

**Columbus Public Schools
Computer Curriculum
Elementary Keyboarding**

Curriculum Goal:

**To teach touch keyboarding and techniques
for safe and successful keyboarding
for effective communication**

**January
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Columbus Public Schools

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Keyboarding Scope and Sequence						
Objectives	K	1	2	3	4	5
Position and Posture						
Place keyboard square at the edge of the table	I	D	D	M		
Center chair in front of keyboard and sit 6-8" from the keyboard		I	D	M		
Place feet flat on the floor			I	D	D	M
Place hands slightly off frame of keyboard with wrists flat			I	D	D	M
Keep fingers slightly curved			I	D	D	M
Relax shoulders				I	D	M
Keep elbows close to sides				I	D	M
Keep back comfortably straight				I	D	M
Locate the letter keys						
Demonstrate appropriate finger positions on all alpha keys					I	D
Touch keying skills for copying simple material (i.e., eyes on copy)					I	D

Objectives	K	1	2	3	4	5
Use Correct Fingering						
Demonstrate correct hand placement on the keyboard by maintaining home row position			I	D	D	M
Demonstrate correct fingering for the Enter/Return Key	I	D	D	M		
Use right thumb on the space bar		I	D	M		
Use correct fingers on the right keys to type name		I	D	M		
Correct fingering for the Delete and Backspace key			I	D	D	D
Use correct fingering for Shift key			I	D	D	M
Use correct fingering to Tab				I	D	D
Strike each key with sharp strokes					I	D
Demonstrate appropriate finger positions on all alphabetic keys					I	D
Special Key Recognition						
Identify, explain and/or demonstrate appropriate use of the special keys...						
return/enter	I	D	D	M		
shift	I	D	D	D	D	M
tab			I	D	D	D
arrow		I	D	D	D	M
space bar		I	D	M		
delete/clear			I	D	D	M
command/Apple key				I	D	M

Objectives	K	1	2	3	4	5
Basic Operations						
Use proper computer start-up and termination procedures	I	D	D	M		
Identify the Hardware Components (CPU, drives, keyboard, mouse, monitor, printer)	I	D	D	M		
Demonstrate appropriate use of the mouse	I	D	M			
Insert, run and eject CDs	I	D	M			
Open and close a program	I	D	M			
Locate and use drop down menus			I	D	D	M
Identify and use components of operating system and applications (i.e. icons, scroll bar, cursor, folders, files, windows)			I	D	D	M
Save files to designated source and retrieve same files			I	D	D	M
Organize materials and workstation					I	D
Locate and use tool bars						I
Writing						
Demonstrate knowledge of proofreader's marks					I	D
Demonstrate ability to proofread and edit					I	D
Compose simple information using keyboard (1-2 word responses and phrase responses)					I	D
Create simple paragraphs and stories					I	D

Kindergarten & First Grade Keyboarding Curriculum

KEYBOARDING SCOPE and SEQUENCE

In order to meet the objectives established in the Keyboarding Scope and Sequence, the following strategies are recommended:

Teacher or paraeducator supervises the use of computer and keyboarding objectives during center time in Kindergarten and First grade.

Use books on CD-ROMS to incorporate keyboarding goals and provide literacy experiences to children where they listen to stories and follow along the print.

Media Specialist may lead projects where students use computers for a class project within the computer lab.

Introduction of QWERTY keyboard through Dr. Jeans activity folders. Color in their name on the keyboard folder and determine which finger does what. Posters should be made available to the teachers so they can show students which finger is used on what key.

When using or talking about the computer, use terms such as keyboard, mouse, monitor, central processing unit, printer. Perhaps label them within the classroom using cards.

Consider using a classroom helper to turn on computer in the morning.

Software should be selected as curriculum teams or grade alike meetings determine software that supports Columbus Public Curriculum and state standards. Software evaluation and requisition must follow policy and procedure as stipulated by the Columbus Public District Technology Plan.

