CDNIS ICT Skills Checklist
Grade 3 to 4 (2011-2012)

(The Role of ICT in the PYP - http://occ.ibo.org)

E = I could Explain or demonstrate this skill to someone else.
C = I am very Confident that I can do this consistently.
M = Most of my efforts are successful, though I sometimes need help.
I = I think I need to Improve on this skill next time

Student:

_____

Class: _____

		I	M	C	E	Student Comments	Teacher Comments
Investigating	Investigating is to carry out a purposeful inquiry or research, to test existing understanding, discover new information and create new understanding. Through investigation, learners critically evaluate a variety of sources, making connections and synthesizing findings to apply knowledge to real-life contexts.						
I can use search tools and strategies to locate information online -use library resources and databases -keywords, boolean, and advanced searches -respect creative commons							
I can use notetaking tools effectively to record information (ie. tables, mindmaps, graphic organizers)							
I can compare and analyze information using graphic organizers, spreadsheets, or graphs							
I can use mutimedia tools to record information from a primary source (ie. voicethread, class skype interviews)							
Creating	Creating is a process through which learners are provided with an opportunity to innovate and test boundaries. Learners construct meaning, apply critical thinking and original ideas to real-world situations, and share knowledge through self-expression, problem-posing and problem-solving, and reflection.						
I can create a document and demonstrated the following word processing skills (ie. Pages, Word) -insert images in a document -use spell and grammar check functions -use adjustment of document (ie. font, size, colour, alignment) to enhance the appearance and usefulness of the document							
I can create a graph from a tally chart -add label pictures -change a tally graph to line, bar and pie graphs -add titles, labels and legend key							
I can create multimedia presentations and podcasts to share new learning (ie. Keynote, Voicethread, Powerpoint, Garageband) -plan a storyboard -customize the elements (background, transitions, builds, actions, sound effects, text and graphics, etc.) of the presentation to enhance communication							
I can organize and publish a portfolio online to reflect and seek feedback from others to improve the learning progress (ie. Google sites)							
I can create three-dimensional structures to demonstrate understanding of properties of shapes, lines and dimensions. I know the importance and concepts of coordination and perspective when drawing in 3D space. (ie. Google Sketchup)							
Communicating	Communicating is the exchange of information with various audiences using a range of media and formats. Effective communicators contribute to cross-cultural understanding, make informed choices when deciding on tools to articulate meaning, and provide relevant, significant feedback to others.						
I can demonstrate good presentation skills for the target audience (e.g. use of microphone, posture, voice, delivery skills, projection device, etc.)							
I can use digital tools to communicate with others (ie. First Class, iEtherpad, Voicethread) -send/reply email -add an attachment to an email -use proper subject, spelling and grammar -access/discuss a topic in a conference -participate in a iEtherpad discussion with other students -create/comment/share a voicethread							

Collaborating	Collaborating is the process through which learners validate and negotiate ideas and reach a deeper understanding and a global perspective. Learners are empowered through digital media and environments and through active participation in creating and sharing knowledge.	I	M	C	E	Student Comments	Teacher Comments
I can communicate and work collaboratively with local and global students (ie. First Class, iEtherpad, Google Sites, Voicethread, Twitter)							
Organizing	Organizing is the ability to structure or arrange connected items. Learners understand that ICT systems can be used to inform, adapt, manage and problem-solve during their creative, communicative, collaborative and investigative processes. Learners make connections, transfer existing knowledge and independently explore new technologies.	I	M	C	E	Student Comments	Teacher Comments
I can use various methods to access an application and organized files and shortcuts (ie Spotlight, finder, dock)							
I can maintain an organised system of folders with a naming convention (ie. proper file names and folders)							
I can use shortcuts to maximize time (Command C, V, P, S, Q)							
I can take snapshots of the screen (Command shift 3 or 4) to save information for organizing							
I can access and change system preferences to suit my own personal needs (ie. Desktop, Expose, Trackpad, Language and Text, Speech)							
I can add, edit, and organise bookmarks and access my internet history on the browsers							
I can record audio and video files with equipment (cameras, microphones, headphones, and scanners), store and retrieve them when necessary							
I can recognize functions of basic File Menu commands (ie. new, open, close, save, save as, print, print preview)							
Becoming a Responsible Digital Citizen	Becoming a responsible digital citizen involves using ICT to make informed and ethical choices while acting with integrity and honesty. In a globally connected digital world, learners are empowered to be responsible for their actions, to value others' rights and to practise safe and legal behaviours.	I	M	C	E	Student Comments	Teacher Comments
I can understand and follow the CDNIS Acceptable Use Policy							
I can demonstrate safe use of technologies and I understood the consequences of the misuse of technology							
I always respect the copyright of materials, used royalty free sources (ie. Creative Commons, royalty free music) and give credit to sources of information including software, images, music, and video							
I can keep personal information and passwords private and agree not to use anyone else's password							
Email Etiquette -use proper language and punctuation -use a meaningful subject line entry -reply to sender only (Do not send a message to the whole class/group unless if it's necessary!) -do not send large files (over 10MB) unless if you have checked with the teacher -only send messages related to school work (do not send junk mail)							