

Grades 3-5: Technology Skills for Smarter Balanced Assessment



Paramount Unified School District
Educational Services

March 2014



Paramount Unified School District Educational Services

Grades 3-5: Technology Skills for Smarter Balanced Assessment

Contents

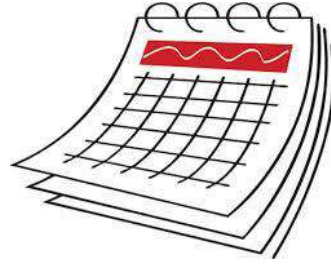
Computer Lab Tips	2
Before Visiting Lab.....	2
While in Computer Lab	3
Recommended Preparation Schedule	5
Suggested Lesson Plan Outline to Prepare for SBAC Technology Skills.....	6
Technology Skills Needed for Smarter Balanced Assessment.....	7
Practice Specific to a Particular Technology Skill	12
Using mouse.....	12
Highlighting/Selecting Text.....	12
Navigation	12
Drag and Drop.....	12

Computer Lab Tips

Before Visiting Lab

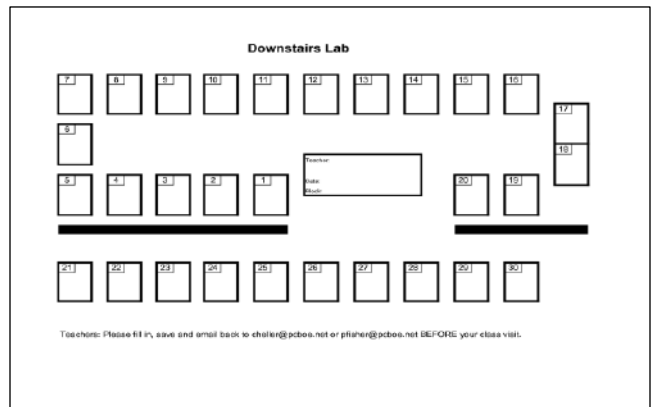
Lab Sign-up Calendar

- ✓ 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).

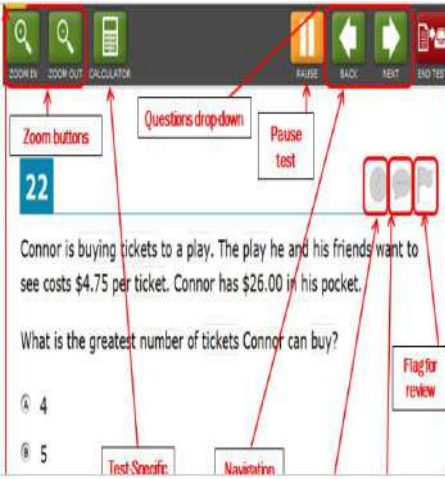
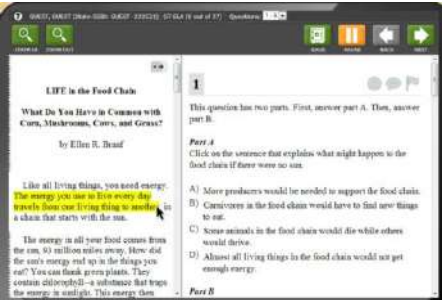
Mastering keyboarding involves learning technique (physical positioning and movement), ergonomics (safe and comfortable keyboard interaction), and key location. Learning key location requires a sequential introduction of the keys along with a great deal of repetition and reinforcement to develop the 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.

