

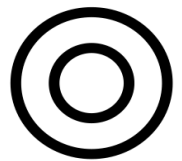
K-2

Why not individual grade levels? Because you will use these I Can Statements across multiple grade levels for multiple lessons. If you want to write some of your own I Can Statements, check out the editable file in your download folder. -Brittany



EMPOWERED LEARNER

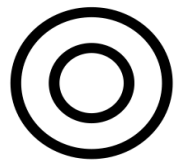
Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.





DIGITAL CITIZEN

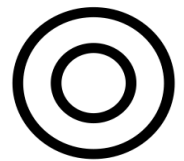
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.





KNOWLEDGE CONSTRUCTOR

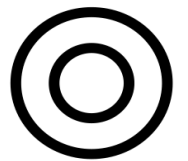
Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.





INNOVATIVE DESIGNER

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.



A decorative header at the top of the page featuring a row of seven overlapping circles in orange, pink, orange, yellow, green, blue, and purple. Below this is a white rectangular area with a black border and rounded corners, containing the text.

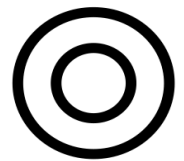
COMPUTATIONAL THINKER

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.



CREATIVE COMMUNICATOR

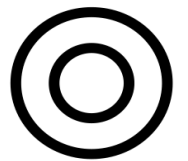
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

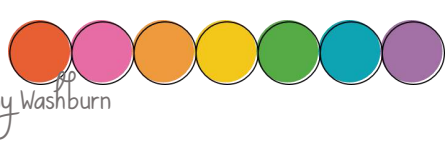




GLOBAL COLLABORATOR

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.



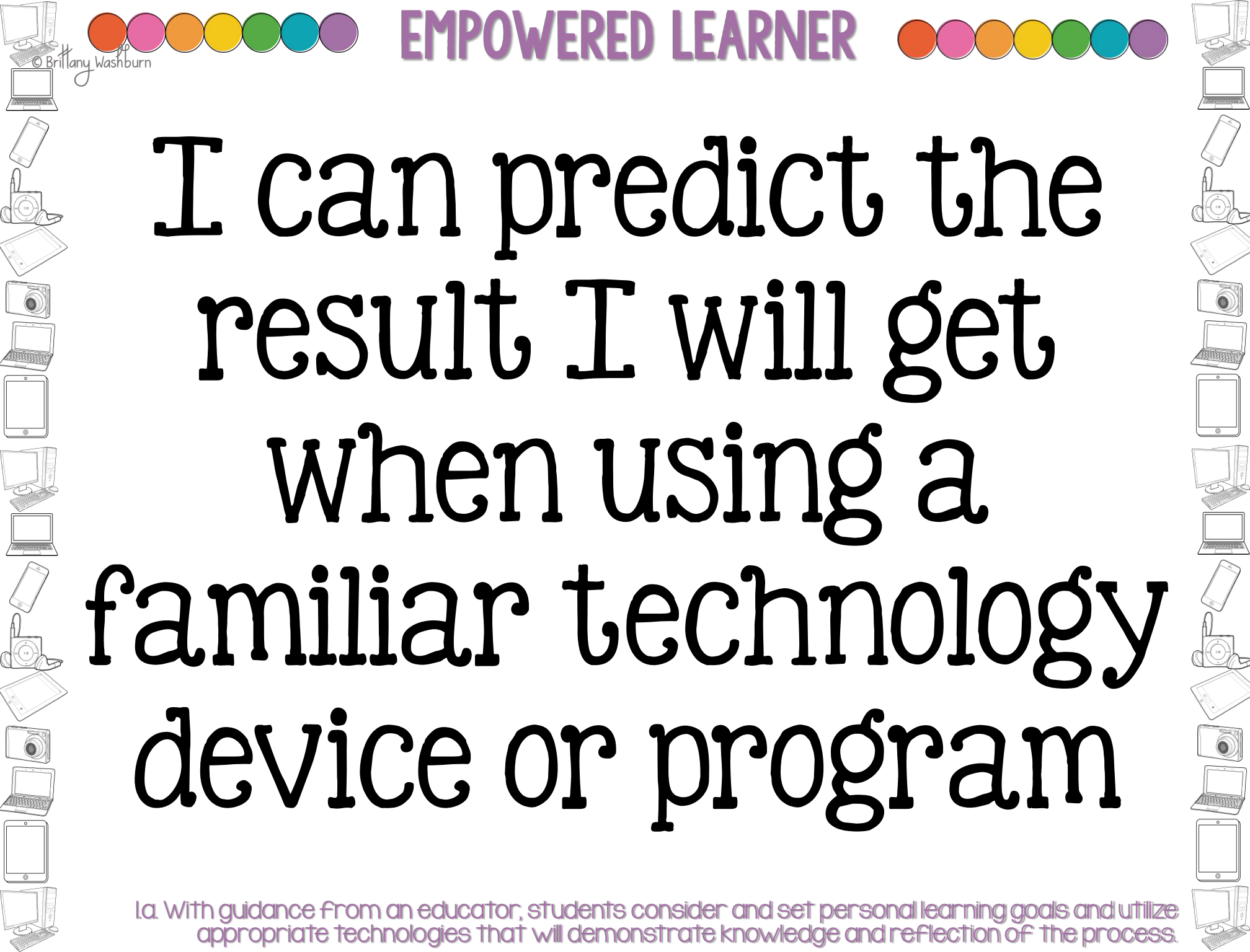


EMPOWERED LEARNER

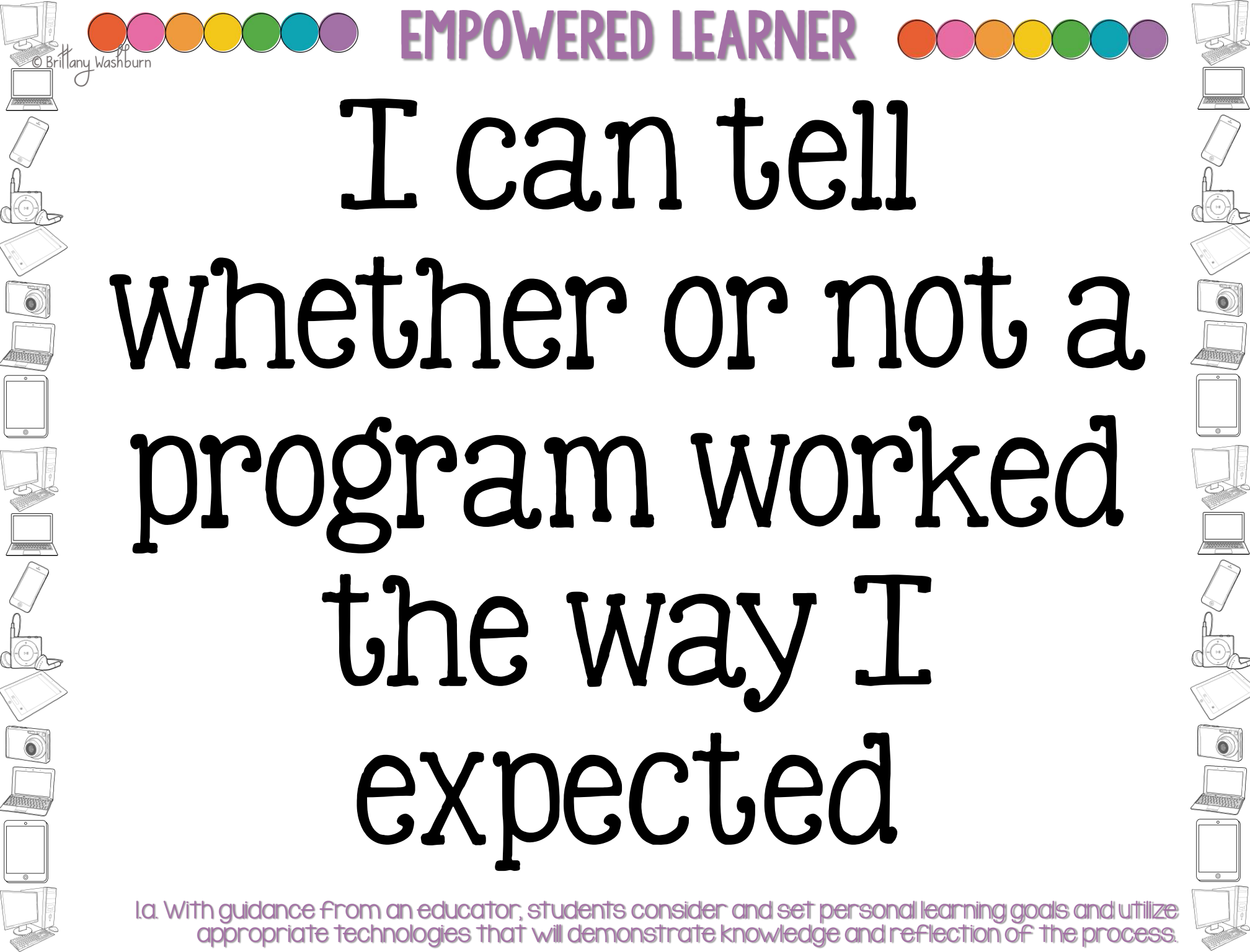


I can use a
program on my
device to show
you what I know
in my mind

1.a. With guidance from an educator, students consider and set personal learning goals and utilize appropriate technologies that will demonstrate knowledge and reflection of the process.



I can predict the
result I will get
when using a
familiar technology
device or program

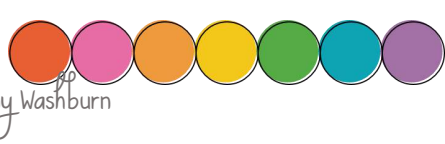


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EMPOWERED LEARNER

I can tell
whether or not a
program worked
the way I
expected

1.a. With guidance from an educator, students consider and set personal learning goals and utilize appropriate technologies that will demonstrate knowledge and reflection of the process.



I can share and
be polite when
working with my
group on a
project



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EMPOWERED LEARNER



I can work
with others to
write and
share a story

1.b. With guidance from an educator, students learn about various technologies that can be used to connect to others or make their learning environments personal and select resources from those available to enhance their learning.



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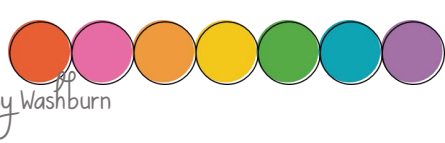


EMPOWERED LEARNER



I can work
with others to
add graphics to
a shared story

1.b. With guidance from an educator, students learn about various technologies that can be used to connect to others or make their learning environments personal and select resources from those available to enhance their learning.



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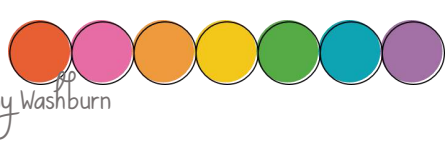
EMPOWERED LEARNER



I can find a
different way to
use a program
when my first
plan doesn't work

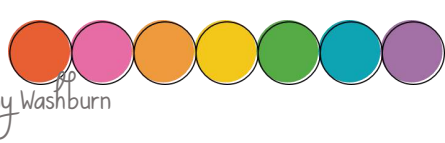
I.c. With guidance from an educator, students recognize performance feedback from digital tools, make adjustments based on that feedback and use age-appropriate technology to share learning.

I can use a
mouse,
trackpad, or
touchscreen



I can navigate a computer or mobile device using icons

I.c. With guidance from an educator, students recognize performance feedback from digital tools, make adjustments based on that feedback and use age-appropriate technology to share learning.



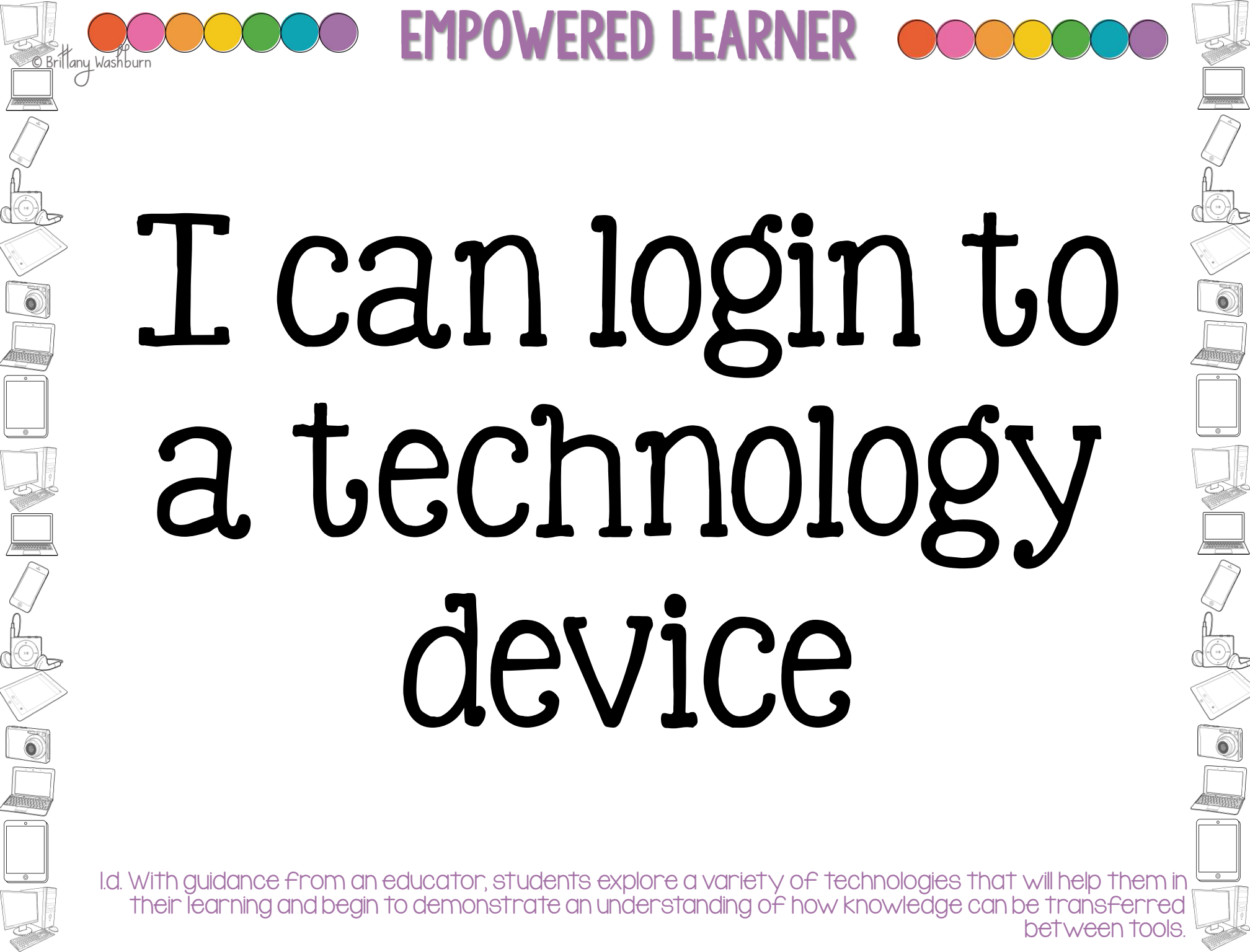
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EMPOWERED LEARNER



