knowledge or brief first experience. No assessment.</p> <p>Develop (D): To progress from simple to more complex through practice. Check for understanding as needed.</p> <p>Master (M): To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.</p>
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Archdiocese of Omaha Technology Content Checklist Grades K-12

		K	1	2	3	4	5	6	7	8	9	10	11	12
II	Operations and Concepts													
1	Demonstrate understanding of technological terminology	I	D	D	D	D	D	D	D	D	D	D	D	D
2	Demonstrate navigation skills	I	D	D	M									
3	Demonstrate operation of equipment	I	D	D	M									
4	Exhibit proper care of equipment	I	D	D	M									
5	Follow specific word processing instructions:													
a	-Choose a readable font	I	D	D	M									
b	-Use the space bar	I	D	D	M									
c	-Use the "enter" key	I	D	D	M									
d	-Set the tab key	I	D	D	M									
e	-Set alignment	I	D	D	M									
f	-Set indents	I	D	D	M									
g	-Run spell check	I	D	D	M									
h	-Name a document	I	D	D	M									
i	-Save a document to a specific location	I	D	D	M									
j	-Print a copy	I	D	D	M									
k	-Set margins	I	D	D	D	M								
l	-Set line spacing	I	D	D	D	M								
6	Use file management skills	I	D	D	D	D	M							
7	Use drawing and painting tools	I	D	D	D	D	D	M						
8	Demonstrate skills to crop and size graphics		I	D	D	D	D	M						
9	Choose appropriate application for task					I	D	D	D	M				
10	Demonstrate accurate keyboarding (30WPM)					I	D	D	D	M				
11	Demonstrate word processing skills		I	D	D	D	D	D	D	M				
12	Navigate websites	I	D	D	D	D	D	D	D	D	D	M		
13	Create presentations using multimedia				I	D	D	D	D	D	D	M		
14	Integrate multimedia into presentations				I	D	D	D	D	D	D	M		
15	Demonstrate spreadsheet skills				I	D	D	D	D	D	D	M		

		K	1	2	3	4	5	6	7	8	9	10	11	12
III	Communication and Collaboration													
1	Use appropriate visuals in presentations			I	D	D	D	M						
2	Share a presentation individually or collaboratively			I	D	D	D	M						
3	Use electronic communication (i.e. email) in a professional manner					I	D	D	D	M				
4	Share documents						I	D	D	M				
5	Participate in social networks (i.e. blogs, wikis)					I	D	D	D	D	D	M		
6	Convert a product into various formats							I	D	D	D	M		
7	Post creations online for public viewing							I	D	D	D	M		
8	Create a social network								I	D	D	M		
9	Collaborate online to create a final product							I	D	D	D	M		
10	Participate in video conferencing								I	D	D	D	D	M

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 Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.
 Master **(M)**: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Archdiocese of Omaha Technology Content Checklist Grades K-12

		K	1	2	3	4	5	6	7	8	9	10	11	12
IV Creativity and Innovation														
1	Use drawing/paint tools for creative expression	I	D	D	D	D	D	M						
2	Compose at the keyboard		I	D	D	D	D	M						
3	Choose backgrounds and graphics that enhance a presentation			I	D	D	D	M						
4	Use writing tools for creative expression (text)			I	D	D	D	D	D	M				
5	Use design principles to create effective multimedia				I	D	D	D	D	D	D	M		
6	Create an original work in a digital format	I	D	D	D	D	D	D	D	D	D	M		

		K	1	2	3	4	5	6	7	8	9	10	11	12
V Information Management														
1	Use drawing tools	I	D	D	D	D	D	M						
2	Organize information using writing software			I	D	D	D	M						
3	Organize information using presentation software		I	D	D	D	D	M						
4	Identify electronic sources which <u>should</u> be cited				I	D	D	M						
5	Type a URL					I	D	D	D	M				
6	Identify and manipulate file extensions					I	D	D	D	M				
7	Examine applicable technology research tools			I	D	D	D	D	D	D	M			
8	Use correct formatting when citing an electronic research source							I	D	D	D	M		
9	Access and judge digital reference materials	I	D	D	D	D	D	D	D	D	D	M		
10	Organize information using spreadsheet software		I	D	D	D	D	D	D	D	D	M		
11	Use age appropriate educational programs	I	D	D	D	D	D	D	D	D	D	D	M	
12	Compile data			I	D	D	D	D	D	D	D	D	M	
13	Use a browser	I	D	D	D	D	D	D	D	D	D	D	D	M
14	Conduct a search using a web based search engine					I	D	D	D	D	D	D	D	M
15	Organize information using graphing technologies										I	D	D	M

		K	1	2	3	4	5	6	7	8	9	10	11	12
VI Critical Thinking														
1	Recognize a need to solve a problem	I	D	D	D	M								
2	Recognize when technology is not working properly	I	D	D	D	M								
3	Define how technology is used in the world	I	D	D	D	D	D	D	M					
4	Identify a solution to solve a problem		I	D	D	D	D	D	D	D	D	D	M	
5	Discriminate between valid/invalid sources							I	D	D	D	D	D	M
6	Evaluate the quality and value of a resource							I	D	D	D	D	D	M
7	Implement a solution to solve a problem				I	D	D	D	D	D	D	D	D	D
8	Synthesize information from a variety of resources							I	D	D	D	D	D	D
9	Use trouble shooting steps to solve a problem									I	D	D	D	D

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 Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.
 Master **(M)**: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Curriculum Guide Glossary

Assessment - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

Assessment Task Guidelines - Specific directions for students to follow as they complete the Assessment Task.

Essential Question - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

Essential Standards - Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

Grade Level Tally Sheet – The reporting form that records Assessment results completed by grade level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

Performance Assessment - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

Program Standards - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

Standards - General expectations of academic excellence that indicate what a student should know and be able to do.

Standards-based curriculum – A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

Student Scoring Guide - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

Task - An activity, exercise, or problem given to students to perform.

Intermediate Grades 3-5

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Intermediate Grades 3-5 Technology Essential Standards

Digital Citizenship

Practice responsible use of technology

Operations and Concepts

Use a variety of technologies

Communication and Collaboration

Use technology to share information and ideas

Creativity and Innovation

Apply existing knowledge to create original works

Information Management

Examine and use information sources

Critical Thinking

Make informed decisions to solve a problem

Curriculum Implementation Map

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

AUGUST

Administrator's role:

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study Assessments and Student Scoring Guides that will be used for the year.
- Meet with faculty to align school curriculum with the Archdiocesan Curriculum.
- Plan time to go over the curriculum guide paying special attention to directions that have been inserted throughout the guide.
- Reproduce entire curriculum guide for the teachers.

Teacher's role:

- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guide paying special attention to directions that have been inserted throughout the guide.

SEPTEMBER

Administrator's role:

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.

Teacher's role:

- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.

- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age-appropriate language if needed.
- Share the Assessment example with students.
- Begin teaching to the Standards.

OCTOBER

Administrator's role:

- Contact the CSO for assistance as needed.
- Share information with faculty checking progress; allow time for work in levels.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

NOVEMBER

Administrator's role:

- Share information with faculty checking for progress.
- Allow time for teachers to work in levels.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

DECEMBER

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Allow time for faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

Spring Semester Time Line

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

JANUARY

Administrator's role:

- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Remind faculty that the deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age appropriate language if needed.
- Share your Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send the Grade Level Tally Sheet to administrator.

FEBRUARY

Administrator's role:

- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.

- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send Grade Level Tally Sheet to administrator.

MARCH

Administrator's role:

- Share information with faculty checking progress.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.

APRIL

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the week of **April 22**.
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the **Catholic Schools Office by May 1**.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.

MAY

Administrator's role:

- Send completed Building Level Tally Sheet to the CSO if you have not done so yet.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

Teacher's role:

- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

Directions for Administration of the Performance Assessment

Refer to the **Curriculum Guide Glossary** found in this section of the *Technology Curriculum Guide* to assist you with the terminology.

Before the school year begins, it is highly recommended that the teacher read through the entire curriculum to assist with mapping instruction for the year. In doing so, the teacher will have read through the Assessment Task Guidelines and Student Scoring Guide to know when in the year to place the instruction that will precede the administration of the Assessment. The Assessment should flow from the curriculum. The Assessment should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and the State of Nebraska. When used properly, the Assessment and Student Scoring Guide provide the teacher with additional information about individual student learning.

