

Student Technology Skills Profile – Elementary

(suggested skill acquisition timeline for students with more significant reading and writing challenges)

Student Name:		Grade:		Teacher(s):	
For student: count number if “I”s for each skill targeted for their specific grade level and write here: Grade 3: ____ / 7 Grade 4: ____ / 16 Grade 5: ____ / 22			For supporting teachers: count number of “X”s for each skill targeted for grade level they teach and write here: Grade 3: ____ / 7 Grade 4: ____ / 16 Grade 5: ____ / 22		
<i>Targeted grade level when student should be independent (“I”)</i>		<i>Technology skill student should be able to perform</i>		<i>Circle level of student skill: I=independent, P=requires prompts, N=not introduced</i>	
				<i>Teacher knows how to do this skill (place “X” if yes)</i>	

↓	↓	Keyboarding		↓
↓	↓	↓	↓	↓
3	Students who have physical ability to do so can locate all keys on the keyboard, keep two hands near the keyboard as they type, and use basic keyboard functions (enter, backspace, shift/caps lock, print)	I	P	N
4	Students who have physical ability to do so can combine keystrokes to type <i>as fast as they handwrite</i> for words they know how to spell, separate the keyboard with two hands into right and left sides most of the time, and use word processing features (e.g. spell-check, change font, basic keyboard functions (enter, backspace, shift/caps lock)	I	P	N
5	Students who have physical ability to do so can coordinate two hands for combined keystrokes (e.g. shift+letter for caps), are able to type faster than they handwrite for words they know how to spell, and separate the keyboard with two hands into right and left sides all of the time.	I	P	N

Writing / Demonstrating Understanding

3	Know how to open new documents, open documents from folder for providing student work (e.g. Hand out, Copyrighted Text folder if applicable) and save file for turning in work (e.g. Hand in).	I	P	N
3	Use text to speech in programs (e.g. Clicker5, Natural reader, WordQ, Kurzweil) to read writing back to them to help recognize errors.	I	P	N
3	Use digital word banks (i.e. not paper) in programs (e.g. Clicker5, MSWord) to move words into sentences or to complete sentence starters.	I	P	N
3	Use text to speech to read words aloud before selecting them for writing (e.g. prediction list in WordQ, word banks in MS Word paired with text to speech, Clicker5 word banks) or for talking spell-check (e.g. Clicker5, Kurzweil)	I	P	N
4	Record their voice into digital documents to respond to questions, ask questions or take notes during writing and reading.	I	P	N
4	Use a variety of spelling supports, ranging from MSWord spell check to talking word completion (e.g. WordQ) to correctly spell words.	I	P	N

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Writing / Demonstrating Understanding (continued)

4	Use a variety of digital pre-writing tools (e.g. Inspiration, MSWord) to plan what they want to write using typed text, voice recordings, and images.	I	P	N	
5	Communicate to teachers and parents which writing supports most help them to show what they know.	I	P	N	

Reading / Gaining Information

3	Open and use digital reading materials in a text reader program (e.g. Kurzweil, e-book in Clicker5) independently.	I	P	N	
3	Use a screen reader tool (e.g. WordQ, Natural Reader) to read text aloud in a document or on a webpage.	I	P	N	
4	Use highlighting tools to support study skills with digital reading materials in text reader software (e.g. Kurzweil).	I	P	N	
4	Use digital note taking strategy (e.g. side by side view in Kurzweil) to be reading digital text aloud and taking notes in typed form or recorded voice.	I	P	N	
4	Recognize optimal reading speed for text reader software while reading digital text aloud.	I	P	N	
4	If technically possible at home, use tools to read digital text outside of school (e.g. websites with text to speech, Bookshare.org, free text reading software for home).	I	P	N	
4	If technically possible at home, use multimedia resources supplement grade level print materials outside of school.	I	P	N	
5	Extract highlights, notes and embedded comprehension questions they answer in digital text.	I	P	N	
5	Locate digital images or multimedia from websites to use for expressing ideas	I	P	N	
5	If technically possible at home, <u>consistently</u> use digital reading materials and text reader outside of school (academic and leisure).	I	P	N	
5	Communicate to teachers and parents which reading supports most help them to gain information.	I	P	N	

Notes: