

Glenwood Community School District

# Technology Benchmarks

## Mission Statement

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The technological vision for the Glenwood Community School District is to provide all learners with the necessary skills to access, evaluate, and utilize information; communicate effectively; and be productive in a global society.

## District Standards

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- I. Basic Operations and Concepts
- II. Social, Ethical, and Human issues
- III. Productivity Tools
- IV. Communication Tools
- V. Research Tools
- VI. Problem-solving and Decision-making Tools

## Assessment Criteria

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Standards are aligned with the ISTE (International Society of Technology in Education).

Introduce Skills are those that may be new to the student in an educational setting. Those skills introduced should also be practiced throughout the year so the students are developing those skills.

Develop Skills are those that students most likely already have been introduced to and should be practiced throughout the year.

Assess Skills are the benchmarks that students will be assessed in the spring for their progress.

Reinforce Skills are benchmarks that students have previously been assessed on, but need to be practiced and reinforced in their activities. All students (regardless of beginning ability or length of time in district) will be given opportunities to gain and practice these skills.

## Kindergarten

Standard	Benchmark Skill	Introduce	Develop	Assess	Reinforce
I. Basic operations and concepts	1.1 Identify components: monitor, keyboard, printer, CD-ROM and mouse.			<input type="checkbox"/>	
	1.2 Open and quit applications.		<input type="checkbox"/>		
	1.3 Manipulate the mouse and keyboard.		<input type="checkbox"/>		
	1.4 Demonstrate proper posture (sit up straight, feet on/toward floor, keyboard placement).	<input type="checkbox"/>			
	1.5 Demonstrate use of the letter keys by typing first name.	<input type="checkbox"/>			
	1.6 Identifies all the letters of the alphabet on the keyboard.	<input type="checkbox"/>			
II. Social, ethical, and human issues	2.1 Practice responsible use of equipment and software.	<input type="checkbox"/>			
	2.2 Demonstrate positive social and ethical behaviors when using technology.	<input type="checkbox"/>			
	2.3 Describe, draw, or write 2 safety rules about keyboards, monitors, and mice.			<input type="checkbox"/>	
	2.4 Acknowledge name of programs (sources of information).	<input type="checkbox"/>			
III. Productivity tools	3.1 Create a picture using a draw program to illustrate a thought, idea or story.	<input type="checkbox"/>			
IV. Communication tools					
V. Research tools	5.1 Access Internet sites on the building web page.	<input type="checkbox"/>			
VI. Problem-solving and decision-making tools	6.1 Use puzzles, logical thinking programs, writing tools, drawing tools, content programs and interactive storybooks.	<input type="checkbox"/>			

## First Grade

Standard	Benchmark Skill	Introduce	Develop	Assess	Reinforce
I. Basic operations and concepts	1.1 Identify components: program icon, cursor, tower, and CDROM drive.		<input type="checkbox"/>		
	1.2 Turn on/wake up computer.			<input type="checkbox"/>	
	1.3 Open and quit applications.			<input type="checkbox"/>	
	1.4 Load CDROMs.		<input type="checkbox"/>		
	1.5 Manipulate the mouse and keyboard.		<input type="checkbox"/>		
	1.6 Demonstrate proper posture (sit up straight, feet on/toward floor, keyboard placement).		<input type="checkbox"/>		
	1.7 Demonstrate use of the letter keys by typing the alphabet.			<input type="checkbox"/>	
II. Social, ethical, and human issues	2.1 Practice responsible use of equipment and software.		<input type="checkbox"/>		
	2.2 Demonstrate positive social and ethical behaviors when using technology.		<input type="checkbox"/>		
	2.3 Acknowledge name of programs (sources of information).		<input type="checkbox"/>		
III. Productivity tools	3.1 Create a picture using a draw program to illustrate a thought, idea or story.		<input type="checkbox"/>		
	3.2 Describe, draw, or write 3 jobs which use computers.			<input type="checkbox"/>	
IV. Communication tools					
V. Research tools	5.1 Access Internet sites on the building web page.		<input type="checkbox"/>		
VI. Problem-solving and decision-making tools	6.1 Use puzzles, logical thinking programs, writing tools, drawing tools, content programs and interactive storybooks.		<input type="checkbox"/>		

