

Mankato Public Schools K-12

Benchmarks (sample)

For complete set see:

<www.isd77.k12.mn.us/resources/infocurr/infolit.html>

Grades 9-12

Research and Inquiry Skills:

Research Question

I can ask an original question and formulate a topic of limited scope for a research project that requires an original supported conclusion.

I can identify the information sources available to me, including print, electronic, and primary sources and determine which sources best suit the needs of my research.

Location and evaluation

I can use the electronic catalog to find a book and the print and electronic reference sources in the media center.

I can use multiple Internet search engines efficiently and effectively to locate information relevant to my topic.

I can efficiently use a variety of on-line databases, including periodical databases, to locate information.

I use criteria to judge the accuracy, currency and bias of information I find.

I can cite the source of information in proper format from print, electronic and primary sources.

I can efficiently gather and organize information by copying and pasting information into an original word processing document or database.

Communication and use

I can use technology to collaborate with others for the completion of academic work.

I can identify the important information from my research and be able to communicate it to various audiences through:

- word processed report
- face-to-face talk supplemented by a computer presentation program that includes original digital images
- a webpage that meets the school's guidelines
- a spreadsheet and pictorial representation of data from charting and graphing programs

Evaluation

I can use the assessment tools provided by the instructor to judge the quality of my research.

I can establish criteria for a self-assessment of my research.

I can evaluate the ethical decisions I need to make during the research process.

Life-long reading behaviors and critical reading, viewing and listening:

I can identify favorite authors and literary types for personal reading.

I can identify sources of information for topics of personal interest in both print and electronic formats.

I can identify sources of information about current events in both print and electronic formats.

I can articulate the criteria I use when evaluating the quality either a fictional or factual work.

Technology skills:

I can identify and determine hardware configuration for a personal computer system and can use a computer operating system to launch and close a program.

I can create and use a system for storing, organizing and backing up files of my original work.

I can purposely use the following pieces of hardware:

- personal computer
- fixed and removable storage devices
- remote storage devices such as YODA or an Internet accessed server
- digital cameras, still and video
- scanner
- I can purposely use all the following types of software:
- word processor with keyboarding skills of at least 20 wpm
- email program
- Internet browser
- graphic tools and graphics editing program
- spreadsheet and graphing software
- database
- hypermedia or presentation program
- digital still photo and video editing software

Appropriate Use of Resources:

I can understand and follow the school's policies regarding the use of technology and understand the difference in use between a home computer and school or work computer.

I can protect myself from the harmful acts of others by recognizing threats to my privacy and property.

I know and follow copyright laws and understand the concept of plagiarism.

I can identify the uses of technology as they relate to my academic work, personal life, and future career.

Kindergarten

Research and Inquiry Skills

Research question

I can ask a question about an interest I have.

Location

I can find

- picture books
- circulation desk
- book return
- easy books
- computer lab

Communication

I can tell about something I have observed or heard.

Evaluation

I can evaluate my computer-generated picture using pre-developed criteria and verbally explain the picture.

I can enjoy a book by:

- having it read to me.
- looking at the pictures.

Life-long Reading

I can select and check out a book I like.

I can create a picture using a computer graphics program.

Technology Skills

I can use a computer mouse to:

- select
- drag
- drop

I can identify a computer's:

- keyboard
- monitor
- mouse and mousepad
- CD-ROM drive

I understand that books can be found using the on-line library catalog.

Appropriate Use of Resources

I can listen to or watch an audio or video tape appropriately.

I can use and care for media materials and equipment in a respectful way.

I can return my books on time.

Grade One

Research and Inquiry Skills

Research question

I can ask a question about an interest that I have.

Location

I can find:

- library catalog stations
- computer software

I can identify a book's author and title

Communication

I can contribute to a class information sheet

I can demonstrate my reaction to a story by drawing a picture.

Evaluation

I can evaluate my computer generated picture.

I can complete a project checklist .

Life-long Reading

I can choose a book that I enjoy reading.

I understand the difference between fiction books and factual books.

Technology Skills

I can demonstrate my reaction to a story by creating a picture by using a drawing software program.

Using a computer, I can:

- start and quit programs
- know how to open, click, double-click, file, and quit
- do simple text entry
- use paint tools
- print
- insert disks

I can find a book on a subject or title using the on-line library catalog.

I can read information of the World Wide Web with assistance.

I can start and stop the recorder for audio equipment.

Appropriate Use of Resources

I can communicate ideas with others in a respectful manner.

I can use and care for media materials and equipment in a respectful way.

