Digital Literacy Learning Targets Proficiency Scales

Strand: Information and Inquiry				
Cluster: Evaluate				
*LTS-MS.IAI.06 Evaluate information found within selected resources on the basis of accuracy, currency, reasonableness, appropriateness, credibility, and detail.				
*I can evaluate and select reliable Internet sources.				
0.5	1	2	3	4
Student did not identify any of the criteria.	Student correctly identified 1 or 2 of the 4 criteria: domain, author, why the author is an expert, and copyright date.	Student correctly identified 3 of the 4 criteria: domain, author, why the author is an expert, and copyright date.	Student correctly identified the 4 criteria: domain, author, why the author is an expert, and copyright date.	Prior to instruction, student can independently and accurately evaluate an Internet source.

Strand: Media and Technology Literacy

Cluster: Technology Operations and Concepts

*LTS-MS.MTL.02 Select the appropriate technology to accomplish a goal.

*I can compare and contrast two or more applications and describe which will best accomplish a task.

0.5	1	2	3	4
Teacher selected application to accomplish a task.	Student did not compare or contrast two or more teacher provided applications in order to describe which will best accomplish a task.	Student only compared or contrasted two or more teacher provided applications in order to describe which will best accomplish a task.	Student compared and contrasted two or more teacher provided applications in order to describe which will best accomplish a task.	Student compared and contrasted an application of his/her choice in addition to the teacher provided list in order to describe which will best accomplish a task.

*LTS-MS.MTL.03 Perform grade-appropriate operations using technology to accomplish a goal.

*I can use the features of an application to accomplish a task.

0.5	1	2	3	4
Student appropriately used none of the targeted features of an application to complete a task.	Student appropriately used a few of the targeted features of an application to complete a task.	Student appropriately used some of the targeted features of an application to complete a task.	Student appropriately used targeted features of an application to complete a task.	Student appropriately used targeted and additional features of an application to complete a task.

* Denotes a power standard

Strand: Media and Technology Literacy

Cluster: Creative and Innovative Processes and Products

*LTS-MS.MTL.07 Create unique products and processes by selecting digital resources, tools, and formats for a real-world task.

*I can create an original work.

0.5	1	2	3	4
Student did not create a product and/or process.	Product and/or process is not considered unique.	Student created a somewhat unique product and/or process by meeting teacher and/or student criteria.	Student created a unique product and/or process by meeting teacher and/or student criteria.	Student created a unique product and/or process by exceeding teacher and/or student criteria.

*I can plan and manage activities to develop a solution or complete a project.

0.5	1	2	3	4
Student did not create or implement a plan.	Student created a step-by-step plan to implement and complete a project. Plan was not followed and/or project was not completed on time.	Student created a step-by-step plan to implement and complete a project. Plan was too vague and needed to be revised.	Student created a step-by-step plan to implement and complete a project. Project was completed on time.	Student created a plan that was detailed and precise. Student assisted others in creating a plan.

* Denotes a power standard

Strand: Media and Technology Literacy

Cluster: Communication and Collaboration

*LTS-MS.MTL.10 Use technology to participate and collaborate as a member of a social and intellectual network of learners.

*I can interact, collaborate, and publish with peers using a variety of technologies.

0.5	1	2	3	4
Student did not use technology to collaborate or share information.	Student used technology to collaborate and share information, not all communication was specific to the project. When necessary, student did not formally word electronic communication.	Student used technology to collaborate and share information, not all communication was specific to the project. When necessary, student formally worded electronic communication.	Student used technology to collaborate and share information specific to the project. When necessary, student formally worded electronic communication.	Student initiated collaboration with peers and/or experts in addition to assigned projects.

LTS-MS.MTL.11 Use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess.

I can communicate information and ideas effectively using a variety of technologies.

0.5	1	2	3	4
Student failed to communicate information and ideas related to the topic.	Student communicated information and ideas related to the topic, but not in a clear and focused manner.	Student communicated information and ideas related to the topic, but in a somewhat clear and focused manner.	Student communicated information and ideas in a clear and focused manner.	Student took the initiative to communicate information and ideas in a new manner outside of the classroom.

I can communicate ideas through kind, specific, and helpful feedback.

0.5	1	2	3	4
No attempt was made to give feedback.	Student gave kind, specific, and helpful feedback, but it did not help his/her peer add to the improvement of the work.	Student gave kind and helpful feedback, but it was not specific.	Student gave kind, specific, and helpful feedback.	Student gave kind, specific, and helpful feedback. Student justified feedback through descriptive explanations.

* Denotes a power standard

Strand: Responsible Use of Information and Technology

Cluster: Intellectual Property

*LTS-MS.RU.02.ip Identify when citation or permission is needed to use the intellectual property of others.

*I can cite sources.

