

Rating Scale: Information and Communications Technology Integration Grades 5 to 10

	Not Yet Within Expectations	Minimally Meets Expectations
Collecting selection of technology tools ¹ , information sources, and materials	<ul style="list-style-type: none"> selects inappropriate technology tools or may not use technology tools to gather information requires assistance to develop and conduct a search using a search engine; may use overly broad or narrow categories or use inappropriate terms and/or vocabulary when searching for information relies predominantly on teacher supplied resources and materials 	<ul style="list-style-type: none"> uses technology tools to gather information; may not be able to discriminate appropriate tool for the task uses a search engine with some support; may require assistance to narrow or broaden a search to find information related to the task relies on a single resource or a limited number of resources
accuracy and appropriateness of information	<ul style="list-style-type: none"> selects a limited amount of information, or does not locate information that is related to the task gathers information uncritically; selects information that is unreliable, inaccurate and/or out of date 	<ul style="list-style-type: none"> selects information related to the task; information may be incomplete, inaccurate, or inappropriate selects information to illustrate only one perspective; includes some irrelevant and inaccurate details
socially constructed knowledge; gathering information from others using communication tools ²	<ul style="list-style-type: none"> works in isolation; does not use communication tools to build understanding 	<ul style="list-style-type: none"> uses communication tools occasionally to interact with others to expand their understanding and share ideas about the task
Organizing sorting and grouping information; storing information so it is searchable and retrievable	<ul style="list-style-type: none"> does not sort or group information does not create any filing system information is difficult to locate or access 	<ul style="list-style-type: none"> attempts to group like information file management is simplistic and may not relate directly or obviously to the task data can be searched but it may be time consuming and illogical; student can find the information needed, but others cannot
Interpreting and Analyzing use of technology tools ³ to convey and build ideas, illustrate connections and relationships, and extrapolate or predict to build new understanding	<ul style="list-style-type: none"> uses technology tools and features that are inappropriate to the task does not demonstrate connections among ideas and concepts 	<ul style="list-style-type: none"> uses technology tools and features to convey ideas simplistically to support the task uses technology tools and features to show simple connections, but may show misunderstanding and few supporting details
Presenting referencing, including ethical use of information	<ul style="list-style-type: none"> provides no or inaccurate citations of the source of materials used includes plagiarized text and uses images and other electronic material without acknowledging the source 	<ul style="list-style-type: none"> lists some sources but citations may not be linked to specific images or information may include some copied text and materials without reference to the source
layout and design, including use of technology tools, ⁴ media elements, ⁵ and design elements ⁶ to enhance the communication of ideas	<ul style="list-style-type: none"> uses visually confusing, misleading, or distracting layout and design elements; media elements may be under utilized or seem purposeless text elements are may not be readable presentation is difficult for the user to manipulate or navigate 	<ul style="list-style-type: none"> uses simplistic and/or ineffective layout and design; does not visualize ideas; use of effects may be overdone some text elements may not be readable provides little variation in media elements presentation can be user driven, but may be cumbersome or difficult to navigate
organization of ideas and development of an argument that leads to a resolution	<ul style="list-style-type: none"> presentation is disorganized; content is not broken down into meaningful units tone and language are inappropriate to the task argument is unclear; bits of information are isolated or disorganized and irrelevant information is included; may include over or under emphasis of certain aspects lacks a resolution or provides a conclusion with little or no supporting evidence; provides a single or biased perspective 	<ul style="list-style-type: none"> presentation has some organization tone and language are suitable to the topic argument is evident but may be difficult to follow provides a resolution that is not fully supported by the evidence or that draws from only part of the evidence provided

¹ webs, clusters, charts, graphs, spreadsheets, databases

² email, instant messaging and other asynchronous and synchronous tools

³ webs, clusters, charts, graphs, spreadsheets, databases

⁴ webs, clusters, charts, graphs, spreadsheets, databases

⁵ sounds, animations, graphics, video, photos, charts, hyperlinks

⁶ colour, proportion, balance, sequence, text and images

⁷ colour, proportion, balance, sequence, text and images

⁸ colour, proportion, balance, sequence, text and images

Fully Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> selects technology tools appropriate to the type of information required by the task uses search engines independently; applies search protocols such as Boolean logic; narrows or broadens search terms to locate appropriate information effectively gathers information from various primary and secondary sources 	<ul style="list-style-type: none"> selects and effectively uses appropriate technology tools that enhance information gathering related to the task uses a variety of information gathering tools intentionally to extend understanding of the task uses task-specific search engines efficiently and applies advanced search protocols selects a wide range of supporting facts and evidence from a variety of primary and secondary sources to locate information that best meets the task
<ul style="list-style-type: none"> selects information that is directly related to the task; includes all important content and no unrelated data includes information to illustrate more than one perspective; all information is current and accurate 	<ul style="list-style-type: none"> selects information that demonstrates an appreciation of the complexity of the task; identifies new questions includes information to illustrate various perspectives; points out bias, inaccuracies, untruths and propaganda; assesses reliability and relevance
<ul style="list-style-type: none"> uses communication tools to collaborate with others to build personal understanding and share ideas about the task 	<ul style="list-style-type: none"> relies on electronic communication tools to collaborate with others to expand or modify personal understanding about the task directs inquiries to experts electronically
<ul style="list-style-type: none"> sorts and groups information logically creates a logical file management system that relates to the task data can be searched and retrieved efficiently 	<ul style="list-style-type: none"> groups information to support the complexity of the task file management system enhances understanding of the task data can be easily searched and retrieved efficiently by others
<ul style="list-style-type: none"> uses technology tools and features to reorganize and revise information to support the task uses technology tools and features to develop ideas, demonstrate connections among ideas, and show relative importance 	<ul style="list-style-type: none"> uses appropriate technology tools and features to reorganize and revise information to extend understanding of the task selects technology tools and features to develop and extend ideas in unique ways, illustrate connections among ideas and supporting details, and reveal patterns in the information
<ul style="list-style-type: none"> lists all sources and links all citations to specific images or information uses standardized bibliographic conventions conveys content in own words 	<ul style="list-style-type: none"> provides complete, accurate, and linked citation of the sources for all information and materials uses standardized bibliographic conventions conveys content in own words
<ul style="list-style-type: none"> uses layout and design to provide a meaningful representation of thinking; effects are helpful, well-balanced, undistorted, smooth transitions uses visually appealing layout and design elements⁷ and formatting conventions, with readable text selects media elements appropriate to the task, congruent with the message and which enhance understanding of ideas presentation is user friendly 	<ul style="list-style-type: none"> uses layout and design to convey ideas uniquely layout and design elicit a personal response in the audience merges layout and design elements⁸, formatting conventions, and media elements to enhance meaning and create a unique presentation presentation can be user driven; intuitive for the user not just the developer
<ul style="list-style-type: none"> presentation is logical and thoughtful tone and language are appropriate to the topic argument is clearly articulated and supported provides a logical resolution; conclusion is clearly stated and supported by the evidence provided 	<ul style="list-style-type: none"> presentation challenges the audience's perceptions of the topic and enhances or extends understanding of the information; content is purposeful, logical, and grouped into easily understood parts tone and language are engaging and enhance understanding argument is clearly stated, supported, and demonstrates extension of thinking and new knowledge resolutions are logically stated and fully supported by the analysis of the evidence