# Technology

Level 5 – Student performance exceeds year-end standard        Level 4 – Student performance meets year-end standard
Level 3 – Student performance approaches year-end standard      Level 2 – Student demonstrates limited performance to year-end standard
Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard
NOTE:  MPI and MPII performance levels are determined based on performance expectations at the time of reporting

| Student Performance Standard | Level 1 Below | Level 2 Limits | Level 3 Approaches | Level 4 Meets | Level 5 Exceeds |
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| **Kindergarten – 2nd grades:** | | | | | |
| Demonstrate basic computer operation skills | Evidences basic computer operations skills with adult guidance and support. | Inconsistently evidences basic computer operation skills; may require guidance or prompting to use some skills. | Evidences some basic computer operation skills; operates a computer; uses a pointing device; may confuse file menu commands; may confuse keyboarding hand placement; may evidence difficulty remembering key location. | Consistently evidences the following skills: operates a computer (turn it on, launch a program); uses a pointing device (mouse, key pad) to manipulate shapes and icons; uses basic file menu commands (New, Open, Close, Save, Print); uses keyboarding skills (locate and use letter and number keys with left and right hand placement, locates and uses space bar, return/enter, shift keys). | In addition to Level 4 performance, frequently models computer operation skills for peers and assists peers with applying such skills. |
| Demonstrate basic word processing skills | Evidences basic word processing skills with adult guidance and support. | Inconsistently evidences basic word processing skills; may require guidance or prompting to use some skills. | Evidences some basic word processing skills; may confuse word processing steps or do them out of order; may evidence difficulty resizing graphics. | Consistently evidences the following word processing skills:  writes, edits, prints, and saves simple documents in Google Docs; inserts and sizes graphics in a document. | In addition to Level 4 performance, frequently models word processing skills for peers and assists peers with applying such skills. |
| **3rd – 5th grades:** | | | | | |
| Demonstrate keyboarding skills | Evidences keyboarding skills with adult guidance and support. | Inconsistently evidences keyboarding skills; inconsistently maintains correct left and right hand positions; demonstrates keyboarding speeds below 10 words per minute. | Evidences some keyboarding skills; maintains correct left and right hand positions most of the time; demonstrates keyboarding speeds between 10 - 20 words words per minute with fewer than 5 errors. | Consistently evidences the following keyboarding skills:  maintains correct left and right hand positions when typing; demonstrates keyboarding speeds between 21 - 31 words per minute with fewer than | In addition to Level 4 performance, frequently models keyboarding skills for peers and assists peers with applying such skills; keyboarding skills exceed 31 words per |

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| | | | | 5 errors. | minute with minimum errors. |
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| Evidence understanding of Google Suite tools (Docs, Sheets, Slides) | Uses Google Suite tools with adult guidance and support. | Inconsistently evidences Google tools skills; evidences limited use of menu/tool bar functions; inconsistently identifies and explains terms and concepts; may evidence difficulty following sequential steps in order to create documents, spreadsheets or slides. | Evidences some Google tools skills:<br><br>Docs – uses menu/tool bar functions to format, edit and print a document; copies and pastes text in some documents; evidences limited use of resources;<br><br>Sheets: enters and edits data in a spreadsheet; identifies and explains some terms and concepts; performs some calculations; may evidence confusion about use of formulas;<br><br>Slides – creates, edits and formats text in a slide; creates and organizes a series of slides; organization may be limited; may evidence difficulty importing and/or formatting graphics in slides. | Evidences the following Google tools skills:<br><br>Docs – uses menu/tool bar functions to format, edit and print a document; copies and pastes text in a document; uses resources (dictionary, spell checker, grammar checker, thesaurus);<br><br>Sheets – enters and edits data in a spreadsheet; identifies and explains terms and concepts related to spreadsheets; performs calculations using formulas (+, -, *, /); performs simple operations in a database;<br><br>Slides – creates, edits and formats text in a slide; creates and logically organizes a series of slides to present research or an idea; imports graphics to a slide; changes size and position of graphic. | In addition to Level 4 performance, frequently models use of Google tools for peers and assists peers with applying such skills. |
| *6th – 8th grades:* | | | | | |
| Create and optimize spreadsheets using Google Sheets | Creates and optimizes spreadsheets with adult guidance and support. | Inconsistently evidences skills in creating and optimizing spreadsheets; evidences limited understanding or use of formulas; produces charts and graphs with adult guidance. | Evidences some skills in creating and optimizing spreadsheets; creates spreadsheets using some formulas; uses spreadsheets to calculate, graph, organize and present data; produces some charts and graphs from a spreadsheet. | Evidences the following skills in creating and optimizing spreadsheets: creates an original spreadsheet using formulas; uses spreadsheets to calculate, graph, organize and present data; produces charts and graphs from a spreadsheet; creates a simple database. | In addition to Level 4 performance, frequently models spreadsheet use and optimization for peers and assists peers with applying such skills; creates spreadsheets that incorporate advanced functions. |

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| Create a multimedia presentation using Google Suite tools | Creates a multimedia presentation with adult guidance and support. | Inconsistently evidences skills in creating a multimedia presentation; presentation may lack required elements; presentation meets few rubric criteria. | Evidences some of the following skills in creating a multimedia presentation: creates a multimedia presentation using varied media; most sources are cited; presentation meets some rubric criteria. | Evidences the following skills in creating a multimedia presentation: creates a multimedia presentation using various media as appropriate (audio, video, animation); plans, designs and develops a multimedia presentation to effectively present research findings and creative ideas; cites all sources; presentation meets specific rubric criteria. | In addition to Level 4 performance, presentation exceeds specific rubric criteria. |
| Evidence engagement in collaborative online learning forums | Evidences engagement in online learning forums with adult guidance and support. | Inconsistently evidences engagement in online learning forums; inconsistently uses terms related to online learning; evidences minimal engagement in a online learning forum; evidences minimal use of collaboration and communication tools. | Evidences some engagement in online learning through the following skills: explains and correctly uses some terms related to online learning; evidences consistent engagement in at least one online learning forum; appropriately and responsibly uses communication tools; evidences some collaboration and communication through telecommunication tools. | Evidences engagement in online learning through the following skills: explains and correctly uses terms related to online learning; evidences regular engagement in multiple online learning forums; appropriately and responsibly uses communication tools (chats, blogs, wikis); collaborates and communicates with peers, experts and other audiences through varied telecommunication tools. | In addition to Level 4 performance, frequently models use of online learning and telecommunication tools for peers and assists peers with accessing such tools; evaluates several online learning forums and presents findings to peers. |

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