0.5	1	2	3	4
Student failed to cite 3 or more sources properly or 2 or more citations were missing	Student cited all sources properly, but 1 citation was missing.	Student cited all sources, but 1-2 were not cited properly.	Student properly cited all sources.	In addition to a bibliography/references page, student properly cited sources within text.

*I can locate digital sources and media that I have permission to use.

0.5	1	2	3	4
Student only used the search results to locate a digital source or media.	Student could not locate a digital source or media from a site that is trustworthy.	Student located a digital source or media from a trustworthy site, but could not explain why he/she has permission to use it.	Student located a digital source or media from a trustworthy site and can explain why he/she has permission to use it.	Prior to instruction, student properly located a digital source or media from a trustworthy site and could explain why he/she has permission to use it.

LTS-MS.RU.03.ip Practice strategies to avoid plagiarism and discuss the personal consequences of plagiarizing the work of others.

I can describe examples of plagiarism.

0.5	1	2	3	4
Student could not describe any examples of plagiarism.	Student correctly described 1 example of plagiarism.	Student correctly described 2 examples of plagiarism.	Student correctly described 3 examples of plagiarism.	Student described 4 or more examples of plagiarism

LTS-MS.RU.06.ip Identify personal acts of piracy and discuss the possible consequences.

I can describe examples of piracy.

0.5	1	2	3	4
Student could not describe any examples of piracy.	Student correctly described 1 example of piracy.	Student correctly described 2 examples of piracy.	Student correctly described 3 examples of piracy.	Student described 4 or more examples of piracy.

* Denotes a power standard

Strand: Responsible Use of Information and Technology

Cluster: Responsible Use

*LTS-MS.RU.04.ru Demonstrate respect for and proper use of materials and technology.

*I can demonstrate respect for and proper use of materials and technology.

0.5	1	2	3	4
Student damaged or consistently misused technology.	Student did not demonstrate respect for or properly use technology in 5 or more instances.	Student did not demonstrate respect for or properly use technology in 2 to 4 instances.	Student consistently demonstrated respect for and properly used technology.	Student promoted respect for and proper use of technology.

*LTS-MS.RU.05.ru Comply with Acceptable Use Policies.

*I can follow the district Responsible Use of Technology Policy.

0.5	1	2	3	4
In 4 or more instances, student did not demonstrate behaviors in line with the district Responsible Use Policy.	In 3 instances, student did not demonstrate behaviors in line with the district Responsible Use Policy.	In 1-2 instances, student did not demonstrate behaviors in line with the district Responsible Use Policy.	Student consistently demonstrates behaviors in line with the district Responsible Use Policy.	In addition to a 3, student regularly promotes behaviors in line with the district Responsible Use Policy.

* Denotes a power standard

Strand: Responsible Use of Information and Technology

Cluster: Digital Citizenship

*LTS-MS.RU.11.dc Apply safe practices for sharing personal information and explain the implications of unsafe practices.

*I can create, protect, and use strong passwords.

0.5	1	2	3	4
Student created and uses a password that meets only 1 of the 4 criteria of a strong password.	Student created and uses a password that meets 2 of the 4 criteria of a strong password.	Student created and uses a password that meets 3 of the 4 criteria of a strong password.	Student created and uses a password that meets all 4 criteria of a strong password.	Prior to instruction, student correctly identified the 4 criteria of a strong password and student uses a password that meets the 4 criteria.

*I can identify examples of personal information that can be shared online.

0.5	1	2	3	4
Student did not identify any examples of personal information that can be shared online.	Student identified 1 example of personal information that can be shared online.	Student identified 2-3 examples of personal information that can be shared online.	Student identified all 4 examples of personal information that can be shared online.	Prior to instruction, student created a list of personal information that can be shared online.

*I can describe how information posted online positively and negatively impacts a person's digital footprint.

0.5	1	2	3	4
Student did not describe the positive and negative impacts of information posted online.	Student accurately described 1 positive and/or 1 negative impact of information posted online.	Student accurately described 2 positive and 2 negative impacts of information posted online.	Student accurately described 3 positive and 3 negative impacts of information posted online.	Prior to instruction, student accurately described 3 or more positive and 3 or more negative impacts of information posted online.

LTS-MS.RU.12.dc Promote cyberbullying awareness and apply prevention strategies.

I can identify different strategies to prevent and stop cyberbullying.

0.5	1	2	3	4
Student did not identify any strategies to prevent and stop cyberbullying.	Student identified 1-2 strategies to prevent and stop cyberbullying.	Student identified 3-4 strategies to prevent and stop cyberbullying.	Student identified 5-7 strategies to prevent and stop cyberbullying.	Student applies one or more of the strategies to prevent and stop cyberbullying.

* Denotes a power standard