Narrative for Second Grade Keyboarding Curriculum

KEYBOARDING SCOPE and SEQUENCE

In order to meet the objectives established in the Keyboarding Scope and Sequence, the following strategies are recommended:

- Logging on to the school's server to get to the class server folder
- Design a template in a word processor or draw program for students to use
- Opening, closing, and using various types of software

Software that may be useful:

- Word processing software
- Drawing software
- CD-ROMs

Instruction can be provided by:

- Classroom teacher and/or
- Library media specialist

Instructions for Assessing the Second Grade Mastery Objectives of Keyboarding Curriculum

Instructions: The person assessing should give the prompt that is indicated in italics and mark on the checklist provided whether or not the student could perform the objectives. Notes can be added on the right side of the checklist. The other text is information to assist in the administration of the test.

There are three objectives to be mastered at the second grade level of the keyboarding curriculum:

Basic Operations

1. Demonstrate appropriate use of the mouse.
2. Insert, run, and eject CD's.
3. Open and close a program.

For assessment purposes, the objectives will be broken down into parts on the checklist and within the prompts.

Mastery Objective Two

Goal: Basic Operations

Student performance to be assessed: Insert CD.

Preparation for assessment: Obtain appropriate level CD for each student computer. This assessment may have to be done in small groups if enough CDs are not available.

Prompt: *Insert the CD in the CD drive.*

Check: See if student puts CD in drive gently with right side up by having the label side up and keeping fingers on the edge of the CD.

Mastery Objective One and Three

Goals: Basic Operations

Student performances to be assessed: Demonstrate appropriate use of the mouse and open a program.

Preparation for assessment: CD inserted properly in drive if student is unable to do it.

Prompt: *Double click on the CD icon to open the program.*

Check: Look at monitor to see if program has opened. If student hasn't double-clicked on the icon (not the title of the CD), the program will not open.

Mastery Objective One and Two

Goals: Basic Operations

Student performances to be assessed: Demonstrate appropriate use of the mouse and run (or use) a CD.

Preparation for assessment: Open the program if student did not do it in the last step.

Prompt: *Go ahead and run the CD.*

Check: See if student can navigate through the program by using the mouse to click on the clickable spots.

Mastery Objective Three

Goal: Basic Operations

Student performance to be assessed: Close a program.

Preparation for assessment: none

Prompt: *Go to File, Quit.*

Check: See if student has properly closed the program, that is, he/she closed the program by File, Quit and not just closed the window. Icon for CD will be darkened instead of light gray.

Mastery Objective Three

Goal: Basic Operations

Student performance to be assessed: Eject a CD.

Preparation for assessment: Close the program if student was unable to do it in previous step.

Prompt: *Eject the CD by dragging the icon to the trashcan.*

Check: See if the CD icon is no longer visible on the monitor and the CD has ejected from the CD-Rom drive.

Checklist for 2nd Grade Keyboarding Assessment/Date _____

Student Name _____

Class _____

Person Assessing _____

MASTERY OBJECTIVES	CHECK OFF		NOTES
2. Insert CD			
a. CD is label-side up.	yes	no	
b. Fingers only touch edges of CD.	yes	no	
c. CD is gently pushed into CD drive.	yes	no	
1. & 3. Demonstrate appropriate use of mouse and open a program.			
a. Student double-clicks on CD icon.	yes	no	
b. Program opens.	yes	no	
1. & 2. Demonstrate appropriate use of the mouse and run (or use) a CD.			
a. Moves mouse and clicks on clickable spots.	yes	no	
3. Closes the program.			
a. Goes to File and quits program.	yes	no	
3. Ejects a CD.			
a. Drags CD icon to the trash.	yes	no	
b. CD ejects from CD drive.	yes	no	

Narrative for Third Grade Keyboarding Curriculum

KEYBOARDING SCOPE and SEQUENCE

In order to meet the objectives established in the Keyboarding Scope and Sequence, the following strategies are recommended:

Teaching, modeling, and student practice of:

- Logging on to the school's server to get to the class server folder
- Designing a template in a word processor or draw program for students to use
- Opening, closing, and using various types of software

Software that may be useful:

- Word processing software
- Drawing software
- Internet browsers such as Internet Explorer
- Patrons' catalog on the media center's online catalog

Instruction can be provided by:

- Classroom teacher and/or

library media specialist

Instructions for Assessing the Third Grade Mastery Objectives of Keyboarding Curriculum

Instructions: The person assessing should give the prompt that is indicated in italics and mark on the checklist provided whether or not the student could perform the objectives. Notes can be added on the right side of the checklist. The other text is information to assist in the administration of the test.

