



**NATIONAL LEADERSHIP INSTITUTE'S TOOLKIT 2004  
EVALUATING STUDENT ACHIEVEMENT**

**State Examples**

<b>State &amp; Contact Person</b>	<b>URLS</b>	<b>Definition of 8<sup>th</sup> grade Technology literacy</b>	<b>Policy</b>	<b>Process</b>	<b>Reporting Requirements &amp; Methodology</b>	<b>Additional Comments</b>
<b>AK</b>  Cecilia Miller <a href="mailto:Cecilia_miller@eed.state.ak.us">Cecilia_miller@eed.state.ak.us</a>	<b>Technology Standards</b> <a href="http://www.eed.state.ak.us/contentstandards/Technology.html">http://www.eed.state.ak.us/contentstandards/Technology.html</a>	In development.	Technology content standards have been approved.	In development.	None required at this time.	
<b>AR</b>  Jim Boardman <a href="mailto:jboardman@arkedu.k12.ar.us">jboardman@arkedu.k12.ar.us</a>	<b>Technology Standards</b> <a href="http://arkedu.state.ar.us/curriculum/frameworks.html">http://arkedu.state.ar.us/curriculum/frameworks.html</a>	None.	Technology plan has been approved.	Looking at developing an assessment of 8 <sup>th</sup> grade competencies, and a statewide system for collecting Technology info that can be used to collect proficiency at 8 <sup>th</sup> grade level. Districts would self-report based on ISTE standards (within 2 years), and Technology literacy is imbedded in content areas.	Collect data from grant schools on Technology proficiency.	Department funded.

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<b>AZ</b> Chris Castillo <a href="mailto:ccastil@ade.az.gov">ccastil@ade.az.gov</a>	<b>Technology Standards</b> <a href="http://ade.az.gov/standards/Technology/default.asp">http://ade.az.gov/standards/Technology/default.asp</a> <b>Technology Curriculum</b> <a href="http://www.asset.asu.edu/">http://www.asset.asu.edu/</a>	SETDA definition is being approved.	Technology plan has been approved.	Looking at assessment models that exist, including: ISTE Word assessment; and CTAP (CA assessment).	Districts not required to report.	There are flaws in ISTE Microsoft Word assessment when used statewide, because it was not meant for large-scale use, and is more formative than summative.
<b>CO</b> Kent Tamsen <a href="mailto:tamsen_k@cde.state.co.us">tamsen_k@cde.state.co.us</a>	<b>Technology Curriculum</b> <a href="http://www.cde.state.co.us/litstandards/litstandards.htm">http://www.cde.state.co.us/litstandards/litstandards.htm</a>	In development, however, considering adopting SETDA definition.	In research and development.	In research and development.	In research and development.	Currently working in committees to establish policies and procedures.
<b>CT</b> Arthur Skerker <a href="mailto:arthur.skerker@po.state.ct.us">arthur.skerker@po.state.ct.us</a>	<b>8<sup>th</sup> Grade Requirements</b> <a href="http://www.state.ct.us/sde/dtl/Technology/final-edTechnologyplanning.doc">http://www.state.ct.us/sde/dtl/Technology/final-edTechnologyplanning.doc</a> <b>Technology Standards</b> <a href="http://www.state.ct.us/sde/dtl/Technology/CET-2002-StrategicPlan.doc">http://www.state.ct.us/sde/dtl/Technology/CET-2002-StrategicPlan.doc</a> <b>Technology Curriculum</b> <a href="http://www.state.ct.us/sde/dtl/Technology/edTechnologyresource.htm">http://www.state.ct.us/sde/dtl/Technology/edTechnologyresource.htm</a>	The ability to responsibly use appropriate Technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas, and to acquire lifelong knowledge and skills in the 21 <sup>st</sup> century.	Connecticut is a local control state. Each LEA has been given license to define Technological literacy for its students.	Each LEA is required to address Technology literacy in their Technology plans.	Every three years, LEA's are required to submit updated Technology plans to one of the six Regional Educational Service Centers (RESCs) for review. The reviewed and edited plans are then submitted to the State Dept. of Education.	We will be piloting a number of 8 <sup>th</sup> grade Technology surveys/assessments during the first several months of '05. LEAs will be given a list of assessment tools along with comments by September of '05. Using state of CT bond funding for wiring and completion of the Connecticut Education Network.
<b>DE</b> Denise DiSabatino Allen <a href="mailto:dallen@doe.k12.de.us">dallen@doe.k12.de.us</a>		In research and development.	In research and development.	In research and development.	In research and development.	Working towards development.

