

## Michigan Educational Technology Standards (METS) - K-8 Checklist by Grade Levels

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class								
<b>Grades K through 2 – Technology Standards and Expectations – (by the end of Grade 2)</b>											
<b>1. Basic Operations and Concepts.</b>											
<b>a. Students demonstrate a sound understanding of the nature and operation of technology systems.</b>											
		<b>K</b>	<b>1</b>	<b>2</b>							
1. Students understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions).											
2. Students identify common uses of technology found in daily life.											
3. Students recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer).											
4. Students identify the functions of the major hardware components in a computer system.											
5. Students discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes).											
6. Students proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group.											
<b>b. Students are proficient in the use of technology.</b>											
		<b>K</b>	<b>1</b>	<b>2</b>							
1. Students use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources).											
2. Students use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story).											
3. Students recognize the functions of basic file menu commands (e.g., new, open, close, save, print).											
<b>2. Social, ethical, and human issues.</b>											
<b>a. Students understand the ethical, cultural, and societal issues related to technology.</b>											
		<b>K</b>	<b>1</b>	<b>2</b>							
1. Students identify common uses of information and communication technologies.											
2. Students discuss advantages and disadvantages of using technology.											
<b>b. Students practice responsible use of technology systems, information, and software.</b>											
		<b>K</b>	<b>1</b>	<b>2</b>							
1. Students recognize that using a password helps protect the privacy of information.											
2. Students discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g., computers, phones, 911, internet, email) at home or at school.											
3. Students discuss the consequences of irresponsible uses of technology resources at home or at school.											
<b>c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</b>											
		<b>K</b>	<b>1</b>	<b>2</b>							
1. Students understand that technology is a tool to help them complete a task.											
2. Students understand that technology is a source of information, learning and entertainment.											
3. Students can identify places in the community where one can access technology.											









## Michigan Educational Technology Standards (METS) – 3<sup>rd</sup> to 5<sup>th</sup> Checklist

**O** = Teacher Observation

**P** = Portfolio Evidence

**A** = Formal Assessment

**C** = Technology Literacy Class

<b>Grades Three through Five – Technology Standards and Expectations – (by the end of Grade 5)</b>									
<b>5c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.</b>									
			3	4	5				
1. Students identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource.									
2. Students compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results.									
<b>6. Technology problem-solving and decision-making tools</b>									
<b>a. Students use technology resources for solving problems and making informed decisions.</b>									
1. Students use technology resources to access information that can assist [them] in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase).									
<b>b. Students employ technology in the development of strategies for solving problems in the real world.</b>									
1. Students use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving real-life problems (personal or community).									



## Michigan Educational Technology Standards (METS) - 6<sup>th</sup> to 8<sup>th</sup> Checklist

<b>O = Teacher Observation</b>	<b>P = Portfolio Evidence</b>	<b>A = Formal Assessment</b>	<b>C = Technology Literacy Class</b>							
<b>2c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</b>								<b>6</b>	<b>7</b>	<b>8</b>
1. Students use technology to identify and explore various occupations or careers.										
2. Students discuss uses of technology (present and future) to support personal pursuits and lifelong learning.										
3. Students identify uses of technology to support communication with peers, family, or school personnel.										
<b>3. Technology productivity tools</b>										
<b>a. Students use technology tools to enhance learning, increase productivity, and promote creativity.</b>								<b>6</b>	<b>7</b>	<b>8</b>
1. Students apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.										
2. Students use a variety of resources, including the internet, to increase learning and productivity.										
3. Students explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing).										
4. Students use available utilities for editing pictures, images, or charts.										
<b>b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</b>								<b>6</b>	<b>7</b>	<b>8</b>
1. Students use collaborative tools to design, develop, and enhance materials, publications, or presentations.										
<b>4. Technology communications tools</b>										
<b>a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</b>								<b>6</b>	<b>7</b>	<b>8</b>
1. Students use a variety of telecommunication tools (e.g., e-mail, discussion groups, IM, chat rooms, blogs, video-conferences, web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences.										
<b>b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</b>								<b>6</b>	<b>7</b>	<b>8</b>
1. Students create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience.										
<b>5. Technology research tools</b>										
<b>a. Students use technology to locate, evaluate, and collect information from a variety of sources.</b>								<b>6</b>	<b>7</b>	<b>8</b>
1. Students use a variety of Web search engines to locate information.										
2. Students evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness.										
3. Students can identify types of internet sites based on their domain names (e.g., edu, com, org, gov, au).										
<b>b. Students use technology tools to process data and report results.</b>								<b>6</b>	<b>7</b>	<b>8</b>
1. Students know how to create and populate a database.										
2. Students can perform queries on existing databases.										
3. Students know how to create and modify a simple database report.										
<b>c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.</b>								<b>6</b>	<b>7</b>	<b>8</b>
1. Students evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task.										