There are nine objectives to be mastered at the third grade level of the keyboarding curriculum:

Position and Posture

1. Place keyboard square at the edge of the table
2. Center chair in front of keyboard and sit 6-8" from the keyboard

Use Correct Fingering

3. Demonstrate correct fingering for the Enter/Return Key.
4. Use right thumb on the Space bar
5. Use correct fingers on the right keys to type name

Special Key Recognition

6. Identify, explain and/or demonstrate appropriate use of the special keys--return/enter key
7. Identify, explain and/or demonstrate appropriate use of the special keys--space bar

Basic Operations

8. Use proper start-up and termination procedures
9. Identify the computer hardware components (CPU, drives, keyboard, mouse, monitor, printer)

For assessment purposes, the objectives will be broken down into parts on the checklist and within the prompts.

Mastery Objective One and Two

Goals: Position and Posture

Student performances to be assessed: Place keyboard square at the edge of the table and center chair in front of keyboard and sit 6-8" from the keyboard

Preparation for assessment: Keyboard and chair are not in proper place in front of the monitor

Prompt: *Take your place at the computer and prepare your work area.*

Check: See if student performs the position and posture objectives above.

Mastery Objective Eight

Goal: Basic Operations

Student performance to be assessed: Use proper start-up procedures

Preparation for assessment: Ability to access school server and open class server folder.

Make a folder titled "Keyboarding Assessments" and in it place a template of "Assessment of Components." (Make a template by saving it as stationery and then filing it in the "Keyboarding assessments" folder).

Prompts: (Give one of these prompts at a time). *Open your class server folder.*

Locate the folder on "Keyboarding Assessments" and open it.

Open the template on "Assessment of Components."

Check 1: See if student opens server folder without assistance by going to the right area, typing in the password, and clicking or pressing connect.

Check 2: See if the student can open the folder by double-clicking on it or “dumping” it (one click on the right arrow by the folder).

The student then should be able to double-click on the template to open it.

Mastery Objective Three, Four, Five, Six and Seven

Goals: Special Key Recognition and Use Correct Fingering

Student performances to be assessed: Identify, explain and/or demonstrate appropriate use of the special keys return/enter key and space bar and Use right thumb on the space bar and Use correct fingers on the right keys to type name.

Preparation for assessment: Use template that has been provided.

Prompts: (Give one of these prompts at a time). *Highlight the words in the box with “Name, Class, Date” by clicking, holding, and dragging over the words.* (You might have to demonstrate this; this is not a mastery objective).

Type in your first name and last name.

Go to the next line and type in your class.

Go to the next line and type in the date.

Check 1: Check if the student uses the proper fingering for his/her particular name. See if student uses the space bar between last name and first name and between the month and the day and the year by using the right thumb. See if student uses return/enter key when moving to the next line by using the little finger on the right hand.

Check 2: If you do not see the student type his/her name, then ask him/her if they will show you the fingers they used to type their name. If you do not see the student use the return/enter key, ask him/her how he moved the cursor to the next line. If you do not see the student use the space bar, ask the student how he/she put the space between the words.

Mastery Objective Nine

Goal: Basic Operations

Student performances to be assessed: Identify the hardware components of the computer (CPU, drives, keyboard, mouse, monitor, printer)

Preparation for assessment: Use same template as the previous step. Have the drawing toolbar opened for the template.

Prompts: *Click on the arrow on the drawing toolbar.* (This will give the “hand” cursor).

Click in the middle of a word from the Word Bank with the hand cursor. Hold and drag the word by the arrow that indicates the name of the correct computer part.

Check: See if the student labels all the parts of the computer correctly either visually or printing out the template.

Mastery Objective Eight

Goal: Basic Operations

Student performance to be assessed: Use proper termination procedures

Preparation for assessment: None

Prompts: *Save your work.* (Wait until this is completed and then give next prompt).