1. **At the beginning of the school year**, the teacher will have reviewed the curriculum guide and mapped an instructional plan for the year based on the Curriculum Implementation Map found in the *Technology Curriculum Guide*. The teacher needs to refer to the Directions for Use of Content Checklist for specific instructions. The teacher will then base the foundation of planning on the M-mastery (proficiency) identified pieces of content in the grade level Content Checklist.
2. The teacher will find the Assessment Task Guidelines and Student Scoring Guide in the specific grade level section of the curriculum. The teacher will provide each student with both the Assessment and the Student Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood. The teacher will explain the purpose for the Assessment and Student Scoring Guide to the class and allow time for questions about the Assessment process.
3. It is important for the teacher and the students to understand that students are rated for proficiency on the assessment which is recorded on the Student Scoring Guide. As a criterion-referenced test, the Performance Assessments are designed for the individual student to show what he/she knows. Scoring results from all K-12 Archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the Assessment must take place before the Assessment is administered. The teacher will accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist students when they take the Assessment. The teacher may need to seek additional

resources to teach some of the guidelines as some of the content may not be present in the textbook.

5. While successful instruction of the Assessment Task Guidelines is taking place, the teacher will assign the Assessment Task to the students providing them with class time as directed by the teacher.
6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor.
7. The teacher will collect the Assessments and rate them for proficiency completing the Student Scoring Guides.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student(s) some additional time or give the student(s) another chance to show what they know if the student(s) have not achieved a proficiency rating of Level 3, "Meets Standard".
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the Student Scoring Guide in the individual student's cumulative file.
10. The teacher will then take the completed Grade Level Tally Sheet to the building administrator who will then complete the Building Level Tally Sheet and send it to the Catholic Schools Office.

Directions for Use of the Student Scoring Guide

The teacher will note the information that was shared in the “**Directions for Administration of the Performance Assessment**”. If the teacher has not read this information, please do so before proceeding.

It is important to understand that the teacher is rating student proficiency in the identified areas listed on the “Student Scoring Guide” for Archdiocesan reporting purposes.

1. Initially, the teacher will fill in the student name information and the date assessed unless the student has completed this for the teacher.
2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, “Content” might be the first criterion listed. The teacher will go to the column with the Level 3 heading, “Meets Standard”, to check if the student completed the required work assigned under “Content”. If the student completed all the required pieces, then the teacher will mark a “3” under the Results column for “Content”. If a student has exceeded the Standard by completing the required work in Level 4, “Exceeds Standard”, then the teacher will mark a “4” under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, “Progressing Toward Standard”, and Level 1, “Does Not Meet Standard”, to mark the appropriate rating in the Results column.
3. The teacher will repeat this process for each identified criterion that needs to be rated.
4. The teacher’s next step is to transfer the students’ totals from the Student Scoring Guide to the “**Grade Level Tally Sheet**”. Directions for use of the Grade Level Tally Sheet follow in this section.
5. The teacher will then place the Student Scoring Guide in the individual student’s cumulative file to fulfill the State of Nebraska’s requirement for criterion-referenced testing. As an official document, the Student Scoring Guide is considered part of the student’s permanent file.

Technology Assessment Task Grade 3

Title: The Friendly Letter

Teacher Notes:

This assessment should be completed following classroom instruction regarding the friendly letter. The friendly letter is assessed in the Grade 3 Archdiocesan Language Arts Assessment titled “It’s a Weird, Wacky World”. It is imperative, therefore, that the Grade 3 teacher and the media specialist/computer teacher communicate and collaborate.

Sample Letter -

In order to complete this assessment, each student will need a document file with a copy of the **Sample Letter with Errors** as provided on the next page of this Technology Guide. The teacher will need to type the letter exactly as given (including all errors) in a word processing program, and share the document file with each student. The students will edit the letter to demonstrate all expectations outlined in the Assessment Guidelines and Scoring guide for the Technology Assessment.

The **Sample Letter with Corrections** can be found on the page following the Scoring Guide. The corrected letter shows words and punctuation in parentheses with italics that the student should add when editing the letter.

Option: It is optional to ask each student to print one copy of the document to an appropriate printer.

Explanation for the statement “Do not take into account word confusion” found in Level 3 of the Scoring Guide:

Word confusion refers to the use of words such as there, their and they’re that would not be corrected by using spell check. In the sample letter the words “zoom” or “zoon” for “zoo” and “in to” for “into” would not be corrected by spell check.

Definition for “technologies” in the Essential Standards is: *hardware, software, and applications relegated for student use.*

If any of these directions are not clear, please ask your building supervisor for assistance.

SAMPLE LETTER WITH ERRORS

Teacher Note: Type the sample letter below in a word processing program exactly as given (including all errors). Share the document file with each student. Students will edit the letter to demonstrate all expectations outlined in the Assessment Guidelines and Scoring Guide for the Technology Assessment. Note that spell check does not account for “word confusion” as described in the Teacher Notes on the previous page.

Jose Lopez
123 Happy Lane
Anytown, NE 68000

Dear Jose,

I truly enjoyed your visit last summer. It was really fun to meet you. Do you remember when we went to the zoo? It was so funny whn you dropped your shoe off the Skyfari in the rhino cage. I wonder if the shoe has become that rhino’s new toy . Did you visit your zoom when you got home? You said you were going to send me a picture of the monkeys at your zoon and I sure would like to see kinds of monkeys your zoo has .

Next week we are going on vacation to Florida. I have never been to the ocean before. I am hoping the water isn’t too cold and that there ar no hurricanes !I will take lots of pictures to send you. We are alsos going to the kennedy space center. They launched the last shuttle a while ago, but I think it will still be fun. Did you know that they sent monkeys in to space first , before humans?. Monkeys the best.

I better go pack my bags because it is getting late. We are leaving tomorrow. Oh yeah! I forgot to tell you that we get to ride in a limo on our way toairport. That will be so cool. I hope your summer is going well. Write me back soon BFF....and don’t forget those pictures of the monkeys.

*Your Friend,
Chris Lenos*

Technology Assessment Task Grade 3

Title: The Friendly Letter

Program and Essential Standards:

Operations and Concepts

Administration Time: This assessment should be completed following classroom instruction regarding the friendly letter. The friendly letter is assessed in the Grade 3 Archdiocesan Language Arts Assessment titled “It’s a Weird, Wacky World”.

The assessment must be completed so that the Grade Level Tally Sheet is submitted to the building administrator by the week of April 22.

Suggested Time Frame: One week with at least two sessions for students to work on the editing process. (This will vary depending on the amount of technology available at each school.)

(Refer to the Time Line for Implementation and the Curriculum Guide Glossary found within this section of the Technology Curriculum Guide.)

Essential Question: How can I use technology to successfully format a friendly letter?

Technology Task: Edit the friendly letter provided using a word processing application.

Guidelines

1. Choose a readable font style other than the font automatically set (default font) by the word processing program on the computer.
2. Set font size to 14 point.
3. Use default tabs to place the heading on the right side of the paper.
4. Align the greeting and body of the letter to the left side of the paper.
5. Indent paragraphs using the tab key.
6. Make changes where needed in the letter for proper spacing between words and punctuation.
7. Utilize word wrapping on the body of the text. Check the letter to see if the computer automatically moved typing from one line to the next. Make certain that no additional “returns” (enter key) are typed.
8. Run spell check to correct spelling errors.
9. Name and save the letter as assigned by your teacher.

Student Name: _____ Assessment Completion Date: _____

Technology Scoring Guide for Grade 3 Assessment Task: The Friendly Letter

Edit a friendly letter using a word processing application.

Criteria	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	Results
	Does Not Meet Standard	Progressing Toward Standard	Meets Standard	Exceeds Standard	
Operations and Concepts	<ul style="list-style-type: none"> • Demonstrates less than six of the criteria in Level 3 	<ul style="list-style-type: none"> • Demonstrates at least six of the criteria in Level 3 	<ul style="list-style-type: none"> • Chooses a readable font other than the default • Sets the font size to 14 pt. • Uses default tabs to align heading to the right side of the paper • Aligns greeting and body of the letter to the left side of the paper • Indents paragraphs using the tab key • Makes changes where needed for proper spacing between words and punctuation • Utilizes word wrapping for the body of text – no extra returns are typed • Uses spell check to correct spelling errors (Do not take into account “word confusion “– see Teacher Notes) • Names and saves the document in assigned location 	<ul style="list-style-type: none"> • Demonstrates all criteria listed in Level 3 and inserts one relevant graphic at an appropriate location 	

List any modifications made:

SAMPLE LETTER WITH CORRECTIONS

Teacher Note: Use this copy of the Sample Letter with Corrections to score student editing of the friendly letter. Italicized words and punctuation marks in parentheses indicate words and punctuation which were omitted in the Sample Letter with Errors.

