

Technology Department  
School District 100

Dear School District 100 Parents,

In an effort to better communicate what is happening in the area of technology in our schools, we would like to share Performance Indicators developed by the National Education Technology Standards (NETS). These Indicators describe technology skills which students will be expected to practice, demonstrate, and ultimately master in accordance with appropriate grade levels. These indicators are also linked to specific standards categories, such as basic operations, research, productivity, and communication tools.

The attached Performance Indicators refer to technology skill development prior to the completion of each grade specified. Please be aware that these goals are a work in progress for each student. The teacher provides the opportunities to demonstrate these performances prior to the completion of the specified grade.

On the reverse side of this letter is your child's individual performance checklist that demonstrates technology skill development based on the Performance Indicators for his/her grade level. Any blank spaces indicate a skill that has not been targeted in the particular school year.

Sincerely,

***District 100 Technology Staff***

Donna Cavalieri, Heritage Middle School

Megan Kissner, Pershing and Piper School

Barbara Herman, Emerson and Hiawatha Schools

Sharon Rourke, Komensky Schools

Ramona Towner, Emerson and Irving Schools

Brian Wilms, Freedom Middle School

GRADES PRE K –2      Student Name: \_\_\_\_\_

Grade/Homeroom: \_\_\_\_\_

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

K	1st	2nd
---	-----	-----

Prior to completion of Grade 2 students will:

X		
---	--	--

1. Use input devices (e.g., mouse, keyboard, CD rom drive) and output devices (e.g., monitor, printer) to successfully operate computers, and appropriate peripherals.

X		
---	--	--

2. Use a variety of media and technology resources for directed and independent learning activities.

--	--	--

3. Communicate about technology using developmentally appropriate and accurate terminology.

--	--	--

4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.

--	--	--

5. Work cooperatively and collaboratively with peers and others when using technology in the computer lab.

--	--	--

6. Demonstrate positive social and ethical behaviors when using technology.

X		
---	--	--

7. Practice responsible use of technology systems and software.

--	--	--

8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.

X		
---	--	--

9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

--	--	--

10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.

GRADES PRE K –2      Student Name: \_\_\_\_\_

Grade/Homeroom: \_\_\_\_\_

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

K	1st	2nd
---	-----	-----

Prior to completion of Grade 2 students will:

	X	
--	---	--

1. Use input devices (e.g., mouse, keyboard, CD rom drive) and output devices (e.g., monitor, printer) to successfully operate computers, and appropriate peripherals.

	X	
--	---	--

2. Use a variety of media and technology resources for directed and independent learning activities.

	X	
--	---	--

3. Communicate about technology using developmentally appropriate and accurate terminology.

--	--	--

4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.

--	--	--

5. Work cooperatively and collaboratively with peers and others when using technology in the computer lab.

	X	
--	---	--

6. Demonstrate positive social and ethical behaviors when using technology.

	X	
--	---	--

7. Practice responsible use of technology systems and software.

--	--	--

8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.

	X	
--	---	--

9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

--	--	--

10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.

GRADES PRE K –2      Student Name: \_\_\_\_\_

Grade/Homeroom: \_\_\_\_\_

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

K	1st	2nd
---	-----	-----

Prior to completion of Grade 2 students will:

		X
--	--	---

1. Use input devices (e.g., mouse, keyboard, CD rom drive) and output devices (e.g., monitor, printer) to successfully operate computers, and appropriate peripherals.

		X
--	--	---

2. Use a variety of media and technology resources for directed and independent learning activities.

		X
--	--	---

3. Communicate about technology using developmentally appropriate and accurate terminology.

		X
--	--	---

4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.

		X
--	--	---

5. Work cooperatively and collaboratively with peers and others when using technology in the computer lab.

		X
--	--	---

6. Demonstrate positive social and ethical behaviors when using technology.

		X
--	--	---

7. Practice responsible use of technology systems and software.

		X
--	--	---

8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.

		X
--	--	---

9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

		X
--	--	---

10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.

Performance Indicators:

3rd	4th	5th
-----	-----	-----

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 5 students will:

X		
---	--	--

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

--	--	--

2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.

--	--	--

3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.

X		
---	--	--

4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.

X		
---	--	--

5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

--	--	--

6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.

--	--	--

7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.

--	--	--

8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.

--	--	--

9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.

--	--	--

10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.

Performance Indicators:

3rd	4th	5th
-----	-----	-----

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 5 students will:

	X	
--	---	--

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

	X	
--	---	--

2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.

	X	
--	---	--

3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.

	X	
--	---	--

4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.

	X	
--	---	--

5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

--	--	--

6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.

--	--	--

7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.

	X	
--	---	--

8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.

	X	
--	---	--

9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.

--	--	--

10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.

GRADES 3-5

Student Name: \_\_\_\_\_

Grade/Homeroom: \_\_\_\_\_

Performance Indicators:

3rd	4th	5th
-----	-----	-----

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 5 students will:

		X
--	--	---

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

		X
--	--	---

2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.

		X
--	--	---

3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.

		X
--	--	---

4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.

		X
--	--	---

5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

		X
--	--	---

6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.

		X
--	--	---

7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.

		X
--	--	---

8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.

		X
--	--	---

9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.

		X
--	--	---

10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.