Close out your server folder and put it away.

Check: You can assist student in naming folder and saving it to the “Keyboarding Assessments” folder, as this is not a mastery objective. Student should be able to close the application, close the window of the server folder, and put away the server folder by dragging it to the trash or using the key combination “command Y” when the folder is darkened.

Checklist for 3rd Grade Keyboarding Assessment/Date _____

Student Name _____

Class _____

Person Assessing _____

MASTERY OBJECTIVES	CHECK OFF		NOTES
1. & 2. Use proper keyboarding position and posture.			
a. Straightens keyboard to be square.	yes	no	
b. Centers self in front of keyboard.	yes	no	
c. Sits 6-8" from keyboard.	yes	no	
8. Uses proper start-up procedures			
a. Opens server without assistance.	yes	no	
b. Opens "Keyboarding Assessment" folder.	yes	no	
c. Opens template.	yes	no	
3, 4, 5, 6, & 7. Uses return/enter key and space bar; uses right thumb on space bar; uses correct fingers on the right keys to type name.			
a. Uses proper fingering for own name.	yes	no	
b. Use right thumb on space bar.	yes	no	
c. Uses little finger on right hand for return/enter key.	yes	no	
9. Identifies the hardware components of the computer.			
a. Labels the monitor correctly.	yes	no	
b. Labels the CPU correctly.	yes	no	
c. Labels the CD-Rom drive correctly.	yes	no	
d. Labels the keyboard correctly.	yes	no	
e. Labels the mouse correctly.	yes	no	
f. Labels the printer correctly.	yes	no	
8. Use proper termination procedures.			

a. Closes windows that are open.	yes	no	
b. Puts away server folder correctly.	yes	no	

