

Technology Application TEKS Checklist Grade 6

RISD Instructional Technology Specialists added the italicized information for clarification purposes.

Performance Descriptor	I	A	M	Date Completed
1. Foundations: Demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to:				
(A) Demonstrate knowledge and appropriate use of operating systems, software applications, and communications and networking components	I			
(B) Compare, contrast and appropriately use various input, processing, output, and primary/secondary storage devices	I			
(C) Demonstrate the ability to select and use software for a defined task according to quality, appropriateness, effectiveness, and efficiency	I			
(D) Delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross platform connectivity		A		
(E) Use technology terminology appropriate to the task		A		
(F) Perform basic software application functions including, but not limited to, opening an application program and creating, modifying, printing, and saving documents		A		
(G) Explain the differences between analog and digital technology systems and give examples of each.	I			
(H) Use terminology related to the Internet appropriately including, but not limited to electronic mail (e-mail), Uniform Resource Locators (URLs), electronic bookmarks, local area networks (LANs), wide area networks (WANs), World Wide Web (WWW) page, and HyperText Markup Language (HTML).	I			
(I) Compare and contrast LANs, WANs, Internet, and intranet.	I			
2. Foundations: Uses data input skills appropriate to the task. The student is expected to:				
(A) Demonstrate proficiency in the use of a variety of input devices such as mouse/track pad, keyboard, microphone, digital camera, printer, scanner, disk/disc, modem, CD-ROM, or joystick.	I			
(B) Demonstrate keyboarding proficiency in technique and posture while building speed.		A		
(C) Uses digital keyboarding standards for data input such as one space Use after punctuation, the use of em/en dashes, and smart quotation marks	I			
(D) Develop strategies for capturing digital files while conserving memory and retaining image quality	I			
3. Foundations: Complies with laws and examines issues regarding use of technology in society. The student is expected to:				
(A) Discuss copyright laws/issues and model ethical acquisition and use of digital information, citing sources using established methods.	I			
(B) Demonstrate proper etiquette and knowledge of acceptable use while in an individual classroom, lab, or on the Internet and intranet.		A		
(C) Describe the consequences regarding copyright violations including, but not limited to, computer hacking, computer piracy, intentional virus setting, and invasion of privacy.		A		
(D) Identify the impact of technology applications on society through research, interviews, and personal observation.	I			
(E) Demonstrate knowledge of the relevancy of technology to future careers, life-long learning, and daily living for individuals of all ages.	I			
4. Information Acquisition: Uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to:				

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(A) Use strategies to locate and acquire desired information on LANs and WANs, including the Internet, intranet, and collaborative software.		A		
(B) Apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.		A		
5. Information Acquisition: Acquires electronic information in variety of formats, with appropriate supervision. The student is expected to:				
(A) Identify, create, and use files in various formats such as text, bitmapped/vector graphics, image, video, and audio files.		A		
(B) Demonstrate the ability to access, operate, and manipulate information from secondary storage and remote devices including CD-ROM/laser discs and on-line catalogs.	I			
(C) Use on-line help and other documentation.		A		
6. Information Acquisition: Evaluates acquired electronic information. The student is expected to:				
(A) Determine and employ methods to evaluate the electronic information for accuracy and validity.	I			
(B) Resolve information conflicts and validate information through accessing, researching, and comparing data.		A		
(C) Demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information.	I			
7. Uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:				
(A) Plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings.	I			
(B) Create and edit spreadsheet documents using all data types, formulas and functions, and chart information.		A		
(C) Plan, create, and edit databases by defining fields, entering data, and designing layouts appropriate for reporting.		A		
(D) Demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear projects incorporating text, audio, video, and graphics.	I			
(E) Create a document using desktop publishing techniques including, but not limited to, the creation of multi-column or multi-section documents with a variety of text-wrapped frame formats.	I			
(F) Differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications.		A		
(G) Integrate two or more productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge.	I			
(H) Use interactive virtual environments, appropriate to level, such as virtual reality or simulations.	I			
(I) Use technical writing strategies to create products such as a technical instruction guide.	I			
(J) Use foundation and enrichment curricula in the creation of products.	I			
8. Uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:				
(A) Participate with electronic communities as a learner, initiator, contributor, and teacher/mentor.		A		
(B) Complete tasks using technological collaboration such as sharing information through on-line communications.	I			
(C) Use groupware, collaborative software, and productivity tools to create products.	I			
(D) Use technology in self-directed activities by sharing products for	I			

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defined audiences.				
(E) Integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.	I			
9. Uses technology applications to facilitate evaluation of work, both process and product. The student is expected to:				
(A) Design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product	I			
(B) Resolve information conflicts and validate information through research and comparison of data.	I			
10. Formats digital information for appropriate and effective communication. The student is expected to:				
(A) Use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports.	I			
(B) Demonstrate the use of a variety of layouts in a database to communicate information appropriately including horizontal and vertical layouts.	I			
(C) Create a variety of spreadsheet layouts containing descriptive labels and page settings.	I			
(D) Demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate.	I			
(E) Match the chart style to the data when creating and labeling charts.	I			
11. Delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:				
(A) Publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video.		A		
(B) Design and create interdisciplinary multimedia presentations for defined audiences including audio, video, text, and graphics.		A		
(C) Use telecommunication tools for publishing such as Internet browsers, video conferencing, or distance learning.	I			
12. Uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:				
(A) Design and implement procedures to track trends, set timelines, and review and evaluate the product using technology tools such as database managers, daily/monthly planners, and project management tools.	I			
(B) Determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience, demonstrating that process and product can be evaluated using established criteria or rubrics.		A		
(C) Select representative products to be collected and stored in an electronic evaluation tool.		A		
(D) Evaluate the product for relevance to the assignment or task.	I			

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