Grades 6-8: Technology Skills for Smarter Balanced Assessment

Paramount Unified School District

Educational Services

March 2014

Paramount Unified School District
Educational Services

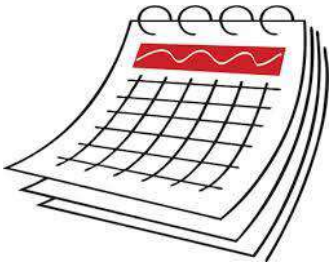
Grades 6-8: Technology Skills for Smarter Balanced Assessment

Contents

Computer Lab Tips

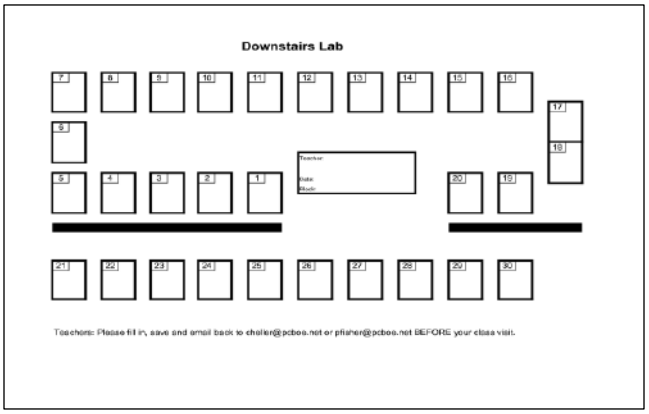
Before Visiting Lab

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)
  - Research
  - Keyboarding
  - Word Processing
  - Presenting
- ✓ Closure (5-10 minutes)
  - Make everyone saves their work
  - Make certain everyone logs-out

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). *Type 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

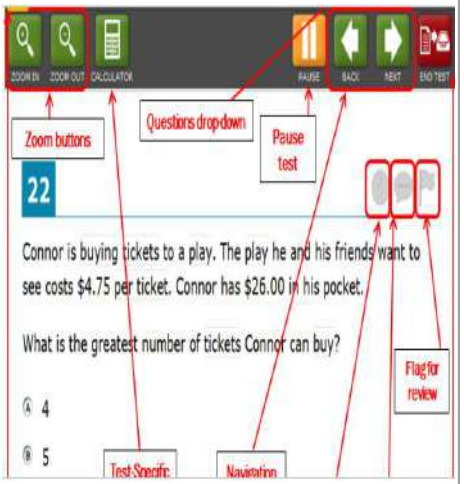
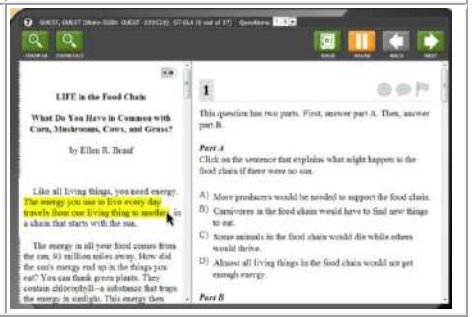
Language Arts teachers are scheduled into the lab over a week and half to introduce students to the suggested lesson plan outline. Science teachers are scheduled into the lab over the next week and a half followed by Language Arts teachers the last weeks prior to testing. Lessons can me modified to add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

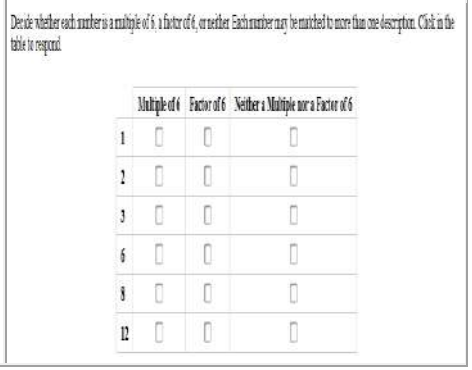
Following this scenario students will spend three or more class periods on SBAC Technology Skills Preparation, twice with their Language Arts teachers and once with their Science Teachers

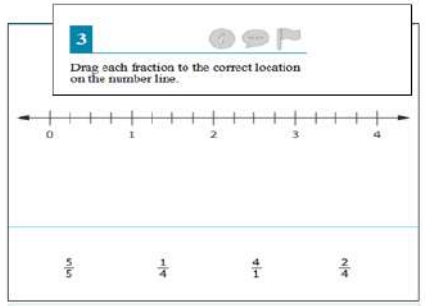
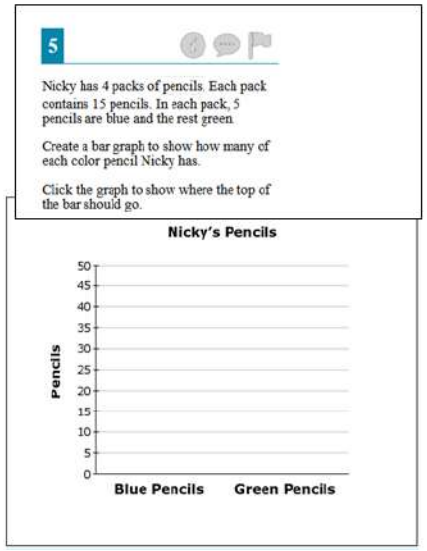
Suggested Lesson Plan Outline to Prepare for SBAC Technology Skills