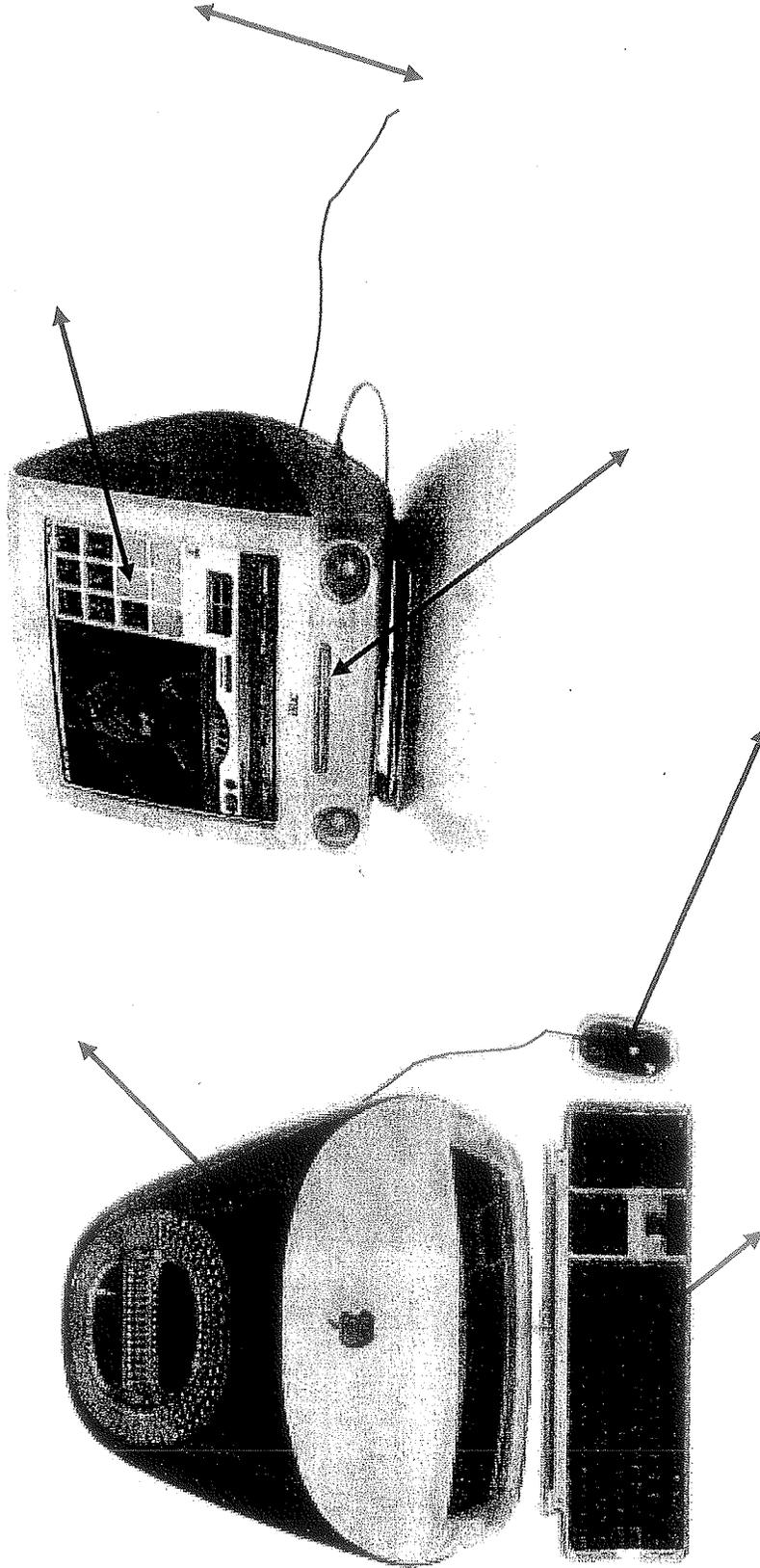
Keyboarding 1/9/02

Name
Class
Date

Identify the Hardware Components of the Computer

Keyboarding / 2002

CPU



WORD BANK
Click on the word that matches the computer hardware component.
When the hand appears, click and drag the word by the arrow that matches it.

keyboard

CD drive

monitor

mouse

printer

CPU



Fourth and Fifth Grade Keyboarding Curriculum

KEYBOARDING

SCOPE and SEQUENCE

In order to meet the objectives established in the Keyboarding Scope and Sequence, the following strategies are recommended:

The instructional objectives at the Fourth and Fifth grade levels will be taught using the "Type to Learn" keyboarding program. Keyboarding will be instructed by the classroom teacher during the language arts block of time. Instruction will begin at the start of the first semester, and will conclude around the end of the first quarter.

When keyboarding lessons have been completed, students are given the opportunity to do composing activities, using the "notepad" component on Type to Learn, or word processing available in Microsoft Office. Students can complete other activities on the computers (i.e. presentations) as the software becomes available.

The media specialist will be available to help the students to complete reports and presentations (Power Point) on the computers.

Student progress of keyboarding objectives will be assessed through the use of a teacher observation checklist.

Fourth Grade Keyboarding Strategies

*Type to Learn Keyboarding program - Lesson review. Warpspeed, note pad, game and lesson. Retype lessons with keyboard cover at all times.

-On a rotating basis students will reinforce a language skill on the days that a keyboarding lesson is not done. For example, the children will work on a lesson from the Type to Learn MWF and do language reinforcement skills/activities on T/TH.

*Type the following:

Standard

R4.1.1 High frequency words

R4.1.1 ECRI reading vocabulary words - use in a sentence and their definitions.

R4.1.1 Words of the Week - use in a sentence and type the definition.

Final Drafts: Students will type a final copy of descriptive, narrative, and informational compositions that they have composed on paper and have revised.

W4.2.1

W4.2.2

W4.2.3

W4.2.4

W4.2.5

Type notes, summaries, and outlines from a subject.

Spelling:

-Students will type spelling words each week of the list that they made in the classroom.

-Students will type spelling sentences that are in the spelling book or sentences that they wrote on paper in the classroom.

Research Projects:

-Students will type projects that were completed with the assistance of Media Specialists.

4.1, 4.2, 4.3, 4.4., 4.5, 4.6 CRT's

-Students will type examples of prefix, suffix, singular, plural, possessive pronouns, cause and effect, classifications, fact and opinion, analogies, and the 4th grade high frequency words.

