The <school district name> requires an integrated approach to the use of 21st century tools, including, but not limited to digital technology and communication tools, within all curriculum areas through the adoption of information and communication technologies literacy (ICT) program in grades K - 12 that provides opportunities at developmentally appropriate levels for students to:

1 Develop knowledge of ethical, responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making;
2 Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of:
 2.1 Reading;
 2.2 Mathematics;
 2.3 English and language arts;
 2.4 Science;
 2.5 Social studies, including civics, government, economics, history, and geography;
 2.6 Arts; and
 2.7 World languages;
3 Use 21st century tools to develop cognitive proficiency in:
 3.1 Literacy;
 3.2 Numeracy;
 3.3 Problem solving;
 3.4 Decision making; and
 3.5 Spatial / visual literacy;
4 Use 21st century tools to develop technical proficiency at a foundational knowledge level in:
 4.1 Hardware;
 4.2 Software applications;
 4.3 Networks; and
 4.4 Elements of digital technology; and
5 Create digital portfolios which:
 5.1 Address the following components:
 5.2 Basic operations and concepts;
 5.3 Social, ethical, and human issues;
 5.4 Technology productivity tools;
 5.5 Technology communications tools;
 5.6 Technology research tools; and
 5.7 Technology problem solving and decision-making tools;

Digital Portfolio

- Portfolio requirements
  - Digital portfolio artifacts will include
    - Standardized tests;
    - Observation;

- Student work;
- Comments describing a student's reflection on his/her work.
  - Portfolios represent cumulative work.
  - Teachers will review the portfolios, using a locally developed assessment rubric, in order to determine competency.
  - While the portfolio is being constructed, it is considered part of a student's record.
  - When competency has been achieved using a portfolio and the resulting grade(s) appear on a student's transcript, the digital artifacts within a portfolio will be copied to digital media (e.g., CD-ROM or DVD) and be given to the student.
  - Once a student has received a digital copy of his/her portfolio, all associated files will be removed from district servers.

- Grades K-8 Portfolios
  - Students must complete a digital portfolio which demonstrates their competency in the use of 21st Century Learning Tools in the context of core subject areas. Portfolios will be assessed using a rubric designed to meet state ICT standards.
  - A successfully completed 8th grade portfolio assures the student that they do not have to take a beginning ICT course in high school and provides them the prerequisite for more advanced ICT high school work.
- Grades 9-12 Portfolios
  - Students must complete a digital portfolio which demonstrates their competency in the use of 21st Century Learning Tools in the context of core subject areas. Portfolios will be assessed using a rubric designed to meet state ICT standards.
  - High school students may submit their high school level portfolio as evidence of competency, or, instead may complete a half credit course in which the culminating experience is to create a digital portfolio
  - Topics to be addressed by an advanced high school course:
    - Use of productivity and web-based software
    - Use of multimedia software and equipment
    - Configuring computers and networks
    - Programming concepts

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Law Reference: Ed 306.42
Appendix Reference:
Date Adopted:
Revision Dates:
Last Review Date: