

Portfolio Planning Worksheet: Principles of Information Technology

This resource is designed to support districts implementing portfolios as a student growth measure for one or more of their teacher categories. It focuses on portfolios for Principals of Information Technology but may be used as a template for any subject and/or grade level. Additionally, it is meant to be used in tandem with the *Portfolio Planning and Implementation Webinar*.

PART A: CURRICULAR CONTENT FOCUS

1. What are the most important skills I develop in students through this course?

The most important skills that I develop in students through this course are computer literacy, adapting to emerging technologies, and preparing students for a rapidly evolving workplace environment.

2. How will I assess my students to understand where they are in respect to these skills upon entering and then leaving my class?

Upon entering my class students will vary in their understanding of information technology. Some students will have a deep understanding of Information technology and use it daily while some students may have only a cursory understanding. To determine their proficiency with their understanding and proficiency in IT students will complete an IT knowledge assessment and select skills tests. Based on the results of the assessments students will be placed on a rubric to determine their BOY proficiency and set an EOY proficiency goal.

3. Based on where my students are with these skills, where should they be at the end of the course if I provide effective instruction?

If I provide effective instruction my students should understand the dynamic IT job market. Students will be able to utilize software for word processing, presentation management, spreadsheets, and web design at a fundamental level. Students will be prepared to enter subsequent courses in the Information Technology CTE Career Cluster.

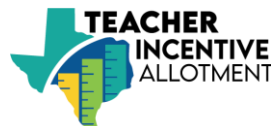
PART B: TEKS SELECTION AND JUSTIFICATION

1. **List the TEKS** to include in student portfolios to measure their growth. Include those that persist throughout the course and have transferability – the knowledge and skills that lead to success in the current course that have lifelong application.
2. **Explain the importance of these TEKS.** How do these skills persist or transfer to other life experiences?

List of TEKS

TEKS	§130.302. Principles of Information Technology (One Credit), Adopted 2015.
2(B)	<u>Research</u> careers of personal interest along with the education, job skills, and experience required to achieve personal career goals; and
3(A)	<u>Identify and describe</u> functions of various evolving and emerging technologies.
7(C)	The student applies word-processing technology. The student is expected to <u>create</u> professional documents such as memorandums, technical manuals, or proposals using advanced word-processing features.
8(C)	<u>Use</u> student-created and preprogrammed functions to <u>produce</u> documents such as budget, payroll, statistical tables, and personal checkbook register;
11(B)	<u>Create, save, edit, and produce</u> presentations incorporating advanced features such as links, hyperlinks, audio, and graphics.
12(E)	<u>Create</u> a web page containing links, graphics, and text using appropriate design principles.

Explanation of the Importance of TEKS Used



As part of the Information Technology cluster, this course is specifically designed to offer insight into the fundamentals of Information Technology. The TEKS selected will not only provide the technical knowledge of computers and emergent technology, but also the skills of creating and editing presentations, spreadsheets, and word processing utilizing various software while exploring future careers in Information Technology.

PART C: TEKS BREAKDOWN & PLANNING FOR RUBRIC ASSIGNMENTS, PROJECTS, AND/OR PERFORMANCES

In column 1, list the TEKS again, and for each one, describe in your own words the actions students are asked to perform. In column 2, list what assignments, projects, and/or performances you will have students complete to demonstrate their skill level with these TEKS. Include examples of the artifacts or evidence that you will include in the portfolio to demonstrate the knowledge and skill.

EXAMPLE: [§130.302. Principles of Information Technology \(One Credit\), Adopted 2015.](#)

TEKS BREAKDOWN

TEKS for Portfolio <i>What students need to be able to do demonstrate the knowledge and skill</i>	Planned Projects, Assignments, and/or Performances <i>What and how you will use as evidence</i>
<p>2(B) <u>Research</u> careers of personal interest along with the education, job skills, and experience required to achieve personal career goals. Students need to be prepared to enter the IT employment career pathway in college since society is evolving with technology. Students will explore types of IT careers, identify the tasks involved, and reflect on their own qualities that make them qualified.</p>	<p>Student Project: Students will research and present IT Career opportunities through a slide show presentation. Students will research various IT Job titles, environments, training and certification requirements, wages and job outlook. Students will present their findings to the class on 3 of the 5 researched job titles.</p> <p>Evidence: Student presentation to be scored against a rubric for: title slide, job title slide, environment this job occurs in, significant points, training and certification requirements, employment opportunities, job outlook, earnings and wages, summary slide, and conclusion slide.</p>
<p>11(B) <u>Create, save, edit, and produce</u> presentations incorporating advanced features such as links, hyperlinks, audio, and graphics.</p>	<p>Student Project: Using the IT Career Research presentation students will be required to include links, hyperlinks, audio and create graphics.</p> <p>Evidence: Students include hyperlinks to all information taken from the web (minimum requirement 3), record and embed an out file on 1 slide of the document. The student will also be required to construct graphics including animations, transition slides, graphs, and flow charts.</p>



<p>3(A) <u>Identify and describe</u> functions of various evolving and emerging technologies.</p>	<p>Student Project: Students will use the Internet to research information on new and emerging technologies and post the information on both an electronic message board and social media site, citing the source of the research.</p> <p>Evidence: Student postings to include information on at least three emerging technologies, from different economic sectors (medical, financial, home living, etc.). Students must identify and describe their use cases, functions, and implications.</p>
<p>7(c) The student applies word-processing technology. The student is expected to create professional documents such as memorandums, technical manuals, or proposals using advanced word-processing features.</p>	<p>Student Project: Students will use word processing software to create an essay on emerging technologies or IT industry Job outlook, using proper formatting and professional in nature.</p> <p>Evidence: Student submitted essays in MLA format. Students will use Purdue OWL® - Purdue OWL® - Purdue University as a resource for MLA formatting options and procedures.</p>
<p>8(C) <u>Use</u> student-created and preprogrammed functions to <u>produce</u> documents such as budget, payroll, statistical tables, and personal checkbook register;</p>	<p>Student Project: Students will create a budget(s) in Excel for their imaginary emergent technology business. Students can use How to Create a Budget in Excel (With Tips and FAQs) Indeed.com or any other website for help in developing a budget.</p> <p>Evidence: Student-created Excel budgets submitted including dates, costs, income, payroll, expenses, and balance including at least 1 statistical table and at least one graph.</p>
<p>12(E) <u>Create</u> a web page containing links, graphics, and text using appropriate design principles.</p>	<p>Student Project: Students will create webpages using an HTML editing software to showcase their coursework from Principles of Information Technology.</p> <p>Evidence: Student webpages submitted and scored using Webpage Planner Evaluation Rubric</p>

PART D: PORTFOLIO RUBRIC DESIGN AND SAMPLE RUBRIC

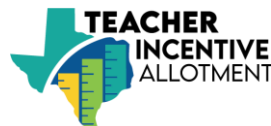
Rubric Design



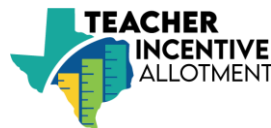
Standard & Project	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
Place your <i>standard</i> and <i>project</i> in this box.	Detailed description of identifiable performance characteristics reflecting a beginning level of performance	Detailed description of identifiable performance characteristics reflecting a developing level of performance	Detailed description of identifiable performance characteristics reflecting a somewhat proficient level of performance	Detailed description of identifiable performance characteristics reflecting a proficient level of performance	Detailed description of identifiable performance characteristics reflecting an advanced level of performance

Sample Principles of Information Technology Rubric

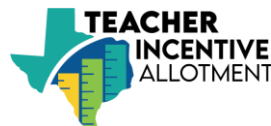
Standard & Project	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
TEKS 2(B) Student Project: Students will research and present IT Career opportunities through a slide show presentation. Students will research various IT Job titles, environments, training and certification requirements, wages and job outlook. Students will present their findings to the class on 3 of the 5 researched job titles	Student created a presentation that explores 1 or fewer of the 5 Information Technology Professions. The student provided little evidence for job qualifications, pay, and job outlook.	Student created a presentation that explores 2 or fewer of the 5 Information Technology Professions. The student provided little evidence for job qualifications, pay, and job outlook.	Student created a presentation that explores 3 of the 5 Information Technology professions. The student provided some evidence for job qualifications, pay, or job outlook, but not all three.	Student created a presentation that explores 4 of the 5 Information Technology professions. The student provided sufficient evidence for job qualifications, pay, and job outlook.	Student created a presentation that explores 5 of the 5 Information Technology professions. The student provided significant evidence for job qualifications, pay, and job outlook.