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<b>FL</b>  Charles Proctor <a href="mailto:Charles.Proctor@fldoe.org">Charles.Proctor@fldoe.org</a>  Sandy Pelham <a href="mailto:Sandra.Pelham@fldoe.org">Sandra.Pelham@fldoe.org</a>	<b>Technology Standards</b> Sunshine State Standards <a href="http://www.firn.edu/doe/menu/sss.htm">http://www.firn.edu/doe/menu/sss.htm</a>	In progress. It will be in alignment with SETDA Technology Literacy Profile, and will be supplemented with specific indicator development.	Florida Department of Education supports the primary NLCB:EETT program goal.	Technology standards are embedded in State core content standards (limited skill coverage). We plan to develop Technology Literacy indicators appropriate for students. Indicators appropriate for teachers have been developed.	No specific reporting required at this time except for planning status information.	Rigorous State content standards are in place supported by FCAT (assessment process). Standards will evolve to address NCLB Technology literacy assessment expectations, and measurement tools are currently under development.
<b>IA</b>  John O'Connell <a href="mailto:John.oconnell@iowa.gov">John.oconnell@iowa.gov</a>	<b>8<sup>th</sup> Grade Requirement</b> <a href="http://www.aea1.k12.ia.us/Technology/Technologyliteracy.html">www.aea1.k12.ia.us/Technology/Technologyliteracy.html</a>	Technology literacy is the ability of individuals to responsibly use appropriate Technology tools to: access, manage, integrate, and evaluate information; construct new knowledge; and communicate with others to improve learning, and acquire lifelong knowledge and skills.				Districts can assess Technology proficiency by using the Framework for Assessment of Technology Literacy.
<b>ME</b>  Bette Manchester, Tony Sprague, Jeff Mao, and Dennis Kunces	<b>Technology Standards</b> <a href="http://www.maine.gov/education/lres/homepage.htm">http://www.maine.gov/education/lres/homepage.htm</a>	Locally defined.	Chap 125 states that every student must be computer literate by graduation. Computer literate is locally defined, and can be documented any time from 7 <sup>th</sup> grade forward.	Maine State Law, Chapter 125.	On local transcripts.	Funding is embedded in the State entitlement, and Technology curriculums are locally defined.

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<p><b>MA</b></p> <p>Connie Louie  <a href="mailto:clouie@doe.mass.edu">clouie@doe.mass.edu</a></p>	<p><b>Technology Standards</b>  <a href="http://www.doe.mass.edu/edTechnology/standards/itstandard.pdf">www.doe.mass.edu/edTechnology/standards/itstandard.pdf</a></p> <p><b>Technology Plan Guidelines</b>  <a href="http://www.doe.mass.edu/edTechnology/tplanguide04_07.html">www.doe.mass.edu/edTechnology/tplanguide04_07.html</a></p>	<p>Demonstrate proficiency in the use of computers and applications, as well as understand the concepts underlying hardware, software, and connectivity.</p> <p>Demonstrate responsible use of Technology and an understanding of ethics and safety issues of using electronic media.</p> <p>Demonstrate ability to use Technology for problem-solving, communication, and research. Students locate, evaluate, collect, and process information from a variety of electronic sources. Students use tele-communications and other media to interact or collaborate with peers, experts, and other audiences.</p>	<p>Technology standards have been approved.</p>	<p>Technology literacy requirements are divided into grade spans, and the philosophy is that students should gain Technology Skills while Learning content.</p>	<p>Districts must report % of 8<sup>th</sup> grade students that have mastered the 8<sup>th</sup> grade standards. Districts can develop own assessment tools based on standards, and schools self-report. At least 85% of students from grades 5 to 8 must show proficiency in all the Massachusetts Recommended PreK-12 Instructional Technology Standards.</p>	<p>Funding through Title IID grants (165 grants) that share how project is a model for learning Technology skills along with content, and models of how districts are measuring Technology proficiency.</p> <p><b>Grant Descriptions</b>  <a href="http://www.doe.mass.edu/edTechnology/grants/fy05/fc165.html">http://www.doe.mass.edu/edTechnology/grants/fy05/fc165.html</a></p>