## Second Grade

Standard	Benchmark Skill	Introduce	Develop	Assess	Reinforce
I. Basic operations and concepts	1.1 Identify components: desktop, recycle bin and scroll bar.		<input type="checkbox"/>		
	1.2 Change text formats (font and size).		<input type="checkbox"/>		
	1.3 Print a document.		<input type="checkbox"/>		
	1.4 Demonstrate proper posture (sit up straight, feet on/toward floor, keyboard placement).			<input type="checkbox"/>	
	1.5 Find and type the letters of the alphabet (capital and lower case), numbers 0 – 9, the period, question mark, shift key, backspace, and enter key.			<input type="checkbox"/>	
	1.6 Demonstrate use of both hands to key the left and right side of the keyboard.			<input type="checkbox"/>	
II. Social, ethical, and human issues	2.1 Practice responsible use of equipment and software.		<input type="checkbox"/>		
	2.2 Demonstrate positive social and ethical behaviors when using technology.		<input type="checkbox"/>		
	2.3 Acknowledge name of programs (sources of information).		<input type="checkbox"/>		
	2.4 Work cooperatively and collaboratively with peers and others when using technology.		<input type="checkbox"/>		
III. Productivity tools	3.1 Create a picture using a draw program to illustrate a thought, idea or story.			<input type="checkbox"/>	
IV. Communication tools	4.1 Create an email message using a Word Processor.				
V. Research tools	5.1 Use technology resources to gather information.	<input type="checkbox"/>			
VI. Problem-solving and decision-making tools	6.1 Use puzzles, logical thinking programs, writing tools, drawing tools, content programs and interactive storybooks.		<input type="checkbox"/>		

## Third Grade

Standard	Benchmark Skill	Introduce	Develop	Assess	Reinforce
I. Basic operations and concepts	1.1 Identify components: <ul style="list-style-type: none"> <li>• Monitor</li> <li>• Mouse</li> <li>• Keyboard</li> <li>• Tower</li> <li>• CD-ROM</li> <li>• CD-ROM Drive</li> <li>• Printer</li> <li>• Desktop</li> <li>• Recycle Bin</li> <li>• Scroll Bar</li> </ul>			<input type="checkbox"/>	
	1.2 Change text formats (font and size).			<input type="checkbox"/>	
	1.3 Print a document to designated printer.			<input type="checkbox"/>	
	1.4 Save to a folder.		<input type="checkbox"/>		
	1.5 Demonstrate proper posture (sit up straight, feet on/toward floor, keyboard placement).				<input type="checkbox"/>
	1.6 Demonstrate use keying the alphabet using the correct finger of the correct hand.	<input type="checkbox"/>			
	1.7 Demonstrate use of the correct finger for the return, shift keys and spacebar.	<input type="checkbox"/>			
	1.8 Demonstrate keyboarding at 10 words per minute.	<input type="checkbox"/>			
II. Social, ethical, and human issues	2.1 Practice responsible use of equipment and software.		<input type="checkbox"/>		
	2.2 Demonstrate positive social and ethical behaviors when using technology.		<input type="checkbox"/>		
	2.3 Cite source(s) used in projects, following citation format*.	<input type="checkbox"/>			
	2.4 Work cooperatively and collaboratively with peers and others when using technology.		<input type="checkbox"/>		
III. Productivity tools	3.1 Create a word processing document of at least 3 sentences.			<input type="checkbox"/>	
IV. Communication tools	4.1 Understand that the Internet is comprised of computers connected together globally.	<input type="checkbox"/>			
V. Research tools	5.1 Use technology resources (online resources, CDROMs) to gather information.		<input type="checkbox"/>		
	5.2 Understand the difference between an Internet address and a search engine.	<input type="checkbox"/>			
VI. Problem-solving and decision-making tools	6.1 Use technology resources (educational software, calculators) for problem solving, self-directed learning, and extended learning activities.		<input type="checkbox"/>		

