

## Meeting NCLB Technology Literacy Requirements

The portion of the No Child Left Behind (NCLB) Act known as the “Enhancing Education Through Technology Act of 2001” (E2T2) has one primary goal—to assist every student in crossing the digital divide by ensuring that they are technologically literate by the time they finish the eighth grade, regardless of their race, ethnicity, gender, family income, geographic location, or disability.

To meet this requirement, the Michigan Office of Grants and Education Technology is asking districts how they plan to determine technology literacy, which is defined by the State Education Technology Directors Association as “the ability to responsibly use appropriate technology to communicate; solve problems; and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.”

Districts will be required to certify in the Michigan Electronic Grant System (MEGS) that they are working toward the goal of having every 8th grader be technologically literate by reporting the percentage of students who meet the above definition. The report must be submitted by June 30, 2006. The Michigan Department of Education (MDE) is developing technology standards that will be based on those created by the International Society for Technology in Education (ISTE). The standards should form the basis of what constitutes a technologically literate student. The standards can be reviewed at [www.techplan.org](http://www.techplan.org).

Following are some commonly asked questions that were excerpted from an MDE fact sheet on eighth grade technology literacy. The answers may help begin to address some of the questions and concerns surrounding the standards, administration, and reporting requirements of the E2T2. The full FAQ is available at [www.techplan.org/FAQsTechLiteracyRequirement.pdf](http://www.techplan.org/FAQsTechLiteracyRequirement.pdf).

### Michigan Eighth Grade Technology Literacy Questions and Answers Excerpted from the MDE’s FAQ



**Q1:** Will the state require schools to administer a formal assessment to determine if their eighth-grade students are technologically literate?

**A1:** The MDE has no plan to require a school district to administer any type of assessment to test for technology literacy skills. The local district will make the determination of how student technology literacy is determined.

**Q2:** Will a school district be required to report the progress of their eighth-grade students' achievement of technology literacy by the end of the 2005/2006 school year?

**A2:** Yes. You are required to certify in MEGS that you are working toward the goal that every eighth grader is technologically literate and report the percentage of your students who are technologically literate.

**Q3:** Will the MDE provide districts with a definition of a "technologically literate student?"

**A3:** It is recommended that districts use the definition crafted by the State Education Technology Directors Association (SETDA), which states that "technology literacy is the ability to responsibly use appropriate technology to communicate; solve problems; and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century."

**Q4:** Will the MDE provide districts with any guidelines or suggestions for measuring student technology literacy?

**A4:** Yes. We are aware that there are various methods that can be used to demonstrate technology literacy. Some suggestions and related links follow.

- **Knowledge based assessments:**

- Summative or formative tests
- ISTE/Microsoft Assessment (formative)
- ISTE/ICDL/Vantage Learning online assessment
- NCRTEC online assessment (currently under development, ready in late spring 2005)
- Completion of Computer Literacy Class

- **Performance based assessments:**

- Teacher observations
- Checklists (Example checklist from NCRTEC)
- Artifacts

- **Portfolio based assessments:**

- Student reflective narratives
- Collection of artifacts
- Digital or paper portfolios

For more information on assessment, please review the REMC Tool Kit at [www.remctoolkit.org/wiki/index.php/NCLB\\_Technology\\_Literacy\\_Requirements](http://www.remctoolkit.org/wiki/index.php/NCLB_Technology_Literacy_Requirements).

**Q5:** Will the MDE require some type of formal authentication?

**A5:** No. No formal MDE authentication procedure is envisioned at this time. Federal requirements, if imposed, may require authentication in the future.

**Q6:** What documentation will be expected from the MDE?

**A6:** It will be up to the district to determine the most efficient method for documenting the technology literacy of their students. Documentation, at a minimum, should be able to disaggregate data to the individual student level.

**Q7:** What are the consequences if a district does not certify in MEGS?

**A7:** There is no indication at this time that failure to certify the technology literacy levels of eighth-grade students will result in a reduction or loss of federal grant funding for the district.

**Q8:** Is there a Web site that we can reference for additional information regarding technology literacy?

**A8:** Yes. Please visit [techplan.org/literacy.html](http://techplan.org/literacy.html) for links to a wide variety of sites relating to technology literacy.

**Q9:** To whom should we direct questions regarding eighth grade student technology literacy?

**A9:** Please contact either Barbara Fardell ([fardellb@michigan.gov](mailto:fardellb@michigan.gov)) or Ron Faulds ([fauldsr@michigan.gov](mailto:fauldsr@michigan.gov))

## Technology Literacy Suggestions for Students Who are Administered the MI-Access Supported Independence and Participation Assessments

All students should have access to technology that is appropriate for their educational placement and functioning. As the definition of "technology literacy" implies, the idea is to enable students to access and apply appropriate technology to improve learning and acquire lifelong knowledge and skills. Even students with moderate to severe cognitive impairment, such as those taking part in the MI-Access Supported Independence and Participation assessments, use assistive or instructional technology. For example, they might use button-activated recording devices to communicate single words or short phrases, use mobility devices, or view information presented on a computer. These are types of knowledge and skills that Individualized Education Program (IEP) Teams and teachers may consider and implement based on the individual needs of students, and are appropriate to think about when assessing and reporting on each student's technology literacy. Most students participating in Functional Independence (for students with mild cognitive impairment) should be able to be assessed in a manner similar to their non-disabled peers.

As noted in the excerpts from the Michigan Department of Education's Frequently Asked Questions, there are many methods that can be used to assess a student's technology literacy. Teacher observations, checklists, and digital or paper portfolios are some of the types of assessments that are commonly used with students classified as cognitively impaired. These students will not be required to take a formal paper and pencil or computer-based assessment, but they can be evaluated on the technology they already use, in ways that are non-disruptive to the environment and appropriate for the population. The issue of submitting reports on the progress of eighth-grade students can be problematic for students who are listed in the Single Record Student Database (SRSD) as ungraded. To make the determination of when to report on such a student, IEP Teams should consult the *MI-Access Assessments for Ungraded Students* table in the article called "Tools for Determining Participation in State Assessment," which is included in this issue of *The Assist*.