Guidelines for Interpreting and Scoring Benchmarks

7.4 *Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.*

I. What does this benchmark indicate for school performance?

Benchmark 7.4 is about the authentic integration of technology to assist students in demonstrating mastery of what they are expected to know and be able to do. It is used in a student-centered learning environment to promote independent learning. Students complete assessments that require higher-level thinking and real-world applications, including collaboration and communication with resources outside the school such as experts in a field.

Technology is a meaningful tool in daily instruction and central to the culture of the school. It fosters creativity and students use it in innovative ways through blogs, wikis, student-centered websites, podcasts and media based presentations. Students have access to and are able to analyze information that will inform their learning and can consistently demonstrate the ability to determine the truth, accuracy and relevance of that information. Teachers are proficient in using technology and media as an instructional and assessment tool and receive ongoing professional development and engage in independent learning to increase their skills. Specific data is available to show that improved student learning is supported by the technology tools that are used. Most importantly, there is demonstrated evidence that technology is improving student learning, especially as a tool for differentiation of instructional delivery and production of student work products.

There is a technology plan in place that assures significant, designated resources will be available to sustain a high quality information/technology/media program. The technology references or is grounded in research based technology standards.

II. As a review team member, what evidence do I look for?

Here are a few fundamental guiding questions that will help frame this item:

- How has the integration of technology impacted evidence of student learning?
- What specific examples can be shared to show how technology is providing students the opportunity to be creative and engage in solving real-world problems?

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- Is there evidence of student use of simulations, models, digital media, and other innovative apps and software?
- In what ways has technology enabled teachers to differentiate instruction for students with different learning styles and strengths?
- What evidence is present to show that students have a "choice and voice" to be assessed uniquely?
- What type of data is used to inform the planning and use of technology?
- What challenges have been encountered regarding technology and how have those been addressed?
- What tangible evidence shows that students are achieving higher levels of proficiency and critical thinking in learning targets as a result of technology use?
- What feedback has been solicited from students and parents on the use of technology in school?

III. What are the key differences between the levels of the rubric?

At level **3-Fully Meets Benchmark**,

there is evidence of significant student involvement in creating or using blogs, wikis, student-centered websites, podcasts, and digital media presentations. Technology use is integrated into all subject areas and project-based learning is used often, is interdisciplinary in nature, and targets critical thinking and problem solving. Students are able to work independently and have the freedom to demonstrate their understanding in multiple ways. They demonstrate the ability to use a variety of means to access information and assess its accuracy. Students have access to digital devices at times during the school day.

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At level **4-Exceeds Benchmark**,

> there is evidence of widespread student involvement in the creative use of media. Technology removes the limitations of the traditional classroom and transforms the way students learn. Project-based learning is reflective of critical thinking and students having a choice and voice in how they demonstrate learning that reaches beyond the classroom. Students have the skills and responsibility to design, launch and maintain what they create. They consistently demonstrate an ability to determine the best means of accessing information and analyzing information for truth, accuracy, and relevance. Students have access to their own digital device.

At level **2-Partially Meets Benchmark,**

> there is evidence that some students are involved in creating or using one or more of the following: blogs, wikis, student-created websites, podcasts, and digital media presentations. Projects are content-specific and teacher directed. Students can access information from a variety of sources but have a limited capacity to analyze that information for accuracy or relevance. The use of technology is dependent upon the dispositions and abilities of individual teachers.

At level **1-Does Not Meet Benchmark,**

> there is evidence that some students are involved in the personal use of media, but their access to technology in school is limited. Projects involving technology are infrequent and not an expectation in the curriculum. Students have difficulty finding information they need and lack the ability to analyze it for accuracy or relevance.

NOTE: Avoid scoring on this benchmark by counting. When the Review Team looks at evidence, they should be able to use good judgment about where the school currently operates.

IV. What are some key suggestions for improvement?

To move from level 1 to level 2

- Provide education to improve technology skills of teachers, students and parents
- Look at the practices and procedures used to determine access to technology

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To move from level 2 to level 3,

- Move from projects to project-based learning that allows students to tackle realistic problems as they would be solved in the real world
- Support parent engagement and interaction with technology
- Increase student control over their learning
- Connect content to promote interdisciplinary learning and assessment that makes use of technology

To move from level 3 to 4

- Base the integration of technology school-wide on the 4C's: communication, creativity, collaboration, and critical thinking
- Use technology in new and meaningful ways that are authentic and unique
- Put policies, practices, and procedures in place to support digital citizenship
- Embrace the transformative nature of technology and structure the learning environment to support the 4C's.

V. What are key terms for common understanding? (Refer to the Glossary for the key terms listed below.)

Technology
Media
Authentic integration
Interdisciplinary
Publish
Project-based learning
Digital Citizenship