Jose Lopez
123 Happy Lane
Any town, NE 68000

Dear Jose,

I truly enjoyed your visit last summer. It was really fun to meet you. Do you remember when we went to the zoo? It was so funny when you dropped your shoe off the Skyfari in the rhino cage. I wonder if the shoe has become that rhino's new toy? Did you visit your zoo when you got home? You said you were going to send me a picture of the monkeys at your zoo and I sure would like to see *(the)* kinds of monkeys your zoo has.

Next week we are going on vacation to Florida. I have never been to the ocean before. I am hoping the water isn't too cold and that there are no hurricanes! I will take lots of pictures to send you. We are also going to the Kennedy Space Center. They launched the last shuttle a while ago, but I think it will still be fun. Did you know that they sent monkeys into space first, before humans? Monkeys *(are)* the best *(!)*

I better go pack my bags because it is getting late. We are leaving tomorrow. Oh yeah! I forgot to tell you that we get to ride in a limo on our way to *(the)* airport. That will be so cool. I hope your summer is going well. Write me back soon BFF....and don't forget those pictures of the monkeys.

Your Friend,
Chris Jones

Directions for Use of Grade Level Tally Sheet

1. The teacher will administer the Assessment to his/her students and then rate the individual student's Assessment using the individual Student Scoring Guide included in the curriculum guide before proceeding to step 2.
2. The teacher will need to make copies of the Grade Level Tally Sheet as needed.
3. Once the teacher has completed rating the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet.
4. Complete one Grade Level Tally Sheet per grade. Individual classroom teachers from the same grade must gather the results from the individual Student Scoring Guides, combine the results, and enter the total numbers for the entire grade onto one sheet.
5. Submit the completed Grade Level Tally Sheet (one per grade level) to the building administrator by the week of **April 22**.
6. The individual teacher will then file the individual Student Scoring Guide in the student's cumulative folder.
7. The building administrator will then complete the Building Level Tally Sheet using the information from the Grade Level Tally Sheets. The Building Level Tally Sheet is due to the **Catholic Schools Office by May 1**.

Grade Level Tally Sheet for Technology Grade 3 Assessment Task Title: The Friendly Letter

School Name/City:

Assessment Date:

Total # Students Assessed:

Total # Students:

Directions: Complete one sheet per grade level. Classroom teacher(s) must gather the results from individual Student Scoring Guides and enter the totals. Submit only one sheet per grade level to the building administrator by the week of **April 22**.

Criteria	<u>Level 1</u> # Students Not Meeting Standard	<u>Level 2</u> # Students Progressing Toward Standard	<u>Level 3</u> # Students Meeting Standard	<u>Level 4</u> # Students Exceeding Standard
Operations and Concepts				

Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

The Content Checklist in this document is based on the International Society for Technology in Education (ISTE) National Education Technology Standards for Students (NETS) and the Nebraska Student Essential Learnings.

The format for the Content Checklist is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred

2. Content Statement

3. Level of Teacher Instruction:

Introduce **(I)**, Develop **(D)**, Master **(M)**

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.

Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.

Master **(M)**: To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Technology Content Checklist Grades K-12

	K	1	2	3	4	5	6	7	8	9	10	11	12
I Digital Citizenship													
A Safety													
1 Report inappropriate websites and inappropriate online content	I	D	D	M									
2 Keep passwords private			I	D	D	M							
3 Comply with online policies				I	D	D	M						
4 Keep personal information private			I	D	D	D	M						
5 Invite/Accept online interaction only with those you know				I	D	D	D	M					
B Social Interaction in an online environment													
1 Demonstrate rules related to acceptable use policy	I	D	D	D	D	D	D	D	M				
2 Demonstrate respectful use of school and global networks					I	D	D	D	M				
3 Demonstrate respect for the personal dignity of individuals (cyberbullying)			I	D	D	D	D	D	D	M			
4 Interpret the difference in the use of technology in personal and professional environment						I	D	D	D	D	M		
C Respecting Intellectual Property													
1 Demonstrate responsible use of equipment	I	D	D	D	D	M							
2 Follow rules related to the concept of plagiarism			I	D	D	D	D	M					
3 Recognize the differences between fair use and copyright infringement					I	D	D	D	D	D	M		
4 Obtain permission from owners to use intellectual property							I	D	D	D	M		
5 Cite sources appropriately						I	D	D	D	D	M		

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.
 Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.
 Master **(M)**: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Archdiocese of Omaha Technology Content Checklist Grades K-12

		K	1	2	3	4	5	6	7	8	9	10	11	12
II	Operations and Concepts													
1	Demonstrate understanding of technological terminology	I	D	D	D	D	D	D	D	D	D	D	D	D
2	Demonstrate navigation skills	I	D	D	M									
3	Demonstrate operation of equipment	I	D	D	M									
4	Exhibit proper care of equipment	I	D	D	M									
5	Follow specific word processing instructions:													
a	-Choose a readable font	I	D	D	M									
b	-Use the space bar	I	D	D	M									
c	-Use the "enter" key	I	D	D	M									
d	-Set the tab key	I	D	D	M									
e	-Set alignment	I	D	D	M									
f	-Set indents	I	D	D	M									
g	-Run spell check	I	D	D	M									
h	-Name a document	I	D	D	M									
i	-Save a document to a specific location	I	D	D	M									
j	-Print a copy	I	D	D	M									
k	-Set margins	I	D	D	D	M								
l	-Set line spacing	I	D	D	D	M								
6	Use file management skills	I	D	D	D	D	M							
7	Use drawing and painting tools	I	D	D	D	D	D	M						
8	Demonstrate skills to crop and size graphics		I	D	D	D	D	M						
9	Choose appropriate application for task					I	D	D	D	M				
10	Demonstrate accurate keyboarding (30WPM)					I	D	D	D	M				
11	Demonstrate word processing skills		I	D	D	D	D	D	D	M				
12	Navigate websites	I	D	D	D	D	D	D	D	D	D	M		
13	Create presentations using multimedia				I	D	D	D	D	D	D	M		
14	Integrate multimedia into presentations				I	D	D	D	D	D	D	M		
15	Demonstrate spreadsheet skills				I	D	D	D	D	D	D	M		

		K	1	2	3	4	5	6	7	8	9	10	11	12
III	Communication and Collaboration													
1	Use appropriate visuals in presentations			I	D	D	D	M						
2	Share a presentation individually or collaboratively			I	D	D	D	M						
3	Use electronic communication (i.e. email) in a professional manner					I	D	D	D	M				
4	Share documents						I	D	D	M				
5	Participate in social networks (i.e. blogs, wikis)					I	D	D	D	D	D	M		
6	Convert a product into various formats							I	D	D	D	M		
7	Post creations online for public viewing							I	D	D	D	M		
8	Create a social network								I	D	D	M		
9	Collaborate online to create a final product							I	D	D	D	M		
10	Participate in video conferencing								I	D	D	D	D	M

Introduce (I): To provide with a beginning knowledge or brief first experience. No assessment.
Develop (D): To progress from simple to more complex through practice. Check for understanding as needed.
Master (M): To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Archdiocese of Omaha Technology Content Checklist Grades K-12

		K	1	2	3	4	5	6	7	8	9	10	11	12
IV Creativity and Innovation														
1	Use drawing/paint tools for creative expression	I	D	D	D	D	D	M						
2	Compose at the keyboard		I	D	D	D	D	M						
3	Choose backgrounds and graphics that enhance a presentation			I	D	D	D	M						
4	Use writing tools for creative expression (text)			I	D	D	D	D	D	M				
5	Use design principles to create effective multimedia				I	D	D	D	D	D	D	M		
6	Create an original work in a digital format	I	D	D	D	D	D	D	D	D	D	M		