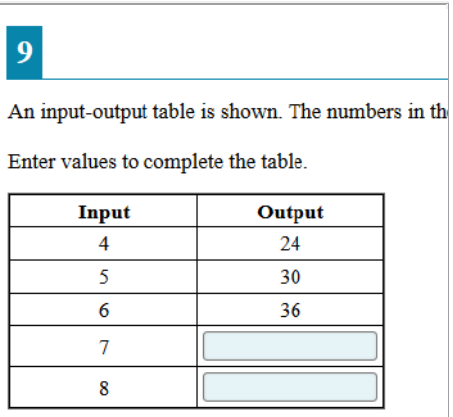
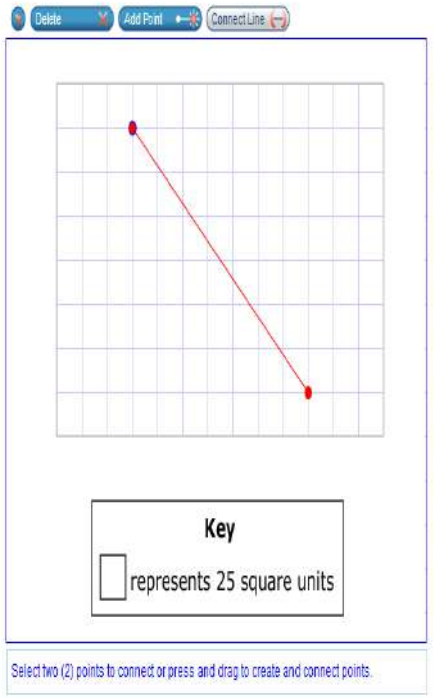
Lesson	Lesson Overview: 45 minute lessons	SBAC
1	1. How to turn on computer 2. How to login- ID and password 3. Basic Mouse Skills 4. Keyboarding: Type To Learn o Focus Areas: posture, hand placement o Exit program o Log off	SR CR ER
2	1. Keyboarding: Type To Learn (30 min) o Pretest o Lessons assigned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

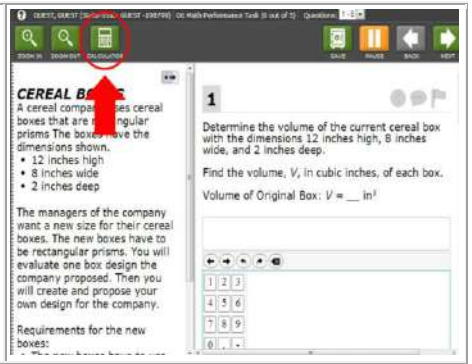
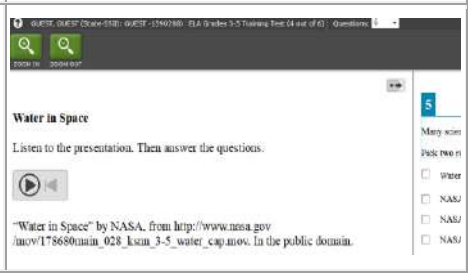
Technology Skills Needed for Smarter Balanced Assessment

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)	1. Basic use of mouse 2. Ability to navigate SBAC universal tool bar 3. Select the radio button corresponding to an option 4. To deselect an option, select a different radio button 5. Only one option can be selected 6. 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	
ELA and Math	Multiple choice, single correct response (highlight)	1. Highlight an option by selecting an option 2. To deselect an option, select a different option 3. Only one option can be selected	• G6 ELA, Question 3 • G7 ELA, Question 1 • G8 ELA, Question 9	None available	

ELA and Math	Multiple choice, multiple correct responses (checkboxes)	1. Mark checkbox corresponding to an option 2. To deselect an option, click on the checkbox that is already marked 3. One or more options can be marked	• G7 Math, Question 14 • G8 Math, Question 25	• G6-8 Math, Question 4	
ELA and Math	Multiple choice, multiple correct responses (highlight)	1. Highlight an option by selecting an option 2. To deselect an option, click on the previously highlighted option 3. One or more options can be selected 4. Use Mouse to strike through incorrect options	• G6 ELA, Question 4 • G7 ELA, Question 19 • G8 ELA, Question 5	None available	
ELA and Math	Matching Tables (variation using True/False or Yes/No format)	1. Select checkbox corresponding to an option in a table cell 2. 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	

ELA and Math	Short Text	1. Keyboard entry into multiline text box (no text formatting) 2. 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	
Math Only	Drag and Drop (select and move objects)	1. 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	
Math Only	Hot Spot	1. Select targeted areas in the response area	• G6 Math, Question 25 • G7 Math, Question 8	G6-8 Math, Question 8	

Math Only	Table Fill in	1. Keyboard entry into table cells or drag/drop objects into table cells	G8 Math, Question 11	G6-8 Math, Question 3	
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	

Math Only	Equation/numeric	1. 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	
ELA Only	Two-part multiple-choice, with evidence responses	1. Multiple-choice (radio buttons) or multiple-choice (highlight) 2. Expand/reduce size of passage	• G7 ELA, Question 1	G6-8 ELA, Question 3	
ELA Only	Hot Text (select and move text)	1. Select text, click and drag text to new area 2. Ability to use drop down options including glossary	None available	None available	
ELA Only	Listening Tasks	1. Student must start or pause an audio clip by selecting buttons 2. Adjust volume on headphones	• G6 ELA, Question 20 • G7 ELA, Question 18 • G8 ELA, Question 22	G6-8 ELA, Question 4	

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

Navigation

- Comic Strip-http://www.makebeliefscomix.com/
- Friendly Letter-http://www.abcya.com/friendly_letter_maker.htm
- 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 Grammar- http://www.missmaggie.org/scholastic/cleanup_eng_launcher.html