## Michigan Educational Technology Standards (METS) - 9<sup>th</sup> to 12<sup>th</sup> Checklist

**O** = Teacher Observation

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**A** = Formal Assessment

**C** = Technology Literacy Class

<b>Grades Nine through Twelve – Technology Standards and Expectations – (by the end of Grade 12)</b>					
<b>1. Basic Operations and Concepts</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
<b>a. Students demonstrate a sound understanding of the nature and operation of technology systems.</b>					
6. Students discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software).					
7. Students identify the capabilities and limitations of emerging communication resources.					
8. Students understand the importance of both the predictable and unpredictable impacts of technology.					
9. Students identify changes in hardware and software systems over time and discuss how these changes might affect them personally in their role as a lifelong learner.					
10. Students understand the purpose, scope, and use of assistive technology.					
11. Students understand that access to online learning increases educational and workplace opportunities.					
<b>b. Students are proficient in the use of technology.</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
9. Students will be provided with the opportunity to learn in a virtual environment as a strategy to build 21 <sup>st</sup> century learning skills.					
10. Students understand the relationship between electronic resources, infrastructure, and connectivity.					
11. Students will routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency.					
12. Students assess and solve hardware and software problems by using online help or other user documentation and support.					
13. Students identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav).					
14. Students demonstrate how to import/export text, graphics, or audio files.					
15. Students proofread and edit a document using an application's spelling and grammar checking functions.					
<b>2. Social, ethical, and human issues</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
<b>a. Students understand the ethical, cultural, and societal issues related to technology.</b>					
5. Students identify legal and ethical issues related to use of information and communication technology.					
6. Students analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses.					
7. Students discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society.					
8. Students discuss the possible consequences and costs of unethical uses of information and computer technology.					

## Michigan Educational Technology Standards (METS) - 9<sup>th</sup> to 12<sup>th</sup> Checklist

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<b>2. Social, ethical, and human issues</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
<b>b. Students practice responsible use of technology systems, information, and software.</b>					
3. Students identify ways that individuals can protect their technology systems from unethical or unscrupulous users.					
4. Students demonstrate the ethical use of technology as a digital citizen and lifelong learner.					
5. Students explain the differences between freeware, shareware, and commercial software.					
6. Students adhere to fair use and copyright guidelines.					
7. Students create appropriate citations for resources when presenting research findings.					
8. Students adhere to the district acceptable use policy as well as state and federal laws.					
<b>c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
4. Students explore career opportunities and identify their related technology skill requirements.					
5. Students design and implement a personal learning plan that includes technology to support his/her lifelong learning goals.					
<b>3. Technology productivity tools</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
<b>a. Students use technology tools to enhance learning, increase productivity, and promote creativity.</b>					
5. Students complete at least one online credit, or non-credit, course or online learning experience.					
6. Students use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).					
7. Students have access to and utilize assistive technology tools.					
8. Students apply advanced software features such as an application's built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations.					
9. Students use an online tutorial and discuss the benefits and disadvantages of this method of learning.					
10. Students develop a document or file for inclusion into a web site or web page.					
11. Students use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentation, publication, or other creative work).					
12. Students have the opportunity to participate in real-life experiences associated with technology-related careers.					
<b>b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
2. Students identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project.					

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<b>O = Teacher Observation</b>	<b>P = Portfolio Evidence</b>	<b>A = Formal Assessment</b>	<b>C = Technology Literacy Class</b>			
<b>4. Technology communications tools</b>		<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
<b>a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</b>						
2. Students identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality).						
3. Students use available technologies (e.g., desktop conferencing, e-mail, groupware, instant-messaging) to communicate with others on a class assignment or project.						
4. Students collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet applications.						
5. Students plan and implement a collaborative project using telecommunications tools (e.g., groupware, interactive web sites, videoconferencing).						
<b>b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</b>		<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
2. Students use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences.						
<b>5. Technology research tools</b>		<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
<b>a. Students use technology to locate, evaluate, and collect information from a variety of sources.</b>						
4. Students compare, evaluate, and select appropriate internet search engines to locate information.						
5. Students determine if online sources are authoritative, valid, reliable, relevant, and comprehensive.						
6. Students distinguish between fact, opinion, point of view, and inference.						
7. Students evaluate resources for stereotyping, prejudice, and misrepresentation.						
<b>b. Students use technology tools to process data and report results.</b>		<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
4. Students formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research findings.						
<b>c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.</b>		<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
2. Students develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys).						
<b>6. Technology problem-solving and decision-making tools</b>		<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
<b>a. Students use technology resources for solving problems and making informed decisions.</b>						
2. Students use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning.						
3. Students describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, and field experts.						
<b>b. Students employ technology in the development of strategies for solving problems in the real world.</b>		<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
2. Students formulate a research question or hypothesis, then use appropriate information and communication technology resources to collect relevant information, analyze the findings, and report the results to multiple audiences.						