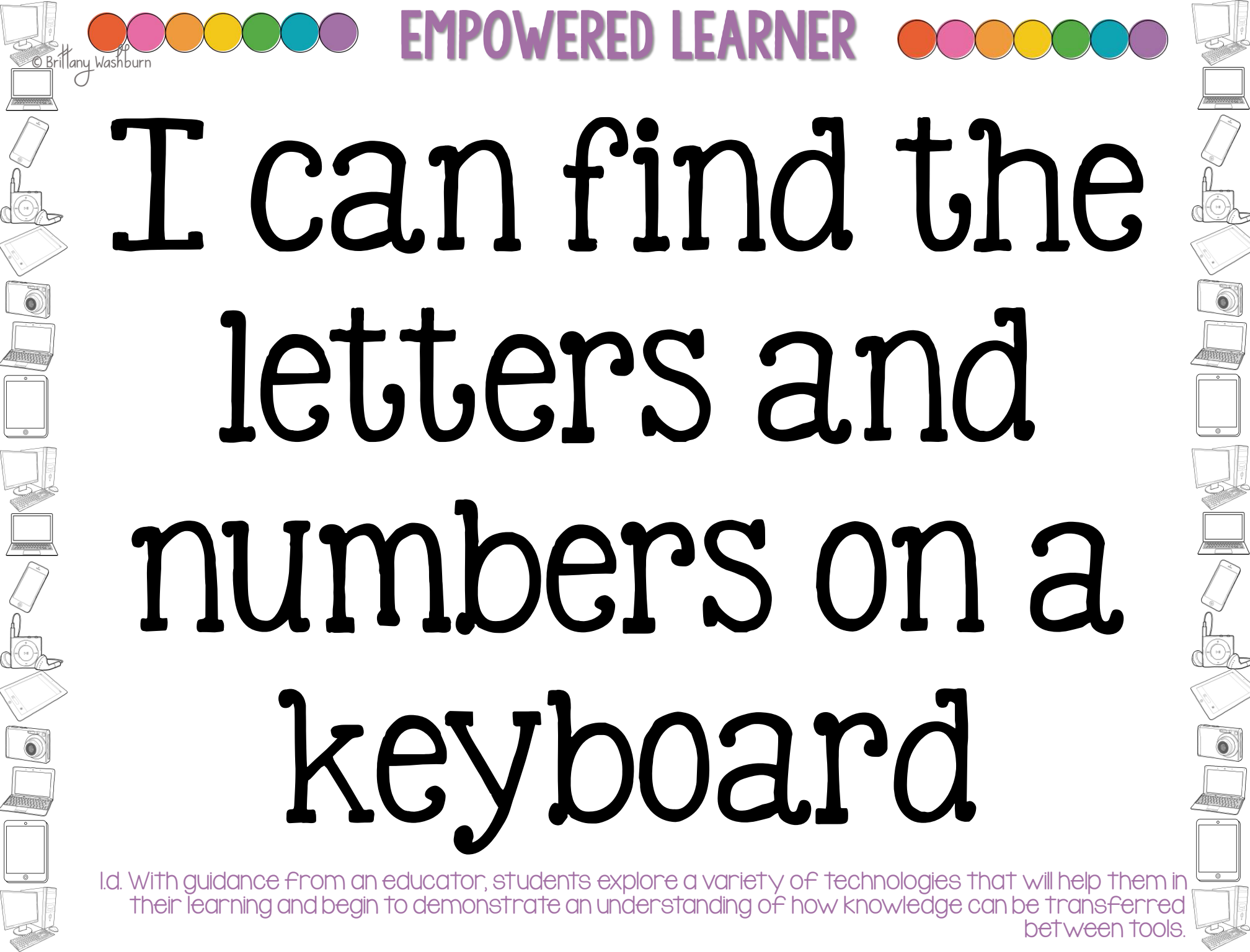
I can tell what is
similar and different
when I use different
computers,
technology, or
software programs

I.d. With guidance from an educator, students explore a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools.



I can login to a technology device

I.d. With guidance from an educator, students explore a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools.



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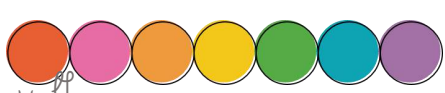
EMPOWERED LEARNER

I can find the
letters and
numbers on a
keyboard

1.d. With guidance from an educator, students explore a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools.



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EMPOWERED LEARNER



I can name a
file and save it
to where I can
find it later

1.d. With guidance from an educator, students explore a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools.



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DIGITAL CITIZEN



I can decide
what personal
information to
share with my
online friends

2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.



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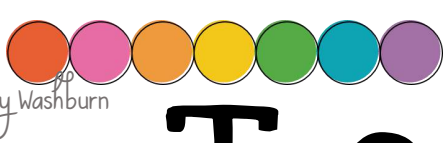


DIGITAL CITIZEN



I can observe
how information
posted online can
be downloaded
forever

2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.



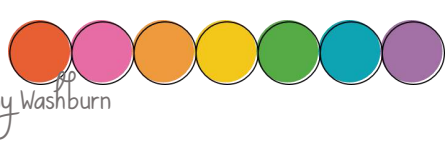
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DIGITAL CITIZEN



I can tell which
pictures of me, my
friends, or my
school should be
online and which
ones should not

2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.



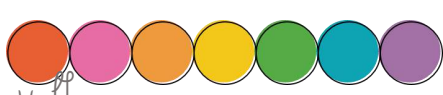
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DIGITAL CITIZEN



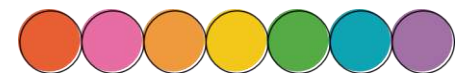
I can make sure or
ask if something
can be copied from
the internet before
I use it

2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.



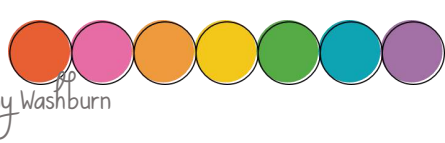
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DIGITAL CITIZEN



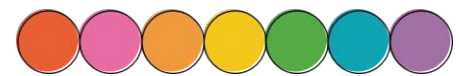
I can work with
others in my school,
community, or at
home to tell them
about being a good
digital citizen

2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.



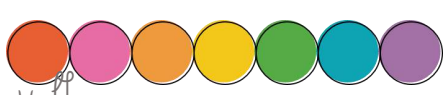
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DIGITAL CITIZEN



I can get
permission from a
parent or teacher
before sharing
private information
online

2.b. With guidance from an educator, students understand how to be careful when using devices and how to be safe online, follow safety rules when using the internet and collaborate with others.



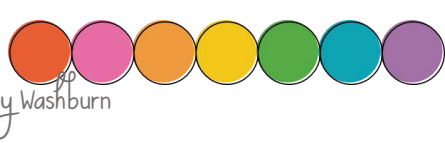
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DIGITAL CITIZEN



I can leave a site
and tell an adult if
I feel
uncomfortable
about anything I
see on the internet

2.b. With guidance from an educator, students understand how to be careful when using devices and how to be safe online, follow safety rules when using the internet and collaborate with others.



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DIGITAL CITIZEN



I can protect my
passwords by not
sharing them
with others

2.b. With guidance from an educator, students understand how to be careful when using devices and how to be safe online, follow safety rules when using the internet and collaborate with others.



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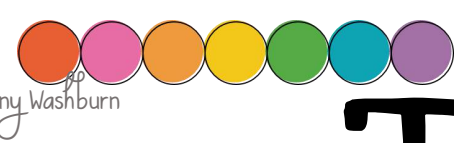


DIGITAL CITIZEN

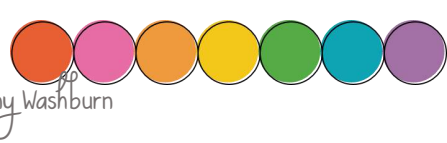


I can put
something I
read into my
own words

2.c. With guidance from an educator, students learn about ownership and sharing of information, and how to respect the work of others.



I can give
credit to the
author or
illustrator of a
creative work



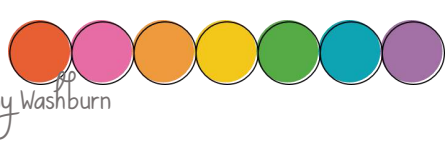
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DIGITAL CITIZEN



I can explain the rules of Responsible Use

2.c. With guidance from an educator, students learn about ownership and sharing of information, and how to respect the work of others.



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DIGITAL CITIZEN



I can explain
how I know that
technology is all
around us

2.d. With guidance from an educator, students demonstrate an understanding that technology is all around them and the importance of keeping their information private.



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DIGITAL CITIZEN



I can explain
what information
is ok to tell and
what I shouldn't
tell

2.d. With guidance from an educator, students demonstrate an understanding that technology is all around them and the importance of keeping their information private.

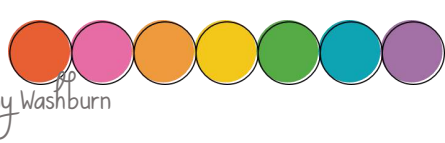


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I can create a
report or
presentation with
information that I
found when using
technology

3. a. With guidance from an educator, students use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest.



I can help find
information
using a search
engine

3. a. With guidance from an educator, students use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest.