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<b>MD</b>  Nancy Carey <a href="mailto:ncarey@msde.state.md.us">ncarey@msde.state.md.us</a>	<b>Technology Standards</b> <a href="http://www.mcps.k12.md.us/departments/Technologylit/">http://www.mcps.k12.md.us/departments/Technologylit/</a>	Technology literacy is the ability of an individual working independently and with others, to effectively, appropriately, and responsibly use Technology and communication tools to access, manage, integrate, evaluate, and create information in the 21 <sup>st</sup> century.	No current policy, but it is expected to be part of state Technology plan. Technology literacy will be cross-matched with all curriculum standards. We are trying to decide how to assess, and plan to adapt ISTE administrative standards by adding assistive Technology.	Using Formative assessments, including checklists, and adding questions onto the content assessments.	All districts are participating in designing reporting requirements.	
<b>MI</b>  Ron Faulds <a href="mailto:Fauldsr@michigan.gov">Fauldsr@michigan.gov</a>	<b>Technology Standards</b> <a href="http://www.michigan.gov/documents/Technology_11594_7.htm">http://www.michigan.gov/documents/Technology_11594_7.htm</a> <b>Technology Curriculum</b> <a href="http://www.michigan.gov/documents/ITAC-mde1996_58223_7.pdf">http://www.michigan.gov/documents/ITAC-mde1996_58223_7.pdf</a>	A “Technologically literate learner” is one who explores, evaluates and uses Technology independently and cooperatively accomplish real world tasks; develops knowledge, ability and responsibility in the use of resources, processes and systems of Technology; acquires, organizes, analyzes, and presents information; expands the range and effectiveness of communication skills; solves problems, accomplishes tasks, and expresses individual creativity; and applies legal and ethical standards.	Being determined.	Being determined.		Looking closely at Iowa’s approach and rubric.

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<b>MS</b>  Laura Jones lauraj@mde.k12.ms.us	<b>8<sup>th</sup> Grade Requirement</b> <a href="http://www.mde.k12.ms.us/oet/stateplan/index.html">http://www.mde.k12.ms.us/oet/stateplan/index.html</a> <b>Technology Standards</b> <a href="http://www.mde.k12.ms.us/oet/stateplan/index.html">http://www.mde.k12.ms.us/oet/stateplan/index.html</a> <b>Technology Curriculum</b> <a href="http://www.mde.k12.ms.us/oet/resources.html">http://www.mde.k12.ms.us/oet/resources.html</a> <b>Technology Plan</b> <a href="http://www.mde.k12.ms.us/oet/stateplan/index.html">http://www.mde.k12.ms.us/oet/stateplan/index.html</a>	Do not currently have one.			Districts currently not required to report.	
<b>NH</b>  Cathy Higgins	<b>Technology Curriculum</b> <a href="http://www.nheon.com/oet/tpguide/Ed306.41.htm">http://www.nheon.com/oet/tpguide/Ed306.41.htm</a>	We use SETDA's definition.	State Technology plan includes descriptions of activities and timelines for implementing those activities.			

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<p>NC</p> <p>Wynn Smith  <a href="mailto:wsmith@dpi.state.nc.us">wsmith@dpi.state.nc.us</a></p>	<p><b>Technology Standards</b>  <a href="http://tps.dpi.state.nc.us/Technology2000rev/Technologyplan.html">http://tps.dpi.state.nc.us/Technology2000rev/Technologyplan.html</a></p> <p><b>Technology Curriculum</b>  <a href="http://www.ncpublicschools.org/curriculum/computer.skills/index.html">http://www.ncpublicschools.org/curriculum/computer.skills/index.html</a></p> <p><b>Graduation Requirement</b>  <a href="http://www.ncpublicschools.org/accountability/testing/computerskills/">www.ncpublicschools.org/accountability/testing/computerskills/</a></p>	<p>In keeping with the philosophies and content of the North Carolina Standard Course of Study and the ABCs of Public Education, Technology will nurture and empower the development of students to become: self-directed, life-long learners; complex thinkers; quality producers; collaborative workers; community contributors. Students will learn how to select, evaluate, and use a variety of Technology applications and resources for their personal and academic needs. Through the acquisition of skills and knowledge, students will have the ability to participate and thrive in the American economic and political systems. Administrators and teachers will use Technology to address the learning styles of today's students more effectively.</p>	<p>Passing computer skills test is requirement for graduation.</p>	<p>There is a K-12 computer skills curriculum, online computer skills test in the 8<sup>th</sup> grade, and a graduation requirement.</p>	<p>Reported by districts to state as part of testing program, and the data goes on school's report card (% of students who pass test). We will report this data to the Federal Department of Education with next consolidated report.</p>	<p>State-funded through existing testing program</p>

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<b>OH</b> Jill Abbott <a href="mailto:abbott@osn.state.oh.us">abbott@osn.state.oh.us</a>	<b>8<sup>th</sup> Grade Requirement</b> <a href="http://www.ode.state.oh.us/academic_content_standards/acsTechnology.asp">http://www.ode.state.oh.us/academic_content_standards/acsTechnology.asp</a>	Basic and introductory Technology concepts are addressed by benchmarks and indicators in the K-2, 3-5, and 6-8 grades in order to achieve the NCLB goal.	No	No	No	Technology Curriculum will be Finalized in summer 2005.
<b>SD</b> Peg Henson <a href="mailto:Peg.Henson@state.sd.us">Peg.Henson@state.sd.us</a>		None at this time.	None.	None.	Currently, districts have local control of Technology curriculum.	We need help, and waiting for clarification from the federal government.
<b>TX</b> Anita Givens <a href="mailto:agivens@tea.state.tx.us">agivens@tea.state.tx.us</a>		Currently use SETDA's definition.	The State Board approved the requirement that all TEKS must be taught in K-8 to every student.	Local determination of whether students have met grade 6-8 Technology application benchmarks, which are embedded in content standards.	Districts report through Campus STAR chart. <b>STAR Chart</b> <a href="http://www.tea.state.tx.us/Technology/ta/insres.html">http://www.tea.state.tx.us/Technology/ta/insres.html</a>	STAR Chart are subscription-based instructional materials for all students in K-8 (Technology textbook).

