

Old Bridge Township Public Schools
GRADE 4 TECHNOLOGY LITERACY CHECKLIST
 School Year: ENTER SCHOOL YEAR

Select from dropdown: SCHOOL:	STUDENT NAME: TYPE IN LAST NAME, FIRST NAME	Fill in: HOMEROOM TEACHER:
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STANDARD 8.1.4 STRAND CPI	INDICATOR ITEM	Check, indicate date, and teacher's name	SELECT LEVEL
A.1 Use basic technology vocabulary <i>Assessed by All Teachers throughout course of all instruction</i> TEACHER OBSERVATION <i>Online quiz and/or paper quiz</i>	Properly names parts of the computer such as memory or storage, output devices such as printer, input devices such as monitor, mouse, keyboard, and central processing unit or microprocessor	DATE SELECT TEACHER OR FILL IN TEACHER'S NAME <input type="checkbox"/>	Select from dropdown:
	Use proper vocabulary for on-screen items such as icons, software, shortcuts, scroll bar, task bar	<input type="checkbox"/>	
	Uses proper vocabulary for software being used in the school	<input type="checkbox"/>	
	Uses current terms related to Internet use and applications.	<input type="checkbox"/>	
A.2 Use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help) <i>Assessed by All Teachers throughout course of all instruction</i> TEACHER OBSERVATION	Starts programs from Start Menu or from desktop icon	<input type="checkbox"/>	
	Prints from an application such as word processing	<input type="checkbox"/>	
	Identifies printers available on computer	<input type="checkbox"/>	
	Demonstrates ability to save and retrieve work	<input type="checkbox"/>	
	Closes down programs and shuts down computer	<input type="checkbox"/>	
	Demonstrates appropriate use and care of computer hardware and peripheral devices including data storage devices	<input type="checkbox"/>	
A.3 Input and access text and data, using appropriate keyboarding techniques or other input devices <i>Assessed by Elementary Computer Literacy</i> TEACHER OBSERVATION/GRADING <i>Keyboarding Program</i>	Inputs at least five numbers into a spreadsheet	<input type="checkbox"/>	
	Identifies keys to be used with the right and left hand	<input type="checkbox"/>	
	Used capital and lower case letters properly by English language standards	<input type="checkbox"/>	
	Uses correct posture	<input type="checkbox"/>	
	Uses thumb on the space bar	<input type="checkbox"/>	
	Keys simple sentences with hands on home row	<input type="checkbox"/>	
	Uses function keys such as enter, escape, spacebar, shift, arrow keys, tab key, and backspace key	<input type="checkbox"/>	
A.4 Produce a simple finished document using word processing software <i>Co-Teaching w/Classroom teacher</i> TEACHER OBSERVATION/GRADING - RUBRIC <i>NJ Project</i>	Uses bold, italics, underline and other simple formatting	<input type="checkbox"/>	
	Aligns text to the center and along left and right margins	<input type="checkbox"/>	
	Uses and saves as when naming files	<input type="checkbox"/>	
	Uses print preview, print document, and select printer depending on need	<input type="checkbox"/>	
	Edits text for font style, color, size, spell check, and electronic thesaurus	<input type="checkbox"/>	
	Uses cut, paste, copy, delete as appropriate to the editing process	<input type="checkbox"/>	

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A.5 Produce and interpret graph or chart by entering and editing data on a prepared spreadsheet template <i>Assessed by Elementary Computer Literacy</i> TEACHER OBSERVATION/GRADING – RUBRIC <i>Curriculum Data Spreadsheet</i>	Reads a simple bar graph for minimum and maximum values	<input type="checkbox"/>	
	Creates chart(s) using data entered from a set of numbers	<input type="checkbox"/>	
	Enters and edits data into spreadsheet accurately	<input type="checkbox"/>	
	Prints entered information	<input type="checkbox"/>	
A.6 Create and present a multimedia presentation using appropriate software <i>Assessed by Elementary Computer Literacy</i> TEACHER OBSERVATION/GRADING – RUBRIC <i>Multimedia Presentation</i>	Create a simple presentation with at least three slides	<input type="checkbox"/>	
	Add titles, text and graphics to a multimedia presentation using font, size, color and spell check	<input type="checkbox"/>	
	Create and edit slides/screens/cards	<input type="checkbox"/>	
	Customize the background, add transitions, choose a slide layout and arrange in a logical and appropriate order	<input type="checkbox"/>	
	Insert moving graphics, clip art, and/or digital images	<input type="checkbox"/>	
A.7 Create and maintain files and folders <i>Assessed by Elementary Computer Literacy</i> TEACHER OBSERVATION/GRADING – RUBRIC <i>All Projects</i>	Creates, deletes and moves folders	<input type="checkbox"/>	
	Renames, deletes and moves documents	<input type="checkbox"/>	
A.8 Uses a graphic organizer <i>Assessed by Elementary Computer Literacy</i> TEACHER OBSERVATION/GRADING – RUBRIC <i>Timeline</i>	Creates a concept map with at least three components	<input type="checkbox"/>	
	Uses a graph organizer to categorize objects	<input type="checkbox"/>	
A.9 Use basic computer icons <i>Assessed by Elementary Computer Literacy</i> TEACHER OBSERVATION/GRADING – RUBRIC <i>All Projects</i>	Starts programs from the desktop icons	<input type="checkbox"/>	
	Recognizes common icons such as print, save, copy/paste	<input type="checkbox"/>	
	Uses pull down menus and scroll bars	<input type="checkbox"/>	
B.1 Discuss the common uses of computer applications and identify their advantages and disadvantages <i>Assessed by Elementary Computer Literacy</i> TEACHER OBSERVATION/GRADING – RUBRIC <i>Computer Safety & Ethics</i>	Describes everyday uses for word-processing, spreadsheet and presentation software	<input type="checkbox"/>	
	When given a specific task, chooses the correct tool to use	<input type="checkbox"/>	
	Identifies uses of technology in home and school	<input type="checkbox"/>	

