

Literacy with ICT Across the Curriculum

Self-Assessment of ICT Literacy



Name: _____ Grade level(s): _____

School: _____ Subject area(s): _____

Division: _____

classroom computers: _____

Phone: _____

Email: _____

This self-assessment will help you and your Literacy with ICT mentor to develop an individual plan to meet your professional learning needs regarding ICT Literacy, and will also help you to determine areas in which you might continue to learn and practice in a self-directed manner. Please judge your competency level in each of the following ICT Literacy areas by checking the box that best describes your current skill level. (Be honest, but be kind!)

Level	Beginning	Developing	Accomplished	Exemplary
I. Operating a computer	<input type="checkbox"/> I do not yet use a computer.	<input type="checkbox"/> I use a computer to run specific, pre-loaded software.	<input type="checkbox"/> I run two or more programs simultaneously, and can switch among several windows as required.	<input type="checkbox"/> I install and troubleshoot peripheral devices and software such as antivirus.
II. Managing files	<input type="checkbox"/> I do not yet save any files I create using a computer.	<input type="checkbox"/> I save files I've created but I do not know how to choose where they are saved.	<input type="checkbox"/> I have a filing system for organizing my computer files, and can locate files quickly and reliably.	<input type="checkbox"/> I have taught my students how to manage their files on my classroom computers and on the school network.
III. Word processing	<input type="checkbox"/> I do not yet use a word processor.	<input type="checkbox"/> I use a word processor to create simple documents, however I generally find it easier to hand write most of my written work.	<input type="checkbox"/> I use a word processor for nearly all my written professional work: memos, tests, worksheets, and home communication.	<input type="checkbox"/> I use a word processor not only for my own work, but have taught students to use it for all stages of the writing process.
IV. Analyzing data	<input type="checkbox"/> I do not yet use a spreadsheet.	<input type="checkbox"/> I use spreadsheets to record and organize data.	<input type="checkbox"/> I create simple spreadsheets with simple formulas to make graphs and charts.	<input type="checkbox"/> I create spreadsheets with multiple worksheets and link them together.
V. Concept mapping	<input type="checkbox"/> I do not yet use concept mapping software.	<input type="checkbox"/> I use concept mapping software for creating simple concept maps and outlines.	<input type="checkbox"/> I use concept mapping software as a note-taking and organizational tool.	<input type="checkbox"/> I use concept mapping software as a presentation tool, complete with links.
VI. Creating graphics and animation	<input type="checkbox"/> I do not yet use graphics in my electronic work.	<input type="checkbox"/> I use paint and draw software to create simple graphics.	<input type="checkbox"/> I edit graphics using most of the drawing tools, and can group and ungroup objects.	<input type="checkbox"/> I create digital animations to help my students visualize changes in a process over time.

Level				
ICT Literacy	Beginning	Developing	Accomplished	Exemplary
VII. Finding information on the Internet	<input type="checkbox"/> I do not yet use search engines to find information on the Internet.	<input type="checkbox"/> I conduct simple key word searches with Internet search engines such as Google.	<input type="checkbox"/> I use advanced search functions such as "not" and "or" to help target the search and to find the right information in the most efficient manner.	<input type="checkbox"/> I incorporate logical search strategies into my work with students, showing them the power of such searches with multiple Internet search engines.
VIII. Evaluating information on the Internet	<input type="checkbox"/> I do not know how to evaluate information and its' sources on the Internet.	<input type="checkbox"/> I can determine if the information on a website is relevant and useful for my students use.	<input type="checkbox"/> I evaluate web sites and their web addresses to assess authority, accuracy, credibility, and objectivity.	<input type="checkbox"/> I show my students how to access web sites and how to evaluate the source of information and its web address to assess its validity.
IX. Creating web pages	<input type="checkbox"/> I do not yet create my own websites.	<input type="checkbox"/> I have made a single page classroom website.	<input type="checkbox"/> I create multi page classroom websites in order to publish student work, or to provide resources for students such as webquests.	<input type="checkbox"/> I update my classroom website regularly, with input from my students, to reflect ongoing classroom activities and accomplishments.
X. Communicating with email	<input type="checkbox"/> I do not yet use email.	<input type="checkbox"/> I send occasional messages and requests for information using email.	<input type="checkbox"/> I check my email account on a regular basis.	<input type="checkbox"/> I involve my students in using email to communicate globally with other students and various kinds of experts.
XI. Collaborating online	<input type="checkbox"/> I do not yet use collaborative software such as blogs or wikis.	<input type="checkbox"/> I create simple blogs or wikis with graphics and Internet links.	<input type="checkbox"/> I have created a classroom blog or wiki that links to student work.	<input type="checkbox"/> I use my classroom blog or wiki communicate with students and/or parents.
XII. Creating multimedia	<input type="checkbox"/> I do not yet create my own multimedia presentations.	<input type="checkbox"/> I create simple multimedia presentations integrating text and graphics.	<input type="checkbox"/> I create multimedia presentations that include features such as action buttons, animations, Internet links, audio, and video.	<input type="checkbox"/> I create multimedia presentations, not only for my own classroom presentations, but have taught my students to create their own multimedia presentations.
XIII. Creating digital images	<input type="checkbox"/> I do not yet use a digital camera.	<input type="checkbox"/> I take photos with a digital camera and download them to a computer.	<input type="checkbox"/> I alter digital images by cropping, rotating, and resizing.	<input type="checkbox"/> I integrate my own digital images into my classroom presentations and/or on my classroom website.
XIV. Creating video	<input type="checkbox"/> I do not yet use a video camera.	<input type="checkbox"/> I take video with a video camera.	<input type="checkbox"/> I use software to edit video clips.	<input type="checkbox"/> I create digital video clips, not only for classroom presentations, but have taught my students to film and edit their own digital video presentations.
XV. Collecting data electronically	<input type="checkbox"/> I do not yet use electronic data collection devices such as digital cameras, probeware, or Geographical Positioning Systems.	<input type="checkbox"/> I use at least one type of electronic data collection device to gather experimental/primary data.	<input type="checkbox"/> I use several different electronic data collection devices.	<input type="checkbox"/> I design experiments that use electronic data collection devices to gather and analyze data.

Level				
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XVI. Designing and modeling with ICT	<input type="checkbox"/> I do not yet use ICT to design and make models of data.	<input type="checkbox"/> I understand how to use design and modeling applications such as <i>Google Earth</i> , <i>Sketchup</i> and GIS to visualize data.	<input type="checkbox"/> I interpret and analyze primary data I obtain from GPS devices.	<input type="checkbox"/> I teach my students how to use simulation and modeling software to visualize relationships among data sets.