

<b>Proficiency Level</b>	<b>A. Media and Technology--By the end of <u>Grade 4</u> students will develop touch keyboarding techniques using both hands (A.4.1)</b>	<b>B. Information and Inquiry--By the end of <u>Grade 4</u> students will be able to locate and access information sources (B.4.3)</b>	<b>C. Independent Learning--By the end of <u>Grade 4</u> students will demonstrate self-motivation and increasing responsibility for their learning (C.4.4)</b>	<b>D. The Learning Community--By the end of <u>Grade 4</u> students will use information, media, and technology in a responsible manner (D.4.2)</b>
<b>Minimal</b>	The student exhibits a general knowledge of the location of the letters, numbers, and punctuation marks on the keyboard. Text is entered slowly and deliberately with many interruptions caused by the mechanics of using the keyboard.	The student recognizes that materials in the school library media center are arranged and organized in a systematic manner; the student is able to use a dictionary and can find some information with help using an encyclopedia.	The student is able to contribute to group and classroom discussions and decisions about learning objectives.	The student returns all borrowed materials on time.
<b>Basic</b>	The student is able to type sentences and short paragraphs. The composition process is often interrupted by the mechanics of inputting text using the keyboard. The student is able to attain an input speed of 10-15 wpm with 80% accuracy.	The student is able to locate materials using the classification system of the school library media center, and can use the index or table of contents of a book, magazine, or reference set to locate specific information.	The student is able to contribute to group and classroom decisions about learning objectives and activities, and can identify topics suitable for independent learning or in-depth exploration.	The student can identify the school's rules on student use of the Internet and other resources, and demonstrates use consistent with the school's acceptable use policy. The student recognizes that altering or destroying another person's program or file constitutes unacceptable behavior.
<b>Proficient</b>	The student is able to type sentences and paragraphs. The composition process is occasionally interrupted by the mechanics of inputting text using the keyboard. The student can attain an input speed of 15-20 wpm with 90% accuracy.	The student can identify and use printed or electronic catalogs to access materials in the school library media center, and can search for information by keyword, author, title, and topic or subject.	The student is able to identify suitable projects, and apply prescribed criteria for judging the success of learning projects. The student can determine the steps for completing a project.	the student understands and employs proper etiquette in all forms of communication, and follows school policies defining appropriate student use of the Internet and other methods of online communication.
<b>Advanced</b>	The student is able to type sentences and paragraphs. The composition process is seldom interrupted by the mechanics of inputting text using the keyboard. The student can attain an input speed of 20+ wpm with 90% accuracy.	The student can effectively use printed and electronic catalogs, databases and reference resources, and can locate information from preselected Internet sites and web pages.	The student can establish goals and determine the steps for successfully completing a project, and can measure progress and assess quality of the work.	The student can differentiate between copying and summarizing, recognizes the need for the privacy of personal information, and knows that using media and technology to defame another person or group is unacceptable behavior.

<b>Proficiency Level</b>	<b>A. Media and Technology--By the end of <u>Grade 8</u> students will demonstrate touch keyboarding skills at acceptable speed and accuracy levels (A.8.1)</b>	<b>B. Information and Inquiry--By the end of <u>Grade 8</u> students will be able to define the need for information (B.8.1)</b>	<b>C. Independent Learning--By the end of <u>Grade 8</u> students will appreciate and derive meaning from literature and other creative expressions of information (C.8.2)</b>	<b>D. The Learning Community--By the end of <u>Grade 8</u> students will respect intellectual property rights (D.8.3)</b>
<b>Minimal</b>	The student is able to type sentences and short paragraphs. The composition process is often interrupted by the mechanics of inputting text using the keyboard. The student is able to attain an input speed of 10-15 wpm with 80% accuracy.	The student is able to identify the information problem or question to be resolved with assistance.	The student recognizes that reviews, evaluations, and guidance from teachers and library media specialists assist in the selection of appropriate literature and other creative expressions of information.	The student will be able to give an example of what it means to respect intellectual property rights.
<b>Basic</b>	The student is able to type sentences and paragraphs. The composition process is occasionally interrupted by the mechanics of inputting text using the keyboard. The student can attain an input speed of 15-20 wpm with 90% accuracy.	The student is able to identify the information problem or question to be resolved, and relate what is already known to the information problem.	The student can identify and use personal criteria for choosing literature and other creative expressions of information.	The student can define the purpose of copyright and copyright law, and can give examples of copyright violations. The student recognizes the need to cite references in a report or class project.
<b>Proficient</b>	The student is able to type sentences and longer paragraphs. The composition process is seldom interrupted by the mechanics of inputting text using the keyboard. The student can attain an input speed of 20-25 wpm with 90-95% accuracy.	The student is able to identify the information problem, relate what is already known to the problem, and formulate general and specific research questions using a variety of questioning skills.	The student is able to identify and use personal criteria for choosing literature, and can relate literature and creative expressions of information to personal experiences.	The student is able to independently analyze situations (term paper; multimedia project) and determine steps necessary to address and respect intellectual property rights. Student cites sources in reports and projects.
<b>Advanced</b>	The student is able to type longer paragraphs and sections. The composition process is rarely interrupted by the mechanics of using the keyboard. The student can attain an input speed of 25+ wpm with an accuracy of 95%.	The student is able to identify the information problem, relate what is already known to the problem, formulate specific research questions relative to the problem, and revise and narrow the information questions to focus on the information need.	The student can relate literature to personal experiences, and can relate literature and other creative expressions of information to other literature and creative expressions of information.	The student avoids plagiarism, cites sources properly, makes copies and incorporates text and images only with appropriate clearance, etc., when creating information products.

