# Observable Behaviors of Kindergarten IMC Reporting Standards

| Standards | Beginning (1) | Progressing (2) | Proficient (3) |
|---|---|---|---|
| | **Unable to perform the skill even with support.** | **Partially, inconsistently or with support is able to perform the skill.** | **Independently able to perform the skill.** |
| **Basic operations, Concepts and Keyboarding** | | | |
| **Uses a website and applications** | **Behavior:**<br>The student is unable to use websites or applications even with support. The student does not recognize links, tabs, or basic navigation tools and cannot independently open or close a website or application.<br><br>**Example:**<br>When asked to open a website, the student needs step-by-step prompting to even locate the browser icon. They do not know how to scroll or identify interactive elements like buttons or links. | **Behavior:**<br>The student can perform some tasks related to navigating websites and applications, but only inconsistently or with adult support. May be able to open or close an app or identify a link with assistance, but struggles to complete multiple steps or maintain independence.<br><br>**Example:**<br>The student can click on a website link when shown where to find it and may scroll the page when prompted. However, they need reminders on how to maximize the window or require help navigating between tabs. | **Behavior:**<br>The student can independently perform the required tasks: signing in and out, opening and closing applications or websites, identifying links, navigating and scrolling through pages, maximizing windows, and switching between tabs.<br><br>**Example:**<br>The student opens a browser, locates a learning app, scrolls through the page to find the correct activity, clicks on a link to start, maximizes the window for better view, and later signs out without needing reminders |
| **Uses a mouse or trackpad to navigate within applications** | **Behavior:**<br>The student is unable to use a mouse or trackpad to navigate within applications, even with support. Movements may be uncoordinated or misdirected, and the student does not understand how to click, drag, or move the cursor intentionally.<br><br>**Example:**<br>The student struggles to control the mouse pointer with one hand and often clicks randomly or with excessive force. When asked to click on an icon, the student misses the target repeatedly and becomes frustrated without completing the task. | **Behavior:**<br>The student can use a mouse or trackpad to navigate with partial success or with adult support. The student may be able to move the cursor or perform simple clicks but has difficulty with precision, dragging, or multi-step actions.<br><br>**Example:**<br>The student can move the mouse to a general area of the screen and click to select a picture in a learning app, but needs reminders on how to drag objects or accidentally double-clicks instead of single-clicking, or using inaccurate buttons. | **Behavior:**<br>The student can independently use a mouse or trackpad to navigate within applications. This includes accurate cursor movement, clicking, dragging, and selecting items without help.<br><br>**Example:**<br>The student successfully uses the mouse to drag and drop puzzle pieces in an educational game, clicks on buttons to start activities, and moves the cursor with control to access all areas of the application. |
| **Digital Citizenship** | | | |
| **Uses technology safely and appropriately.** | **Behavior:** The student is unable to use technology safely or appropriately, even with adult support.<br>**Example:** The student repeatedly clicks on unapproved links (ads) or attempts to use devices in a way that could damage them, despite reminders or assistance. | **Behavior:** The student inconsistently uses technology safely and appropriately or requires frequent adult support to do so.<br>**Example:** The student occasionally needs reminders to stay on approved websites or to treat devices with care. | **Behavior:** The student independently uses technology safely and appropriately by following class rules and adult directions.<br>**Example:** The student logs into an approved program, handles the device carefully, and knows not to share personal information without being reminded. |
| **Library and Research Skills** | | | |
| **Locates and reads books for my enjoyment and personal interest** | **Behavior:** The student needs frequent assistance to select books and is not yet familiar with the library or checkout process.<br>**Example:** The student needs an adult to narrow book choices and needs help with the checkout process. | **Behavior:** The student shows some understanding of how to find books and check them out but still needs occasional reminders or support.<br>**Example:** The student selects a book with some guidance and can follow most steps of the checkout process with prompts. | **Behavior:** The student independently finds books of interest and follows the checkout procedure correctly.<br>**Example:** The student browses the shelves for a book they enjoy and checks out the book with little to no help. |
| **Learner Characteristics** | | | |
| **Interacts positively with others and stays on task during IMC time.** | **Behavior:** The student is unable to interact appropriately with peers and/or stay on task, even with reminders or support. May disrupt others or avoid tasks.<br><br>**Example**: The student talks loudly during instruction, ignores directions, and distracts others instead of participating in the assigned activity. | **Behavior:** The student interacts appropriately or stays on task some of the time but needs occasional reminders or support. Positive behaviors are inconsistent.<br><br>**Example:** The student begins the assigned task but gets off-task after a few minutes, or sometimes uses kind words but occasionally argues with others. | **Behavior:** The student consistently demonstrates positive peer interactions and remains focused on tasks independently throughout the IMC class period.<br><br>**Example:** The student collaborates respectfully with a partner, uses materials responsibly, and completes the assigned activity without needing redirection. |