Grade Five

Research and Inquiry Skills

Research question

I can create a research question that identifies topics, subtopics, and key words

Location

I can find information using
- an almanac - an atlas - the Internet

Communication

I can take usable notes which help me answer my research questions that are in my own words and include the source of the information

I can communicate and record data on a single topic.

I can report and organize findings.

Evaluation

I can compare individual findings to large group findings.

I can identify areas for further investigation.

Life-long Reading

I can identify award winning Newberry and Maud Hart Lovelace books.

I select books from a large variety of sources including

- school media center - class room collections
- public Library - personal book collection

I recommend books to others.

Technology Skills

I can format word processing documents with

- columns - headers - footers - tabs

I can produce a spreadsheet with assistance.

I can chart a graph with assistance with a computer that .

- has axis labeled - has legend/key included
- uses appropriate scale - uses appropriate intervals

I can create a signature and nickname in an email program.

Appropriate Use of Resources

I can use and care for media materials and equipment.

I understand the difference between and appropriate and an inappropriate e-mail message.

I understand the difference between an appropriate and an inappropriate WWW site.

I understand the district's appropriate use policy.

Grade Six

Research and Inquiry Skills

Research Question

I can create a research question that identifies topics, related topics, key words, and search terms.

Location

I can use Internet search engines to locate information

I can use specialized dictionaries (e.g., Webster's Biographical and Geographical Dictionaries)

Communication

I can collect and report the results of an activity on a spreadsheet.

Evaluation

I can determine the differences and similarities of a news story.

Life-long Reading

I can relate a current event found in a newspaper or magazine.

I can identify the sections of a newspaper.

Technology Skills

I can create a spreadsheet and report results using a chart.

I can use the spellchecker and thesaurus in computer applications.

Appropriate Use of Resources

I can use and care for media materials and equipment respectfully and independently.

ISTE Student Technology Standards for Students

<<http://cnets.iste.org/>>

- Basic operations and concepts
- Social, ethical, and human issues
- Technology productivity tools
- Technology communications tools
- Technology research tools
- Technology problem-solving and decision-making tools

Elementary Progress Report

FileMaker Pro
File Edit Mode Select Format Script Window Help

4pr97

Media/T...

Johnson Elementary
Grade 4 Progress Report
Independent School District 77
Mankato MN 56001

Go to Student Information Page Find a student Previous Record Next Record

Records: 1
Unsorted

Samuel Sample Teacher 1 1998-99 Teacher 9
Student Name Homeroom Teacher School year Media/Technology Teacher

Media and Technology

Key: N = Does not meet benchmark M=Meets benchmark E=Exceeds benchmark N/A= Not yet assessed

Information **Variables**
Literacy **Current Events**

Research and Inquiry Skills **N/1** **Fall** **Enter N** **Enter M**
Life-long Reading Behaviors **N/2** **Spring** **Enter E** **Enter N/A**
Technology Skills **N/3** **Fall** **Clear Entry**
Appropriate Use of Resources **N/4** **Spring**

Fall Comments: Conscientious student! Media fall

Spring Comments: A joy to have in class! Media spring

To add original comments to the comments box, click on the box and choose "other" from the menu. Comments that extend outside the comment box will not print correctly.

Fall Completed
Spring Completed

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Sample Aggregation of Benchmark Skill Attainment (Grade 1)

	Total students	Research-N	Research-M	Research-E	Research-N/A	Tech - N	Tech - M	Tech - E	Tech - N/A	App Use - N	App Use - M	App Use - E	App Use - N/A	Check
1 - EL	34	0	34	0	0	0	34	0	0	0	34	0	0	34
1 - F	70	0	70	0	0	0	70	0	0	0	70	0	0	70
1 - H	66	0	64	0	2	0	64	0	2	0	64	0	2	66
1 - J	30	0	29	0	1	1	28	0	1	0	28	1	1	30
1 - K	71	0	69	0	2	0	69	0	2	0	68	0	3	71
1 - M	105	0	105	0	0	0	105	0	0	0	105	0	0	105
1 - R	59	0	57	0	2	0	57	0	2	0	52	5	2	59
1 - W	69	3	66	0	0	2	67	0	0	2	67	0	0	69
Total	504	3	494	0	7	3	494	0	7	2	488	6	8	504
%	100%	1%	98%	0%	1%	1%	98%	0%	1%	0%	97%	1%	2%	

What the library media specialist brings to the technology table...

