

# Diocese of Greensburg 8th Grade Technology Benchmark

STUDENT NAME: \_\_\_\_\_

By the end of 8th grade each student will be able to:

NETS Standard(s) Associated with Corresponding Benchmark	Benchmark	Technology/Software Examples -OR- Performance Examples	Method for Assessing combination of any of the below assessments - demonstration is preferred over examination 1-knowledge based 2-grades in a required 8th grade course 3-performance based (checklist/rubric) 4-e-portfolio based (collected over a period of years) 5-project based	Assessment				Year Benchmark/Skill Met
				Beginner	Intermediate	Advanced	Not Taught	
1	Use Paint or graphics software	Paint, Word						
1	Manipulate images (contrast, red eye, use layers, imbed text, backgrounds, effect, etc.) in related software applications	Digital imaging software, Photo Editor, Photo Shop						
1	Use content-specific simulations to support learning and research	Internet and discipline specific software (e.g. dissection software, Finale music software)						
1	Identify criteria for judging the technical quality of a production or presentation	Student Rubrics and teacher rubric						
1	Work individually or in teams to use hardware and software tools to support learning and creativity in all subject areas	PIM-Personal Information Management software, PDA-Personal Digital Assistants, Concept mapping software, timeline development software, digital still and video cameras, probes, graphing calculators, digital microscopes						
1	Offer online learning opportunities for students	eAcademy, Voice Thread						
1	Create tables appropriate for Web page design	SharePoint, Word, Dreamweaver, education.weebly.com, TeacherTube.com, and Wix.com						
1	Resize images to web standard size	Adobe PhotoShop, Microsoft Photo Editor						
2	Design and produce a multimedia program	PowerPoint project, Podcasting						
2	Plan and deliver a presentation using media and technology appropriate to topic, audience, purpose, or content	PowerPoint, Inspiration, Web 2.0 tools (blogging, wikis, podcasts, docudrama, digital storytelling using DigiTales)						

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2	Communicate content-specific information to a large audience using appropriate desktop publishing software	Project, Newsletter, pamphlet, flyers, brochures (Publisher), Web 2.0 tools						
2	Create basic web pages using district standard software	SharePoint, Web 2.0 tools						
2	Update an existing web page	SharePoint, Word, Dreamweaver, Web 2.0 tools (e.g. blogs, wikis, podcasts)						
3	Creates simple databases - Uses Excel in class for data	Projects, Excel						
3	Use a graphical organizer program to construct outlines or webs that organize ideas and information	Inspiration Project						
3	Plot and use different types of graphs	Excel						
3	Use Boolean operators with human or programmed guidance to narrow or broaden searches, use a search engine to locate appropriate Internet resources	Internet						
3	Ability to record and organize information	Excel, PowerPoint, Inspiration						
3	Create a storyboard for a project or presentation	Word, Excel, PowerPoint						
3	Demonstrate improvement in the ability to outline, to organize thoughts, and develop sequence in writing	Kidspiration, Inspiration						
3	Demonstrate efficient Internet navigation	Internet, observation						
4	Determine if information is timely, valid, accurate, comprehensive, and relevant	Projects						
4	Compare and integrate new information with prior knowledge, gather and synthesize additional information as needed	Projects						
4	Make decisions based on data collection (gather, view, analyze, and report results)	Projects						

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4	Use basic programming skills NEW BENCHMARK 11/2010	Alice, InkSpace, Computer Gaming, STEM, Google Sketchup, Animationish Software by Peter Reynolds						
5	Describe and explain the school policy on technology and network use	Student Acceptable Use Agreement, Student Code of Computer Conduct						
5	Identify and define the consequences of violations to the school's policies on technology use	Student Acceptable Use Agreement, Student Code of Computer Conduct						
5	Define the importance of copyright and copyright laws	iSafe (plays, posters, presentation by local expert)						
5	Explain the concept of intellectual freedom	iSafe (plays, posters, presentation by local expert)						
5	Identify examples and explain the implications of censorship in the United States and in other countries	iSafe (plays, posters, presentation by local expert)						
6	Connect and use a wide variety of input and output devices and common peripherals and how to access networked resources	Mouse, keyboard, portable storage device, digital camera to the computer, and connect to a shared network drive						
6	Demonstrate understanding of strategies for identifying, solving, and preventing routine hardware and software problems that occur during everyday technology use.	What to do when a web page is non-responsive, force-quit a non-responsive program...						
6	Demonstrates the ability to be self-reliant using technology tools	Observation						
6	Identify a variety of information storage devices and provide a rationale for using a certain device for a specific purpose	floppies, CDs, DVDs, Flash Drives, Tapes						
6	Create internal and external links	SharePoint, Word, Dreamweaver education.weebly.com, TeacherTube.com, and Wix.com						

Old Standards 1998	New Standards 2007
3. Technology Productivity Tools	<b>1. CREATIVITY AND INNOVATION</b> Demonstrate Creativity and Innovation
4. Technology Communications Tools	<b>2. COMMUNICATION AND COLLABORATION</b> Communicate and Collaborate
5. Technology Research Tools	<b>3. RESEARCH AND INFORMATION FLUENCY</b> Conduct Research and Use Information
6. Technology Problem-Solving and Decision-Making Tools	<b>4. CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING</b> Think Critically, Solve Problems, and Make Decisions
2. Social, Ethical, and Human Issues	<b>5. DIGITAL CITIZENSHIP</b> Practice Digital Citizenship
1. Basic Operations and Concepts	<b>6. TECHNOLOGY OPERATIONS AND CONCEPTS</b> Use Technology Effectively and Productively