Standard & Project	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
<p>TEKS 11(B)</p> <p>Using the IT Career research presentation students will also need to demonstrate proficiency in MS PowerPoint by including the advanced features of hyperlinks, audio, graphics, transitions, chart/table, and animations.</p>	<p>Student created a presentation and used one or fewer of the advanced features including hyperlinks, audio, graphics, transitions, chart/table, and animations.</p>	<p>Student created a presentation and used at least two of the advanced features including hyperlinks, audio, graphics, transitions, chart/table, and animations.</p>	<p>Student created a presentation and used at three of the advanced features including hyperlinks, audio, graphics, transitions, chart/table, and animations.</p>	<p>Student created a presentation and used at 4 or more of the advanced features including hyperlinks, audio, graphics, transitions, chart/table, and animations.</p>	<p>Student created a presentation and used five or more of the advanced features including hyperlinks, audio, graphics, transitions, chart/table, and animations.</p>
<p>TEKS 3(A)</p> <p>Student Project: Students will use the Internet to research information on new and emerging technologies and post the information on both an electronic message board and social media site, citing the source of the research.</p>	<p>Student posted fewer than three emerging technologies to social media or a message board. Student did not describe their use cases, functions, and implications.</p>	<p>Student posted fewer than three emerging technologies to social media or a message board. Student provided little evidence of their use cases, functions, and implications.</p>	<p>Student posted three emerging technologies to social media or a message board. Student provided some evidence of their use cases, functions, and implications.</p>	<p>Student posted three emerging technologies to social media or a message board. Student provided sufficient evidence of their use cases, functions, and implications.</p>	<p>Student posted four or more emerging technologies to social media or a message board. Student provided significant evidence of their use cases, functions, and implications.</p>



Standard & Project	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
<p>TEKS 7(c)</p> <p>Student Project: Students will use word processing software to create an essay on emerging technologies or IT industry Job outlook, using proper formatting and professional in nature.</p>	<p>Student essay did not cover emerging technologies or IT Industry job outlook. Student essay was not formatted to be MLA compliant.</p>	<p>Student essay covered emerging technologies/ IT career outlook but was less than two pages and did not include 3 or more of the following: header, double spaced,12 pt. Times New Roman font, 1-inch margins, indent new paragraphs, works cited page.</p>	<p>Student essay covered emerging technologies/ IT career outlook was two pages in length and included 3 or more of the following: header, double spaced,12 pt. Times New Roman font, 1-inch margins, indent new paragraphs, works cited page.</p>	<p>Student essay covered emerging technologies/ IT career outlook was two pages in length and included all the following criteria: header, double spaced,12 pt. Times New Roman font, 1-inch margins, indent new paragraphs, works cited page.</p>	<p>Student essay covered emerging technologies/ IT career outlook was more than two pages in length and included all the following criteria: header, double spaced,12 pt. Times New Roman font, 1-inch margins, indent new paragraphs, works cited page.</p>
<p>TEKS 8(C)</p> <p>Student Project: Students will create a budget(s) in Excel for their imaginary emergent technology business.</p>	<p>Student created an Excel budget and included four or fewer of the following: dates, costs, income, payroll, expenses, balances, statistical table and graph.</p>	<p>Student created a budget in Excel and included five of the following: dates, costs, income, payroll, expenses, balances, statistical table and graph.</p>	<p>Student created a budget in Excel and included six or seven of the following: dates, costs, income, payroll, expenses, balances, statistical table and graph.</p>	<p>Student created a budget in Excel and included all the following: dates, costs, income, payroll, expenses, balances, statistical table and graph.</p>	<p>Student created a budget in Excel and included yearly projections, estimated transactions and all the following: dates, costs, income, payroll, expenses, balances,</p>



Standard & Project	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
					statistical table and graph.
<p>12(E)</p> <p>Student Project: Students will create webpages using an HTML editing software to showcase their coursework from Principles of Information Technology.</p>	<p>Student created webpage that includes 6 or fewer of the following: Left Side Navigation Layout, 3 inserted pictures, text header, anchor links, external links, copyright guidelines followed.</p>	<p>Student created webpage that includes seven of the following: Left Side Navigation Layout, 3 inserted pictures, text header, anchor links, external links, copyright guidelines followed.</p>	<p>Student created webpage that includes all the following: Left Side Navigation Layout, 3 inserted pictures, text header, anchor links, external links, copyright guidelines followed.</p>	<p>Student created webpage that includes Geolocation, and all the following: Left Side Navigation Layout, 3 inserted pictures, text header, anchor links, external links, copyright guidelines followed.</p>	<p>Student created webpage that includes Geolocation, 1 additional advanced HTML5 feature and all the following: Left Side Navigation Layout, 3 inserted pictures, text header, anchor links, external links, copyright guidelines followed.</p>