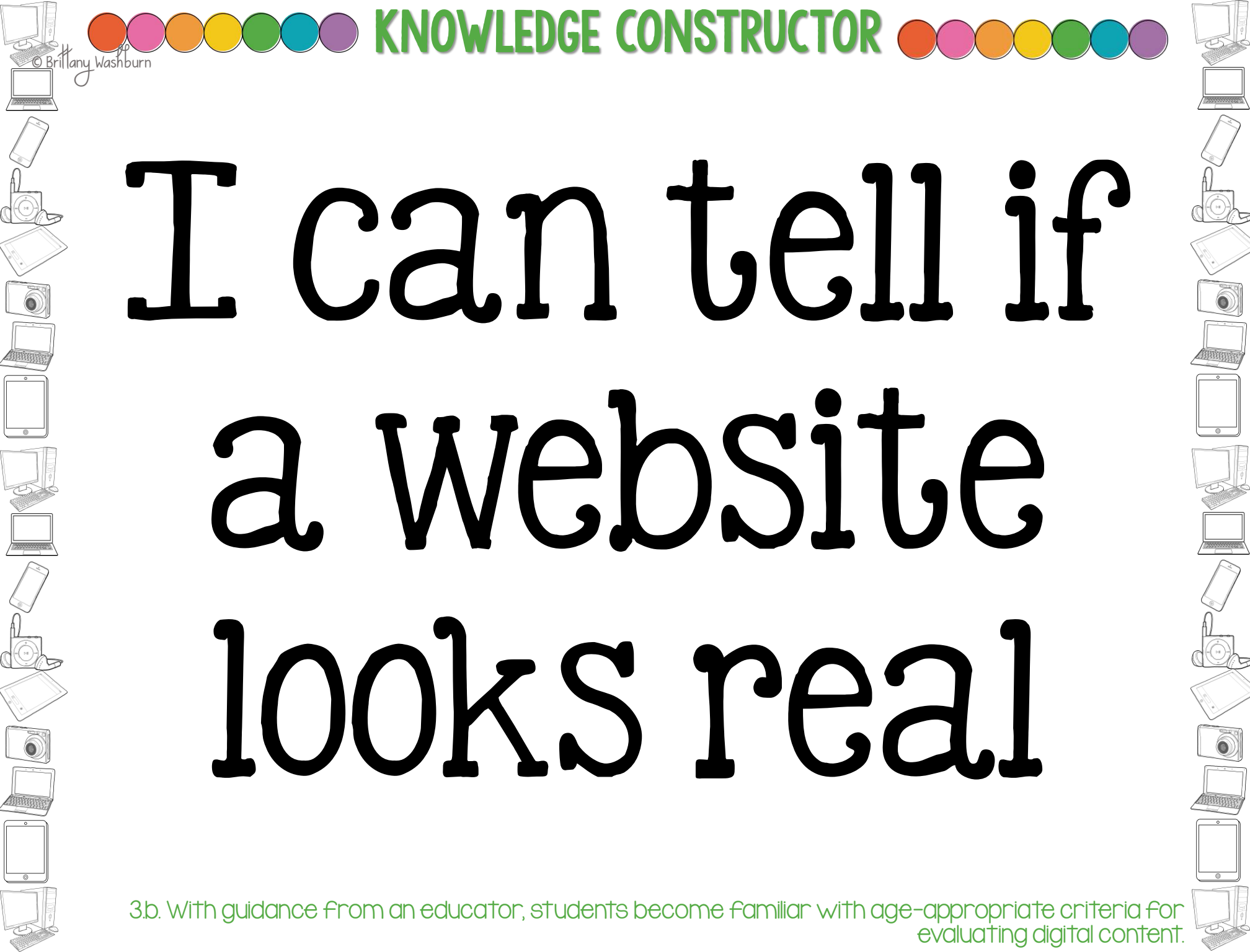


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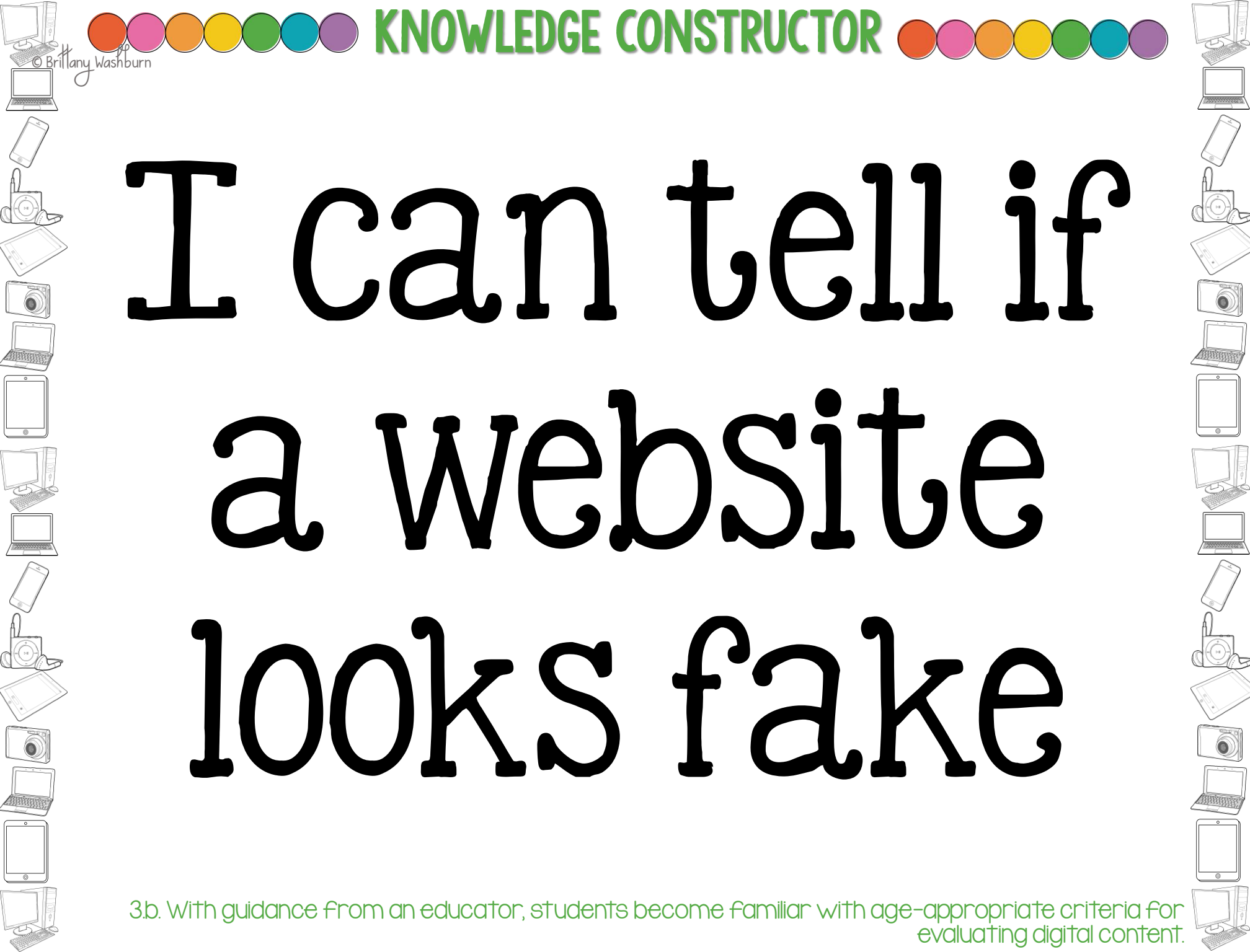


I can take
notes on what
we learn from
our research

3. a. With guidance from an educator, students use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest.



I can tell if
a website
looks real



I can tell if
a website
looks fake



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I can explain
how I know if a
website looks
real or fake

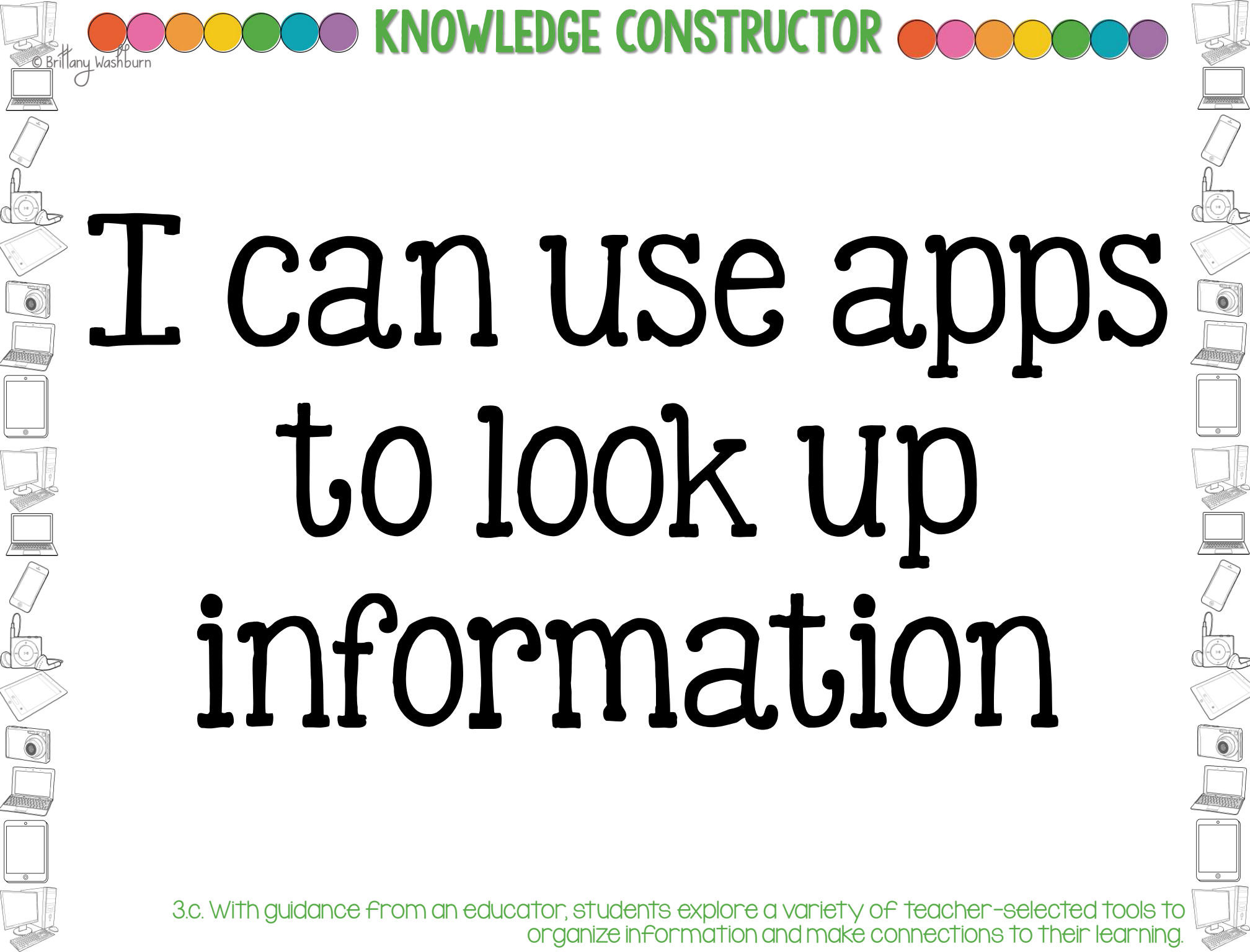




I can decide if
a website has
reliable
information



I can find things
on the internet
and bookmark
websites that I
like



I can use apps
to look up
information



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I can tell
someone if what
I found on the
internet is good
information

3.c. With guidance from an educator, students explore a variety of teacher-selected tools to organize information and make connections to their learning.



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I can use
technology to
find more than
one solution to a
problem

3.d. With guidance from an educator, students explore real-world issues and problems and share their ideas about them with others.



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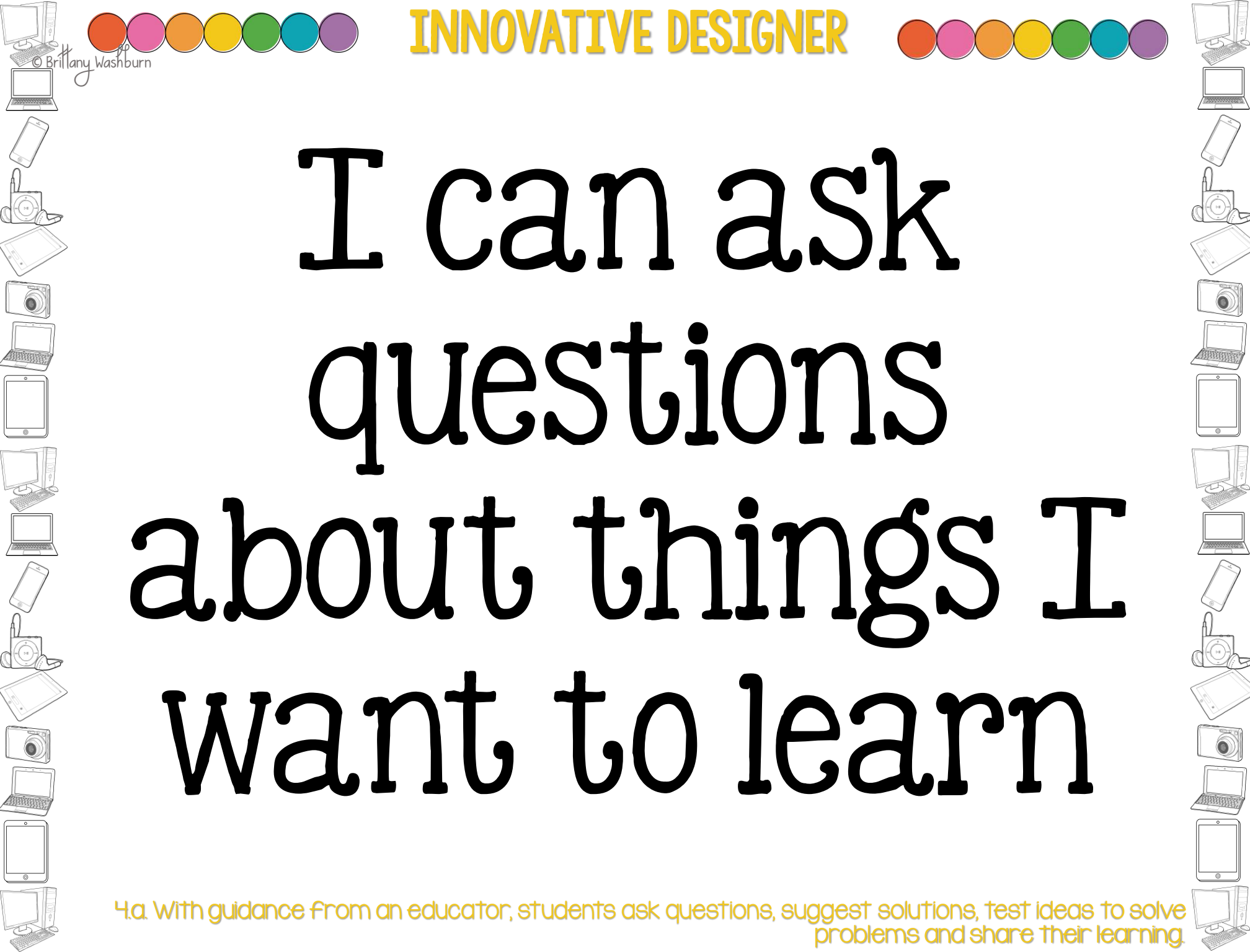


KNOWLEDGE CONSTRUCTOR



I can use
technology, like
clickers, to
participate in a
class discussion

3.d. With guidance from an educator, students explore real-world issues and problems and share their ideas about them with others.



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INNOVATIVE DESIGNER

I can ask
questions
about things I
want to learn

4.a. With guidance from an educator, students ask questions, suggest solutions, test ideas to solve problems and share their learning.



I can use
technology
tools to share
what I know

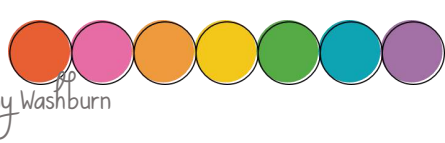
4.a. With guidance from an educator, students ask questions, suggest solutions, test ideas to solve problems and share their learning.



I can use
software to
help make a
project timeline



I can use an
online tool to
plan out the
solution to a
problem



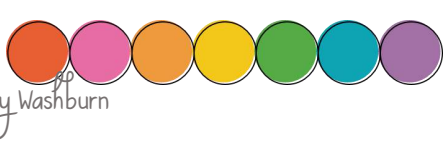
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INNOVATIVE DESIGNER

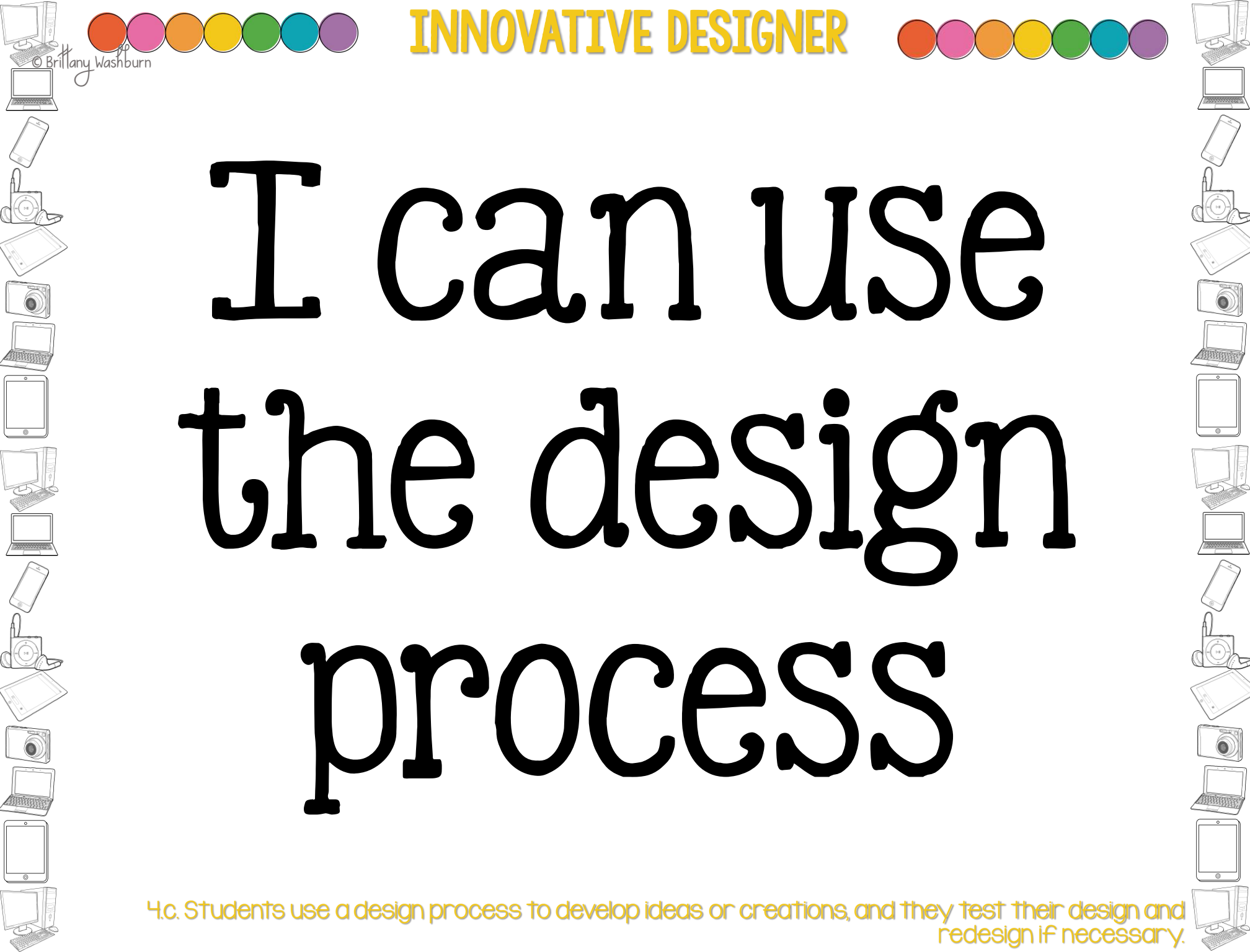


I can make a
visual model
using an online
tool

4.b. Students use age-appropriate digital and non-digital tools to design something and are aware of the step-by-step process of designing.

