



Digital Literacy Curriculum Resource

Module 2 Keyboarding



THE UNIVERSITY OF BRITISH COLUMBIA

Learning Exchange



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DIGITAL TASK

This task is intended to be used for the students to demonstrate their digital skills.

For a language assessment, please see the PBLA task following the Digital Task Self-Assessment Checklist.

<p>Topic</p>	<p>Help for a party</p>
<p>Digital Literacy Curriculum Module</p>	<p>Module 2 - Keyboarding</p>
<p>Digital skills required for this task</p>	<p>Before giving the task to students, ensure that your students have the digital skills necessary for success in this task.</p> <p>Skills from other Modules:</p> <ul style="list-style-type: none"> • Basic Mouse skills: hold mouse correctly, left click, scroll • Basic Navigation: scroll, cursor shapes, where and how to place a cursor • Can recognize alphabet and symbols <p>Skills from Module 2:</p> <ul style="list-style-type: none"> • Type common keys on the QWERTY keyboard • Use correct finger placement (on the home keys) • Use correct wrist and finger placement (ergonomics)
<p>Level(s)</p>	<p>CLB 5/6</p>
<p>Description of learner task</p>	<p>Students type sentences that include the following symbols:</p> <ul style="list-style-type: none"> • Capital and small letters • Numbers • Period (.) • Comma (,) • Apostrophe (') • Question mark (?) • Exclamation mark (!) • Colon (:) • At (@) • Dash (-) • Number (#) • Underscore (_) • Parentheses (()) <p>Students use Enter, Spacebar, Shift</p>
<p>Information for the teacher</p>	<p>Task conditions:</p> <ul style="list-style-type: none"> • Each student must have their own computer. • Open Word or Notepad on each computer prior to the assessment. <p>NB: You are not assessing if students can open the program and use Word. You are only assessing if they can type the sentences that are on the task sheet.</p> <p>Reminder: Teach the skills prior to this assessment.</p> <p>Assessing the digital skills:</p> <p>Have your students use the Self-Assessment Checklist to check their digital skills.</p>

Students can print out and check their typing, or their classmate's against the task sheet.

Optional: Teacher assessment: Walk around while students are typing and make a note or check off on the assessment sheet if students are typing correctly.

Language skills:

You are not assessing language skills. If the students do not remember vocabulary in the task instructions or the digital skills checklist, explain it to them again.

Instructions for the task

- Show the Self-Assessment Checklist to students before doing the task.
 - Remind the students that the purpose of the task is to check their digital skills. The purpose is not to check their answers on the task sheet nor their language skills.
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Instructions: Type the email below.

- Start with your fingers on the home keys: **ASDF ;LKJ**
- Use correct fingers when typing
- Copy what you see exactly, including capitals, punctuation and spaces

Hi Linda,

Thanks for agreeing to help me with my parents' anniversary party. You don't know how much this means to me!

So, here's what I need you to help me with: I know you're really good with design, so could you help me out with the invitation? Here're the details:

Location: Hotel Vancouver, Camilla Ballroom, 358 Main Street

Date: Sunday, August 4th.

Time: 6 pm

It'll be great if you could put their wedding picture (attached) somewhere in the invitation.

When you're done, can you send the draft to my sister and me? My sister's email address is: nancydrew_wannabe@gmail.com.

I'm still finalizing the final # of the guest list and will send the invitation out to them hopefully by next week.

A million thanks!

Betty

**PBLA
TASK**

The Digital Literacy Curriculum Resource does not include language skills. The language skills need to be taught prior to using this assessment.