		K	1	2	3	4	5	6	7	8	9	10	11	12
V Information Management														
1	Use drawing tools	I	D	D	D	D	D	M						
2	Organize information using writing software			I	D	D	D	M						
3	Organize information using presentation software		I	D	D	D	D	M						
4	Identify electronic sources which <u>should</u> be cited				I	D	D	M						
5	Type a URL					I	D	D	D	M				
6	Identify and manipulate file extensions					I	D	D	D	M				
7	Examine applicable technology research tools			I	D	D	D	D	D	D	M			
8	Use correct formatting when citing an electronic research source							I	D	D	D	M		
9	Access and judge digital reference materials	I	D	D	D	D	D	D	D	D	D	M		
10	Organize information using spreadsheet software		I	D	D	D	D	D	D	D	D	M		
11	Use age appropriate educational programs	I	D	D	D	D	D	D	D	D	D	D	M	
12	Compile data			I	D	D	D	D	D	D	D	D	M	
13	Use a browser	I	D	D	D	D	D	D	D	D	D	D	D	M
14	Conduct a search using a web based search engine					I	D	D	D	D	D	D	D	M
15	Organize information using graphing technologies										I	D	D	M

		K	1	2	3	4	5	6	7	8	9	10	11	12
VI Critical Thinking														
1	Recognize a need to solve a problem	I	D	D	D	M								
2	Recognize when technology is not working properly	I	D	D	D	M								
3	Define how technology is used in the world	I	D	D	D	D	D	D	M					
4	Identify a solution to solve a problem		I	D	D	D	D	D	D	D	D	D	M	
5	Discriminate between valid/invalid sources							I	D	D	D	D	D	M
6	Evaluate the quality and value of a resource							I	D	D	D	D	D	M
7	Implement a solution to solve a problem				I	D	D	D	D	D	D	D	D	D
8	Synthesize information from a variety of resources							I	D	D	D	D	D	D
9	Use trouble shooting steps to solve a problem									I	D	D	D	D

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.
 Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.
 Master **(M)**: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Curriculum Guide Glossary

Assessment - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

Assessment Task Guidelines - Specific directions for students to follow as they complete the Assessment Task.

Essential Question - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

Essential Standards - Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

Grade Level Tally Sheet – The reporting form that records Assessment results completed by grade level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

Performance Assessment - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

Program Standards - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

Standards - General expectations of academic excellence that indicate what a student should know and be able to do.

Standards-based curriculum – A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

Student Scoring Guide - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

Task - An activity, exercise, or problem given to students to perform.

Time Frame - The recommended time allotted for students to complete the Assessment.

Middle School Grades 6-8

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Middle School Grades 6-8 Technology Essential Standards

Digital Citizenship

Apply responsible use of technology

Operations and Concepts

Integrate multiple technologies simultaneously

Communication and Collaboration

Collaborate and publish information and ideas

Creativity and Innovation

Produce original work employing a variety of methods

Information Management

Judge and select relevant information sources

Critical Thinking

Integrate information from valid sources to identify solutions to a problem

Curriculum Implementation Map

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

AUGUST

Administrator's role:

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study Assessments and Student Scoring Guides that will be used for the year.
- Meet with faculty to align school curriculum with the Archdiocesan Curriculum.
- Plan time to go over the curriculum guide paying special attention to directions that have been inserted throughout the guide.
- Reproduce entire curriculum guide for the teachers.

Teacher's role:

- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guide paying special attention to directions that have been inserted throughout the guide.

SEPTEMBER

Administrator's role:

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.

Teacher's role:

- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.

- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age-appropriate language if needed.
- Share the Assessment example with students.
- Begin teaching to the Standards.

OCTOBER

Administrator's role:

- Contact the CSO for assistance as needed.
- Share information with faculty checking progress; allow time for work in levels.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

NOVEMBER

Administrator's role:

- Share information with faculty checking for progress.
- Allow time for teachers to work in levels.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

DECEMBER

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Allow time for faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

Spring Semester Time Line

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

JANUARY

Administrator's role:

- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Remind faculty that the deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age appropriate language if needed.
- Share your Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send the Grade Level Tally Sheet to administrator.

FEBRUARY

Administrator's role:

- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.

- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send Grade Level Tally Sheet to administrator.

MARCH

Administrator's role:

- Share information with faculty checking progress.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.

APRIL

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the week of **April 22**.
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the **Catholic Schools Office by May 1**.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.

MAY

Administrator's role:

- Send completed Building Level Tally Sheet to the CSO if you have not done so yet.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

Teacher's role:

- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

Directions for Administration of the Performance Assessment

Refer to the **Curriculum Guide Glossary** found in this section of the *Technology Curriculum Guide* to assist you with the terminology.

Before the school year begins, it is highly recommended that the teacher read through the entire curriculum to assist with mapping instruction for the year. In doing so, the teacher will have read through the Assessment Task Guidelines and Student Scoring Guide to know when in the year to place the instruction that will precede the administration of the Assessment. The Assessment should flow from the curriculum. The Assessment should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and the State of Nebraska. When used properly, the Assessment and Student Scoring Guide provide the teacher with additional information about individual student learning.

1. **At the beginning of the school year**, the teacher will have reviewed the curriculum guide and mapped an instructional plan for the year based on the Curriculum Implementation Map found in the *Technology Curriculum Guide*. The teacher needs to refer to the Directions for Use of Content Checklist for specific instructions. The teacher will then base the foundation of planning on the M-mastery (proficiency) identified pieces of content in the grade level Content Checklist.
2. The teacher will find the Assessment Task Guidelines and Student Scoring Guide in the specific grade level section of the curriculum. The teacher will provide each student with both the Assessment and the Student Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood. The teacher will explain the purpose for the Assessment and Student Scoring Guide to the class and allow time for questions about the Assessment process.
3. It is important for the teacher and the students to understand that students are rated for proficiency on the assessment which is recorded on the Student Scoring Guide. As a criterion-referenced test, the Performance Assessments are designed for the individual student to show what he/she knows. Scoring results from all K-12 Archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the Assessment must take place before the Assessment is administered. The teacher will accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist students when they take the Assessment. The teacher may need to seek additional

- resources to teach some of the guidelines as some of the content may not be present in the textbook.
5. While successful instruction of the Assessment Task Guidelines is taking place, the teacher will assign the Assessment Task to the students providing them with class time as directed by the teacher.
 6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor.
 7. The teacher will collect the Assessments and rate them for proficiency completing the Student Scoring Guides.
 8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student(s) some additional time or give the student(s) another chance to show what they know if the student(s) have not achieved a proficiency rating of Level 3, "Meets Standard".
 9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the Student Scoring Guide in the individual student's cumulative file.
 10. The teacher will then take the completed Grade Level Tally Sheet to the building administrator who will then complete the Building Level Tally Sheet and send it to the Catholic Schools Office.

Directions for Use of the Student Scoring Guide

The teacher will note the information that was shared in the “**Directions for Administration of the Performance Assessment**”. If the teacher has not read this information, please do so before proceeding.

It is important to understand that the teacher is rating student proficiency in the identified areas listed on the “Student Scoring Guide” for Archdiocesan reporting purposes.

1. Initially, the teacher will fill in the student name information and the date assessed unless the student has completed this for the teacher.
2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, “Content” might be the first criterion listed. The teacher will go to the column with the Level 3 heading, “Meets Standard”, to check if the student completed the required work assigned under “Content”. If the student completed all the required pieces, then the teacher will mark a “3” under the Results column for “Content”. If a student has exceeded the Standard by completing the required work in Level 4, “Exceeds Standard”, then the teacher will mark a “4” under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, “Progressing Toward Standard”, and Level 1, “Does Not Meet Standard”, to mark the appropriate rating in the Results column.
3. The teacher will repeat this process for each identified criterion that needs to be rated.
4. The teacher’s next step is to transfer the students’ totals from the Student Scoring Guide to the “**Grade Level Tally Sheet**”. Directions for use of the Grade Level Tally Sheet follow in this section.
5. The teacher will then place the Student Scoring Guide in the individual student’s cumulative file to fulfill the State of Nebraska’s requirement for criterion-referenced testing. As an official document, the Student Scoring Guide is considered part of the student’s permanent file.

