Grades 6-8: Technology Skills for Smarter Balanced Assessment



Paramount Unified School District

Educational Services

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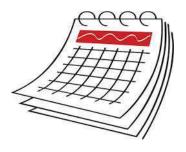
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Computer Lab Tips

Before Visiting Lab

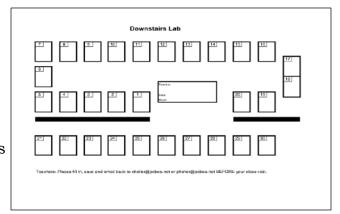
Lab Sign-up Calendar

- ✓ Create a school lab sign-up calendar
- ✓ Post in a common place with dates and times



Lab Setup

- ✓ Create seating charts with a floor plan
- ✓ Number each computer.
- ✓ Number each headphone to correspond with particular computer
- ✓ Post rules for lab use
- ✓ Review computer lab rules with students prior to visiting computer lab



Create system to report computer problems related to:

- ✓ Log-in- create index cards with student login information and review prior to visiting computer lab
- ✓ Software- bring name and contact information with you to lab
- ✓ Hardware- bring name and contact information
- ✓ with you to lab
- ✓ Students in need of assistance
 - Select 2-3 students as peer mentors to help others
 - Use the "ask 3 then me" rule. Students can ask three of their peers for assistance before asking teacher



While in Computer Lab

Getting Started

- ✓ Ask students sit in assigned seats
- ✓ Ask students to login using login information
- ✓ Provide students with directions for assignment
- ✓ Circulate throughout lab

Sample Lab Lesson Schedule

- ✓ Keyboarding warm up activity (5-10 minutes)
- ✓ Lesson (20 minutes)
 - o Research
 - Keyboarding
 - Word Processing
 - Presenting
- ✓ Closure (5-10 minutes)
 - o Make everyone saves their work
 - Make certain everyone logs-out

Login Now

Correct Keyboarding Technique

- ✓ Your right hand goes on the right side of the keyboard, and your left hand goes on the left side.
- ✓ Put your right hand on J K L and; and your left hand on F D S and A. This is the Home Row.
- ✓ The bumps on the J and F keys should be under your index fingers.
- ✓ Curve your fingers.
- ✓ Keep your wrists straight, not bent down.
- ✓ Sit up straight!
- ✓ Put your feet flat on the floor.
- ✓ Look straight ahead at the screen.
- ✓ When you type, hit each key with a quick, strong tap.
- ✓ Keep your fingers close to the keyboard.
- ✓ Have fun!

Don't Forget

- ✓ When applicable, students should save work regularly
- ✓ Help students with naming convention for documents e.g.msandovallabreport.doc
- ✓ Write on board websites you want students to visit



Dismissal Procedures

- ✓ Make certain students correctly disengage flash drives before removing
- ✓ Make certain students correctly shutdown computer
- √ Have peer mentors circulate to make certain computers are off
- ✓ Make certain all headphones remain with corresponding computer

21st Century Skills

Why teach keyboarding? Because computing is a way of life today. Not only in school or in the workforce, but as a means for communicating with others, sharing ideas, and expressing thoughts. The keyboard is the primary means of interfacing with a computer. Keyboarding is therefore an essential, 21st Century skill that students must develop in order to use computers effectively and efficiently.

Even very young children are actively involved with using technology and computers on a regular basis. Research shows that keyboarding is and should be taught to students at an earlier age, before bad habits form. This early introduction reduces bad habit development and provides additional benefits that include improvements in spelling, writing, and reading comprehension. Student writing develops faster through word processing because it facilitates the review and revision process. Efficient keyboarding skills allow students to emphasize concept development instead of focusing on key location. Students who become efficient keyboarders "compose better, are prouder of their work, produce documents with a neater appearance, and have better motivation," (Nieman, 1996).

Mastering keyboarding involves learning technique (physical positioning and movement), ergonomics (safe and comfortable keyboard interaction), and key location. Learning key location requires a sequential introduction of the keys along with a great deal of repetition and reinforcement to develop the kinesthetic memory traces leading to keyboarding automaticity. Efficiency is expanded if keyboarders type short letter clusters and words as single units instead of groups of individual letters (e.g., er, ing, the, my). *Tupe to Learn 4* calls these clusters Quick-Blends and Quick-Words.