Theme and Topic	Invitation to a family event / party
Digital Literacy Curriculum Module	Module 2: Keyboarding
Digital skills required for this task	<p>Ensure that your students have the digital skills necessary for success in this task.</p> <p>Skills from other Modules:</p> <ul style="list-style-type: none"> • Basic Mouse skills: hold mouse correctly, left click, scroll • Basic Navigation: scroll, cursor shapes, where and how to place a cursor • Can recognize alphabet and symbols <p>Skills from Module 2:</p> <ul style="list-style-type: none"> • Type some of the most common keys on the QWERTY keyboard • Use correct finger placement (on the home keys) • Use correct wrist and finger placement (ergonomics)
Level(s)	CLB 5
Skill(s) and CLB competency(ies)	<p>Writing CLB 5 - I: Interacting with Others</p> <p>Convey personal messages in short, formal and informal correspondence for a range of everyday social purposes (such as expressing or responding to invitations)</p>
Description of learner task	Write an anniversary party invitation.
Information for the teacher	<p>Conditions for assessment:</p> <p>Each student must have their own computer.</p> <p>Reminder: Teach the language skills prior to this assessment.</p> <p>Specific information for this task:</p> <ul style="list-style-type: none"> • It is strongly suggested that students write the invitation on paper before typing it. • Optional: check students' writing prior to them typing the invitation.

Student's Name: _____ Date: _____

Teacher's Name: _____

Writing CLB 5 - I: Interacting with others

Convey personal messages in short, formal and informal correspondence for a range of everyday social purposes (such as expressing or responding to invitations)

Description of learner task:

It is your parents' 50th year anniversary in a month's time and you want to organize a special celebration for them. Write an email invitation to their friends to invite them to the party.

	Can do	Not yet
* Conveys the intended meaning		
* Uses language and content appropriate and relevant to the situation		
* Expresses main ideas and supports them in some detail		
* Has adequate use of connective words and phrases		
* Has adequate range of vocabulary for most simple everyday texts		
* Has good control of simple structures and difficulty with complex structures		
* Has adequate control of spelling, punctuation and format		

Done well: _____

What to do to improve: _____

* These criteria must be checked "Can do" to be successful at this task.

Success on the task: Yes Not Yet

**PBLA
TASK**

The Digital Literacy Curriculum Resource does not include language skills. The language skills need to be taught prior to using this assessment.

<p>Theme and Topic</p>	<p>Responding to a party invitation</p>
<p>Digital Literacy Curriculum Module</p>	<p>Module 2: Keyboarding</p>
<p>Digital skills required for this task</p>	<p>Ensure that your students have the digital skills necessary for success in this task.</p> <p>Skills from other Modules:</p> <ul style="list-style-type: none"> • Basic Mouse skills: hold mouse correctly, left click, scroll • Basic Navigation: scroll, cursor shapes, where and how to place a cursor • Can recognize alphabet and symbols <p>Skills from Module 2:</p> <ul style="list-style-type: none"> • Type some of the most common keys on the QWERTY keyboard • Use correct finger placement (on the home keys) • Use correct wrist and finger placement (ergonomics)
<p>Level(s)</p>	<p>CLB 6</p>
<p>Skill(s) and CLB competency(ies)</p>	<p>Writing CLB 6 - I: Interacting with Others</p> <p>Convey personal messages in short, formal, and informal correspondence for an expanding range of everyday social purposes (such as expressing congratulations, thanks, apologies, or offering assistance).</p>
<p>Description of learner task</p>	<p>Write a response to an anniversary party invitation.</p>
<p>Information for the teacher</p>	<p>Conditions for assessment:</p> <p>Each student must have their own computer.</p> <p>Reminder: Teach the language skills prior to this assessment.</p> <p>Specific information for this task:</p> <ul style="list-style-type: none"> • It is strongly suggested that students write the invitation on paper before typing it. • Optional: check students' writing prior to them typing the invitation.

Student's Name: _____ Date: _____

Teacher's Name: _____

Writing CLB 6 - I: Interacting with others

Convey personal messages in short, formal, and informal correspondence for an expanding range of everyday social purposes (such as expressing congratulations, thanks, apologies, or offering assistance)

Description of learner task:

You received an email invitation from your friends' daughter who invited you to her parents' anniversary celebration. Write a reply to express congratulations and apologize that you cannot make it on that day.

	Can do	Not yet
* Conveys the intended meaning		
* Uses language and content appropriate and relevant to the situation		
* Expresses main ideas and supports them in some detail		
* Has an appropriate use of connective words and phrases		
* Has a good range of vocabulary for simple everyday texts		
* Has good control of simple structures and a developing control of complex structures		
* Has adequate control of spelling, punctuation and format		

Done well: _____

What to do to improve: _____

* These criteria must be checked "Can do" to be successful at this task.

Success on the task: Yes Not Yet