Technology Assessment Task Grade 6

Title: Presenting My Ideas

Teacher Notes:

Technology is a tool. This assessment can be used to integrate presentation technologies into an existing Archdiocesan Assessment such as the Grade 6 Science Assessment titled “Tool Time”. If used in conjunction with that assessment, it will be essential for the science teacher and the media specialist/computer teacher to work together for students to achieve the required skills for success. The Technology Assessment can also be administered independently of an existing Archdiocesan Assessment.

Students are expected to use standard grammar and usage conventions as required across the curriculum for your building. If none are set, use the guidelines outlined in the Archdiocesan Language Arts Curriculum.

Definition for “technologies” as used above and in the Assessment Guidelines is: *hardware, software, and applications relegated for student use.*

Option: For the Level 4 performance under “Information Management” on the Scoring Guide, you have the option to allow students to use bibme.org or easybib.com and the choice of APA or MLA for citations. Or you may require students to format and document those citations without assistance.

Option: It is expected that students will share equal presentation time and responsibilities if the presentation is done as a team.

Technology Assessment Task Grade 6

Title: Presenting My Ideas

Program and Essential Standards:

Creativity and Innovation
Operations and Concepts
Information Management
Communication and Collaboration

Administration Time: Grade 6, 2nd semester - This assessment could be integrated into the Grade 6 Archdiocesan Science Assessment titled “Tool Time” or administered independent of other Archdiocesan assessments.

The assessment must be completed so that the Grade Level Tally Sheet is submitted to the building administrator by the week of April 22.

Suggested Time Frame: Approximately two weeks of student planning/organizing/
construction time.

(Refer to the Time Line for Implementation and the Curriculum Guide Glossary found within this section of the Technology Curriculum Guide.)

Essential Question: How can I use technology to design a presentation to share my ideas?

Technology Task: Students will use technology to design and give a presentation on a topic of their choice.

Guidelines

1. Use technology to design an original presentation to share your ideas about a topic of your choice.
2. Apply appropriate grammar and spelling conventions to all text in the presentation.
3. Demonstrate the effective use of two different technologies other than spell check and grammar check:
 - One for research; and
 - One for presentation.
4. Correctly identify within your research one relevant electronic source which should be cited.
5. Use appropriate visuals:
 - Text formatting is consistent and readable;
 - Appropriate graphics are cropped and sized;
 - Backgrounds enhance the presentation.
6. Include all content necessary to share your ideas about the topic:
 - a. The title of your topic
 - b. Interesting facts and details discovered during your research
 - c. Graphics that enhance your ideas.
7. Share the presentation in a group setting - with your class or another audience as specified.

Technology Scoring Guide for Grade 6 Assessment Task: Presenting My Ideas

Use technology to design and give a presentation on a topic of your choice.

Criteria	Level 1 Does Not Meet Standard	Level 2 Progressing Toward Standard	Level 3 Meets Standard	Level 4 Exceeds Standard	Results
Creativity and Innovation	<ul style="list-style-type: none"> • Demonstrates none of the criteria in Level 3 	<ul style="list-style-type: none"> • Demonstrates only one of the criteria in Level 3 	<ul style="list-style-type: none"> • Uses technology to create an original presentation sharing their ideas • Backgrounds enhance presentation 	<ul style="list-style-type: none"> • Demonstrates all criteria listed in Level 3 and utilizes appropriate visual and/or audio embellishments 	
Operations and Concepts	<ul style="list-style-type: none"> • Demonstrates less than three of the criteria in Level 3 	<ul style="list-style-type: none"> • Demonstrates only three of the criteria in Level 3 	<ul style="list-style-type: none"> • Applies appropriate grammar and spelling conventions to all text in the presentation • Demonstrates effective use of two separate technologies other than spell check or grammar check – one for research and one for presentation • Text formatting is consistent and readable • Appropriate graphics are cropped and sized 	<ul style="list-style-type: none"> • Demonstrates all criteria listed in Level 3 and uses at least one additional technology with documentation 	
Information Management	<ul style="list-style-type: none"> • Identifies no electronic source citation information 	<ul style="list-style-type: none"> • Identifies an electronic source which is not relevant 	<ul style="list-style-type: none"> • Correctly identifies one relevant electronic source which <u>should</u> be cited 	<ul style="list-style-type: none"> • Demonstrates all criteria listed in Level 3 and correctly cites at least one relevant electronic source 	
Communication and Collaboration	<ul style="list-style-type: none"> • Demonstrates only one of the criteria in Level 3 	<ul style="list-style-type: none"> • Demonstrates only two of the criteria in Level 3 	<ul style="list-style-type: none"> • Uses appropriate visuals • Presentation includes all necessary content to share ideas about the topic • Shares in a group setting 	<ul style="list-style-type: none"> • Demonstrates all criteria listed in Level 3 and presentation promotes audience engagement 	

List any modifications made:

Directions for Use of Grade Level Tally Sheet

1. The teacher will administer the Assessment to his/her students and then rate the individual student's Assessment using the individual Student Scoring Guide included in the curriculum guide before proceeding to step 2.
2. The teacher will need to make copies of the Grade Level Tally Sheet as needed.
3. Once the teacher has completed rating the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet.
4. Complete one Grade Level Tally Sheet per grade. Individual classroom teachers from the same grade must gather the results from the individual Student Scoring Guides, combine the results, and enter the total numbers for the entire grade onto one sheet.
5. Submit the completed Grade Level Tally Sheet (one per grade level) to the building administrator by the week of **April 22**.
6. The individual teacher will then file the individual Student Scoring Guide in the student's cumulative folder.
7. The building administrator will then complete the Building Level Tally Sheet using the information from the Grade Level Tally Sheets. The Building Level Tally Sheet is due to the **Catholic Schools Office by May 1**.

Grade Level Tally Sheet for Technology Grade 6 Assessment Task Title: Presenting My Ideas

School Name/City:

Assessment Date:

Total # Students Assessed:

Total # Students:

Directions: Complete one sheet per grade level. Classroom teacher(s) must gather the results from individual Student Scoring Guides and enter the totals. Submit only one sheet per grade level to the building administrator by the week of **April 22**.

Criteria	<u>Level 1</u> # Students Not Meeting Standard	<u>Level 2</u> # Students Progressing Toward Standard	<u>Level 3</u> # Students Meeting Standard	<u>Level 4</u> # Students Exceeding Standard
Creativity and Innovation				
Operations and Concepts				
Information Management				
Communication and Collaboration				

Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

The Content Checklist in this document is based on the International Society for Technology in Education (ISTE) National Education Technology Standards for Students (NETS) and the Nebraska Student Essential Learnings.

The format for the Content Checklist is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred
2. Content Statement
3. Level of Teacher Instruction:
Introduce **(I)**, Develop **(D)**, Master **(M)**

Introduce	(I):	To provide with a beginning knowledge or brief first experience. No assessment.
Develop	(D):	To progress from simple to more complex through practice. Check for understanding as needed.
Master	(M):	To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Technology Content Checklist Grades K-12

		K	1	2	3	4	5	6	7	8	9	10	11	12
I Digital Citizenship														
A Safety														
1	Report inappropriate websites and inappropriate online content	I	D	D	M									
2	Keep passwords private			I	D	D	M							
3	Comply with online policies				I	D	D	M						
4	Keep personal information private			I	D	D	D	M						
5	Invite/Accept online interaction only with those you know				I	D	D	D	M					
B Social Interaction in an online environment														
1	Demonstrate rules related to acceptable use policy	I	D	D	D	D	D	D	D	M				
2	Demonstrate respectful use of school and global networks					I	D	D	D	M				
3	Demonstrate respect for the personal dignity of individuals (cyberbullying)			I	D	D	D	D	D	D	M			
4	Interpret the difference in the use of technology in personal and professional environment						I	D	D	D	D	M		
C Respecting Intellectual Property														
1	Demonstrate responsible use of equipment	I	D	D	D	D	M							
2	Follow rules related to the concept of plagiarism			I	D	D	D	D	M					
3	Recognize the differences between fair use and copyright infringement					I	D	D	D	D	D	M		
4	Obtain permission from owners to use intellectual property							I	D	D	D	M		
5	Cite sources appropriately						I	D	D	D	D	M		

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.
 Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.
 Master **(M)**: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Archdiocese of Omaha Technology Content Checklist Grades K-12

