



Interdisciplinary Middle Years Multimedia (IMYM) Model Self-Assessment of Information & Communication Technology (ICT) Literacy

This self-assessment will help you and your ICT trainer to develop an individual plan to meet your ICT training needs, 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 skill areas by checking the box that best describes your current skill level. (Be honest, but be kind!)

Level				
ICT Skill	Beginning	Developing	Accomplished	Exemplary
I. <u>Computer operation</u>	<input type="checkbox"/> I do not yet use a computer.	<input type="checkbox"/> I understand how to use a computer to run specific, pre-loaded software.	<input type="checkbox"/> I can set-up my computer and peripheral devices, load software, print, and use some of the operating system tools such as the Find command. I customize the look and sounds of my computer. I run two or more programs simultaneously, and can switch among several windows as required.	<input type="checkbox"/> I make preference settings to customize software applications. I configure specialized peripherals such as a digital camera. I feel confident enough to teach students how to use a computer.
II. <u>File management</u>	<input type="checkbox"/> I do not yet save any files I create using the computer.	<input type="checkbox"/> I understand how to save files I've created but I do not know how to choose where they are saved. I do not know how to copy files between disks.	<input type="checkbox"/> I have a filing system for organizing my computer files, and can locate files quickly and reliably. I back-up my files on a regular basis.	<input type="checkbox"/> I have a system for archiving files that I do not need on a regular basis. I can burn files onto a CD-ROM. I have taught my students how to manage their files on my classroom computers and on the school network.
III. <u>Networking</u>	<input type="checkbox"/> I do not yet have any knowledge of computer network operation.	<input type="checkbox"/> I understand how to use a computer network to store files and to access a printer.	<input type="checkbox"/> I am able to troubleshoot and correct problems such as a shared printer dropping off a peer-to-peer network. I can add or remove computers and shared devices on a peer-to-peer network.	<input type="checkbox"/> I am able to set up a peer-to-peer network in my classroom, complete with a shared printer. I am able to administer the network including passwords and permissions for students on the network.
IV. <u>Word processing</u>	<input type="checkbox"/> I do not yet use a word processor.	<input type="checkbox"/> I understand how to use a word processor to create simple documents that I know I will modify and use again, 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. I can edit, spell check, and change the format of a document.	<input type="checkbox"/> I use advanced features of word processing such as track changes and hyperlinks. 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.

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ICT Skill				
V. Spreadsheet	<input type="checkbox"/> I do not yet use a spreadsheet.	<input type="checkbox"/> I understand how to use a spreadsheet and can navigate within one. I can create a simple spreadsheet that adds a column of numbers.	<input type="checkbox"/> I use spreadsheets for several purposes such as keeping track of student grades. These spreadsheets have labels, formulas, and cell references. I can change the format of my spreadsheets by changing column width and text style. I use my spreadsheets to make graphs and charts.	<input type="checkbox"/> I create spreadsheets with multiple worksheets and link them together. I create macros to use in my spreadsheets. I use the database functions of my spreadsheet. I use a spreadsheet not only for my work, but have taught students to use spreadsheets to help them improve their own data-keeping and analysis skills.
VI. Database	<input type="checkbox"/> I do not yet use a database.	<input type="checkbox"/> I understand how to use a database and can locate information within one that has been pre-made. I can add or delete data in a database. I can sort and print the information in layouts that are useful to me.	<input type="checkbox"/> I use databases for several purposes. I can create a database from scratch - defining fields and creating layouts in order to support inquiry. I can use database information to perform queries.	<input type="checkbox"/> I use formulas with my databases to create summations of numerical data. I use databases not only for my work, but have taught students to use databases to help them improve their own data-keeping and analysis skills.
VII. Concept Mapping	<input type="checkbox"/> I do not yet use concept mapping software.	<input type="checkbox"/> I understand how to 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. I customize the symbols, links, and layout of my concept maps. I create concept maps for my students to use.	<input type="checkbox"/> I use concept mapping software as a presentation tool, complete with Internet links. I also export my concept maps into multimedia presentations or web pages. I have taught my students how to use concept mapping software.
VIII. Graphics and Animation	<input type="checkbox"/> I do not yet use graphics in my electronic work.	<input type="checkbox"/> I understand how to use paint and draw software to create simple graphics. I insert both pre-made clipart and simple original graphics into my electronic work.	<input type="checkbox"/> I edit graphics using most of the drawing tools, and can group and ungroup objects. I copy and paste graphics from one application for use in another. I create simple animations.	<input type="checkbox"/> I create digital animations to help my students visualize changes in a process over time. I use graphics and animation not only for my own demonstrations, but have taught students to use graphics to improve their own communications.