## Fourth Grade

Standard	Benchmark Skill	Introduce	Develop	Assess	Reinforce
I. Basic operations and concepts	1.1 Change text formats (font, size and center).			<input type="checkbox"/>	
	1.2 Conduct a spell check.		<input type="checkbox"/>		
	1.3 Save to a folder.			<input type="checkbox"/>	
	1.4 Demonstrate proper posture (sit up straight, feet on/toward floor, keyboard placement).				<input type="checkbox"/>
	1.5 Demonstrate keying the alphabet and special keys by touch using the correct fingers.			<input type="checkbox"/>	
	1.6 Demonstrate keyboarding at 10 words per minute.			<input type="checkbox"/>	
	1.7 Demonstrate composing a document at keyboard.	<input type="checkbox"/>			
	1.8 Reset desktop to appropriate settings (launcher, quit programs).			<input type="checkbox"/>	
II. Social, ethical, and human issues	2.1 Practice responsible use of equipment and software.		<input type="checkbox"/>		
	2.2 Demonstrate positive social and ethical behaviors when using technology.		<input type="checkbox"/>		
	2.3 Cite source(s) used in projects, following citation format*.	<input type="checkbox"/>			
	2.4 Work cooperatively and collaboratively with peers and others when using technology.		<input type="checkbox"/>		
III. Productivity tools	3.1 Create a word processing document that includes a graphic.			<input type="checkbox"/>	
IV. Communication tools	4.2 Present a technology created project.	<input type="checkbox"/>			
V. Research tools	5.1 Open an Internet site, given an address.		<input type="checkbox"/>		
	5.2 Use online resources to conduct an Internet search and maneuver within sites.		<input type="checkbox"/>		
	5.3 Use technology resources (online resources, CDROMs) to gather information.		<input type="checkbox"/>		
VI. Problem-solving and decision-making tools	6.1 Use technology resources (educational software, calculators) for problem solving, self-directed learning, and extended learning activities.		<input type="checkbox"/>		

## Fifth Grade

Standard	Benchmark Skill	Introduce	Develop	Assess	Reinforce
I. Basic operations and concepts	1.1 Demonstrate proper posture (sit up straight, feet on/toward floor, keyboard placement).				<input type="checkbox"/>
	1.2 Demonstrate keying the alphabet and special keys by touch using the correct fingers.			<input type="checkbox"/>	
	1.3 Demonstrate keyboarding at 15 words per minute.		<input type="checkbox"/>		
	1.4 Demonstrate composing a document at keyboard.		<input type="checkbox"/>		
	1.5 Demonstrate editing skills (word/sentence/indent spacing, formatting, spell checking, opening and saving).			<input type="checkbox"/>	
	1.6 Reset desktop to appropriate settings (launcher, quit programs).		<input type="checkbox"/>		
II. Social, ethical, and human issues	2.1 Practice responsible use of equipment and software.		<input type="checkbox"/>		
	2.2 Demonstrate positive social and ethical behaviors when using technology.		<input type="checkbox"/>		
	2.3 Cite source(s) used in projects, following citation format*.		<input type="checkbox"/>		
	2.4 Discuss basic issues related to responsible use of technology and information and the consequences of inappropriate use.	<input type="checkbox"/>			
III. Productivity tools	3.1 Create a word processing document that includes multiple paragraphs and a graphic.			<input type="checkbox"/>	
	3.2 Create a slide show using presentation software.	<input type="checkbox"/>			
	3.3 Use technology tools (scanner, cameras, multimedia authoring, web tools) for writing, communication and publishing.	<input type="checkbox"/>			
IV. Communication tools	4.2 Present a technology created project.		<input type="checkbox"/>		
V. Research tools	5.1 Open an Internet site, given an address.			<input type="checkbox"/>	
	5.2 Use online resources to conduct an Internet search and maneuver within sites.			<input type="checkbox"/>	
	5.3 Use technology resources (online resources, CDROMs) to gather information.		<input type="checkbox"/>		
VI. Problem-solving and decision-making tools	6.1 Use technology resources (educational software, calculators) for problem solving, self-directed learning, and extended learning activities.		<input type="checkbox"/>		