		K	1	2	3	4	5	6	7	8	9	10	11	12
II	Operations and Concepts													
1	Demonstrate understanding of technological terminology	I	D	D	D	D	D	D	D	D	D	D	D	D
2	Demonstrate navigation skills	I	D	D	M									
3	Demonstrate operation of equipment	I	D	D	M									
4	Exhibit proper care of equipment	I	D	D	M									
5	Follow specific word processing instructions:													
a	-Choose a readable font	I	D	D	M									
b	-Use the space bar	I	D	D	M									
c	-Use the "enter" key	I	D	D	M									
d	-Set the tab key	I	D	D	M									
e	-Set alignment	I	D	D	M									
f	-Set indents	I	D	D	M									
g	-Run spell check	I	D	D	M									
h	-Name a document	I	D	D	M									
i	-Save a document to a specific location	I	D	D	M									
j	-Print a copy	I	D	D	M									
k	-Set margins	I	D	D	D	M								
l	-Set line spacing	I	D	D	D	M								
6	Use file management skills	I	D	D	D	D	M							
7	Use drawing and painting tools	I	D	D	D	D	D	M						
8	Demonstrate skills to crop and size graphics		I	D	D	D	D	M						
9	Choose appropriate application for task					I	D	D	D	M				
10	Demonstrate accurate keyboarding (30WPM)					I	D	D	D	M				
11	Demonstrate word processing skills		I	D	D	D	D	D	D	M				
12	Navigate websites	I	D	D	D	D	D	D	D	D	D	M		
13	Create presentations using multimedia				I	D	D	D	D	D	D	M		
14	Integrate multimedia into presentations				I	D	D	D	D	D	D	M		
15	Demonstrate spreadsheet skills				I	D	D	D	D	D	D	M		

		K	1	2	3	4	5	6	7	8	9	10	11	12
III	Communication and Collaboration													
1	Use appropriate visuals in presentations			I	D	D	D	M						
2	Share a presentation individually or collaboratively			I	D	D	D	M						
3	Use electronic communication (i.e. email) in a professional manner					I	D	D	D	M				
4	Share documents						I	D	D	M				
5	Participate in social networks (i.e. blogs, wikis)					I	D	D	D	D	D	M		
6	Convert a product into various formats							I	D	D	D	M		
7	Post creations online for public viewing							I	D	D	D	M		
8	Create a social network								I	D	D	M		
9	Collaborate online to create a final product							I	D	D	D	M		
10	Participate in video conferencing								I	D	D	D	D	M

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.
 Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.
 Master **(M)**: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Archdiocese of Omaha Technology Content Checklist Grades K-12

		K	1	2	3	4	5	6	7	8	9	10	11	12
IV Creativity and Innovation														
1	Use drawing/paint tools for creative expression	I	D	D	D	D	D	M						
2	Compose at the keyboard		I	D	D	D	D	M						
3	Choose backgrounds and graphics that enhance a presentation			I	D	D	D	M						
4	Use writing tools for creative expression (text)			I	D	D	D	D	D	M				
5	Use design principles to create effective multimedia				I	D	D	D	D	D	D	M		
6	Create an original work in a digital format	I	D	D	D	D	D	D	D	D	D	M		

		K	1	2	3	4	5	6	7	8	9	10	11	12
V Information Management														
1	Use drawing tools	I	D	D	D	D	D	M						
2	Organize information using writing software			I	D	D	D	M						
3	Organize information using presentation software		I	D	D	D	D	M						
4	Identify electronic sources which <u>should</u> be cited				I	D	D	M						
5	Type a URL					I	D	D	D	M				
6	Identify and manipulate file extensions					I	D	D	D	M				
7	Examine applicable technology research tools			I	D	D	D	D	D	D	M			
8	Use correct formatting when citing an electronic research source							I	D	D	D	M		
9	Access and judge digital reference materials	I	D	D	D	D	D	D	D	D	D	M		
10	Organize information using spreadsheet software		I	D	D	D	D	D	D	D	D	M		
11	Use age appropriate educational programs	I	D	D	D	D	D	D	D	D	D	D	M	
12	Compile data			I	D	D	D	D	D	D	D	D	M	
13	Use a browser	I	D	D	D	D	D	D	D	D	D	D	D	M
14	Conduct a search using a web based search engine					I	D	D	D	D	D	D	D	M
15	Organize information using graphing technologies										I	D	D	M

		K	1	2	3	4	5	6	7	8	9	10	11	12
VI Critical Thinking														
1	Recognize a need to solve a problem	I	D	D	D	M								
2	Recognize when technology is not working properly	I	D	D	D	M								
3	Define how technology is used in the world	I	D	D	D	D	D	M						
4	Identify a solution to solve a problem		I	D	D	D	D	D	D	D	D	D	M	
5	Discriminate between valid/invalid sources							I	D	D	D	D	D	M
6	Evaluate the quality and value of a resource							I	D	D	D	D	D	M
7	Implement a solution to solve a problem				I	D	D	D	D	D	D	D	D	D
8	Synthesize information from a variety of resources							I	D	D	D	D	D	D
9	Use trouble shooting steps to solve a problem									I	D	D	D	D

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.
 Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.
 Master **(M)**: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Curriculum Guide Glossary

Assessment - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

Assessment Task Guidelines - Specific directions for students to follow as they complete the Assessment Task.

Essential Question - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

Essential Standards - Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

Grade Level Tally Sheet – The reporting form that records Assessment results completed by grade level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

Performance Assessment - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

Program Standards - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

Standards - General expectations of academic excellence that indicate what a student should know and be able to do.

Standards-based curriculum – A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

Student Scoring Guide - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

Task - An activity, exercise, or problem given to students to perform.

Time Frame - The recommended time allotted for students to complete the Assessment.

High School Grades 9-12

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65-66	DIRECTIONS FOR ADMINISTRATION OF PERFORMANCE ASSESSMENT
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High School Grades 9-12 Technology Essential Standards

Digital Citizenship

Internalize and apply ethical behavior

Operations and Concepts

Orchestrate systems and applications

Communication and Collaboration

Collaborate and disseminate information and ideas

Creativity and Innovation

Use the creative process to organize, experiment, and construct original works

Information Management

Critique and integrate relevant information sources

Critical Thinking

Research, analyze, and employ solutions for a problem

Curriculum Implementation Map

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

AUGUST

Administrator's role:

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study Assessments and Student Scoring Guides that will be used for the year.
- Meet with faculty to align school curriculum with the Archdiocesan Curriculum.
- Plan time to go over the curriculum guide paying special attention to directions that have been inserted throughout the guide.
- Reproduce entire curriculum guide for the teachers.

Teacher's role:

- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guide paying special attention to directions that have been inserted throughout the guide.

SEPTEMBER

Administrator's role:

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.

Teacher's role:

- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.

- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age-appropriate language if needed.
- Share the Assessment example with students.
- Begin teaching to the Standards.

OCTOBER

Administrator's role:

- Contact the CSO for assistance as needed.
- Share information with faculty checking progress; allow time for work in levels.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

NOVEMBER

Administrator's role:

- Share information with faculty checking for progress.
- Allow time for teachers to work in levels.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

DECEMBER

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Allow time for faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

Spring Semester Time Line

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

JANUARY

Administrator's role:

- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Remind faculty that the deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age appropriate language if needed.
- Share your Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send the Grade Level Tally Sheet to administrator.

FEBRUARY

Administrator's role:

- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.

- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send Grade Level Tally Sheet to administrator.

MARCH

Administrator's role:

- Share information with faculty checking progress.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.

APRIL

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the week of **April 22**.
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the **Catholic Schools Office by May 1**.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.

MAY

Administrator's role:

- Send completed Building Level Tally Sheet to the CSO if you have not done so yet.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

Teacher's role:

- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

Directions for Administration of the Performance Assessment

Refer to the **Curriculum Guide Glossary** found in this section of the *Technology Curriculum Guide* to assist you with the terminology.

Before the school year begins, it is highly recommended that the teacher read through the entire curriculum to assist with mapping instruction for the year. In doing so, the teacher will have read through the Assessment Task Guidelines and Student Scoring Guide to know when in the year to place the instruction that will precede the administration of the Assessment. The Assessment should flow from the curriculum. The Assessment should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and the State of Nebraska. When used properly, the Assessment and Student Scoring Guide provide the teacher with additional information about individual student learning.