W4.2.1 Parts of Speech

-Students will type examples of nouns, verbs, adverbs, adjectives, commas, proper nouns, plurals, plural possessives, verb tenses, and standard conventions for sentence structure-usage, punctuation, capitalization, and spelling.

Narrative for Fifth Grade Keyboarding Curriculum

KEYBOARDING SCOPE and SEQUENCE

In order to meet the objectives established in the Keyboarding Scope and Sequence, the following strategies are recommended:

The instructional objectives at the 5th grade level will be taught using the "Type to Learn" keyboarding program. It is strongly recommended that "Type to Learn" be implemented at the beginning quarter of the school year. Keyboarding will be taught by the classroom teachers during the language arts block of time. When keyboarding lessons have been completed, students are given the opportunity to do composing activities, using either the "notepad" component on Type to Learn, or a word processing application. Students can complete other activities on the computers (i.e., presentations) as the software becomes available.

The media specialist will be available to help the students to complete reports and presentations (Power Point) on the computers.

Student progress of keyboarding objectives will be assessed through the use of teacher observation and checklists.

Fifth Grade Keyboarding Strategies

Lesson Review with the keyboard covered at all times.

Students will do the notepad, the lesson, warpspeed and a game for each lesson before they can go on to the next lesson.

On a rotating basis students will reinforce a language skill on the days that a keyboarding lesson is not done. For example the children will work on a lesson from Type To Learn M/W/F and do language reinforcement skills/activities on T/TH.

Spelling

- Students will type spelling words each week off the list that they made in the classroom.

- Students will type spelling sentences that are in the spelling book or sentences that they wrote on paper in the classroom.

Reading Vocabulary/Words of the Week (R5.1.1)

- Students will type words, definitions and a sentence.

Final Drafts (W5.2.2, W5.2.3, W5.2.4)

- Students will type a final copy of a piece of writing that they have done on paper and have already revised.

Research Projects

- Students will type projects that were completed with the assistance of the media specialist.

CRT' s (R5.1.1,R5.1.5)

- Students will type examples of a prefix, suffix, singular & plural etc. . .

Parts of Speech (W5.2.1)

- Students will type examples of a noun, verb, adjectives, adverbs etc. . .

- Students can retype sentences they produced in the classroom and focus on the parts of speech and standard conventions (punctuation, capitalization, spelling, usage)

Notes, Outlines, and Summaries (R5.1.7, W5.2.3)

- Students will type notes, summaries and outlines that they have done for a subject or a project.

Book Reports (R5.1.1, R5.1.3, R5.1.7)

- Students will type a final draft of a book report or plot summary.

Instructions for Assessing the Fifth Grade Mastery Objectives of Keyboarding Curriculum

Instructions: The person assessing should give the prompt that is indicated in italics and mark on the checklist provided whether or not the student could perform the objectives. Notes can be added on the right side of the checklist. The other text is information to assist in the administration of the test.

There are fifteen objectives to be mastered at the fifth grade level of the keyboarding curriculum:

Position and Posture

1. Place feet flat on the floor.
2. Place hands slightly off frame of keyboard with wrists flat
3. Keep fingers slightly curved
4. Relax shoulders.
5. Keep elbows close to sides.
6. Keep back comfortably straight.

Use Correct Fingering

7. Demonstrate correct hand placement on the keyboard by maintaining home row position.
8. Use correct fingering for Shift Key.

Special Key Recognition

9. Identify, explain and/or demonstrate use of the special keys: shift
10. Identify, explain and/or demonstrate use of the special keys: arrow
11. Identify, explain and/or demonstrate use of the special keys: delete/clear
12. Identify, explain and/or demonstrate use of the special keys: command/Apple key

Basic Operations

13. Locate and use drop down menus.
14. Identify and use components of operating system and applications (i.e. icons, scroll bar, cursor, folders, files, windows)
15. Save files to designated source and retrieve same files.

For assessment purposes, the objectives will be broken down into parts on the checklist and within the prompts.

