

SWYK Digital Citizenship Assessment

As a student, you are responsible for understanding and comprehending what your teacher and the state of Indiana say you should know. Beyond that, there are many options to show that you truly understand the content. The purpose of this assignment is to give you an opportunity to show what you know in any media or method. A few past examples have been the following:

- Create a video
- Infomercial
- Movie trailer
- Children's Book/Alphabet Book
- Journal/Diary/Blog/Character Scrapbook
- Social Media Account: Twitter, Instagram, Facebook, Pinterest
- Skit/Talk Show/Interview
- Poster/Advertisement
- Comic Strip
- Board Game/Online Game
- Written Paper
- Original Song/Soundtrack

Domain - Digital Citizenship Core Standard 5

Students integrate technology in a social, legal, ethical, and safe manner to be lifelong digital citizens.

Standards

- MLB---5.1 Differentiate between appropriate technology uses in various environments such as school, home, and work
- **MLB---5.2 Discuss and explain responsible uses of technology and the consequences for choosing to participate in illegal activities such as plagiarism, piracy, and violating copyright/fair use**
- **MLB---5.3 Identify the characteristics and consequences of cyberbullying**
- MLB---5.4 Synthesize and demonstrate rules of digital netiquette
- **MLB---5.5 Investigate the risks and practice safe, legal, ethical, and responsible use of technology and the Internet**
- MLB---5.6 Create strong passwords, learn strategies to avoid scams and schemes, and analyze privacy policies
- **MLB---5.7 Recognize and explain the need for protecting privacy in order to preserve an online digital footprint**
- MLB---5.8 Investigate the risks of improper use of technology as it relates to the health and wellness of the user

The possibilities are limitless, and you are only hindered by your own imagination. Focus on what you are good at, something you enjoy creating. Many of you are artists, writers, or builders. Use your strengths as a medium to show what you know about at least four of the above standards. List them below:

Insert Standards Here!!

Some tips:

- Look at each of the standards and make sure you understand what is being asked of the standard.
- Think about **key terms**. Be sure to incorporate those in your work.
- Be creative. Wow me. Give me something new that I've never seen before. You are all talented; show me your talents.
- Be detail oriented.
- Focus on substance. I'd rather have a 5-minute video that focuses on what the standard requests than an expensive/fancy project that has no substance. If you have questions on an appropriate media, see me.

See the RUBRIC on the next page or on Canvas for specific indicators for which I am grading:

- Addressing Standards (50 points)
- Using Appropriate Media (10 points)
- Demonstrating Creativity (10 points)
- Demonstrating Effort (10 points)
- Mastering the Intangibles (5 points)

DEADLINES

- Project Proposal: _____
- Student Work Days: _____
- Completed Assessment: _____

Notes:

- You may choose to work alone, with a partner, or in a group of three.
- There will be absolutely NO exceptions as to the final deadline of this assessment. It MUST be submitted via the online classroom (PDF or external link) or turned in as a hardcopy by deadline.
- Technology excuses will not be accepted. Use a tool that you are comfortable with and familiar with.
- If you are working with another student(s), do not let an absence provide you with an excuse. Use Google Docs and/or email one another class/project materials.
- Troubleshoot and figure it out ☺.

SWYK Nonfiction					
Addressing the standards: Key Ideas and Textual Support (Textual Evidence)	Cites sufficient, specific textual evidence, from throughout the text, clearly connecting to a supporting relevant points in the analysis (10pts)	Cites sufficient, specific textual evidence, generally supporting relevant points in the analysis (8pts)	Cites some sufficient, specific textual evidence to support analysis of a text (6pts)	Cites only general evidence to support the analysis of a text (e.g. topic, event, etc.). (4pts)	Relies only on personal opinion and experience to analyze a text (2pts)
Addressing the standards: Key Ideas and Textual Support (Central Ideas)	Analyzes how an implicit overarching idea develops across the text, including describing some of the ways in which supporting ideas, reasons, and evidence help build this idea. (10pts)	Analyzes how two or more central ideas are introduced and, through the use of details and examples build across the text. (8pts)	Attempts an analysis of two or ore central ideas. May only analyze one central idea, or may mostly explain rather than analyze the use of details and examples in the text. (6pts)	Explains how particular details convey a central idea, noting mostly explicit connections. Some details are mentioned without explanation of their role in the text. (4pts)	Although ideas presented in the text are mentioned, there is no connection established. (2pts)
Addressing the standards: Textual Support (Overall Content)	Student effectively analyzes how the author develops the ideas or claims using specific moments in the text. Strong connections are made between the author's series of ideas and/or events. (10pts)	Student effectively analyzes how the author develops the ideas or claims using specific moments in the text. Some connections are made between the author's series of ideas and/or events. (8pts)	Student analyzes how the author develops the ideas or claims over the course of the text. No connections are made between the author's series of ideas and/or events. (6pts)	Student inaccurately analyzes how the author develops the ideas or claims over the course of the text. (4pts)	Student is unable to analyze how the author develops the ideas or claims over the course of the text. (2pts)
Addressing the standards: Key Ideas and Textual Support (Structure and Organization)	Full Marks (10pts)	Rating Description (8pts)	Rating Description (6pts)	Rating Description (4pts)	No Marks (2pts)
Addressing the Standards: Key Ideas and Textual Support (Author's Claim)	Explicitly evaluates the argument, provides clear and sufficient reasons and analysis for the evaluation. (10pts)	Explicitly evaluates the argument and provides partial reasons and analysis for the evaluation (8pts)	Explicitly evaluates the argument by endorsing or rejecting it, but does not provide reasons or analysis. (6pts)	Evaluates the argument in a text implicitly by using its points or evidence. (4pts)	Does not evaluate the argument. (2pts)
Using Appropriate Media	Creates products using innovative tools to compose illustrate and communicate original ideas or research (10pts)	Creates products using tools to compose, illustrate, and communicate information (8pts)	Attempts to create a product using tools to compose, illustrate and communicate information but does not complete (6pts)	Does not attempt tor does not understand how to utilize tools. (2pts)	
Demonstrating Creativity	The work is highly creative. The ideas/materials/methods used are imaginative and effective. There is attention to detail. A clear and confident voice and style are present. (10pts)	The work is creative. The ideas/materials/methods used are effective. A voice and style are present. (8pts)	The work is somewhat creative. The ideas/mate4rials/methods used show signs of imagination and personal style (6pts)	The work is not very creative. The approach is trite and the ideas clichéd, leading to a flat and predictable performance. There is little sense of creator's touch, voice, or style here. (4pts)	
Demonstrating Effort	The product is above and beyond what was expected. Overall the product demonstrates that thought, hard work, critical thinking and time was put forth. (10pts)	Overall the product demonstrates that thought, hard work, critical thinking and time was put forth. (8pts)	Overall the product demonstrates that not much thought, hard work, critical thinking and time was put forth. There is a lack of creativity in the overall creation. (5pts)	Overall the product demonstrates that thought, hard work, critical thinking and time was not put forth. There is a lack of creativity in the overall creation. It was thrown together. (4pts)	
Mastering the Intangibles	Grammar, spelling, punctuation, and other small details are all accurate or contain 1 error. (5pts)	Grammar, spelling, punctuation, and other small are mostly accurate or contains 2-4 error (4pts)	Grammar, spelling, punctuation, and other small details are partially accurate or contain 5-7 errors (3pts)	Grammar, spelling, punctuation, and other small details are inaccurate. (2pts)	
Total:					/85