Recommended Preparation Schedule

Over the five weeks between March 10, 2014 through April 11, 2014 students can complete suggested lesson plan outlines to prepare for the technology and navigations skills needed for the SBAC assessments. Below are a few suggested preparation scenarios.

Scenario 1: Language Arts Classes

Language Arts teachers are scheduled into the lab over a week and half to introduce students to the suggested lesson plan outline. Lessons can me modified to add more use of the Smarter Balanced training tests as part of the 55 minute period. Each Language Arts teacher may visit the lab at least three times before testing.

Following this scenario students will spend three class periods with their Language Arts teachers on SBAC Technology Skills Preparation.

Scenario 2: Language Arts and Science Classes

Language Arts teachers are scheduled into the lab over a week and half to introduce students to the suggested lesson plan outline. Science teachers are scheduled into the lab over the next week and a half followed by Language Arts teachers the last weeks prior to testing. Lessons can me modified to add more use of the Smarter Balanced training tests as part of the 55 minute period.

Following this scenario students will spend three or more class periods on SBAC Technology Skills Preparation, twice with their Language Arts teachers and once with their Science Teachers

Suggested Lesson Plan Outline to Prepare for SBAC Technology Skills

Lesson	Lesson Overview: 45 minute lessons	SBAC
1	 How to turn on computer How to login- ID and password Basic Mouse Skills Keyboarding: Type To Learn Focus Areas: posture, hand placement Exit program 	SR CR ER
2	 Log off Keyboarding: Type To Learn (30 min) Pretest Lessons assigned based on pretest data (see Type To Learn Lesson Scope and Sequence) Mouse Skills Scroll up and down, left to right Insert cursor (delete text) and type text Select/highlight 	SR CR PT
3	 Keyboarding warm-up: Type To Learn (10 min.) Mouse Skills Drag and drop Radio buttons, checkboxes, dropdowns Select vs. deslect Video Navigation-play, stop, pause, rewind, volume; Notepad 	SR TE PT
4	Keyboarding warm-up: Type To Learn (10 min) Introduction to SBAC test-taking environment (ELA)- students may take SBAC ELA practice or training test	SR TE CR ER PT
5	 Keyboarding warm-up: Type To Learn (10 min) Math symbols (+add, -minus, x-multiply, exponents, etc students may take SBAC math practice or training test 	CR ER TE
6	 Keyboarding warm-up: Type To Learn (10 min) Drawing tools- students may take SBAC math practice or training test Line tools, Shape tools, 3D tools 	TE CR ER
7	 Keyboarding warm-up: Type To Learn (10 min) Drawing tools- students may take SBAC math practice or training test Line tools, Shape tools, 3D tools 	CR ER
8	Keyboarding warm-up: Type To Learn (10 min) Introduction to ELA Performance Task- Please note PT available only in practice test and not training test	PT
9	Keyboarding warm-up: Type To Learn (10 min) Introduction to Math Performance Task- Please note PT available only in practice test and not training test	TE PT SR
10	 Keyboarding warm-up: Type To Learn (10 min) Review SBAC technology skills as needed 	ALL

Technology Skills Needed for Smarter Balanced Assessment

Content Area	Question Response Type	Student Technology Skill Required	Practice Test Examples	Training Test Examples	Visual Examples
ELA and Math	Multiple choice, single correct response (radio buttons)	 Basic use of mouse Ability to navigate SBAC universal tool bar Select the radio button corresponding to an option To deselect an option, select a different radio button Only one option can be selected Zoom in or out 	 G6 ELA, Question 2 G6 Math, Question 21 G7 ELA, Question 3 G7 Math, Question 21 G8 ELA, Question 8 G8 Math, Question 12 	 G6-8, ELA, Question 4 G6-8 Math, Question 7 	Connor is buying tickets to a play. The play he and his friends want to see costs \$4.75 per ticket. Connor has \$26.00 in his pocket. What is the greatest number of tickets Connor can buy? Flag for review Test Specific
ELA and Math	Multiple choice, single correct response (highlight)	 Highlight an option by selecting an option To deselect an option, select a different option Only one option can be selected 	 G6 ELA, Question 3 G7 ELA, Question 1 G8 ELA, Question 9 	None available	User In the Freed Chab. What De You Hard or Common with Core, Musternam Core, Musternam Core, Musternam Core, Musternam Core, and Grant by Ellie R. Beard Libr all Iving things, you need energy. The among you are in the core of the Common with Core, Musternam Core, and I year fined course from the core of the Core o

