

STUDENT PROGRESS	<p>Targets:</p> <p>The following checklist is designed to collect information about a student’s baseline knowledge and acquisition of mobile learning skills with a focus on the essential skills defined by the Framework for 21st Century Learning.</p>
------------------	--

21st Century Learning:

The following skills reflect abilities which are specific to mobile learning in relation to 21st Century student readiness.

Mobile Learning Educator

Student (Name) Date

Scoring:

1. Note the date of progress monitoring.
2. Assign a date and checkmark ✓ to all **mastered** targets.
*Refer to previous Student Progress reports to reflect previously mastered targets and dates.
3. Assign “Ability Level” to remaining **targets.**
D = Dependent (Requires full assistance)
DI = Developing Independence (Emerging)
I = Independent (Consistent without support)
N/A = Not Applicable
4. Assign a checkmark if “target” is mastered.
5. Complete new Student Progress report for each progress monitoring date.

Date	Ability Level	Target	Mastered
1/1/15	I	EXAMPLE target	✓
		LEARNING & INNOVATION SKILLS	
		CRITICAL THINKING & PROBLEM SOLVING	
		1. Demonstrate understanding of cause/effect when interacting with technology.	
		2. Demonstrate joint attention with the facilitator while engaging in technology activities.	



Date	Ability Level	Target	Mastered
		3. Identify choice technology activities through picture symbol recognition or auditory prompt related to technology (music/sounds related to software application, text to speech prompt, etc).	
		COMMUNICATION & COLLABORATION	
		4. Request help while interacting with technology (verbal or non-verbal, e.g. body language/gestures, picture symbol, AAC).	
		5. Use tablet AAC software application to communicate basic wants/needs.	
		6. Effectively use email, text messaging, and/or instant message to communicate.	
		CREATIVITY & INNOVATION	
		7. Use software applications to creatively express ideas & information.	
		INFORMATION MEDIA & TECHNOLOGY SKILLS	
		INFORMATION LITERACY	
		8. Identify and locate choice technology activities.	
		9. Follow directions (written or auditory) to effectively engage with software applications.	
		MEDIA LITERACY	
		10. Demonstrate interest and engagement with digital books.	
		11. Associate text with symbols while engaging with an interactive digital book.	
		12. Control story pace while engaging with an interactive digital book.	
		13. Use technology to organize and share information with others.	
		14. Create unique media using technology.	
		15. Independently & accurately provide personal information (name, age, etc.) through a variety of options (keyboard, text to speech, etc.).	



Date	Ability Level	Target	Mastered
		ICT (INFORMATION, COMMUNICATIONS, AND TECHNOLOGY) LITERACY	
		16. Effectively control basic technology hardware functions.	
		17. Effectively use assistive supports (text to speech, switch control, visual/ audio scanning, etc) to access technology. Specify:	
		18. Take digital photos and access them from photo storage.	
		19. Include digital photos in a variety of software applications to illustrate thoughts and ideas.	
		20. Record video files and access them from video storage.	
		21. Use a variety of software application(s) to complete academic assignments.	
		LIFE AND CAREER SKILLS	
		FLEXIBILITY AND ADAPTABILITY	
		1. Transition from technology to other activities with minimal behavior supports.	
		INITIATIVE AND SELF-DIRECTION	
		2. Independently complete tasks by following digital visual schedules.	
		3. Appropriately and consistently use Finger Isolation when engaging with a touch screen.	
		4. Identify and make adjustments for optimal interaction with technology (i.e. location of device, volume settings, physical environment, postural changes) Specify:	
		5. Independently seek information for personal learning using technology (utilize informational apps, conduct internet searches to resolve a question.)	
		SOCIAL AND CROSS-CULTURAL SKILLS	
		6. Independently employ tablet AAC to initiate conversations and social interactions with communication partners.	
		7. Demonstrate effective Turn Taking during group technology activities.	



<i>Date</i>	<i>Ability Level</i>	<i>Target</i>	<i>Mastered</i>
		PRODUCTIVITY AND ACCOUNTABILITY	
		8. Identify software applications which are ability appropriate.	
		9. Independently use employ technology to support organizational skills for tasks and/or activities.	
		LEADERSHIP AND RESPONSIBILITY	
		10. Provide technology support to peers upon request.	
		11. Use technology responsibly and ethically.	

American Association of School and Librarians (AASL) (2007). Standards for the 21st Century Learner. Chicago: Author.

Oliver, R. & Towers, S. (2000). Benchmarking ICT literacy in tertiary learning settings. In R. Sims, M. O'Reilly & S. Sawkins (Eds). Learning to choose: Choosing to learn. Proceedings of the 17th Annual ASCILITE Conference (pp 381-390). Lismore, NSW: Southern Cross University Press.
http://www.ascilite.org.au/conferences/coffs00/papers/ron_oliver.pdf