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<p>UT</p> <p>Rick Gaisford <a href="mailto:rgaisfor@usoe.k12.ut.us">rgaisfor@usoe.k12.ut.us</a></p> <p>Nadean Bunnell <a href="mailto:nbunnell@usoe.k12.ut.us">nbunnell@usoe.k12.ut.us</a></p>	<p><b>8<sup>th</sup> Grade Requirement</b> <a href="http://www.uen.org/core/core.do?courseNum=2060">http://www.uen.org/core/core.do?courseNum=2060</a></p> <p><b>Technology Standards</b> <a href="http://www.uen.org/core/edTechnology/">http://www.uen.org/core/edTechnology/</a></p> <p><b>Technology Curriculum</b> <a href="http://www.usoe.k12.ut.us/ate/tlc/Resources/resourcesbus.htm">http://www.usoe.k12.ut.us/ate/tlc/Resources/resourcesbus.htm</a></p>	<p>Students use Technology in ways that deepen their understanding of the content of the academic standards while advancing their knowledge of the world around them.</p> <p><i>Improving on the Basics:</i> Every student uses Technology to deepen understanding of core curriculum concepts and to elicit higher order thinking skills. <i>Understanding:</i> Every student has the ability to access information, synthesize, and publish information that demonstrates understanding. <i>Ethics:</i> Learners understand and observe appropriate-use guidelines for online content, software, etc. <i>Skills:</i> Learners are trained in word processing, graphics, spreadsheets, e-mail presentation software, and Internet research.</p>	<p>In High School, all students are required take or test out of a class in computer literacy. Utah has an Ed Technology core based on the ISTE NETS for students. The core was adopted by the state board of education as the scope of knowledge that is must be taught in the public schools.</p>	<p>Assessment at end of 7<sup>th</sup> grade, in addition to a course on Technology skills, and we are working on a demonstration model for proficiency. Elementary schools begin keyboarding in 3<sup>rd</sup> grade.</p>	<p>Districts aren't required to report. Utah's ed Technology core curriculum is based on the ISTE NETS for students, and ISTE provides a set of rubrics to assess students. These could be used to assess mastery of the Utah core.</p>	<p>Our state 8<sup>th</sup> grade plan is part of our Utah Consolidated Student Achievement Plan. Our districts submitted their Consolidated Student Achievement Plans to the state. Each plan was required to address 8 specific areas – one of which was Technology.</p>

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<b>VT</b>  Bill Romond <a href="mailto:billromond@education.state.vt.us">billromond@education.state.vt.us</a>	<b>8<sup>th</sup> Grade Requirement</b> <a href="http://www.state.vt.us/education/new/pdfdoc/pubs/grade_expectations/information_Technology.pdf">http://www.state.vt.us/education/new/pdfdoc/pubs/grade_expectations/information_Technology.pdf</a>	Technology literacy is the ability to responsibly use appropriate Technology to communicate, problem-solve, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21 <sup>st</sup> century.	State plan has been adopted by the Board.	Developed grade expectations; content-neutral performance assessment tasks; supporting teachers in developing content-specific performance assessment tasks.	Will collect indicators that illustrate progress towards meeting Technology literacy goal (probably reported through some state level data gathering). There are multiple indicators on state-level literacy and math 8 <sup>th</sup> grade tests from student and teacher reported data.	Graph with multiple paths and indicators is part of the Technology plan as well as a glossary.
<b>WI</b>  Barry Golden <a href="mailto:Barry.golden@dpi.state.wi.us">Barry.golden@dpi.state.wi.us</a>	<b>Technology Standards</b> <a href="http://www.dpi.state.wi.us/dpi/standards/pdf/infoTechnology.pdf">www.dpi.state.wi.us/dpi/standards/pdf/infoTechnology.pdf</a>	Information and Technology Literacy is the ability of an individual to use tools, resources, processes, and systems responsibly to access and evaluate information in any medium, and to use that information to solve problems, communicate clearly, make informed decisions, and construct new knowledge, products, or systems.		Almost all districts have adopted WI Model Academic Standards for IT. Districts are responsible for their own assessment, and can use the assessment tool of their choice.		