

The District requires an integrated approach to the use of 21<sup>st</sup> century tools, including, but not limited to digital technology and communication tools, within all curriculum areas through the adoption of information and communication technologies literacy (ICT) program in grades K-12 that provides opportunities at developmentally appropriate levels for students to:

1. Develop knowledge of ethical, responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making
2. Become proficient in the use of 21<sup>st</sup> century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of:
  - 2.1 Reading
  - 2.2 Mathematics
  - 2.3 English and Language Arts
  - 2.4 Science
  - 2.5 Social Studies, including civics, government economics, history, and geography
  - 2.6 Arts
  - 2.7 World Languages
3. Use 21<sup>st</sup> century tools to develop cognitive proficiency in:
  - 3.1 Literacy
  - 3.2 Numeracy
  - 3.3 Problem solving
  - 3.4 Decision making
  - 3.5 Spatial/visual literacy
4. Use 21<sup>st</sup> century tools to develop technical proficiency at a foundational knowledge level in:
  - 4.1 Hardware
  - 4.2 Software applications
  - 4.3 Networks
  - 4.4 Elements of digital technology
5. Create digital portfolios, which address the following components:
  - 5.1 Basic operations and concepts
  - 5.2 Social, ethical, and human issues
  - 5.3 Technology productivity tools
  - 5.4 Technology communications tools
  - 5.5 Technology research tools
  - 5.6 Technology problem solving and decision-making tools

### **Digital Portfolio**

- Portfolio requirements
  - Digital portfolio artifacts will include:
    - Standardized tests
    - Observation
    - Student work

- Comments describing a student's reflection on his/her work
- Portfolios represent cumulative work.
- Teachers will review the portfolios using a locally developed assessment rubric, in order to determine competency.
- While the portfolio is being constructed, it is considered part of a student's record.
- When competency has been achieved using a portfolio and the resulting grade(s) appear on a student's transcript, the digital artifacts within a portfolio will be copied to digital media (e.g., CD-ROM or DVD) and be given to the student.
- Once a student has received a digital copy of his/her portfolio, all associated files will be removed from district servers.
- Grades K-8 Portfolios
  - Students must complete a digital portfolio which demonstrates their competency in use of 21<sup>st</sup> Century Learning Tools in the context of core subject areas. Portfolios will be assessed using a rubric designed to meet state ICT standards.
  - A successfully completed 8th grade portfolio assures the student that they do not have to take a beginning ICT course in high school and provides them the prerequisite for more advanced ICT high school work.
- Grades 9-12 Portfolios
  - Students must complete a digital portfolio which demonstrates their competency in the use of 21<sup>st</sup> Century Learning Tools in the context of core subject areas. Portfolios will be assessed using a rubric designed to meet state ICT standards.
  - High school students may submit their high school level portfolio as evidence of competency, or instead may complete a half credit course in which the culminating experience is to create a digital portfolio.
  - Topics to be addressed by an advanced high school course:
    - Use of productivity and web-based software
    - Use of multimedia software and equipment
    - Configuring computers and networks
    - Programming concepts

Law Reference: Ed 306.42

Appendix Reference:

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