1. **At the beginning of the school year**, the teacher will have reviewed the curriculum guide and mapped an instructional plan for the year based on the Curriculum Implementation Map found in the *Technology Curriculum Guide*. The teacher needs to refer to the Directions for Use of Content Checklist for specific instructions. The teacher will then base the foundation of planning on the M-mastery (proficiency) identified pieces of content in the grade level Content Checklist.
2. The teacher will find the Assessment Task Guidelines and Student Scoring Guide in the specific grade level section of the curriculum. The teacher will provide each student with both the Assessment and the Student Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood. The teacher will explain the purpose for the Assessment and Student Scoring Guide to the class and allow time for questions about the Assessment process.
3. It is important for the teacher and the students to understand that students are rated for proficiency on the assessment which is recorded on the Student Scoring Guide. As a criterion-referenced test, the Performance Assessments are designed for the individual student to show what he/she knows. Scoring results from all K-12 Archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the Assessment must take place before the Assessment is administered. The teacher will accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist students when they take the Assessment. The teacher may need to seek additional

resources to teach some of the guidelines as some of the content may not be present in the textbook.

5. While successful instruction of the Assessment Task Guidelines is taking place, the teacher will assign the Assessment Task to the students providing them with class time as directed by the teacher.
6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor.
7. The teacher will collect the Assessments and rate them for proficiency completing the Student Scoring Guides.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student(s) some additional time or give the student(s) another chance to show what they know if the student(s) have not achieved a proficiency rating of Level 3, "Meets Standard".
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the Student Scoring Guide in the individual student's cumulative file.
10. The teacher will then take the completed Grade Level Tally Sheet to the building administrator who will then complete the Building Level Tally Sheet and send it to the Catholic Schools Office.

Directions for Use of the Student Scoring Guide

The teacher will note the information that was shared in the “**Directions for Administration of the Performance Assessment**”. If the teacher has not read this information, please do so before proceeding.

It is important to understand that the teacher is rating student proficiency in the identified areas listed on the “Student Scoring Guide” for Archdiocesan reporting purposes.

1. Initially, the teacher will fill in the student name information and the date assessed unless the student has completed this for the teacher.
2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, “Content” might be the first criterion listed. The teacher will go to the column with the Level 3 heading, “Meets Standard”, to check if the student completed the required work assigned under “Content”. If the student completed all the required pieces, then the teacher will mark a “3” under the Results column for “Content”. If a student has exceeded the Standard by completing the required work in Level 4, “Exceeds Standard”, then the teacher will mark a “4” under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, “Progressing Toward Standard”, and Level 1, “Does Not Meet Standard”, to mark the appropriate rating in the Results column.
3. The teacher will repeat this process for each identified criterion that needs to be rated.
4. The teacher’s next step is to transfer the students’ totals from the Student Scoring Guide to the “**Grade Level Tally Sheet**”. Directions for use of the Grade Level Tally Sheet follow in this section.
5. The teacher will then place the Student Scoring Guide in the individual student’s cumulative file to fulfill the State of Nebraska’s requirement for criterion-referenced testing. As an official document, the Student Scoring Guide is considered part of the student’s permanent file.

Technology Assessment Task Grade 9-12

Title: Multi-media Presentation

Program and Essential Standards:

Digital Citizenship
Operations and Concepts
Communication and Collaboration
Creativity and Innovation
Information Management

Administration Time: Integrate this assessment with one of the current Archdiocesan High School Assessments administered at or after Grade 10 from Religion, Science, Math, Social Studies, Language Arts or World Language.

The assessment must be completed so that the Grade Level Tally Sheet is submitted to the building administrator by the week of April 22.

Suggested Time Frame: Correlate to the suggested time frame required for the Archdiocesan Assessment selected.

(Refer to the Time Line for Implementation and the Curriculum Guide Glossary found within this section of the Technology Curriculum Guide.)

Essential Question: How can technology be implemented to demonstrate and communicate learning?

Technology Task: Create a multi-media presentation of appropriate length using various technologies.

Guidelines

1. Use design principles to create an effective electronic multi-media presentation on a topic of your choice.
2. Cover topic completely and in depth using numerous types of applications.
3. Choose an appropriate application to create a timeline to plan your workflow.
4. Construct the timeline and present it for teacher approval.
5. Include in the timeline which applications you will use and projections for how long you think the project will take.
6. State ideas clearly.
7. Use correct spelling and grammar.
8. Choose an appropriate number of graphics or other media to communicate the content.
9. Search for and use graphics on free sites in the public domain or take your own photos.
10. Cite graphics or other media appropriately and use correct formatting
11. Use software to properly size or crop your images or prepare other media.
12. Publish your final product using an appropriate presentation application.
13. Present to a teacher-approved audience.

Student Name: _____

Assessment Completion Date: _____

Technology Scoring Guide for Grade 9-12

Assessment Task: Multi-media Presentation

Create a multi-media presentation using various technologies.

Criteria	<u>Level 1</u> Does Not Meet Standard	<u>Level 2</u> Progressing Toward Standard	<u>Level 3</u> Meets Standard	<u>Level 4</u> Exceeds Standard	Results
Digital Citizenship	<ul style="list-style-type: none"> ● Demonstrates only one of the criteria in Level 3 	<ul style="list-style-type: none"> ● Demonstrates only two of the criteria in Level 3 	<ul style="list-style-type: none"> ● Graphics and media copied legally from public domain or created by student ● Graphics and media appropriate for content ● Graphics and media cited appropriately 	<ul style="list-style-type: none"> ● Demonstrates all criteria listed in Level 3 and shares an original product, giving public access of use 	
Operations and Concepts	<ul style="list-style-type: none"> ● Demonstrates less than three of the criteria in Level 3 	<ul style="list-style-type: none"> ● Demonstrates only three of the criteria in Level 3 	<ul style="list-style-type: none"> ● Constructs timeline using an appropriate application ● Covers topic completely and in depth using numerous applications ● Graphics and media properly sized ● Publishes final product using a n appropriate presentation application 	<ul style="list-style-type: none"> ● Demonstrates all criteria listed in Level 3 and includes audio or video in presentation 	
Communication and Collaboration	<ul style="list-style-type: none"> ● Demonstrates less than four of the criteria in Level 3 	<ul style="list-style-type: none"> ● Demonstrates only four of the criteria in Level 3 	<ul style="list-style-type: none"> ● Presents timeline for teacher approval ● States ideas clearly ● Uses correct spelling and grammar ● Chooses an appropriate number of graphics or media to communicate the content ● Communicates content to a teacher-approved audience 	<ul style="list-style-type: none"> ● Demonstrates all criteria listed in Level 3 and demonstrates an element of collaboration 	
Creativity and Innovation	<ul style="list-style-type: none"> ● No apparent design 	<ul style="list-style-type: none"> ● Selected design is not appropriate for the chosen topic 	<ul style="list-style-type: none"> ● Uses design principles to create an effective electronic multi-media presentation for the chosen topic 	<ul style="list-style-type: none"> ● Demonstrates all criteria listed in Level 3 and design is created without the use of a template 	
Information Management	<ul style="list-style-type: none"> ● Demonstrates only one of the criteria in Level 3 	<ul style="list-style-type: none"> ● Demonstrates only two of the criteria in Level 3 	<ul style="list-style-type: none"> ● Chooses an appropriate application to create a timeline ● Includes which applications will be used and how long the project will take ● Graphics and media cited using correct formatting 	<ul style="list-style-type: none"> ● Demonstrates all criteria listed in Level 3 and details uses of specified applications 	

List any modifications made:

Directions for Use of Grade Level Tally Sheet

1. The teacher will administer the Assessment to his/her students and then rate the individual student's Assessment using the individual Student Scoring Guide included in the curriculum guide before proceeding to step 2.
2. The teacher will need to make copies of the Grade Level Tally Sheet as needed.
3. Once the teacher has completed rating the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet.
4. Complete one Grade Level Tally Sheet per grade. Individual classroom teachers from the same grade must gather the results from the individual Student Scoring Guides, combine the results, and enter the total numbers for the entire grade onto one sheet.
5. Submit the completed Grade Level Tally Sheet (one per grade level) to the building administrator by the week of **April 22**.
6. The individual teacher will then file the individual Student Scoring Guide in the student's cumulative folder.
7. The building administrator will then complete the Building Level Tally Sheet using the information from the Grade Level Tally Sheets. The Building Level Tally Sheet is due to the **Catholic Schools Office by May 1**.