ELA and Math	Multiple choice, multiple correct responses (checkboxes)	 Mark checkbox corresponding to an option To deselect an option, click on the checkbox that is already marked One or more options can be marked 	 G7 Math, Question 14 G8 Math, Question 25 	• G6-8 Math, Question 4	United all living things, you need energy. Like all living things, you need energy. Like all living things, you need energy. A) More producers would be needed to support the food chain. B) Carmweets in the food chain with characteristic of the sentence of the sentence of the needed to support the food chain. A) More producers would be needed to support the food chain. B) Carmweets in the food chain would have to find new things to set.
ELA and Math	Multiple choice, multiple correct responses (highlight)	 Highlight an option by selecting an option To deselect an option, click on the previously highlighted option One or more options can be selected Use Mouse to strike through incorrect options 	 G6 ELA, Question 4 G7 ELA, Question 19 G8 ELA, Question 5 	None available	LIFE in the Food Chain What Do You Have in Common with Corn, Muchrosms, Cown, and Grass? by Ellen R. Brasef The energy in all your food comes from the sam, 95 million miles away. Like all living things, you need energy. The energy you see to live every day travels from one living thing to number, in a chain that starts with the sam. Food chains everywhere—in grasslands and deserts, coceans and topical machiness—begin with protheers. Scientists have been studying this isolated food chain for 50 years to understand how changes in one link can casse changes in another.
ELA and Math	Matching Tables (variation using True/False or Yes/No format)	 Select checkbox corresponding to an option in a table cell To deselect an option, select a checkbox that is already marked 	• G7 ELA, Question 27	 G6-8 ELA, Question 5 G6-8 Math, Question 6 	Deside whether each number is a multiple of 6, a further of 6, or section Each number may be marched to more than one description. Clock in the table to respond. Multiple of 6 Each roof 6 Neither a Multiple more a Factor of 6

ELA and Math	Short Text	 Keyboard entry into multiline text box (no text formatting) Ability to edit previously entered text 	 G6 ELA, Question 1 G6 Math, Question 11 G7 ELA, Question 7 G8 ELA, Question 12 G8 Math, Question 3 	• G6-8 ELA, Question 1	LIFE in the Food Chain What Do You Have in Common with Cora, Mushrooms, Cows, and Grass? by Ellen R. Braaf Like all living things, you need energy. The energy you use to live every day
Math Only	Drag and Drop (select and move objects)	Click and drag object to appropriate location in Question response area	 G6 Math, Question 3 G7 Math, Question 13 G8 Math, Question 6 	G6-8 Math, Question 5	Drag each fraction to the correct location on the number line. 5
Math Only	Hot Spot	Select targeted areas in the response area	 G6 Math, Question 25 G7 Math, Question 8 	G6-8 Math, Question 8	Nicky has 4 packs of pencils. Each pack contains 15 pencils. In each pack, 5 pencils are blue and the rest green. Create a bar graph to show how many of each color pencil Nicky has. Click the graph to show where the top of the bar should go. Nicky's Pencils Nicky's Pencils Blue Pencils Green Pencils

Math Only	Table Fill in	Keyboard entry into table cells or drag/drop objects into table cells	G8 Math, Question 11	G6-8 Math, Question 3	An input-output table is shown. The numbers in the Enter values to complete the table. Input
Math Only	Graphing	1. Select the Add Point icon. Click in the Question response area to create a new point. To remove the point, select the Delete icon. Click on the point to be deleted. 2. Select the Connect Line icon. Click in the Question response area where the line is to start. Click and drag to the area where the line is to end. To remove the line, select the Delete icon. Click on the line to be deleted.	 G6 Math, Question 13 G7 Math, Question 15 G8 Math, Question 1 	G6-8 Math, Question 1	Rey represents 25 square units Select two (2) points to connect or press and drag to create and connect points.