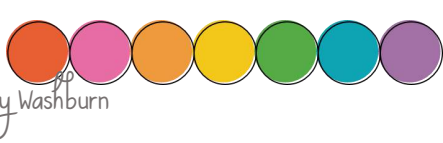


I can use a
digital tool to
test out solving
a problem



I can use the design process

4.c. Students use a design process to develop ideas or creations, and they test their design and redesign if necessary.

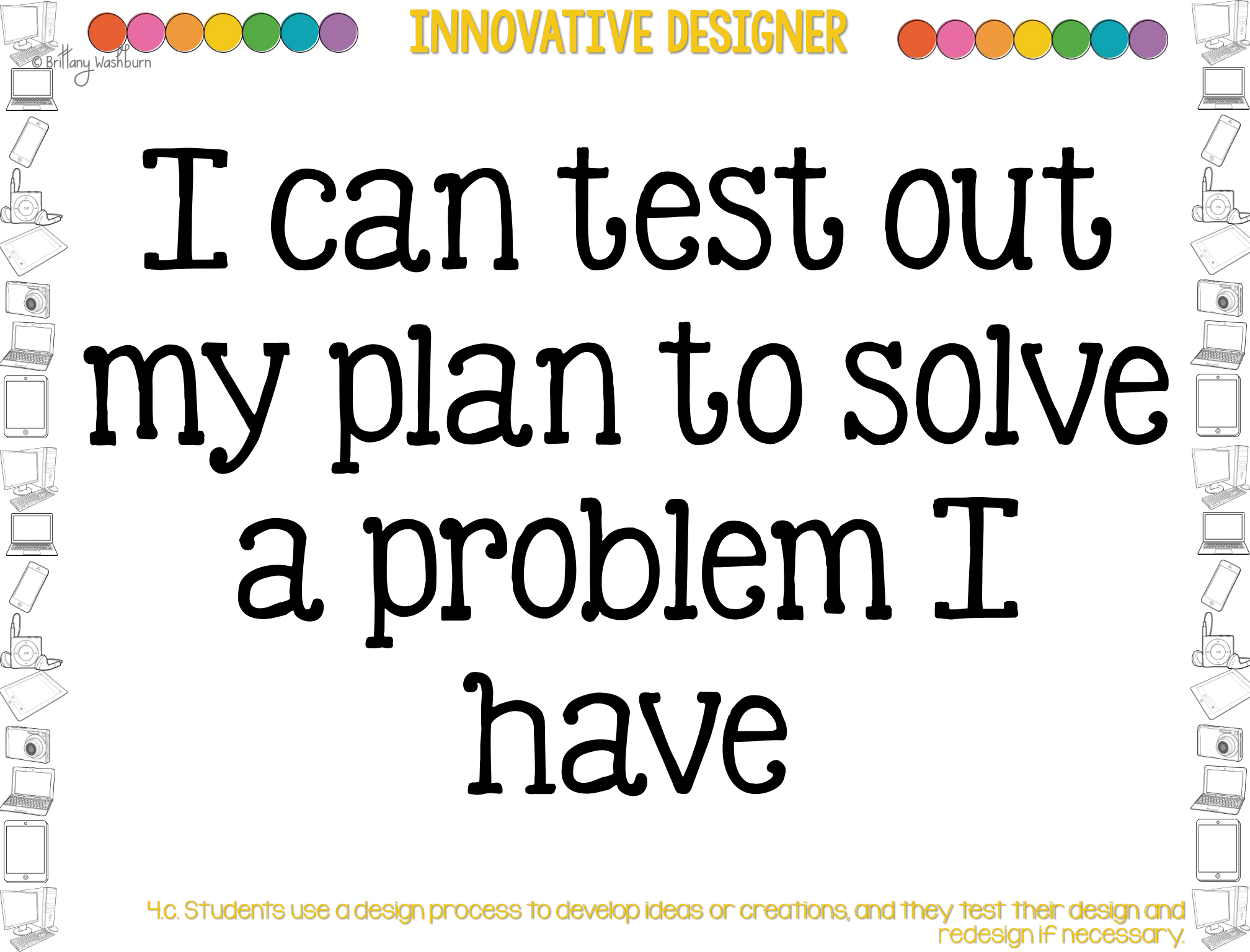


I can ask a
question about
a problem I
have

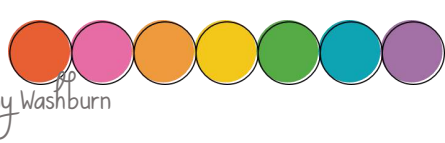
I can imagine
how to solve a
problem I
have



I can make a
plan to solve a
problem I
have



I can test out
my plan to solve
a problem I
have



I can improve my
plan and try
again until I find
the solution to a
problem I have





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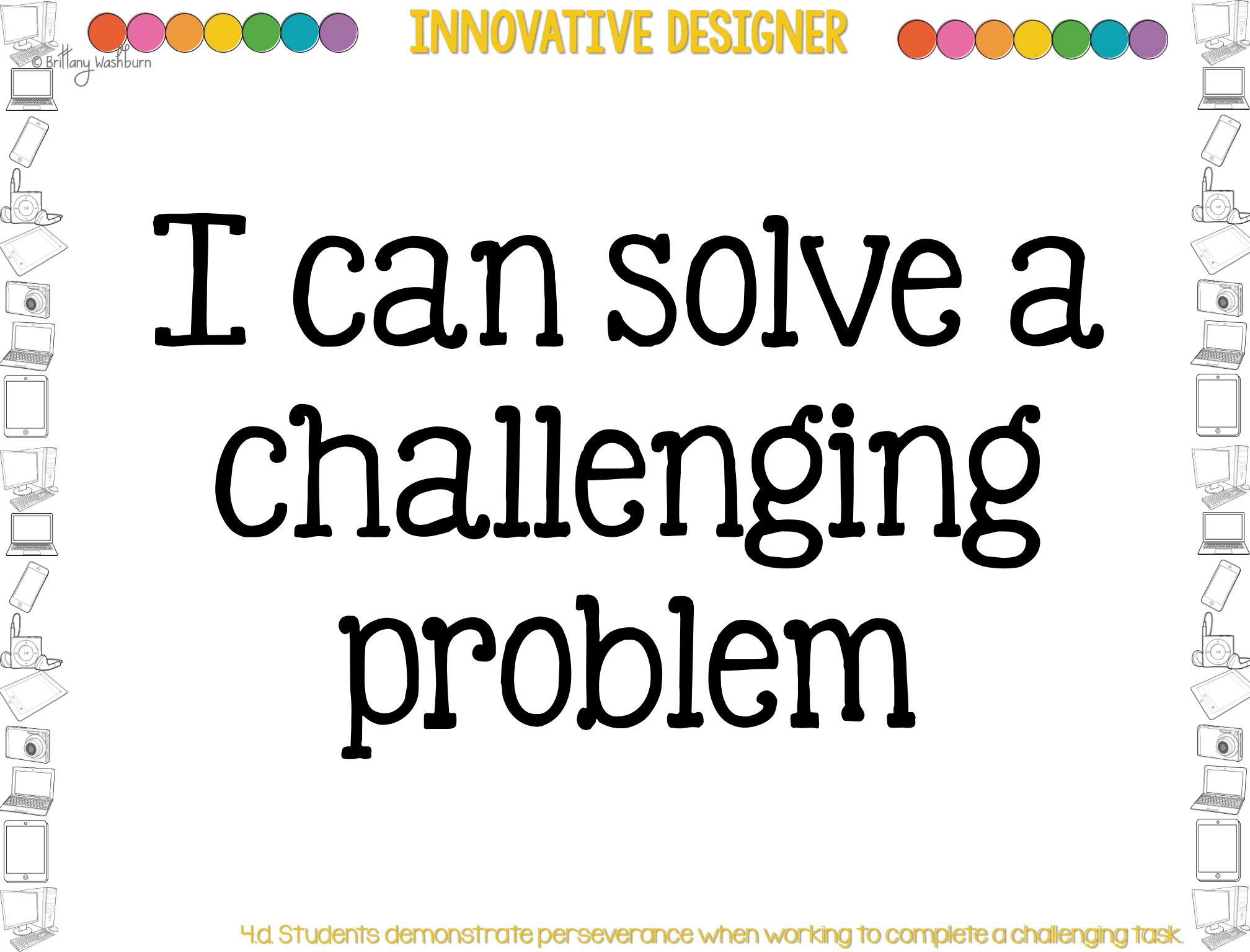
INNOVATIVE DESIGNER



I can stay
with a task
until I have it
completed

4.d. Students demonstrate perseverance when working to complete a challenging task.





I can solve a
challenging
problem

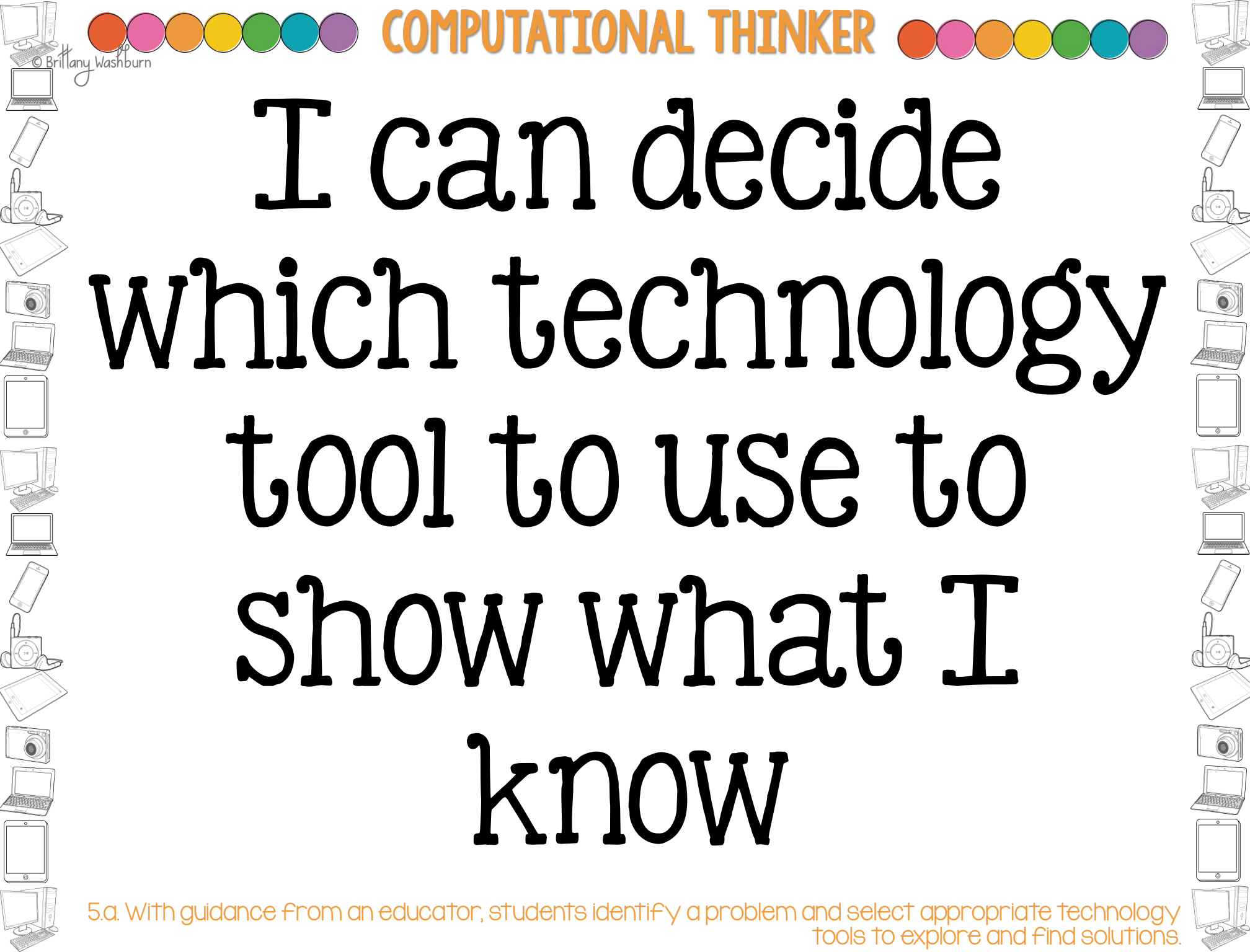
I can enjoy
working
through a
problem



I can use a search engine with my teacher to find information about something



I can work with
my group and use
technology to take
notes when we are
learning something
new