My school district has wonderful success in giving our library media specialists (LMSs) responsibility for technology integration. We have:

1. **A healthy attitude toward technology.** The LMS considers and teaches not just how to use technology, but why and under what circumstances it should be used.
2. **Good teaching skills.** Unlike technicians they are more likely to use good pedagogical techniques and have more developed human relations and communication skills. We are understanding and empathetic when technologically related stress occurs in the classroom.
3. **An understanding of the use of technology in the information literacy process and its use in fostering higher level thinking skills.** We view technology as just one more, extremely powerful tool that can be used by students completing well-designed information literacy projects. “Technologists” are just now getting this.
4. **Experience as skill integrators and collaborators.** Integration of research and information literacy projects has been a long-term goal of school library programs, and as a result many LMSs have become excellent collaborators with classroom teachers, successfully strengthening the curriculum with information literacy projects. We know kids, know technology and know what works.
5. **Been models for the successful use of technology.** The library’s automated library catalogs, circulation systems, electronic reference materials, and student accessible workstations all showed up well before classroom technologies. Teachers rightfully see the LMS as the educator with the most comfort with technology as well, which in turn bolsters their own self-confidence.
6. **Provided in-building support.** A flexibly scheduled LMS is a real asset to teachers learning to use or integrate technology. The LMS can work with the teacher in the library, lab or classroom. The LMS is available for questions that might otherwise derail a teacher’s application of technology. This as a primary advantage of the LMS as opposed to a classroom teacher having primary responsibility for staff development in technology. (See below.)
7. **A whole school view.** Next to the principal, the LMS has the most inclusive view of the school and its resources. The LMS can make recommendations on where technology needs to be placed or upgraded as well as on what departments or teachers may need extra training and support in its use.
8. **Concerns about the ethical use of technology.** Students will need to have the skills to self-evaluate information; understand online copyright laws and intellectual property issues; and follow the rules of safety and appropriate use of resources. Who but the SLM worries about this stuff?

Who should be doing staff development in technology?

Schools have relied on a variety of different trainers to provide staff develop in whole or in part. Each type of trainer has its strengths and weaknesses:

- **Professional trainers** may have expertise in a specific product or skill, not in educational uses, and they are not available for ongoing assistance to learners.
- **District technicians** have expertise in hardware and software applications and are available for ongoing support, but often don’t understand educational uses and often lack teaching or interpersonal skills.
- **District level trainers** such as computer coordinators have expertise in both technology and education, but are usually spread too thin to work with individual staff members.
- **Classroom teachers** often have expertise in both technology and education and can have high credibility with other teachers, but they are busy teaching kids and may be reluctant to experiment with new educational methods.
- **Videotapes, online instruction, manuals, and trial and error experimentation** can be great any time, any place, self-paced, inexpensive learning experiences but require a higher level of personal commitment from teachers than all but the most enthusiastic have.

We need to remember that those responsible for staff development must have good opportunities for training themselves. LMSs can justify a need for workshops, conferences, and training sessions beyond that of the classroom teacher. And, accompanying the extra training must be the administrative expectation and acceptance that the knowledge and skills gained will be proactively shared with the rest of the staff.

Whether called a consultant or a partner, the school library media specialist needs to be a major, if not lead, player in building staff development and technology efforts. It builds our indispensability!

Your Goals

List at least one goal under each category that is immediate. One that should be done in 2-5 years. One that is long-term.

Goal One - Student Learning and Technology

Immediate

2-5 years

Long term.

Goal Two - Staff use of technology

Immediate

2-5 years

Long term.

Goal Three - Access to resources using technology

Immediate

2-5 years

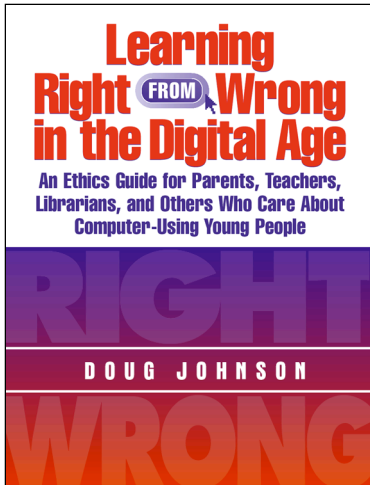
Long term.

Goal Four - Technology for administration, record-keeping and communication

Immediate

2-5 years

Long term.



Learning Right from Wrong in the Digital Age:

An Ethics Guide for Parents, Teachers, Librarians, and Others Who Care about Computer-Using Young People

By Doug Johnson

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ISBN 1-58683-131-3; May 2003; 175 pages; \$44.95

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