## Sixth Grade

Standard	Benchmark Skill	Introduce	Develop	Assess	Reinforce
I. Basic operations and concepts	1.1 Demonstrate proper posture, correct finger positions, and keyboarding skills.				<input type="checkbox"/>
	1.2 Demonstrate keyboarding at 15 words per minute.			<input type="checkbox"/>	
	1.3 Demonstrate editing skills: word/sentence/indent/double spacing, formatting (font, styles, justification), spell checking.			<input type="checkbox"/>	
	1.4 Reset desktop to appropriate settings (quit programs).				<input type="checkbox"/>
	1.5 Select specific printer.		<input type="checkbox"/>		
	1.6 Save to a specific folder (local or server).			<input type="checkbox"/>	
II. Social, ethical, and human issues	2.1 Practice responsible use of equipment and software.		<input type="checkbox"/>		
	2.2 Demonstrate positive social and ethical behaviors when using technology.		<input type="checkbox"/>		
	2.3 Cite source(s) used in projects, following citation format.			<input type="checkbox"/>	
	2.4 Discuss basic issues related to responsible use of technology and information and the consequences of inappropriate use.		<input type="checkbox"/>		
III. Productivity tools	3.1 Create a word processing document that includes an inserted graphic (clipart library or gallery, CDs, web, scanner, camera).				<input type="checkbox"/>
	3.2 Create a draw document.	<input type="checkbox"/>			
	3.3 Use a spreadsheet as a grid to display information (columns, rows).	<input type="checkbox"/>			
	3.4 Use technology tools (scanner, cameras, multimedia authoring, web tools) for writing, communication and publishing.		<input type="checkbox"/>		
	3.5 Create a slide show, including background, text, graphics, and special effects complimentary to the content.		<input type="checkbox"/>		
IV. Communication tools	4.1 Present a technology created project.			<input type="checkbox"/>	
V. Research tools	5.1 Use technology resources (online resources, CDROMs) to gather information.			<input type="checkbox"/>	
	5.2 Use effective searching strategies (Boolean, keyword and phrase).		<input type="checkbox"/>		
	5.3 Evaluate electronic information sources for accuracy and relevancy.		<input type="checkbox"/>		
VI. Problem-solving and decision-making tools	6.1 Use technology resources (educational software, calculators) for problem solving, self-directed learning, and extended learning activities.		<input type="checkbox"/>		