Math Only	Equation/nume ric	Select buttons representing numbers and mathematic symbols to create a numeric response or equation	 G6 Math, Question 7 G7 Math, Question 18 G8 Math, Question 2 	G6-8 Math, Question 2	CEREAL BS A cereal compass ses cereal boxes that are in angular prisms The boxes valve the dimensions shown. 12 inches high 8 inches wide 12 inches deep The managers of the company want a new size for their cereal boxes. The new boxes have to be rectangular prisms, You will evaluate one box design the company proposed. Then you will create and propose your own design for the company out will create and propose your own design for the company. Requirements for the new boxes:
ELA Only	Two-part multiple- choice, with evidence responses	 Multiple-choice (radio buttons) or multiple-choice (highlight) Expand/reduce size of passage 	• G7 ELA, Question 1	G6-8 ELA, Question 3	Common What Do You Have in Common v Corn, Mushrooms, Cows, and Gr. by Ellen R. Braaf Like all living things, you need energy. The energy you use to live every day County Coun
ELA Only	Hot Text (select and move text)	 Select text, click and drag text to new area Ability to use drop down options including glossary 	None available	None available	STUDENT DIRECTI Napping Argument Performance Tas Issue: There has been much debate about the role of sleep and the role of napping. How many hours of sleep is enough? What is too much sleep? What is too little
ELA Only	Listening Tasks	 Student must start or pause an audio clip by selecting buttons Adjust volume on headphones 	 G6 ELA, Question 20 G7 ELA, Question 18 G8 ELA, Question 22 	G6-8 ELA, Question 4	Water in Space* by NASA, from http://www.nesa.gov/nov/178680nain_028_kxm_3.5_water_cap.mov. in the public domain.

Practice Specific to a Particular Technology Skill

Using mouse

- Mousing Around-http://www.pbclibrary.org/mousing/intro.htm
- Moucercise- http://www.pbclibrary.org/mousing/mousercise.htm?
- Mouse Practice- http://www.bcls.lib.nj.us/Classes/Intforkids/cns1.html
- Math Mavens- http://teacher.scholastic.com/maven/index.htm
- Mouse Practice Bubble Activity- http://www.letsgolearn.com/bubble.html
- Spelling Bees- http://www.abcya.com/spelling_practice.htm
- Math Arcade- http://www.funbrain.com/brain/MathBrain/MathBrain.html

Highlighting/Selecting Text

- Senior Highlighting Practicehttp://www.skillfulsenior.com/skills/mouse/tutor.php?key=highlight
- Proof Reading Grade 3-<u>http://www.harcourtschool.com/menus/preview/harcourt_language/proofreading.html</u>
- Proof Reading Grade 4http://www.harcourtschool.com/activity/language_arts/pmp/interactive_guide/g04/g04home.htm
- Proof Reading Grade 5http://www.harcourtschool.com/activity/language_arts/pmp/interactive_guide/g05/g05home.htm

Navigation

- Comic Strip-http://www.makebeliefscomix.com/
- Friendly Letter-<u>http://www.abcya.com/friendly_letter_maker.htm</u>
- Word Clouds-http://www.abcya.com/word_clouds.htm
- Study Jams-http://studyjams.scholastic.com/studyjams/index.htm
- Story Starter-http://www.scholastic.com/teachers/story-starters/
- Make an Animation- http://www.abcya.com/animate.htm
- Math Videos-http://www.mathplayground.com/mathvideos.html

Drag and Drop

- Thinking Blocks- http://www.mathplayground.com/thinkingblocks.html
- Clean-Up Your Grammarhttp://www.missmaggie.org/scholastic/cleanup_eng_launcher.html