9th-12th Grade Technology Literacy Rubric

Student Name:	Date:
Teacher Name:	

Technology Literacy Skill	Almost Never 1	Rarely 2	Occasionally 3	Frequently 4	Almost Always 5
Essential Concept and/or Skill: *Demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. (21.9-12.TL.1)*					
1. Applies existing knowledge to generate new ideas, products, or processes.					
a. Student designs, develops, creates, and/or tests self-generated digital learning objects that are accessible by as many users as possible, and demonstrates knowledge and skills related to curriculum content.					
2. Creates original works as a means of personal or group expression.					
a. Student individually or collaboratively creates media-rich products to be displayed, published, or performed for a variety of audiences.					
3. Uses models and simulations to explore complex systems and issues.					
a. Student employs curriculum-specific, technology-based simulations to aid them in understanding complex, real-world systems. Simulation studies include formulating problems, developing models, running models, and analyzing outputs that help predict behaviors and outcomes.					
4. Identifies trends and forecasts possibilities.					
a. Student investigates complex global issues, makes informed choices based on capabilities and limitations of technology systems, resources, and services, and applies this learning to personal and workplace needs.					
Essential Concept and/or Skill: *Uses digital media and environments to communicate and works collaboratively, including at a distance, to support individual learning and contributes to the learning of others. (21.9-12.TL.2)*					
1. Interacts, collaborates, and publishes with peers, experts, or others employing a variety of digital environments and media.					
a. Using technology, student interacts and collaborates with peers, experts, and others to contribute to a content-related, media-rich knowledge base by compiling, synthesizing, producing, and disseminating information, models, and other creative works.					
2. Communicates information and ideas effectively to multiple audiences using a variety of media and formats.					
a. Student uses technology tools and resources, including distance and distributed education, for effectively exchanging information with a variety of audiences in an array of media-rich formats.					
3. Develops cultural understanding and global awareness by engaging with learners of other cultures.					
a. Student uses a variety of existing online tools and emerging technologies for communicating with and learning about people of other cultures. Student investigates, communicates, and understands cultural norms manifested in music, literature, painting and sculpture, and theater and film, resulting in greater global awareness.					

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4. Appropriately contributes to project teams to produce original works or solve problems.					
a. Student shares knowledge and skills with local or distance teams of peers, experts, or others using technological tools and resources to create collaborative works and/or innovative sustainable solutions.					
Essential Concept and/or Skill: *Applies digital tools to gather, evaluate, and use information. (21.9-12.TL.3)*					
1. Plans strategies to guide inquiry.					
a. Student designs a process which establishes criteria for selecting digital tools and resources to use for in-depth investigation of a real-world task and justifies the selection based on efficiency and effectiveness.					
2. Locates, organizes, analyzes, evaluates, synthesizes, and ethically uses information from a variety of sources and media.					
a. Student models legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources for research, information analysis, problem solving, and decision making in content learning.					
3. Evaluates and selects information sources and digital tools based on the appropriateness to specific tasks.					
a. Student accesses information efficiently and effectively, evaluates information critically and competently, and uses digital information and tools accurately and creatively for the issue or problem at hand.					
4. Processes data and reports results.					
a. Student uses technological tools to select, organize, and analyzes data, convert that information into easily understood knowledge, and effectively convey the results to an intended audience.					
Essential Concept and/or Skill: *Demonstrates critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems and make informed decisions. (21.9-12.TL.4)*					
1. Identifies and defines authentic, real-world problems and significant questions for investigation.					
a. Student identifies global issues and analyzes capabilities and limitations of current and emerging technology resources in order to develop and refine investigatable questions.					
2. Plans and manages activities to develop a solution or complete a project					
a. Student effectively uses multiple technologies and resources to develop a systematic plan for conducting research in order to assess potential sustainable solution, or to develop a complete product to demonstrate knowledge and skills.					
3. Collects and analyzes data to identify trends, solutions, or make informed decisions.					
a. Student uses technology to gather appropriate data, analyzes its application to a task, and assesses its effectiveness in order to design, develop, and test possible solutions that assist students in making decisions.					
4. Uses multiple processes and diverse perspectives to explore alternative solutions.					
a. Student uses multiple perspectives to analyze and evaluate information from a variety of technological resources. Student critically assesses numerous solutions and investigates them from differing viewpoints.					