Mastery Objectives One through Six and Seven

Goals: Position and Posture and Use Correct Fingering

Student performances to be assessed: Place feet flat on the floor and Place hands slightly off frame of keyboard with wrists flat and Keep fingers slightly curved and Relax shoulders and Keep elbows close to sides and Keep back comfortably straight and Demonstrate correct hand placement on the keyboard by maintaining home row position.

Preparation for assessment: Have keyboard, mouse, and chairs in wrong places.

Prompt: *Take your position at the keyboard and position your hands on the keyboard.*

Check: See if student has correct position and posture. Check to see if fingers are on the home row. (Note: This can also be assessed as part of "Type to Learn" instruction).

Mastery Objective Fourteen

Goal: Basic Operations

Student performance to be assessed: Identify and use components of operating system and applications (i.e. icons)

Preparation for assessment: Teacher creates folder titled "Keyboarding Assessment" in the class server folder.

Prompt: *Open your class server folder.*

Check: Student should open class server folder so icon appears on desktop. Then student double clicks on the icon for the server folder to open it.

Mastery Objectives Thirteen and Fifteen

Goal: Basic Operations

Student performances to be assessed: Locate and use drop down menus and Save files to designated source.

Preparation for assessment: Ability to access word processing software.

Prompt: *Use drop down menu to open the word processor. Save the file under your name and place it in the "Keyboarding Assessment" folder in your class server folder.*

Check: Student should go to the Apple and drag to Applications and then to the AppleWorks or Office program. Then they should select the word processor in that program and open a blank document. Next, they should go to file, save as, and title the file under their name and save it to the "Keyboarding Assessment" folder in the class server folder.

Mastery Objectives Fourteen and Fifteen

Goal: Basic Operations

Student performances to be assessed: Identify and use components of operating system and applications (i.e. icons, folders, files, windows) and Retrieve same files.

Preparation for assessment: none

Prompt: *Close the word processing program. Close the window of the server folder. Double click on the class server folder and reopen it. Open the folder for "Keyboarding Assessment." Locate and open the file with your name on it.*

Check: Student's file appears in class folder. Student can close all windows and then reopen the server folder and own file.

Mastery Objective Eight, Nine, Ten, Eleven, and Fourteen

Goals: Use Correct Fingering and Special Key Recognition and Basic Operations

Student performances to be assessed: Use correct fingering for Shift Key and Identify, explain and/or demonstrate use of the special keys: shift, arrow, and delete/clear keys and Identify and use components of operating system and applications (i.e. cursor).

Preparation for assessment: None

Prompt: *Keyboard these sentences, "My name is Joe Smith. I am in sixth grade." Use the arrow keys to change "Joe Smith" to their own name and "sixth grade" to fifth grade.*

Check: See if student begins typing at the cursor. See if student uses shift keys to capitalize names. Check if student uses arrow keys properly to move to a word and then delete it. If you do not see student using these keys, ask purpose of blinking cursor, how h/she got capital

letters, moved to words to the words to be deleted, and which keys delete letters.

Mastery Objective Fourteen

Goal: Basic Operations

Student performance to be assessed: Identify and use components of operating system and applications (i.e. scroll bar).

Preparation for assessment: None

Prompt: *Hit return key until the cursor gets to the bottom of the page and then type, "Page one." Next, scroll to the top of the page.*

Check: See if student uses the scroll bar to move to the top of the page.

Mastery Objective Twelve

Goal: Special Key Recognition

Student performance to be assessed: Identify, explain and/or demonstrate use of the special keys: command/Apple key.

Preparation for assessment: None

Prompt: *Command Q. Command S. Command W. Command Y.*

Check: See if student uses the command/apple key to quit the program, save the file, close the window, and put away the server folder.

