



Details

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General Information

Civic Objective#:	47	Program Year:	2018-2019
Civic Objective:	Identify strategies and resources to effectively use the Internet safely.		
TOPSpro Form #:	047	AAP #:	47.1
Assessment Type:	Oral, Written		
Level Range			
From:	Beginning Low	To:	Advanced

Language and Literacy Objectives

Language and literacy objectives with an asterisk (*) are suitable for beginning low level students.	
1	*Identify and categorize common uses of the Internet (e.g email, shopping, social networking).
2	Research, read and summarize literature pertaining to online ethics and the effects of the Internet on society and culture.
3	Read about and/or discuss issues, consequences & solutions related to using the Internet at home, school or work.
4	*Identify common online safety issues and crimes (e.g. copyright infringement, plagiarism, fraud, identity theft, victimization of children,).
5	* Identify vocabulary and/or describe actions and precautions that can be taken to reduce online risks such as identity theft, victimization of children (e.g. change password frequently).
6	Demonstrate the ability to read and interpret user agreements, change user privacy settings and or complete other actions on the computer that promote safe use.

Additional Assessment Plan Tasks

Task: 1	
Description:	Identify Internet Uses (6 items, 12 points possible) Student will label and/or describe (orally or in writing) up to 6 pictures (BL = 4; BH = 6) depicting common uses of the Internet (such as online shopping, doing research, chatting)

with friends) and Internet-safety problems (such as downloading a virus). Student will label each picture using words (BL) or phrases (BH).

Points Possible: 12 **Level:** Beginning Low - Beginning High

Scoring Rubric	Points
Picture is correctly and comprehensibly describe or labeled.	2
Picture is incorrectly or incomprehensibly labeled or no picture.	0

Task: 2

Description: List Successful Online Safety Tips (5 items, 10 points possible)
Student will list 5 precautions they can take (or parents can help their children take) to avoid online risks and use the Internet safely (BL – label pictures of the 5 things with appropriate vocabulary words; BH – write a short phrase, e.g. “change password often”).

Points Possible: 10 **Level:** Beginning Low - Beginning High

Scoring Rubric	Points
Content	
Statement is appropriate, clear, complete, and has correct content. There may be errors but they do not interfere with meaning.	2
Statement is appropriate and has correct content. It may be partially complete. There may be errors that interfere with meaning, but the statement can be understood with inference.	1
Statement is inappropriate, incomprehensible, or incorrect, or there is no statement.	0

Task: 3

Description: Read & Interpret Privacy Settings (6 items, 12 points possible)
Given an adapted, authentic set of privacy settings, student responds orally or in writing to up to 6 level-appropriate questions (IL=5, IH/A=6), such as:

- How can you control who sees your postings on this site?
- Does the company have permission to share your personal information with 3rd parties?
- Will advertising be targeted toward you while using this site?

Points Possible: 12 **Level:** Intermediate Low - Advanced

Scoring Rubric	Points
Answer is appropriate, clear, complete, and has correct content. There may be errors but they do not interfere with meaning.	2
Answer is appropriate and has correct content. It may be partially complete. There may be errors that interfere with meaning, but the answer can be understood with inference.	1
Answer is inappropriate, incomprehensible, or incorrect, or there is no answer.	0

Task: 4

Description:	Write About Internet Safety Student will complete an authentic writing task, such as write an article for a student newsletter about internet safety. In the writing task, the student will include information such as (1) describe a common cyber crime, (2) give detailed examples to illustrate how to prevent it, and (3) give reasons why it is important to prevent that particular cyber crime. <u>Optimally, the writing task will be created on a computer and sent to the assessor electronically.</u>		
Points Possible:	20	Level:	Intermediate Low - Advanced
Scoring Rubric			Points
Content			
Addresses all parts of the task effectively. Ideas are well stated, clearly expressed, and supported with concrete, relevant detail. No inference is required. Written in well-organized paragraph(s).			14
Addresses all parts of the task adequately. Some ideas may not be well stated. Contains some relevant detail. May require minimal inference. Written in adequately-organized paragraph(s).			12
Addresses the task in a general way, but may have gaps. Many ideas may not be well stated. May lack appropriate or sufficient detail or clear focus. May require some inference. May be written in loosely-organized paragraph(s).			10
Addresses the task minimally, but relation to the task is evident. May be unfocused or unclear. Little or no supporting detail. May require a substantial degree of inference. May not be written in paragraph(s).			8
Nothing written, or content is incomprehensible or inappropriate.			0
Grammar, Structure and Mechanics			
Almost no errors in grammar, structure, spelling, capitalization or punctuation.			4
Some errors in grammar, structure, spelling, capitalization or punctuation that do not distract the reader.			3
Many errors in grammar, structure, spelling, capitalization or punctuation that may require the reader to infer meaning.			2
Errors make the writing difficult to understand even with inference.			0
Legibility, Neatness, and Spelling			
Has a title, uses appropriate indentations, etc. Writing is neat and legible.			2
Uses appropriate indentations. May be legible, but not neat.			1
Does not have a title, does not use appropriate indentations, etc., and/or writing is neither legible nor neat.			0

Rating Scale

Total Points Possible:	32
Advanced:	28
Intermediate High:	24
Intermediate Low:	20
Beginning High:	16
Beginning Low:	12
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