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B.2 Recognize and practice responsible social and ethical behaviors when using technology, and understands the consequences of inappropriate use including: <ul style="list-style-type: none"> o Internet access o Copyrighted materials o On-line library resources Personal security and safety issues <i>Assessed by Librarian</i> TEACHER OBSERVATION/GRADING – RUBRIC <i>On-line assessment</i>	Demonstrates understanding of the Acceptable Use Policy	<input type="checkbox"/>	
	Demonstrates understanding of copyright materials on the Internet	<input type="checkbox"/>	
	Identifies author and copyright information on a given web page	<input type="checkbox"/>	
	Understands guidelines regarding disclosure of personal information on the web	<input type="checkbox"/>	
	Uses passwords	<input type="checkbox"/>	
B.3 Practice appropriate Internet etiquette <i>Assessed by Librarian</i> TEACHER OBSERVATION/GRADING – RUBRIC <i>Project from Librarian</i>	Uses electronic mail in the appropriate manner for audience	<input type="checkbox"/>	
	Follows the district technology Acceptable Use Policy	<input type="checkbox"/>	
B.4 Recognize the ethical and legal implications of plagiarism of copyrighted materials <i>Assessed by Librarian</i> TEACHER OBSERVATION/GRADING – RUBRIC <i>Project from Librarian</i>	Provides attribution when using copyrighted materials/Identifies resources	<input type="checkbox"/>	
	Follows intellectual freedom and intellectual property right	<input type="checkbox"/>	
B.5 Recognize the need for accessing and using information <i>Assessed by Librarian</i> TEACHER OBSERVATION/GRADING – RUBRIC <i>Project from Librarian</i>	Explains the advantages and disadvantages of Internet resources versus print material	<input type="checkbox"/>	
	Selects appropriate Internet resources for specific information needs such as resources, web browsers, search engines, directories and online databases	<input type="checkbox"/>	
	Recognizes accuracy among fact, point of view and opinion	<input type="checkbox"/>	
B.6 Identify and use web browsers, search engines, and directories to obtain information to solve real world problems <i>Assessed by Elementary Computer Literacy</i> TEACHER OBSERVATION/GRADING – RUBRIC <i>Research Project</i>	Uses child-safe search engines to research new topics	<input type="checkbox"/>	
	Demonstrates understanding of risks when using general search engines in terms of inaccuracy and age-inappropriate information	<input type="checkbox"/>	
B.7 Locate specific information by searching a database <i>Assessed by Elementary Computer Literacy</i> TEACHER OBSERVATION/GRADING – RUBRIC <i>Research Project</i>	Searches a child-safe web database to find relevant information	<input type="checkbox"/>	

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B.8 Recognize accuracy and/or bias of information <i>Assessed by Librarian</i> TEACHER OBSERVATION/GRADING – RUBRIC <i>Project from Librarian</i>	Can identify author of a webpage and discuss possible issues on bias and accuracy	<input type="checkbox"/>	
B.9 Solve problems individually and/or collaboratively using computer applications <i>Assessed by Elementary Computer Literacy</i> TEACHER OBSERVATION/GRADING – RUBRIC <i>21st Century Tech</i>	Identifies, discusses and visually presents ways technology has changed the lives of people in NJ	<input type="checkbox"/>	
	Works in a group setting or collaborative projects such as a presentation or Internet research	<input type="checkbox"/>	
	Uses software programs to integrate learning across curricular areas in projects and presentations	<input type="checkbox"/>	
B.10 Identify basic hardware problems and solve simple problems <i>Assessed by Elementary Computer Literacy</i> TEACHER OBSERVATION/GRADING – RUBRIC <i>Observation</i>	Reboots computer to handle minor problems	<input type="checkbox"/>	
	Handles software and webpage errors correctly	<input type="checkbox"/>	
*POINTS ACCUMULATED:			

*Greater than 31 points =student proficient