

Instructional Technology Student Proficiencies — Kindergarten

Irving ISD Instructional Technology Specialists added the information in parentheses for clarification purposes.

	Six Weeks					
Foundations	1	2	3	4	5	6
1A Use technology terminology appropriate to the task (computer, keyboard, monitor, mouse, mouse button, cursor, open, close, menu bar, trash can, hard drive icon, folder, window, slideshow...).						
1A Use and understand common tools (eraser, pencil, line, shape tools, paint bucket, paintbrush...).						
1B Start and exit programs.						
1B Create, name and save files.						
1C Use networking terminology (online, server, spooling to the printer...).						
1C Access a networked printer.						
2A Use a variety of input devices such as a mouse, keyboard, disk drive, voice/sound recorders, scanner, digital video, CD-ROM, or touch screen.						
2B Use proper keyboarding techniques such as correct hand and body positions and smooth and rhythmic keystroke patterns as grade-level appropriate.						
2C Demonstrate touch keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys as grade-level appropriate.						
2C Operate keys needed in instructional applications (space bar, return, shift, option, arrows, caps lock...).						
2D Use a keyboard to produce documents.						
2E Use letters and numbers as grade-level appropriate.						
3A Follow Acceptable Use Guidelines as described in the Irving ISD Student Code of Conduct book.						
3B Adhere to software licensing agreements and respect the electronic work of other individuals. (Comply with copyright law and guidelines.)						
Information Acquisition						
4B Select appropriate strategies to navigate and access information for research and resource sharing (i.e. click appropriate icon or graphic to locate information).						
5A Acquire information including text, audio, video, and graphics.						

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	1	2	3	4	5	6
5B Use on-line help (i.e. click the help button).						
6A Determine the success of strategies used to acquire electronic information. (“Did you find what you needed? Was the information helpful? How else could you search for the information?”)						
6B Determine the usefulness and appropriateness of electronic information. (Does the information support the learning objective? Is it grade-level appropriate?)						
Solving Problems						
7A Use software programs with audio, video, and graphics to enhance learning experiences.						
7B Use word processing to express ideas and solve problems.						
7B Use multimedia software (KidPix, HyperStudio, PowerPoint...) to express ideas and solve problems.						
8A Use communication tools (telephone, email, fax machine...) to participate in group projects.						
8B Use electronic tools (software, Internet resources, cameras...) and research skills to build a knowledge base regarding a topic, task, or assignment.						
9A Use software features (i.e. feedback provided to students and multiple levels of difficulty) to evaluate work progress.						
9B Use software features, such as previews and storyboards, to evaluate a final product.						
Communication						
10A Use font attributes, color, white space, and graphics to ensure that products are appropriate for the defined audience.						
11A Publish information in a variety of media such as printed copy or monitor display.						
11B Publish information in a variety of media such as stored files or video.						
12A Select representative products to be collected and stored in an electronic evaluation tool (on a floppy, hard drive, server...).						
12B Evaluate the product for relevance to the assignment or task.						