Checklist for 5th Grade Keyboarding Assessment/Date _____

Student Name _____

Class _____

Person Assessing _____

MASTERY OBJECTIVES	CHECK OFF	NOTES
1-6 & 7. Use proper position and posture; use correct fingering.		
a. Feet are flat on the floor.	yes no	
b. Hands slightly off frame of keyboard with wrists flat.	yes no	
c. Finger slightly curved.	yes no	
d. Shoulders relaxed.	yes no	
e. Elbows close to side.	yes no	
f. Back comfortably straight.	yes no	
g. Hands in home row position throughout keyboarding.	yes no	
14. Identify and use icons.		
a. Double clicks on icon for server folder to open it.	yes no	
13 & 15. Use drop-down menus and save files to designated source		
a. Uses drop-down menu to open word processor.	yes no	
b. Opens blank word processing document.	yes no	
c. Goes to File, and Save as..., names file.	yes no	
d. Places file in "Keyboarding Assessment" folder in class	yes no	
14 & 15. Uses icons, folders, files, and windows; Retrieves same file:		
a. File, Quit to close word processing program.	yes no	
b. Clicks on window box to close server folder window.	yes no	
c. Double-clicks on icon for server folder to open it.	yes no	
d. Double-clicks or dumps "Keyboarding Assessment" fol	yes no	
e. Double-clicks own file to open it.	yes no	
8, 9,10, 11, & 14. Use correct fingering and cursor.		
a. Typing begins at the cursor.	yes no	
b. Uses little finger(s) to captialize letters.	yes no	
c. Moves arrow keys to words that should be deleted.	yes no	
14. Use scroll bar.		
a. Scrolls to top of page.	yes no	

12. Uses command/Apple key.				
a. Uses command/Apple key combination with q, s, w, or Y to quit	save, close window, or put away			
folder.		yes	no	

Keyboarding 1/9/02

West Park Technology Assessment
 December 1998
 Name: _____
 Homeroom: _____

Skills		Yes	No	Notes
1.	Open Application (Clarisworks)			
2.	Select word processing program <i>if unable, assist student</i>	Yes	No	
3.	Type paragraph use word wrap use space bar use shift key - not shift caps	Yes	No	
4.	Save file can file, save or save as talk through "save to desktop"	Yes	No	
5.	Print	Yes	No	
6.	Quit Application	Yes	No	
7.	Open Template to Edit highlight and delete shift key insert word cut and paste spell check	Yes	No	
8.	Close Window	Yes	No	

West Park Technology Assessment
 December 1998
 Name: _____
 Homeroom: _____

Skills		Yes	No	Notes
1.	Open Application (Clarisworks)			
2.	Select word processing program <i>if unable, assist student</i>	Yes	No	
3.	Type paragraph use word wrap use space bar use shift key - not shift caps	Yes	No	
4.	Save file can file, save or save as talk through "save to desktop"	Yes	No	
5.	Print	Yes	No	
6.	Quit Application	Yes	No	
7.	Open Template to Edit highlight and delete shift key insert word cut and paste spell check	Yes	No	
8.	Close Window	Yes	No	

Keyboarding Technique

Name _____

Date _____

Criteria	Commendable	Acceptable	Unacceptable
Body Position	Feet flat on floor; sitting erect in chair; body in line with keyboard; arms relaxed against sides 	Occasional improper placement of feet or legs; does not always sit erect in chair; body aligned with keyboard; arms somewhat comfortable near side 	Feet or legs crossed or wrapped around chair legs; body slumped in chair; body not aligned with keyboard; arms raised at sides of body 
Wrist Position	Wrists properly elevated 	Wrists occasionally slump; 	Wrists rest on desk or keyboard; 
Finger Position	Fingers properly curved; fingers on home row keys when not striking keys 	Fingers raised but not curved; hands on home row when not striking keys 	Fingers flat; fingers not on proper home row keys when not striking keys 
Eye-Head Position	Eyes consistently on copy; strikes keys without looking at hands 	Eyes on copy most of the time; locates and looks away 	Consistently looks at hands; head moves back and forth from copy to keyboard to screen or paper 
Keystroking Technique	Fingers stroke keys with minimum hand and arm movement; correct fingers used for each key 	Fingers stroke keys with some hesitation; hands move for longer reaches; minor deviations from proper fingering 	Fingers pound keyboard; hands roam the keyboard; inconsistent use of fingers to strike keys 
Spacebar	Uses right thumb 		Uses left thumb 
Shifting	Use proper alternate hand for shift key 		Uses the same hand as letter for shifting 
Return/Enter	Always uses right little finger 	Occasionally uses incorrect finger 	Always uses another finger 