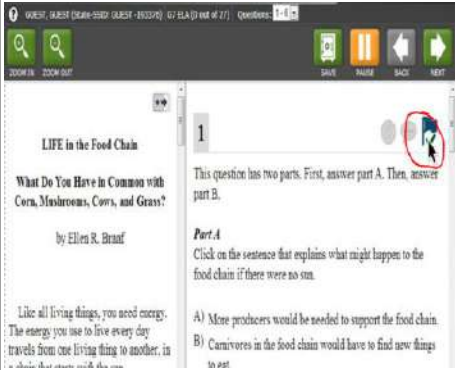

	Monday	Tuesday Grade 3	Wednesday Grade 4	Thursday Grade 5	Friday
Week of March 10		<u>9:25-10:10:</u> Teacher A, Lesson 1-2 <u>11:00-11:45:</u> Teacher B, Lesson 1-2 <u>12:25-1:10:</u> Teacher C, Lesson 1-2	<u>9:25-10:10:</u> Teacher A, Lesson 1-2 <u>11:00-11:45:</u> Teacher B, Lesson 1-2 <u>12:25-1:10:</u> Teacher C, Lesson 1-2	<u>9:25-10:10:</u> Teacher A, Lesson 1-2 <u>11:00-11:45:</u> Teacher B, Lesson 1-2 <u>12:25-1:10:</u> Teacher C, Lesson 1-2	
Week of March 17	Pupil Free Day	<u>9:25-10:10:</u> Teacher A, Lesson 4 <u>11:00-11:45:</u> Teacher B, Lesson 4 <u>12:25-1:10:</u> Teacher C, Lesson 4	<u>9:25-10:10:</u> Teacher A, Lesson 4 <u>11:00-11:45:</u> Teacher B, Lesson 4 <u>12:25-1:10:</u> Teacher C, Lesson 4	<u>9:25-10:10:</u> Teacher A, Lesson 4 <u>11:00-11:45:</u> Teacher B, Lesson 4 <u>12:25-1:10:</u> Teacher C, Lesson 4	
Week of March 24		<u>9:25-10:10:</u> Teacher A, Lesson 5-6 <u>11:00-11:45:</u> Teacher B, Lesson 5-6 <u>12:25-1:10:</u> Teacher C, Lesson 5-6	<u>9:25-10:10:</u> Teacher A, Lesson 5-6 <u>11:00-11:45:</u> Teacher B, Lesson 5-6 <u>12:25-1:10:</u> Teacher C, Lesson 5-6	<u>9:25-10:10:</u> Teacher A, Lesson 5-6 <u>11:00-11:45:</u> Teacher B, Lesson 5-6 <u>12:25-1:10:</u> Teacher C, Lesson 5-6	
Week of March 31	District-Wide Practice Test of Field Test	<u>9:25-10:10:</u> Teacher A, Lesson 7 <u>11:00-11:45:</u> Teacher B, Lesson 7 <u>12:25-1:10:</u> Teacher C, Lesson 7	<u>9:25-10:10:</u> Teacher A, Lesson 7 <u>11:00-11:45:</u> Teacher B, Lesson 7 <u>12:25-1:10:</u> Teacher C, Lesson 7	<u>9:25-10:10:</u> Teacher A, Lesson 7 <u>11:00-11:45:</u> Teacher B, Lesson 7 <u>12:25-1:10:</u> Teacher C, Lesson 7	
Week of April 7	Field Test Window Opens for K-5	<u>9:25-10:10:</u> Teacher A, Lesson 8-9 <u>11:00-11:45:</u> Teacher B, Lesson 8-9 <u>12:25-1:10:</u> Teacher C, Lesson 8-9	<u>9:25-10:10:</u> Teacher A, Lesson 8-9 <u>11:00-11:45:</u> Teacher B, Lesson 8-9 <u>12:25-1:10:</u> Teacher C, Lesson 8-9	<u>9:25-10:10:</u> Teacher A, Lesson 8-9 <u>11:00-11:45:</u> Teacher B, Lesson 8-9 <u>12:25-1:10:</u> Teacher C, Lesson 8-9	
Week of April 14	Spring Break				
Week of April 21	Spring Break	CAASPP Testing Window			


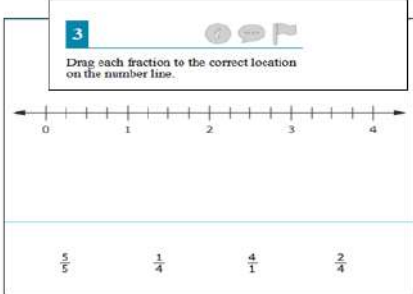
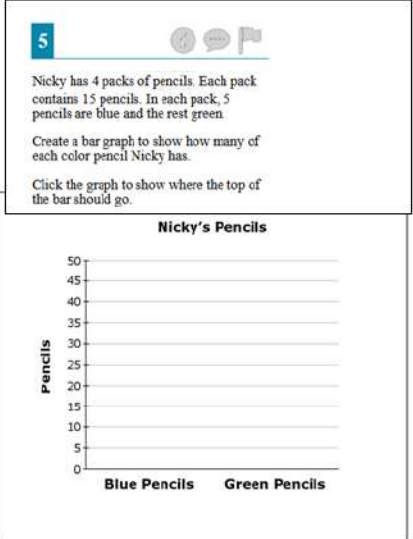
Suggested Lesson Plan Outline to Prepare for SBAC Technology Skills