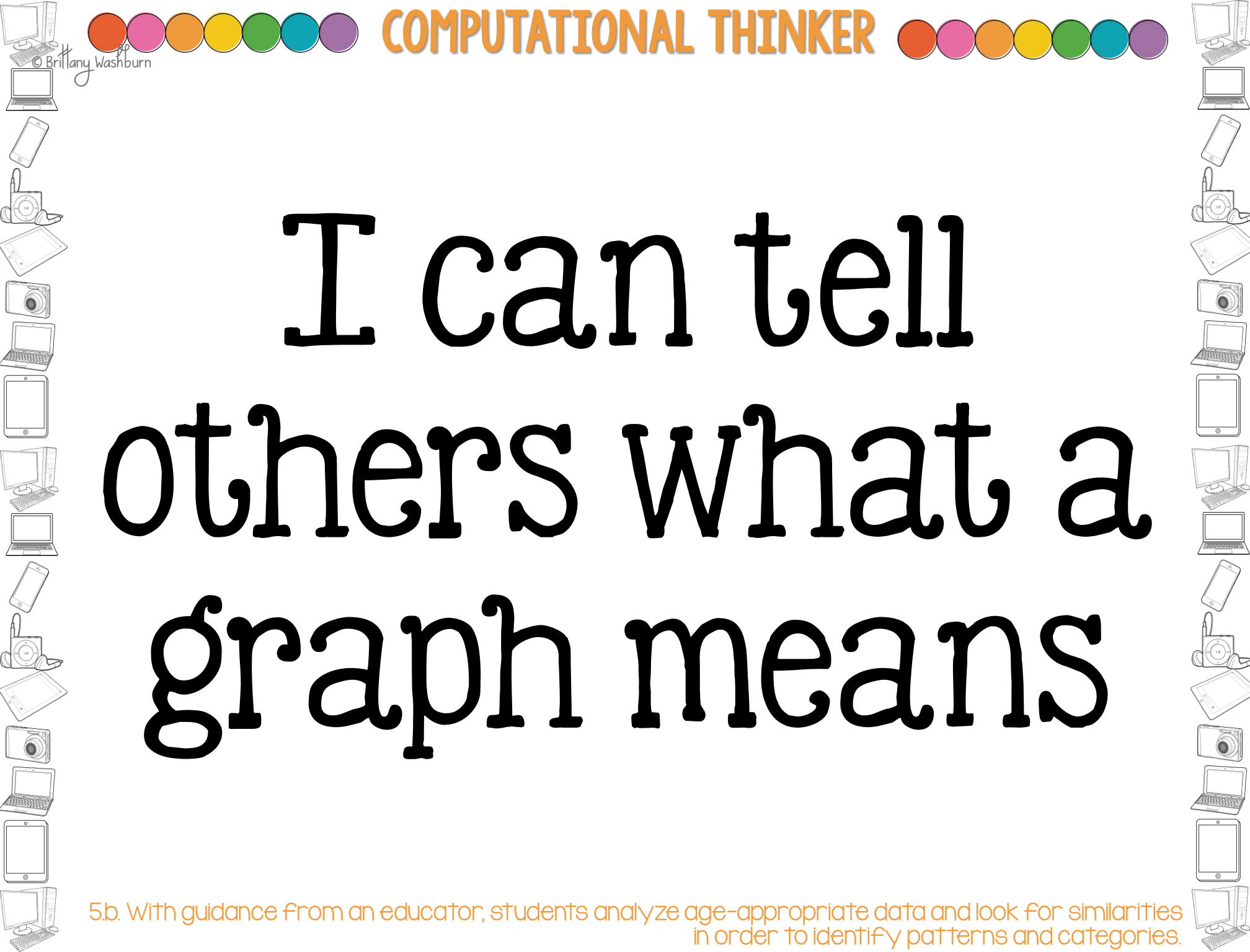
I can decide
which technology
tool to use to
show what I
know

5.a. With guidance from an educator, students identify a problem and select appropriate technology tools to explore and find solutions.



I can use apps to
look up something
like the weather
and tell what
may happen later

5.b. With guidance from an educator, students analyze age-appropriate data and look for similarities in order to identify patterns and categories.

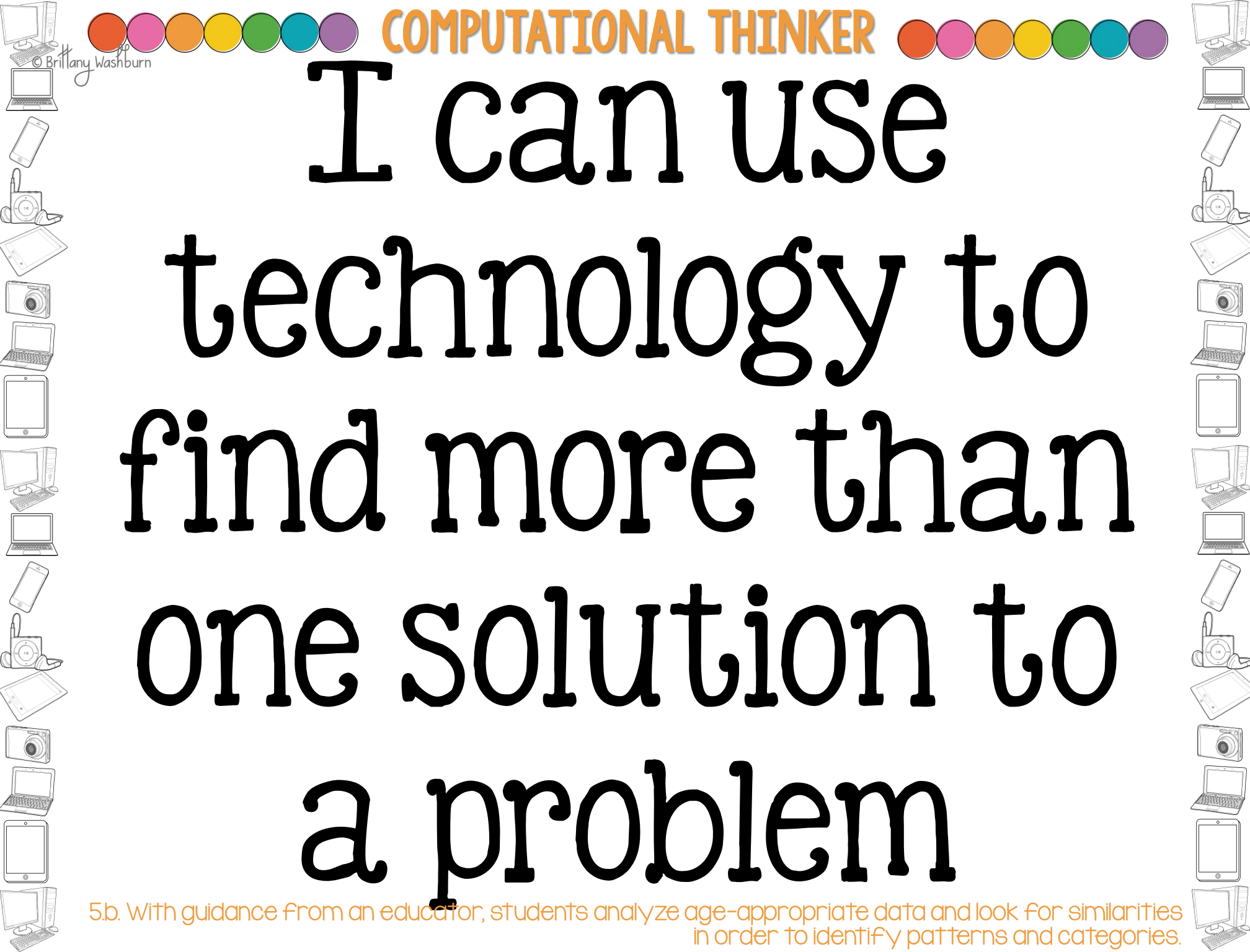


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COMPUTATIONAL THINKER

I can tell
others what a
graph means

5.b. With guidance from an educator, students analyze age-appropriate data and look for similarities in order to identify patterns and categories.

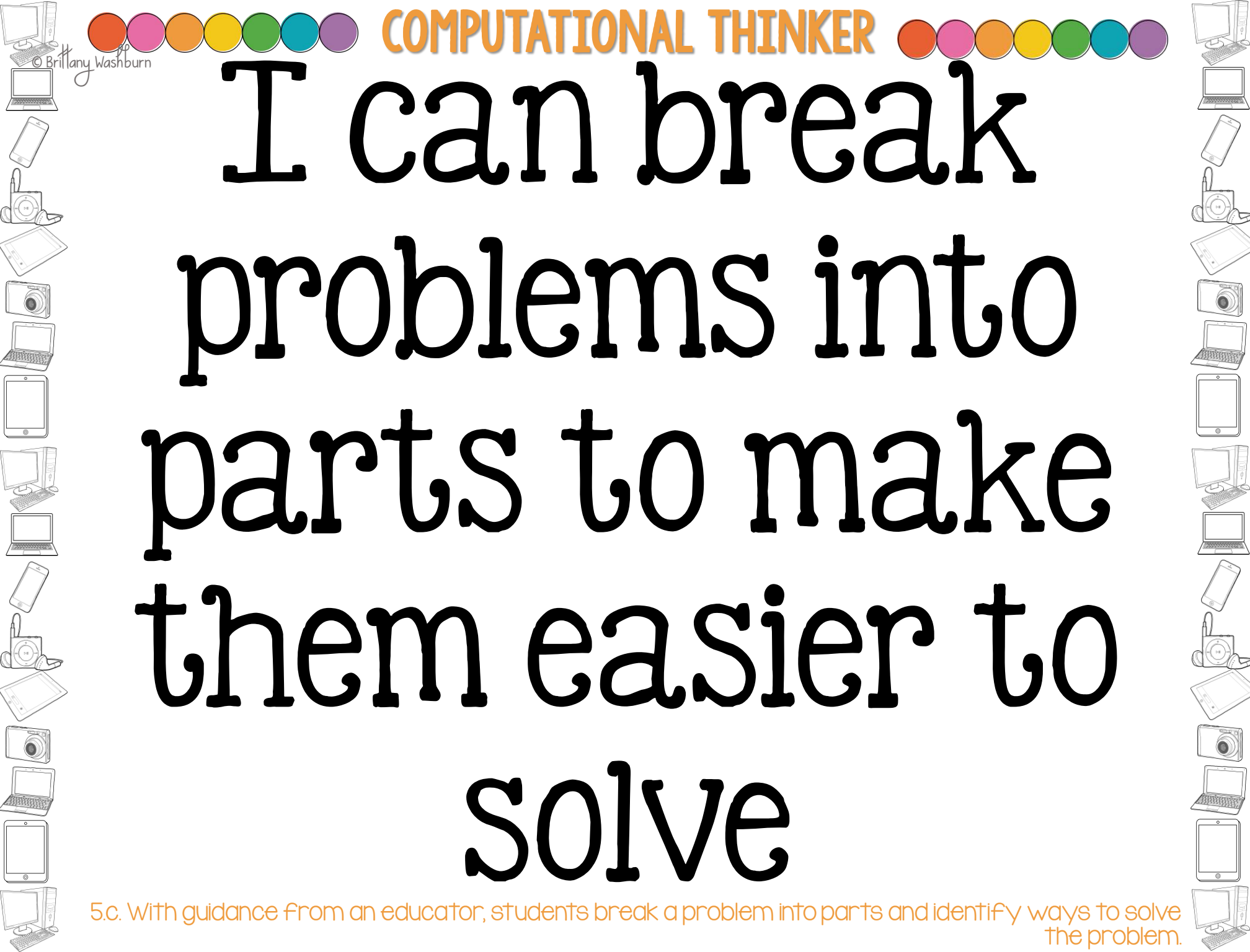


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COMPUTATIONAL THINKER

I can use
technology to
find more than
one solution to
a problem

5.b. With guidance from an educator, students analyze age-appropriate data and look for similarities in order to identify patterns and categories.

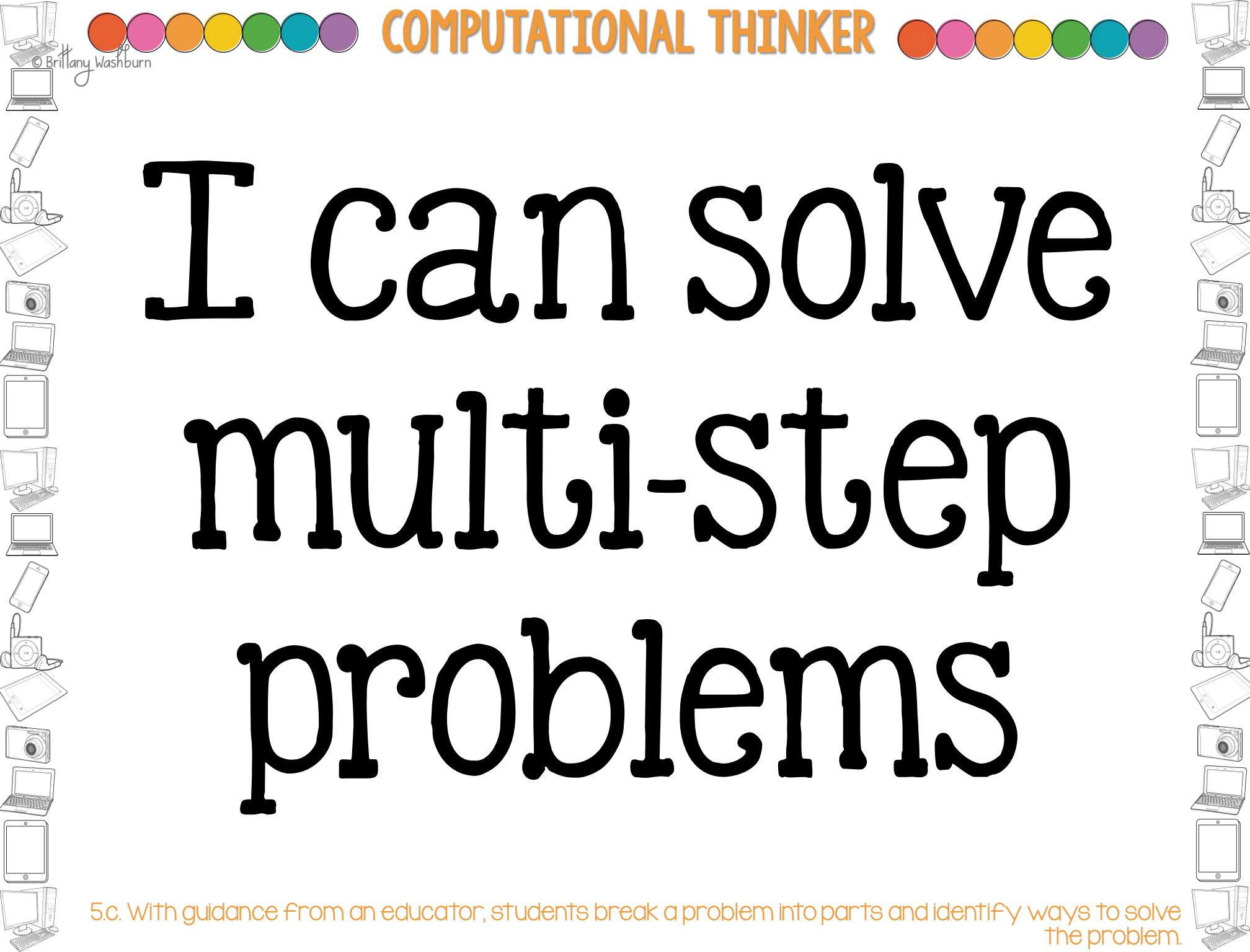


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COMPUTATIONAL THINKER

I can break
problems into
parts to make
them easier to
solve

5.c. With guidance from an educator, students break a problem into parts and identify ways to solve the problem.