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Essential Concept and/or Skill: *Understands human, cultural, and societal issues related to technology and practice legal and ethical behavior. (21.9-12.TL.5)*					
1. Advocates and practices safe, legal, and responsible use of information and technology at an age-appropriate level.					
a. Student uses technology efficiently and in a manner that does not harm them or others. Their choices demonstrate and advocates for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. Student understands the concept of acceptable use of copyrighted materials, and how disregarding intellectual property affects others.					
2. Exhibits a positive attitude toward using technology that supports collaboration, learning, and productivity.					
a. Student willingly and routinely uses online resources to meet needs for collaboration, research, publication, communication, and productivity. Evidence for a positive attitude includes a proclivity to help others with the use of technology in their learning.					
3. Demonstrates personal responsibility for lifelong learning.					
a. Student uses their skills to identify capabilities and limitations of contemporary and emerging technology resources and assesses the potential of these systems and services to address personal, lifelong learning, and workplace needs. They use this knowledge to make informed choices among technology systems, resources, and services.					
4. Exhibits leadership for digital citizenship.					
a. Student uses their skills to identify capabilities and limitations of contemporary and emerging technology resources and assesses the potential of these systems and services to address personal, lifelong learning, and workplace needs. They use this knowledge to make informed choices among technology systems, resources, and services.					
Essential Concept and/or Skill: *Demonstrates a sound understanding of technology concepts, systems and operations. (21.9-12.TL.6)*					
1. Understands and uses technology systems					
a. Student adapts to evolving technology systems and applies them for everyday use. They also interpret the underlying structure of the system so it can be used for multiple purposes and applied to unique situations.					
2. Selects and uses applications effectively and productively					
a. Student selects and applies technology tools for research, information analysis, problem solving, and decision making. Student uses technology tools and resources for managing and communicating personal and professional information (e.g., finances, schedules, addresses, purchases, correspondence).					
3. Troubleshoots systems and applications.					
a. Student utilizes a working knowledge of technology or technological support services to identify a problem/issue and its solution.					

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4. Transfers current knowledge to learning of new technologies.										
a. Student applies what they know of one technology to intuitively utilize other technologies.										

Rating Descriptors Operationally Defined:

Almost Never – grade level essential concept or skill is demonstrated/observed very little or not at all (with appropriate accommodations) with no generalization of skill across days and novel situations.

Rarely – grade level essential concept or skill is demonstrated/observed infrequently (with appropriate accommodations) with little or no generalization of skill across days and novel situations; teacher prompting does not always result in demonstration of skill.

Occasionally – grade level essential concept or skill is demonstrated/observed periodically (with appropriate accommodations) with inconsistent generalization across days and novel situations; teacher prompting is often necessary for skill to be generalized.

Frequently – grade level essential standard or skill is demonstrated/observed often (with appropriate accommodations) with consistent generalization of skill across days and novel situations; occasional teacher prompting is necessary for skill to be generalized.

Almost Always – grade level essential standard or skill is demonstrated/observed most of the time (with appropriate accommodations) with consistent and independent generalization of skill across days and novel situations.

Place calendar date next to the numeral to signify date of data summary, and a listing of utilized data sources, summary and next steps in the appropriate spaces

Date #1:	Baseline Data Sources
Date #2:	Data Sources:
Summary **Next Steps**:	
Date #3:	Data Sources:
Summary: **Next Steps**:	
Date #4:	Data Sources:
Summary **Next Steps**:	
Date #5:	Data Sources:
Summary: **Next Steps**:	
Date #6:	Data Sources:
Summary **Next Steps**:	
Date #7:	Data Sources:
Summary: **Next Steps**:	
Date #8:	Data Sources:
Summary **Next Steps**:	
Date #9:	Data Sources:
Summary: **Next Steps**:	
Date #10:	Data Sources:
Summary **Next Steps**:	
Date #11:	Data Sources:
Summary: **Next Steps**:	
Date #12:	Data Sources:
Summary **Next Steps**:	
Date #13:	Data Sources:
Summary: **Next Steps**:	
Date #14:	Data Sources:
Summary **Next Steps**:	
Date #15:	Data Sources:
Summary: **Next Steps**:	
Date #16:	Data Sources:
Summary **Next Steps**:	
Date #17:	Data Sources:
Summary: **Next Steps**:	
Date #18:	Data Sources:
Summary **Next Steps**:	