## Seventh Grade

Standard	Benchmark Skill	Introduce	Develop	Assess	Reinforce
I. Basic operations and concepts	1.1 Demonstrate proper posture, correct finger positions, and keyboarding skills.				<input type="checkbox"/>
	1.2 Demonstrate editing skills: word/sentence/indent/double spacing, formatting (font, styles, justification), spell checking.				<input type="checkbox"/>
	1.3 Reset desktop to appropriate settings (quit programs).				<input type="checkbox"/>
	1.4 Demonstrate keyboarding at 20 words per minute.			<input type="checkbox"/>	
	1.5 Select specific printer.				<input type="checkbox"/>
	1.6 Save to a specific folder (local or server).				<input type="checkbox"/>
II. Social, ethical, and human issues	2.1 Practice responsible use of equipment and software.		<input type="checkbox"/>		
	2.2 Demonstrate positive social and ethical behaviors when using technology.		<input type="checkbox"/>		
	2.3 Cite source(s) used in projects, following citation format.			<input type="checkbox"/>	
	2.4 Discuss basic issues related to responsible use of technology and information and the consequences of inappropriate use.		<input type="checkbox"/>		
III. Productivity tools	3.1 Create a word processing document that includes an inserted graphic (clipart library or gallery, CDs, web, scanner, camera).				<input type="checkbox"/>
	3.2 Use a spreadsheet to organize data for a chart or graph.	<input type="checkbox"/>			
	3.3 Use a spreadsheet for simple formulas.	<input type="checkbox"/>			
	3.4 Create a diagram/outline to organize information.	<input type="checkbox"/>			
	3.5 Use technology tools (scanner, cameras, multimedia authoring, web tools) for writing, communication and publishing.		<input type="checkbox"/>		
	3.6 Create a slide show, including background, text, graphics, and special effects complimentary to the content.			<input type="checkbox"/>	
IV. Communication tools	4.1 Present a technology created project.		<input type="checkbox"/>		
	4.2 Use online information resources to meet needs for research, publications, communication and productivity.		<input type="checkbox"/>		
V. Research tools	5.1 Use technology resources (online resources, CDROMs) to gather information.			<input type="checkbox"/>	
	5.2 Use effective searching strategies (Boolean, keyword and phrase).		<input type="checkbox"/>		
	5.3 Evaluate electronic information sources for accuracy and relevancy.		<input type="checkbox"/>		
VI. Problem-solving and decision-making tools	6.1 Use technology resources (educational software, calculators) for problem solving, self-directed learning, and extended learning activities.		<input type="checkbox"/>		

## Eighth Grade

Standard	Benchmark Skill	Introduce	Develop	Assess	Reinforce
I. Basic operations and concepts	1.1 Demonstrate proper posture, correct finger positions, and keyboarding skills.				<input type="checkbox"/>
	1.2 Demonstrate editing skills: word/sentence/indent/double spacing, formatting (font, styles, justification), spell checking.				<input type="checkbox"/>
	1.3 Reset desktop to appropriate settings (quit programs).				<input type="checkbox"/>
	1.4 Demonstrate keyboarding at 30 words per minute.			<input type="checkbox"/>	
	1.5 Select specific printer.				<input type="checkbox"/>
	1.6 Save to a specific folder (local or server).				<input type="checkbox"/>
II. Social, ethical, and human issues	2.1 Practice responsible use of equipment and software.		<input type="checkbox"/>		
	2.2 Demonstrate positive social and ethical behaviors when using technology.		<input type="checkbox"/>		
	2.3 Cite source(s) used in projects, following citation format.				<input type="checkbox"/>
	2.4 Understand basic issues related to technology and information ethics and the consequences of inappropriate use.				<input type="checkbox"/>
III. Productivity tools	3.1 Create a document that includes graphics (CDs, web, scanner, camera), and/or charts/graphs.				<input type="checkbox"/>
	3.2 Use a spreadsheet to organize data for a chart or graph.		<input type="checkbox"/>		
	3.3 Use a spreadsheet for functions (AVG, SUM).	<input type="checkbox"/>			
	3.4 Create a diagram/outline to organize information (ie. concept map).			<input type="checkbox"/>	
	3.5 Use technology tools (scanner, digital cameras, multimedia authoring, web tools) for writing, communication and publishing.				<input type="checkbox"/>
	3.6 Create a slide show, including background, text, graphics, and special effects complimentary to the content.				<input type="checkbox"/>
IV. Communication tools	4.1 Present a technology created project.		<input type="checkbox"/>		
	4.2 Use online information resources to meet needs for research, publications, communication and productivity.		<input type="checkbox"/>		
V. Research tools	5.1 Use technology resources (online data bases, resources, CDRoms) to gather information.			<input type="checkbox"/>	
	5.2 Use effective searching strategies (Boolean, keyword and phrase).		<input type="checkbox"/>		
	5.3 Evaluate electronic information sources for accuracy and relevancy.				<input type="checkbox"/>
VI. Problem-solving and decision-making tools	6.1 Use technology resources (educational software, calculators) for problem solving, self-directed learning, and extended learning activities.		<input type="checkbox"/>		