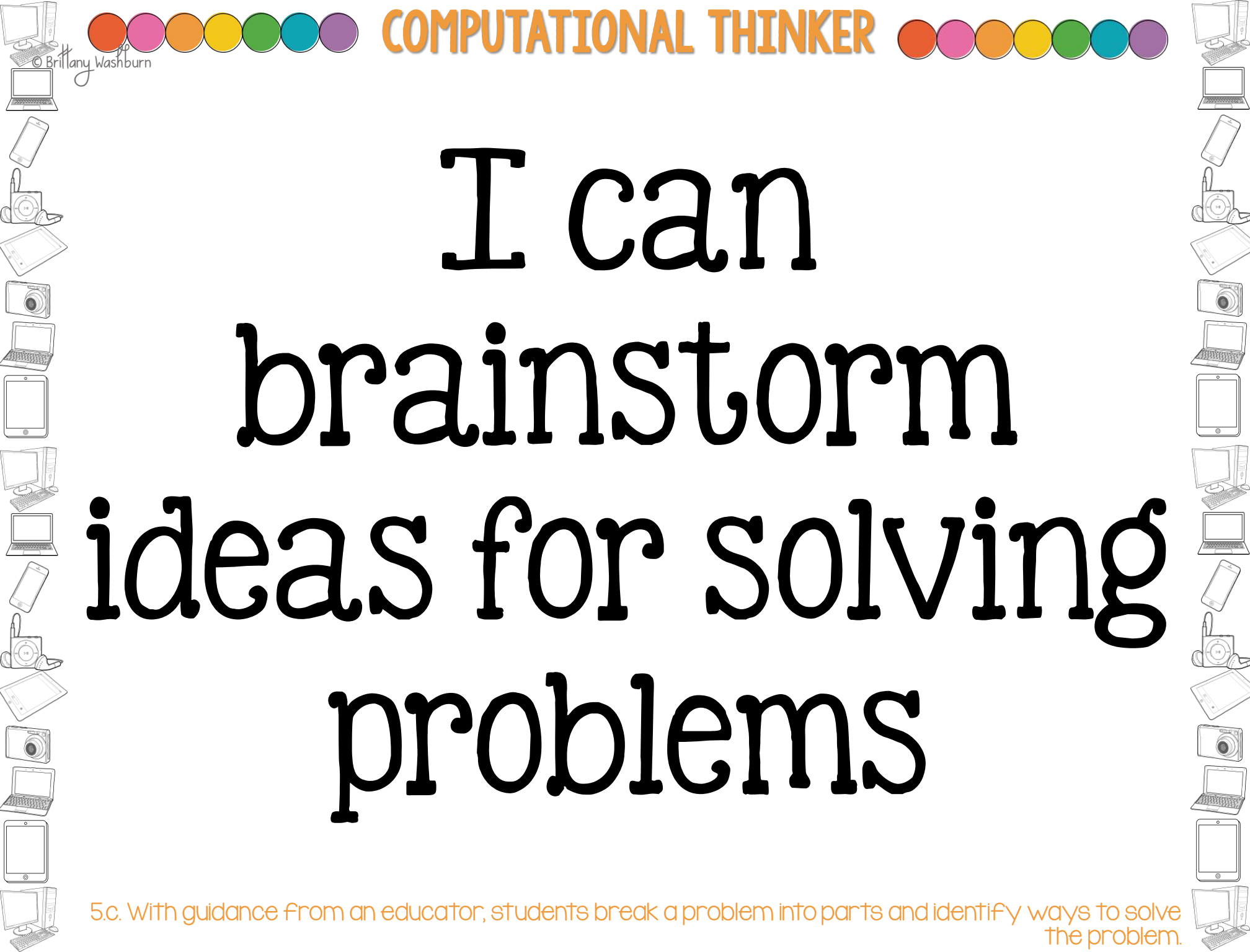


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COMPUTATIONAL THINKER

I can solve
multi-step
problems

5.c. With guidance from an educator, students break a problem into parts and identify ways to solve the problem.

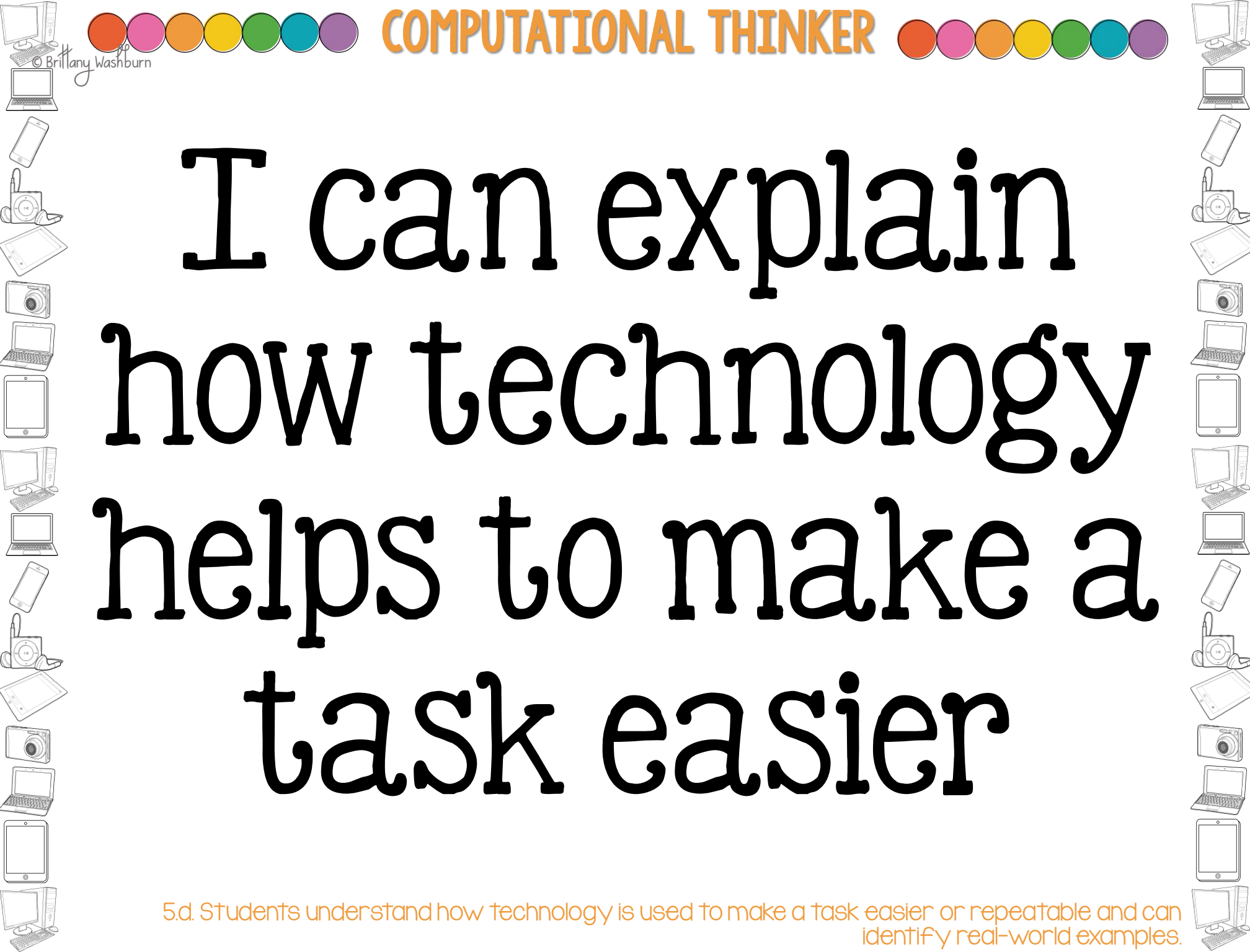


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COMPUTATIONAL THINKER

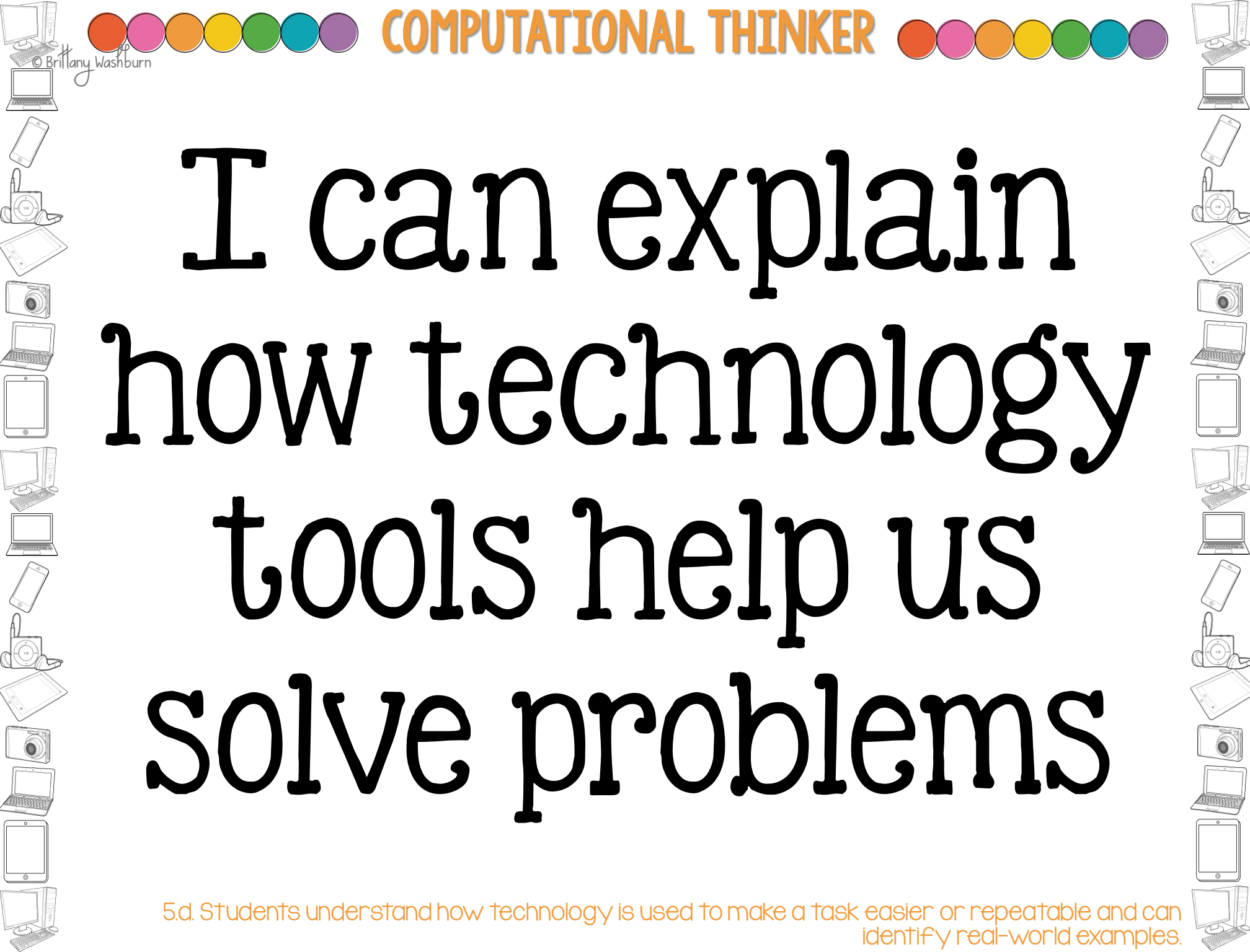
I can
brainstorm
ideas for solving
problems

5.c. With guidance from an educator, students break a problem into parts and identify ways to solve the problem.