Grade Level Tally Sheet for Technology High School Assessment Task Title: Multimedia Presentation

School Name/City:

Assessment Date:

Total # Students Assessed:

Total # Students:

Directions: Complete one sheet per **grade level**. Classroom teacher(s) must gather the results from individual Student Scoring Guides and enter the totals. Submit only one sheet per grade level to the building administrator by the week of **April 22**.

Criteria	<u>Level 1</u> # Students Not Meeting Standard	<u>Level 2</u> # Students Progressing Toward Standard	<u>Level 3</u> # Students Meeting Standard	<u>Level 4</u> # Students Exceeding Standard
Digital Citizenship				
Operations and Concepts				
Communication and Collaboration				
Creativity and Innovation				
Information Management				

Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

The Content Checklist in this document is based on the International Society for Technology in Education (ISTE) National Education Technology Standards for Students (NETS) and the Nebraska Student Essential Learnings.

The format for the Content Checklist is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred
2. Content Statement
3. Level of Teacher Instruction:
Introduce **(I)**, Develop **(D)**, Master **(M)**

Introduce	(I):	To provide with a beginning knowledge or brief first experience. No assessment.
Develop	(D):	To progress from simple to more complex through practice. Check for understanding as needed.
Master	(M):	To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Technology Content Checklist Grades K-12

		K	1	2	3	4	5	6	7	8	9	10	11	12
I Digital Citizenship														
A Safety														
1	Report inappropriate websites and inappropriate online content	I	D	D	M									
2	Keep passwords private			I	D	D	M							
3	Comply with online policies				I	D	D	M						
4	Keep personal information private			I	D	D	D	M						
5	Invite/Accept online interaction only with those you know				I	D	D	D	M					
B Social Interaction in an online environment														
1	Demonstrate rules related to acceptable use policy	I	D	D	D	D	D	D	D	M				
2	Demonstrate respectful use of school and global networks					I	D	D	D	M				
3	Demonstrate respect for the personal dignity of individuals (cyberbullying)			I	D	D	D	D	D	D	M			
4	Interpret the difference in the use of technology in personal and professional environment						I	D	D	D	D	M		
C Respecting Intellectual Property														
1	Demonstrate responsible use of equipment	I	D	D	D	D	M							
2	Follow rules related to the concept of plagiarism			I	D	D	D	D	M					
3	Recognize the differences between fair use and copyright infringement					I	D	D	D	D	D	M		
4	Obtain permission from owners to use intellectual property							I	D	D	D	M		
5	Cite sources appropriately						I	D	D	D	D	M		

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Archdiocese of Omaha Technology Content Checklist Grades K-12

		K	1	2	3	4	5	6	7	8	9	10	11	12
II	Operations and Concepts													
1	Demonstrate understanding of technological terminology	I	D	D	D	D	D	D	D	D	D	D	D	D
2	Demonstrate navigation skills	I	D	D	M									
3	Demonstrate operation of equipment	I	D	D	M									
4	Exhibit proper care of equipment	I	D	D	M									
5	Follow specific word processing instructions:													
a	-Choose a readable font	I	D	D	M									
b	-Use the space bar	I	D	D	M									
c	-Use the "enter" key	I	D	D	M									
d	-Set the tab key	I	D	D	M									
e	-Set alignment	I	D	D	M									
f	-Set indents	I	D	D	M									
g	-Run spell check	I	D	D	M									
h	-Name a document	I	D	D	M									
i	-Save a document to a specific location	I	D	D	M									
j	-Print a copy	I	D	D	M									
k	-Set margins	I	D	D	D	M								
l	-Set line spacing	I	D	D	D	M								
6	Use file management skills	I	D	D	D	D	M							
7	Use drawing and painting tools	I	D	D	D	D	D	M						
8	Demonstrate skills to crop and size graphics		I	D	D	D	D	M						
9	Choose appropriate application for task					I	D	D	D	M				
10	Demonstrate accurate keyboarding (30WPM)					I	D	D	D	M				
11	Demonstrate word processing skills		I	D	D	D	D	D	D	M				
12	Navigate websites	I	D	D	D	D	D	D	D	D	D	M		
13	Create presentations using multimedia				I	D	D	D	D	D	D	M		
14	Integrate multimedia into presentations				I	D	D	D	D	D	D	M		
15	Demonstrate spreadsheet skills				I	D	D	D	D	D	D	M		

		K	1	2	3	4	5	6	7	8	9	10	11	12
III	Communication and Collaboration													
1	Use appropriate visuals in presentations			I	D	D	D	M						
2	Share a presentation individually or collaboratively			I	D	D	D	M						
3	Use electronic communication (i.e. email) in a professional manner					I	D	D	D	M				
4	Share documents						I	D	D	M				
5	Participate in social networks (i.e. blogs, wikis)					I	D	D	D	D	D	M		
6	Convert a product into various formats							I	D	D	D	M		
7	Post creations online for public viewing							I	D	D	D	M		
8	Create a social network								I	D	D	M		
9	Collaborate online to create a final product							I	D	D	D	M		
10	Participate in video conferencing								I	D	D	D	D	M

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		K	1	2	3	4	5	6	7	8	9	10	11	12
IV Creativity and Innovation														
1	Use drawing/paint tools for creative expression	I	D	D	D	D	D	M						
2	Compose at the keyboard		I	D	D	D	D	M						
3	Choose backgrounds and graphics that enhance a presentation			I	D	D	D	M						
4	Use writing tools for creative expression (text)			I	D	D	D	D	D	M				
5	Use design principles to create effective multimedia				I	D	D	D	D	D	D	M		
6	Create an original work in a digital format	I	D	D	D	D	D	D	D	D	D	M		

		K	1	2	3	4	5	6	7	8	9	10	11	12
V Information Management														
1	Use drawing tools	I	D	D	D	D	D	M						
2	Organize information using writing software			I	D	D	D	M						
3	Organize information using presentation software		I	D	D	D	D	M						
4	Identify electronic sources which should be cited				I	D	D	M						
5	Type a URL					I	D	D	D	M				
6	Identify and manipulate file extensions					I	D	D	D	M				
7	Examine applicable technology research tools			I	D	D	D	D	D	D	M			
8	Use correct formatting when citing an electronic research source							I	D	D	D	M		
9	Access and judge digital reference materials	I	D	D	D	D	D	D	D	D	D	M		
10	Organize information using spreadsheet software		I	D	D	D	D	D	D	D	D	M		
11	Use age appropriate educational programs	I	D	D	D	D	D	D	D	D	D	D	M	
12	Compile data			I	D	D	D	D	D	D	D	D	M	
13	Use a browser	I	D	D	D	D	D	D	D	D	D	D	D	M
14	Conduct a search using a web based search engine					I	D	D	D	D	D	D	D	M
15	Organize information using graphing technologies										I	D	D	M

		K	1	2	3	4	5	6	7	8	9	10	11	12
VI Critical Thinking														
1	Recognize a need to solve a problem	I	D	D	D	M								
2	Recognize when technology is not working properly	I	D	D	D	M								
3	Define how technology is used in the world	I	D	D	D	D	D	D	M					
4	Identify a solution to solve a problem		I	D	D	D	D	D	D	D	D	D	M	
5	Discriminate between valid/invalid sources							I	D	D	D	D	D	M
6	Evaluate the quality and value of a resource							I	D	D	D	D	D	M
7	Implement a solution to solve a problem				I	D	D	D	D	D	D	D	D	D
8	Synthesize information from a variety of resources							I	D	D	D	D	D	D
9	Use trouble shooting steps to solve a problem									I	D	D	D	D

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Curriculum Guide Glossary

Assessment - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

Assessment Task Guidelines - Specific directions for students to follow as they complete the Assessment Task.

Essential Question - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

Essential Standards - Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

Grade Level Tally Sheet – The reporting form that records Assessment results completed by grade level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

Performance Assessment - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

Program Standards - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

Standards - General expectations of academic excellence that indicate what a student should know and be able to do.

Standards-based curriculum – A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

Student Scoring Guide - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

Task - An activity, exercise, or problem given to students to perform.

Time Frame - The recommended time allotted for students to complete the Assessment.