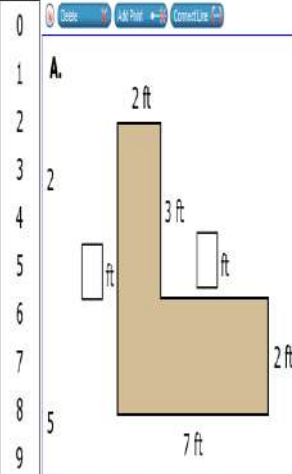
Lesson	Lesson Overview: 45 minute lessons	SBAC
1	<ol style="list-style-type: none"> 1. How to turn on computer 2. How to login- ID and password 3. Basic Mouse Skills 4. Keyboarding: Type To Learn <ul style="list-style-type: none"> o Focus Areas: posture, hand placement o Exit program o Log off 	SR CR ER
2	<ol style="list-style-type: none"> 1. Keyboarding: Type To Learn (30 min) <ul style="list-style-type: none"> o Pretest o Lessons assigned based on pretest data (see Type To Learn Lesson Scope and Sequence) 2. Mouse Skills <ul style="list-style-type: none"> o Scroll up and down, left to right o Insert cursor (delete text) and type text o Select/highlight 	SR CR PT
3	<ol style="list-style-type: none"> 1. Keyboarding warm-up: Type To Learn (10 min.) 2. Mouse Skills <ul style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Keyboarding warm-up: Type To Learn (10 min) 2. Drawing tools- students may take SBAC math practice or training test <ul style="list-style-type: none"> o Line tools, Shape tools, 3D tools 	TE CR ER
7	<ol style="list-style-type: none"> 1. Keyboarding warm-up: Type To Learn (10 min) 2. Drawing tools- students may take SBAC math practice or training test <ul style="list-style-type: none"> o Line tools, Shape tools, 3D tools 	CR ER
8	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Keyboarding warm-up: Type To Learn (10 min) 2. Review SBAC technology skills as needed 	ALL

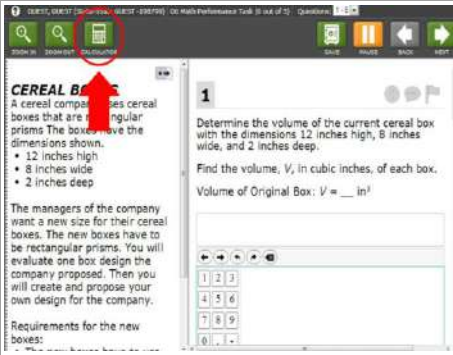


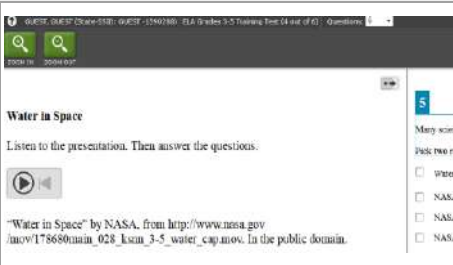
Technology Skills Needed for Smarter Balanced Assessment

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)	<ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • G3 ELA, Question 2 • G3 Math, Question 3 • G4 ELA, Question 1 • G4 Math, Question 6 • G5 ELA, Question 1 • G5 Math, Question 4 	<ul style="list-style-type: none"> • G3-5 ELA, Question 2, Part A • G3-5 Math, Question 1 	
ELA and Math	Multiple choice, single correct response (highlight)	<ol style="list-style-type: none"> 1. Highlight an option by selecting an option 2. To deselect an option, select a different option 3. Only one option can be selected 	<ul style="list-style-type: none"> • G3 ELA, Question 1 • G4 ELA, Question 5 • G5 ELA, Question 5 	None available	

<p>ELA and Math</p>	<p>Multiple choice, multiple correct responses (checkboxes)</p>	<ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • G3 Math, Question 2 • G4 Math, Question 8 	<ul style="list-style-type: none"> • G3-5 ELA, Question 2, Part B • G3-5 Math, Question 6 																													
<p>ELA and Math</p>	<p>Multiple choice, multiple correct responses (highlight)</p>	<ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • G3 ELA, Question 21 • G4 ELA, Question 18 (Highlight sentences in a paragraph) • G5 ELA, Question 4 	<p>None available</p>																													
<p>ELA and Math</p>	<p>Matching Tables (variation using True/False or Yes/No format)</p>	<ol style="list-style-type: none"> 1. Select checkbox corresponding to an option in a table cell 2. To deselect an option, select a checkbox that is already marked 	<ul style="list-style-type: none"> • G4 ELA, Question 25 • G5 ELA, Question 13 	<ul style="list-style-type: none"> • G3-5 ELA, Question 6 • G3-5 Math, Question 4 	<p>Decide whether each number is a multiple of 5, a factor of 6, or neither. Each number may be matched to more than one description. Click in the table to respond.</p> <table border="1" data-bbox="1640 1008 1881 1273"> <thead> <tr> <th></th> <th>Multiple of 5</th> <th>Factor of 6</th> <th>Neither a Multiple nor a Factor of 6</th> </tr> </thead> <tbody> <tr> <td>1</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>2</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>3</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>6</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>8</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>12</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		Multiple of 5	Factor of 6	Neither a Multiple nor a Factor of 6	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Multiple of 5	Factor of 6	Neither a Multiple nor a Factor of 6																														
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																														
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																														
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																														
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																														
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																														
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																														