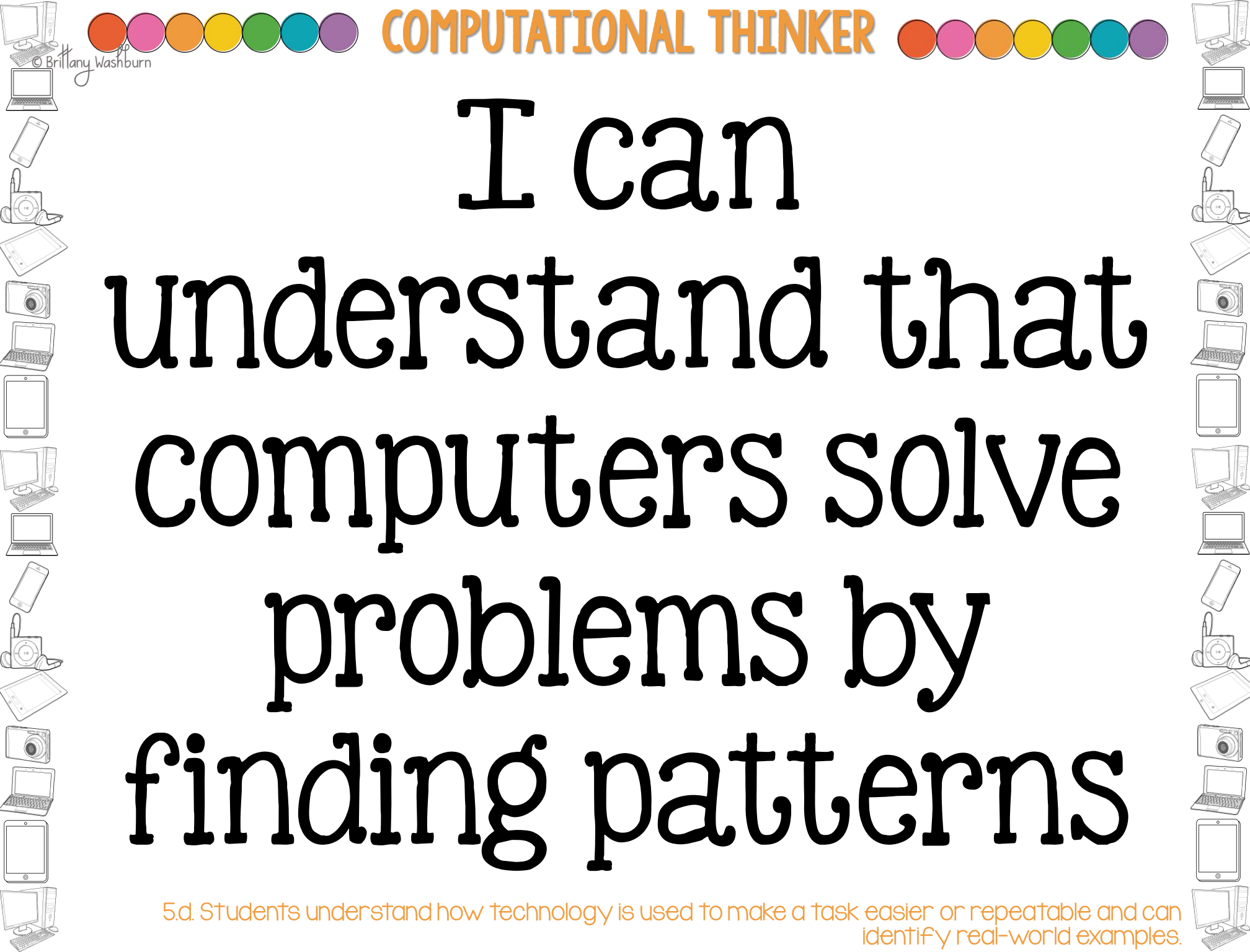


I can explain
how technology
helps to make a
task easier

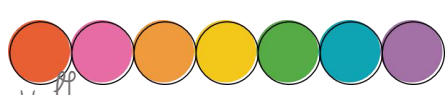
5.d. Students understand how technology is used to make a task easier or repeatable and can identify real-world examples.



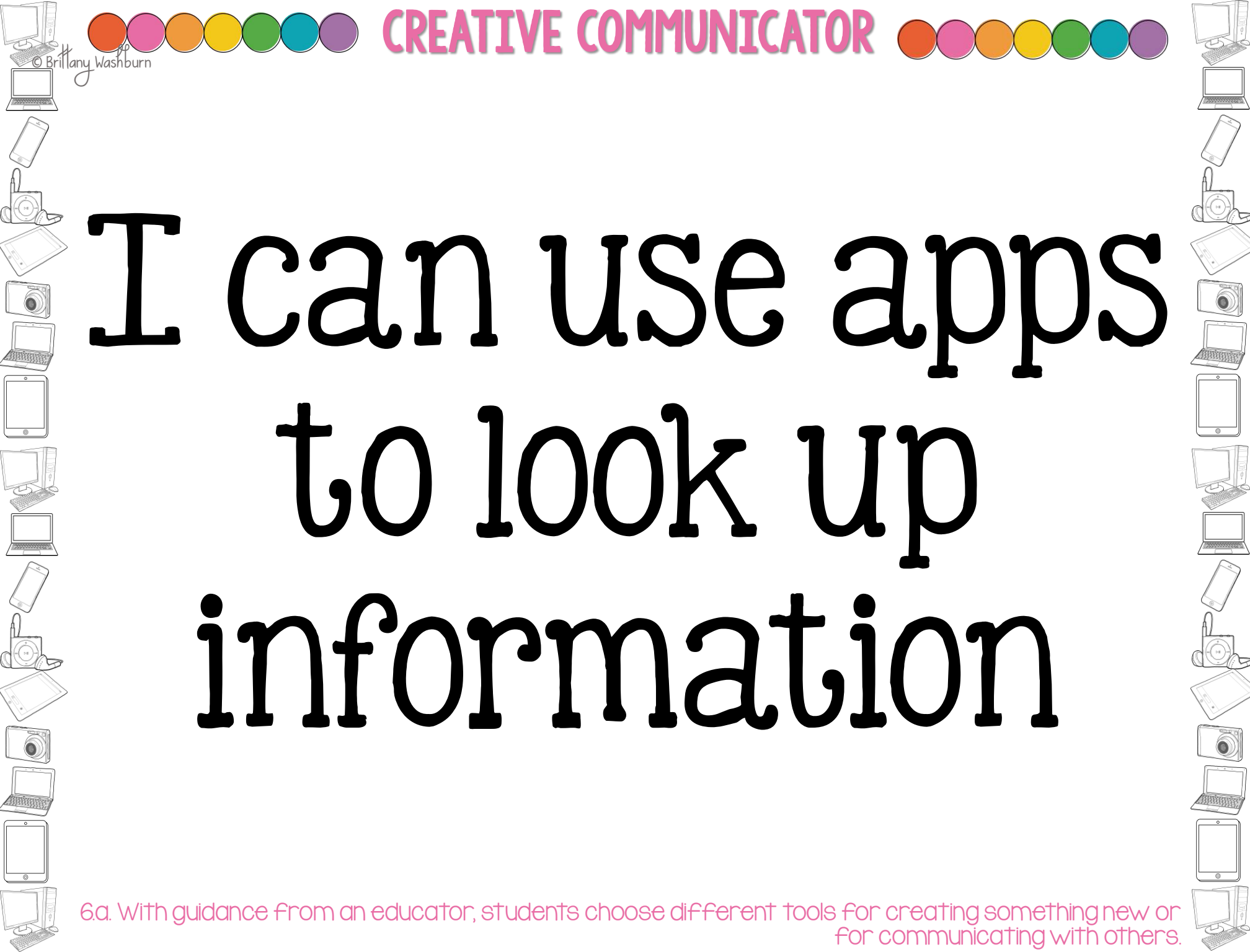
I can explain
how technology
tools help us
solve problems



I can
understand that
computers solve
problems by
finding patterns



I can find things
on the internet
and bookmark
websites that I
like

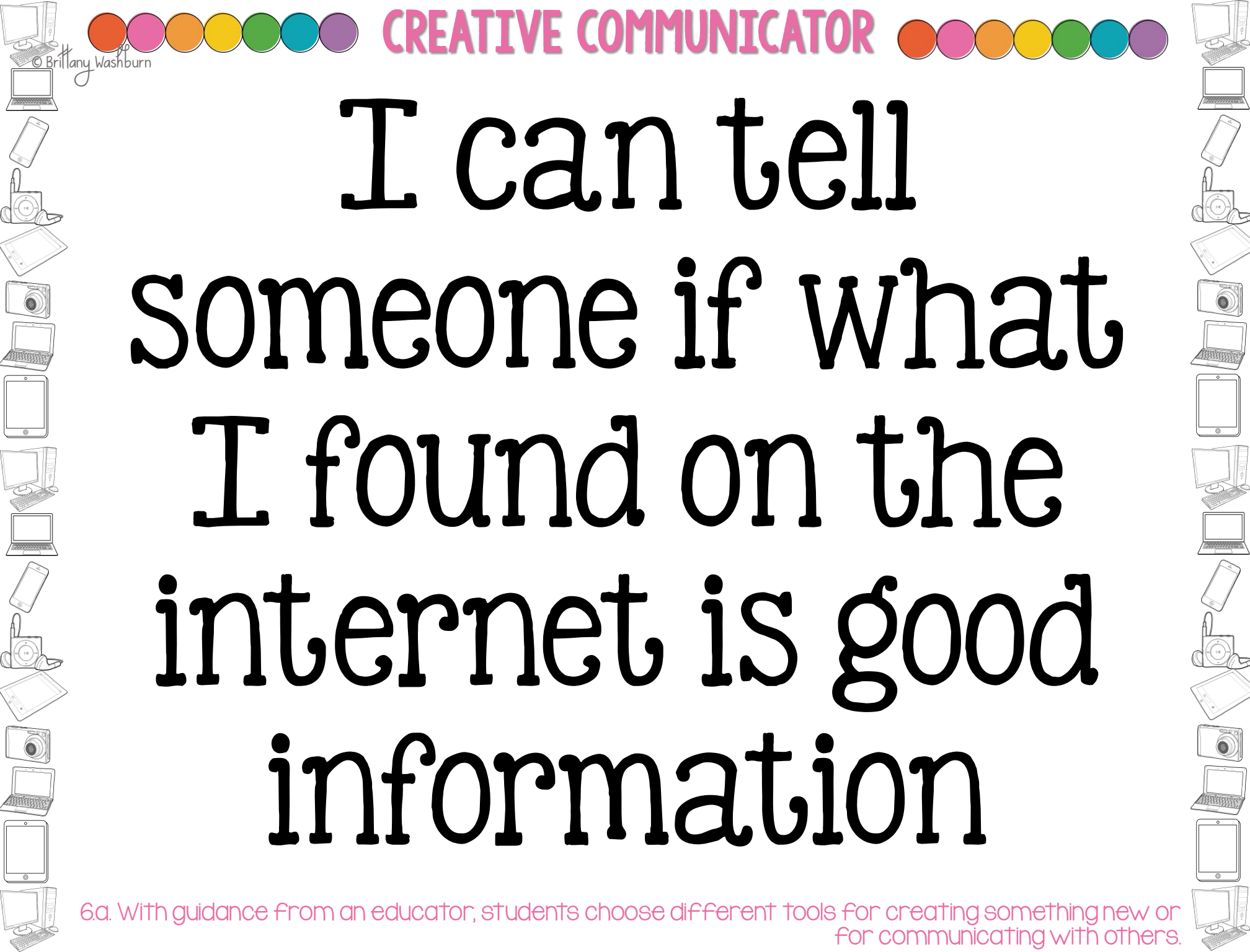


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CREATIVE COMMUNICATOR

I can use apps
to look up
information

6a. With guidance from an educator, students choose different tools for creating something new or for communicating with others.



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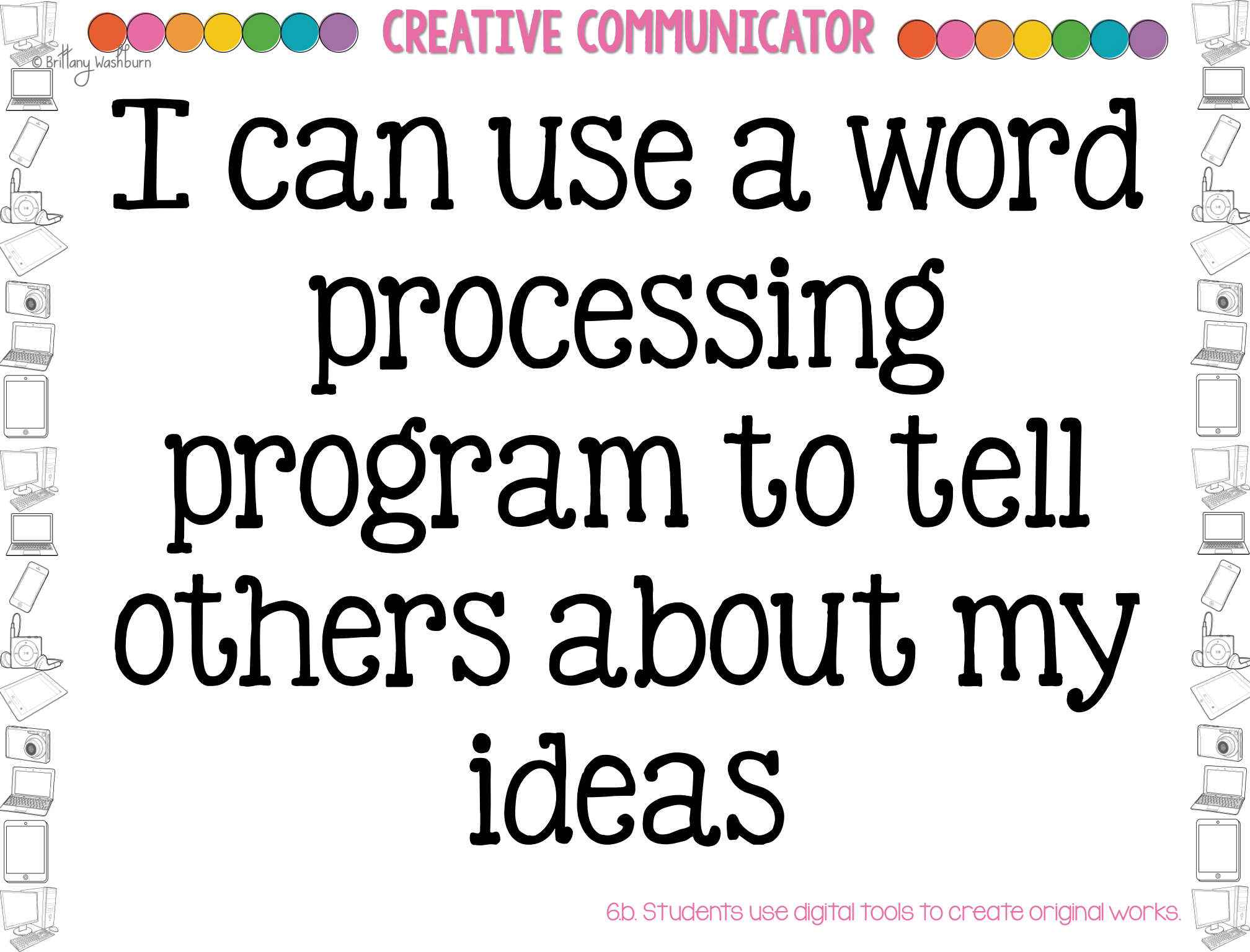
CREATIVE COMMUNICATOR