<b>Proficiency Level</b>	<b>A. Media and Technology--By the end of <u>Grade 12</u> students will be able to use a computer and productivity software to organize and create information (A.12.3)</b>	<b>B. Information and Inquiry--By the end of <u>Grade 12</u> students will be able to locate and access information sources (B.12.3)</b>	<b>C. Independent Learning--By the end of <u>Grade 12</u> students will develop competence and selectivity in reading, listening, and viewing (C.12.3)</b>	<b>D. The Learning Community--By the end of <u>Grade 12</u> students will respect intellectual property rights (D.12.3)</b>
<b>Minimal</b>	The student is able to use an integrated program or applications suite to complete a class assignment.	The student is able to identify the different classification systems for organizing books and other materials in local school, public and post-secondary libraries and resource agencies.	The student can choose materials at appropriate developmental levels.	The student will be able to define the purpose of copyright and copyright law, and explain what kinds of works of authorship can be copyrighted.
<b>Basic</b>	The student is able to proofread and edit a document using the spell, thesaurus and grammar checking functions of a word processing program. The student can manipulate graphics objects in a word processing program.	The student is able to locate information using the classification system and catalog in use at a variety of libraries and resource agencies.	The student can identify and select materials that reflect diverse perspectives.	The student will be able to explain the difference between copyright, copyright registration and "Fair Use." The student recognizes the legal consequences of plagiarism and the need for personal authenticity in his or her work.
<b>Proficient</b>	The student can use desktop publishing and graphics software to produce page layouts in different formats (e.g., brochure, tri-fold, newsletter). The student can analyze data from a database and present conclusions in a document or report.	The student is able to construct effective electronic and manual searches using keywords, phrases, Boolean logic and limiters.	The student can compare and contrast characteristics of common literary forms	The student can explain and articulate conditions under which permission must be obtained for the use of copyrighted materials. The student can differentiate between a patent, trademark and logo, and always cites sources in reports and projects.
<b>Advanced</b>	The student can use graphical software to generate modifiable flow charts, project time lines, etc. The student can construct a spreadsheet, use mathematical functions to manipulate/process data, generate charts or graphs, and interpret the results.	The student is able to use complex organizational features of print and electronic resources such as cumulative and cross-database indexes, and can compare, evaluate, select and use appropriate Internet search engines and directories.	The student can evaluate and articulate how words, images, sounds, and illustrations are constructed to convey specific messages, viewpoints and values to shape attitudes and influence action.	The student independently corresponds with authors, publishers, or producers to obtain permission to use copyrighted information in his or her work.

<b>Proficiency Level</b>	<b>A. Media and Technology--By the end of <u>Grade 4</u> students will use media and technology to create and present information (A.4.5)</b>			
<b>Minimal</b>	The student is able to use draw and paint programs on a computer to create simple visuals and signs.			
<b>Basic</b>	The student is able to use draw, paint and graphics software to create signs, posters, banners, charts and visuals and incorporate them into classroom products or projects.			
<b>Proficient</b>	The student is able to plan a multimedia production using an outline or storyboard, and regularly incorporates visuals, graphics or charts into class projects.			
<b>Advanced</b>	The student can create a short video or hypermedia program and effectively present it to an entire class or other audience.			