

Kindergarten Performance Tasks

Report Card Section	Standard Assessed	Assessment of Mastery		
		MS	AS	IPS
FUTURE READY				
Uses creative thinking to construct knowledge and develop digital products (1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to:	1(A) apply prior knowledge to develop new ideas, products, and processes;	The learner consistently makes something new from what he or she already learned when given lots of support.	The learner makes something new from what he or she already learned with increasing ability when given lots of support.	The learner struggles to make something new from what he or she already learned even when given lots of support.
	1(B) create original products using a variety of resources;	The learner consistently uses different tools to show what he or she has learned when given lots of support.	The learner uses different tools to show what he or she has learned with increasing ability when given lots of support.	The learner struggles to use different tools to show what he or she has learned even when given lots of support.
	1(C) explore virtual environments, simulations, models, and programming languages to enhance learning;	The learner consistently learns by exploring technology tools when given lots of support.	The learner learns by exploring technology tools with increasing ability when given lots of support.	The learner struggles to learn by exploring technology tools even when given lots of support.
	1(D) create and execute steps to accomplish a task; and	The learner consistently plans and completes activities when given lots of support.	The learner plans and completes activities with increasing ability when given lots of support.	The learner struggles to plan and complete activities even when given lots of support.
	1(E) evaluate and modify steps to accomplish a task.	The learner consistently thinks about and changes his or her plan to complete activities when given lots of support.	The learner thinks about and changes his or her plan to complete activities with increasing ability when given lots of support.	The learner struggles to think about and change his or her plan to complete activities even when given lots of support.
Collaborates using digital tools (2) Communication and collaboration. The student collaborates and communicates both locally and globally	2(A) use communication tools that allow for anytime, anywhere access to interact, collaborate, or publish with peers locally and globally;	The learner consistently shares ideas with people in the school and far away using technology tools when given lots of support.	The learner shares ideas with people in the school and far away with increasing ability when given lots of support.	The learner struggles to share ideas with people in the school and far away even when given lots of support.

<p>using digital tools and resources to reinforce and promote learning. The student is expected to:</p>	<p>2(B) participate in digital environments to develop cultural understanding by interacting with learners of multiple cultures;</p>	<p>The learner consistently learns about other people and cultures by sharing with them using technology tools when given lots of support.</p>	<p>The learner learns about other people and cultures by sharing with them using technology tools with increasing ability when given lots of support.</p>	<p>The learner struggles to learn about other people and cultures by sharing with them using technology tools even when given lots of support.</p>
	<p>2(C) format digital information, including font attributes, color, white space, graphics, and animation, for a defined audience and communication medium; and</p>	<p>The learner consistently chooses font, color, pictures, and animation to share what he or she has learned with different groups of people when given lots of support.</p>	<p>The learner chooses font, color, pictures, and animation to share what he or she has learned with different groups of people with increasing ability when given lots of support.</p>	<p>The learner struggles to choose font, color, pictures, and animation to share what he or she has learned with different groups of people even when given lots of support.</p>
	<p>2(D) select, store, and deliver products using a variety of media, formats, devices, and virtual environments.</p>	<p>The learner consistently saves, finds, and uses the projects he or she makes using technology tools when given lots of support.</p>	<p>The learner saves, finds, and uses the projects he or she makes using technology tools with increasing ability when given lots of support.</p>	<p>The learner struggles to save, find, and use the projects he or she makes using technology tools even when given lots of support.</p>
<p>Demonstrates knowledge of technology by using digital tools responsibly</p> <p>(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:</p> <p>(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:</p>	<p>5(A) adhere to acceptable use policies reflecting appropriate behavior in a digital environment;</p>	<p>The learner consistently shows that he or she knows how to follow the rules for using technology tools when given lots of support.</p>	<p>The learner shows that he or she knows how to follow the rules for using technology tools with increasing ability when given lots of support.</p>	<p>The learner struggles to show that he or she knows how to follow the rules for using technology tools even when given lots of support.</p>
	<p>6(A) use appropriate terminology regarding basic hardware, software applications, programs, networking, virtual environments, and emerging technologies;</p>	<p>The learner consistently uses technology vocabulary correctly when given lots of support.</p>	<p>The learner can use technology vocabulary correctly with increasing ability when given lots of support.</p>	<p>The learner struggles to use technology vocabulary correctly even when given lots of support.</p>
	<p>6(B) use appropriate digital tools and resources for storage, access, file management, collaboration, and designing solutions to problems;</p>	<p>The learner can consistently use the correct technology tool to save, find, organize, and solve problems when given lots of support.</p>	<p>The learner uses the correct technology tool to save, find, organize, and solve problems with increasing ability when given lots of support.</p>	<p>The learner struggles to use the correct technology tool to save, find, organize, and solve problems even when given lots of support.</p>

	<p>6(C) perform basic software application functions, including opening an application and creating, modifying, printing, and saving files;</p>	<p>The learner consistently opens a program and creates, changes, prints and saves the activities he or she creates when given lots of support.</p>	<p>The learner opens a program and creates, changes, prints and saves the activities he or she creates with increasing ability when given lots of support.</p>	<p>The learner struggles to open a program and create, change, print and save the activities he or she creates even when given lots of support.</p>
	<p>6(D) use a variety of input, output, and storage devices;</p>	<p>The learner consistently uses tools like the keyboard, mouse, printer, and H drive when using technology when given lots of support.</p>	<p>The learner uses tools like the keyboard, mouse, printer, and H drive when using technology with increasing ability when given lots of support.</p>	<p>The learner struggles to use tools like the keyboard, mouse, printer, and H drive when using technology even when given lots of support.</p>
	<p>6(E) use proper keyboarding techniques such as ergonomically correct hand and body positions appropriate for Kindergarten-Grade 2 learning;</p>	<p>The learner consistently finds keys on the left side of the keyboard with his or her left hand and right side of the keyboard with his or her right hand when given lots of support.</p>	<p>The learner finds keys on the left side of the keyboard with his or her left hand and right side of the keyboard with his or her right hand with increasing ability when given lots of support.</p>	<p>The learner struggles to find keys on the left side of the keyboard with his or her left hand and right side of the keyboard with his or her right hand even when given lots of support.</p>
	<p>6(F) demonstrate keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys appropriate for Kindergarten-Grade 2 learning; and</p>	<p>The learner consistently uses letters, numbers, punctuation, symbols, the space bar, shift, tab, and enter when he or she types when given lots of support.</p>	<p>The learner uses letters, numbers, punctuation, symbols, the space bar, shift, tab, and enter when he or she types with increasing ability when given lots of support.</p>	<p>The learner struggles to use letters, numbers, punctuation, symbols, the space bar, shift, tab, and enter when he or she types even when given lots of support.</p>
	<p>6(G) use the help feature online and in applications.</p>	<p>The learner consistently finds and uses the help section while using technology tools when given lots of support.</p>	<p>The learner finds and uses the help section while using technology tools with increasing ability when given lots of support.</p>	<p>The learner struggles to find and use the help section while using technology tools even when given lots of support.</p>