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IX. CD-ROM inquiry	<input type="checkbox"/> I do not yet seek information from pre-made electronic sources (e.g. CD-ROM encyclopedias).	<input type="checkbox"/> I understand how to use electronic library catalogues to find resources and can conduct simple searches with electronic databases and encyclopedias.	<input type="checkbox"/> I use a variety of search strategies with a number of electronic information sources. I use advanced search functions such as "and" and "or" to help target the search and find just 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 electronic sources. . I insist my students respect copyright and cite their sources.
X. Internet inquiry	<input type="checkbox"/> I do not yet use the Internet.	<input type="checkbox"/> I understand how to use a web browser to access and navigate the Internet to find a specific URL. I bookmark my favourite websites.	<input type="checkbox"/> I make efficient use of a variety of search engines, as well as lists of Internet resources, to explore educational applications of the Internet. I evaluate the source of information and its URL to assess its authority, accuracy, objectivity, currency, and coverage.	<input type="checkbox"/> I make effective use of a variety of search engines to create my own hot-lists of Internet resources for student use. I show my students how to access Internet resources and how to evaluate the source of information and its URL to assess its validity. I insist my students respect copyright and cite their sources.
XI. Web page Creation	<input type="checkbox"/> I do not yet create web pages.	<input type="checkbox"/> I understand how to create simple single web pages with graphics, Internet links, and mail-to links.	<input type="checkbox"/> I have created a multipage classroom website with a simple navigation scheme. I use my classroom website to communicate with students and/or parents.	<input type="checkbox"/> I have created a multipage classroom website that links to student work. I have taught my students how to make their own simple websites and electronic collections of their work on our Intranet or the Internet.
XII. Email	<input type="checkbox"/> I do not yet use electronic mail.	<input type="checkbox"/> I understand how to communicate with a wide variety of people using electronic mail. I send occasional messages and requests for information using email.	<input type="checkbox"/> I check my email account on a regular basis. I use email to access professional information from listservs.	<input type="checkbox"/> I involve my students in using email to communicate globally with other students and various kinds of experts. I use email to communicate reflectively with individual students and to distribute/collect assignments.
XIII. Multimedia Presentations	<input type="checkbox"/> I do not yet create my own multimedia presentations.	<input type="checkbox"/> I understand how to create simple linear multimedia presentations integrating text and graphics.	<input type="checkbox"/> I create non-linear 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.

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ICT Skill				
XIV. Digital Imaging	<input type="checkbox"/> I do not yet use a digital camera.	<input type="checkbox"/> I understand how to take photos with a digital camera. I can connect a digital camera to a computer to transfer my own digital images.	<input type="checkbox"/> I can alter digital images by cropping, rotating, and resizing. I import my own original digital images into word processed documents, concept maps, multimedia presentations, and/or webpages.	<input type="checkbox"/> I integrate my own digital images into my classroom presentations and/or on my classroom website. I have taught my students how to take digital images and use them in their own word processed documents, concept maps, multimedia presentations and/or webpages.
XV. Videography/ video editing	<input type="checkbox"/> I do not yet use a video camera.	<input type="checkbox"/> I understand how to take video with a video camera. I can connect a video camera to a VCR and/or television in such a way that I can transfer video and monitor the image at the same time.	<input type="checkbox"/> I use video-editing software to clip and sequence video. I prepare digital video clips for use in other applications.	<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.
XVI. Geographical Information Systems (GIS)	<input type="checkbox"/> I do not yet use GIS software .	<input type="checkbox"/> I understand how to use GIS software to interpret basic data already included with the software.	<input type="checkbox"/> I interpret and analyze data included with the GIS software, as well as data from external sources such as e-stat.	<input type="checkbox"/> I use GIS software to interpret and analyze customized data, including imported data from GPS devices. I have taught my students how to use GIS software and GPS devices.
XVII. Electronic Data Collection	<input type="checkbox"/> I do not yet use electronic data collection devices such as probeware or GPS .	<input type="checkbox"/> I understand how to use at least one type of electronic data collection device to gather experimental data.	<input type="checkbox"/> I use several different electronic data collection devices. I connect these devices to my computer to gather and analyze experimental data.	<input type="checkbox"/> I design experiments that use electronic data collection devices to gather and analyze data. I have taught my students how to use these devices in classroom and field conditions.

Name: _____

Grade level(s): _____

School: _____

Subject area(s): _____

Division: _____

classroom computers: _____

Phone: _____

Email: _____