<p>ELA and Math</p>	<p>Short Text</p>	<ol style="list-style-type: none"> Keyboard entry into multiline text box (no text formatting) Ability to edit previously entered text 	<ul style="list-style-type: none"> G3 ELA, Question 7 G3 Math, Question 12 G4 ELA, Question 3 G4 Math, Question 3 G5 ELA, Question 6 	<ul style="list-style-type: none"> G3-5 ELA, Question 1 G3-5 Math, Question 8 	
<p>Math Only</p>	<p>Drag and Drop (select and move objects)</p>	<ol style="list-style-type: none"> Click and drag object to appropriate location in Question response area 	<ul style="list-style-type: none"> G3 Math, Question 16 G4 Math, Question 2 G5 Math, Question 20 	<p>G3-5 Math, Question 3</p>	
<p>Math Only</p>	<p>Hot Spot</p>	<ol style="list-style-type: none"> Select targeted areas in the response area 	<ul style="list-style-type: none"> G3 Math, Question 5 G4 Math, Question 19 G5 Math, Question 18 	<p>G3-5 Math, Question 5</p>	

Math Only	Table Fill in	1. Keyboard entry into table cells or drag/drop objects into table cells	None available	G3-5 Math, Question 9	<p>9</p> <p>An input-output table is shown. The numbers in the table are related.</p> <p>Enter values to complete the table.</p> <table border="1" data-bbox="1556 285 1927 500"> <thead> <tr> <th>Input</th> <th>Output</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>24</td> </tr> <tr> <td>5</td> <td>30</td> </tr> <tr> <td>6</td> <td>36</td> </tr> <tr> <td>7</td> <td><input type="text"/></td> </tr> <tr> <td>8</td> <td><input type="text"/></td> </tr> </tbody> </table>	Input	Output	4	24	5	30	6	36	7	<input type="text"/>	8	<input type="text"/>
Input	Output																
4	24																
5	30																
6	36																
7	<input type="text"/>																
8	<input type="text"/>																
Math Only	Graphing	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • G3 Math, Question 1 • G5 Math, Question 2 	G3-5 Math, Question 7	<p>7</p> <p>David wants to create the L-shaped desk shown. He decides to buy two rectangular desks and put them together.</p> <ul style="list-style-type: none"> • Drag numbers into the boxes to show the missing dimensions. • Use the Connect Line tool to draw a line dividing the diagram into two desks. Make each desk 3 feet by 2 feet. • What is the total area of the L-shaped desk? Drag numbers into the box to show your answer.  <p>A.</p> <p>B. Total area: <input type="text"/> ft²</p>												

Math Only	Equation/numeric	<ol style="list-style-type: none"> Select buttons representing numbers and mathematic symbols to create a numeric response or equation 	<ul style="list-style-type: none"> G3 Math, Question 9 G4 Math, Question 12 G5 Math, Question 17 	G3-5 Math, Question 2	
ELA Only	Two-part multiple-choice, with evidence responses	<ol style="list-style-type: none"> Multiple-choice (radio buttons) or multiple-choice (highlight) Expand/reduce size of passage 	<ul style="list-style-type: none"> G3 ELA, Question 1 G4 ELA, Question 5 	G3-5 ELA, Question 2	
ELA Only	Hot Text (select and move text)	<ol style="list-style-type: none"> Select text, click and drag text to new area Ability to use drop down options including glossary 	G3 ELA, Question 24	None available	
ELA Only	Listening Tasks	<ol style="list-style-type: none"> Student must start or pause an audio clip by selecting buttons Adjust volume on headphones 	<ul style="list-style-type: none"> G3 ELA, Question 19 G4 ELA, Question 19 G5 ELA, Question 20 	G3-5 ELA, Question 5	

Practice Specific to a Particular Technology Skill

Using mouse

- Mousing Around-<http://www.pbclibrary.org/mousing/intro.htm>
- Mouserice- <http://www.pbclibrary.org/mousing/mouserice.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.letsoglearn.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