I can tell
someone if what
I found on the
internet is good
information

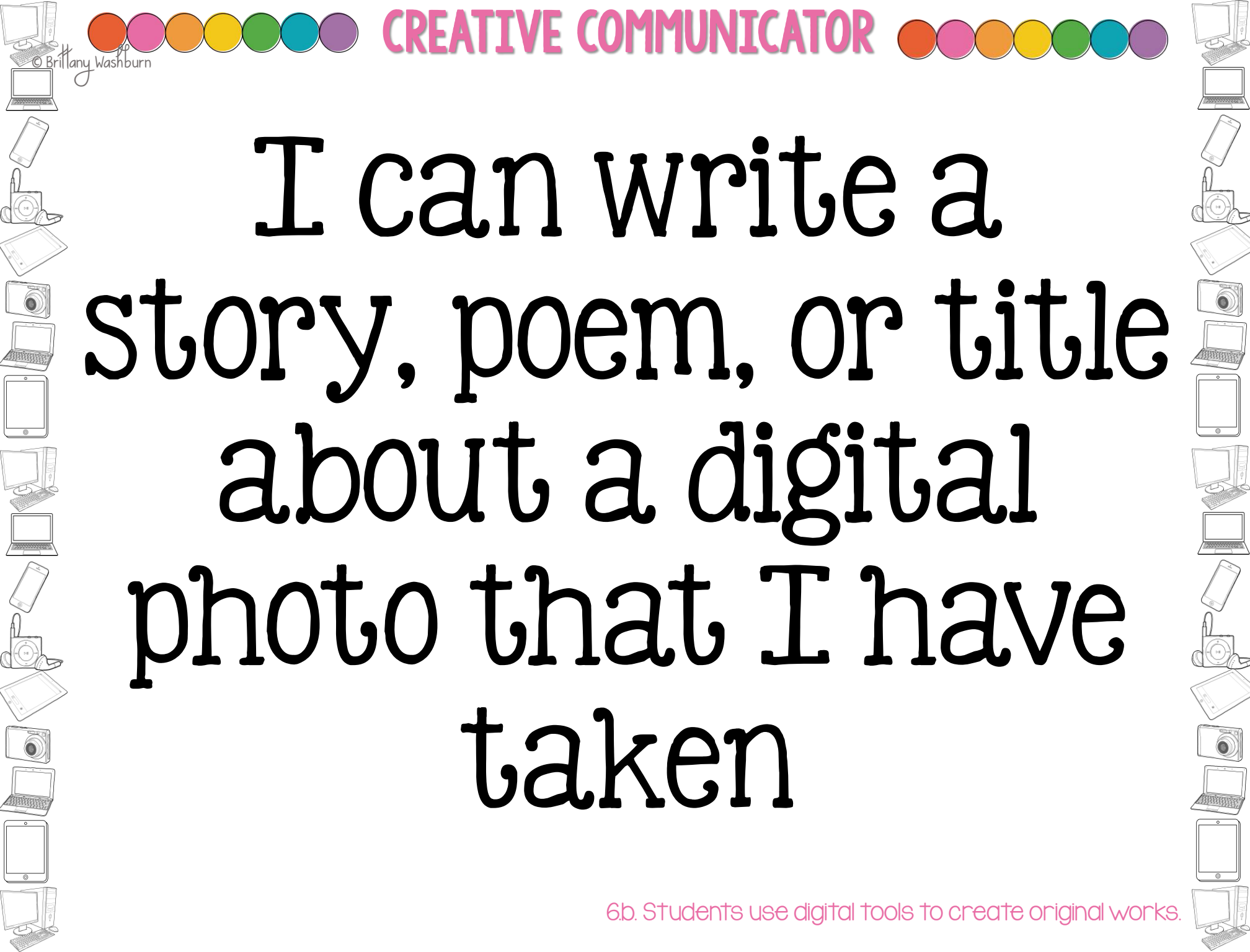
6a. With guidance from an educator, students choose different tools for creating something new or for communicating with others.



I can use
drawing tools to
make pictures of
my original story



I can use a word
processing
program to tell
others about my
ideas



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CREATIVE COMMUNICATOR

I can write a
story, poem, or title
about a digital
photo that I have
taken

6b. Students use digital tools to create original works.



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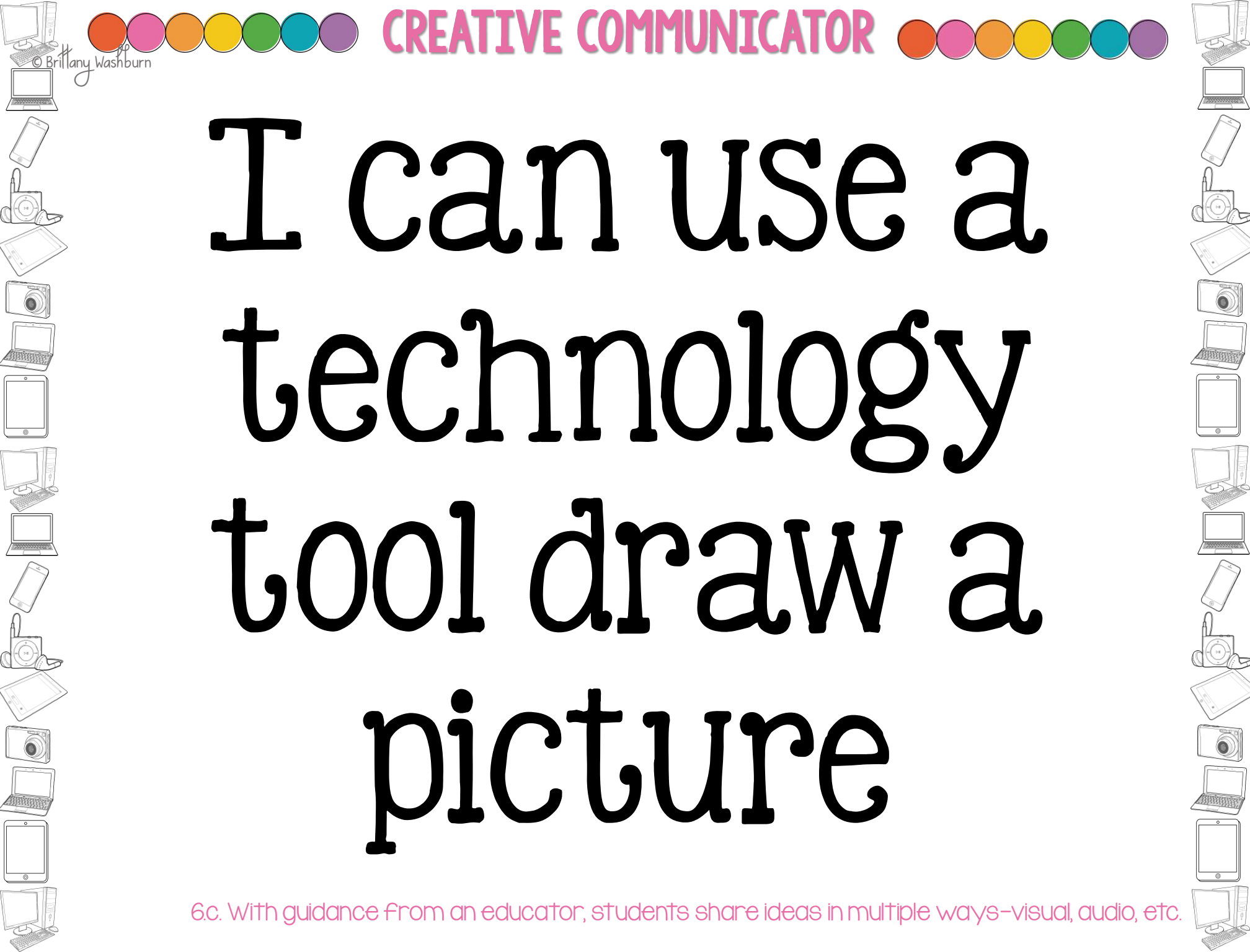
CREATIVE COMMUNICATOR

I can use a
technology
tool to record
my voice

6.c. With guidance from an educator, students share ideas in multiple ways—visual, audio, etc.



I can use a
technology
tool to record
a video



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CREATIVE COMMUNICATOR

I can use a
technology
tool draw a
picture

6.c. With guidance from an educator, students share ideas in multiple ways—visual, audio, etc.

I can use a
technology
tool tell a
story



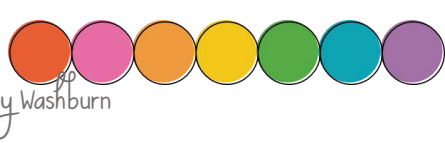
I can use apps
on a tablet to
draw or write
with a friend



I can use
software on a
computer to
draw or write
with a friend



I can send
something I
created over
the internet

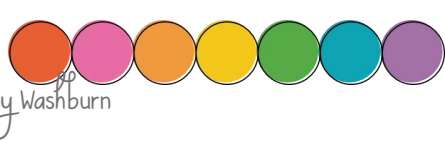


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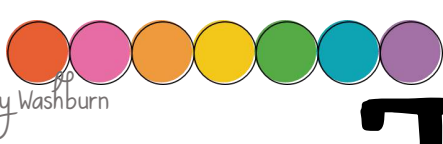
I can work
with others to
write and
share a story

7.a. With guidance from an educator, students use technology tools to work with friends and with people outside their neighborhood, city and beyond.



I can work
with others to
add graphics to
a shared story

7.a. With guidance from an educator, students use technology tools to work with friends and with people outside their neighborhood, city and beyond.



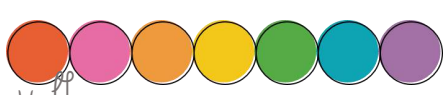
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GLOBAL COLLABORATOR



I can use
technology to
talk with people
who are not at
my school

7.a. With guidance from an educator, students use technology tools to work with friends and with people outside their neighborhood, city and beyond.



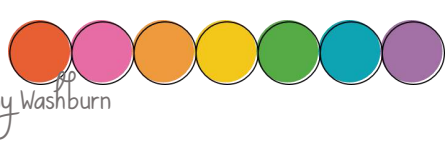
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GLOBAL COLLABORATOR



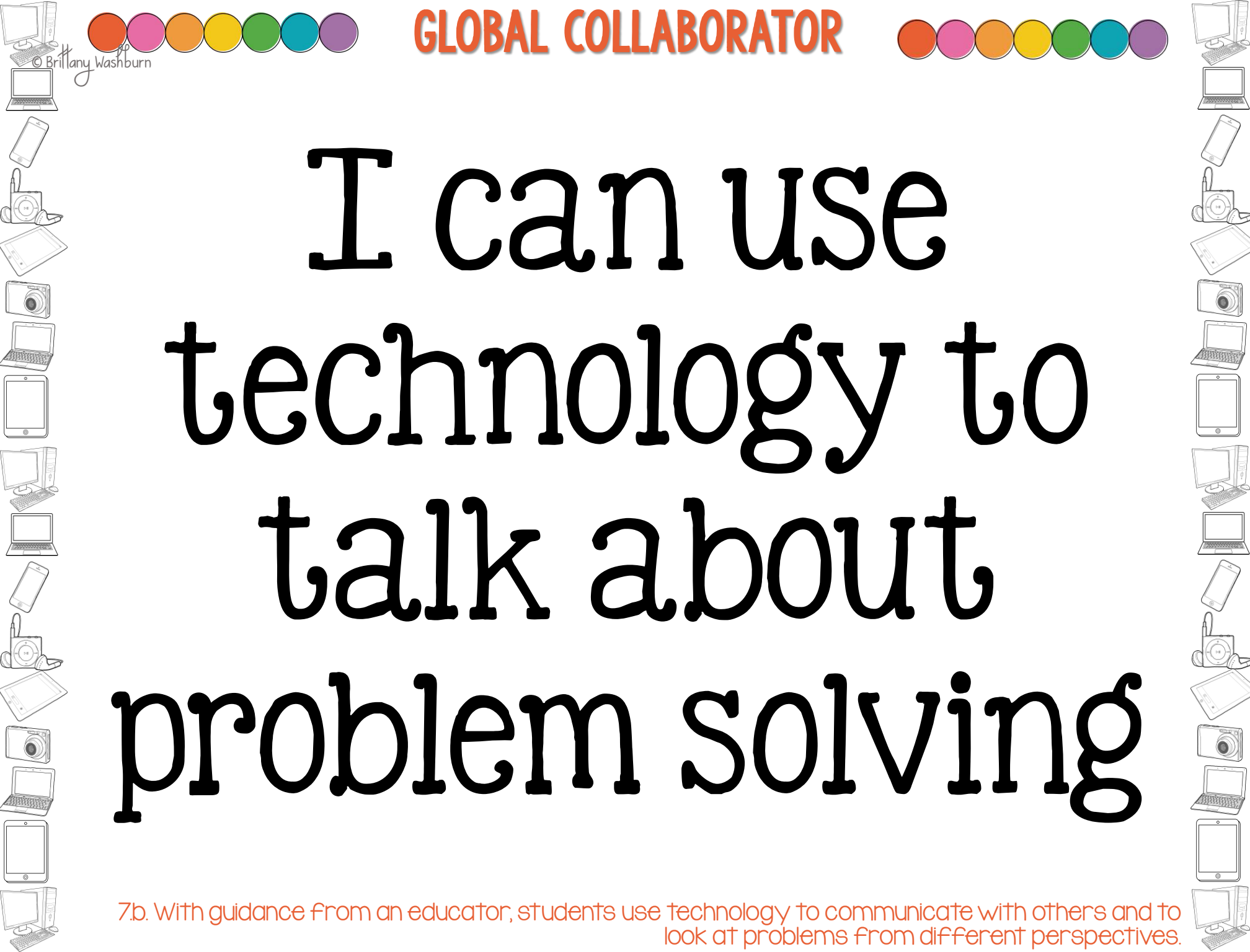
I can use
technology to
talk with people
who are not at
my school

7.b. With guidance from an educator, students use technology to communicate with others and to look at problems from different perspectives.



I can use technology to discuss ideas

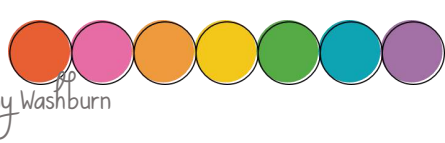
7.b. With guidance from an educator, students use technology to communicate with others and to look at problems from different perspectives.



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I can use
technology to
talk about
problem solving

7.b. With guidance from an educator, students use technology to communicate with others and to look at problems from different perspectives.

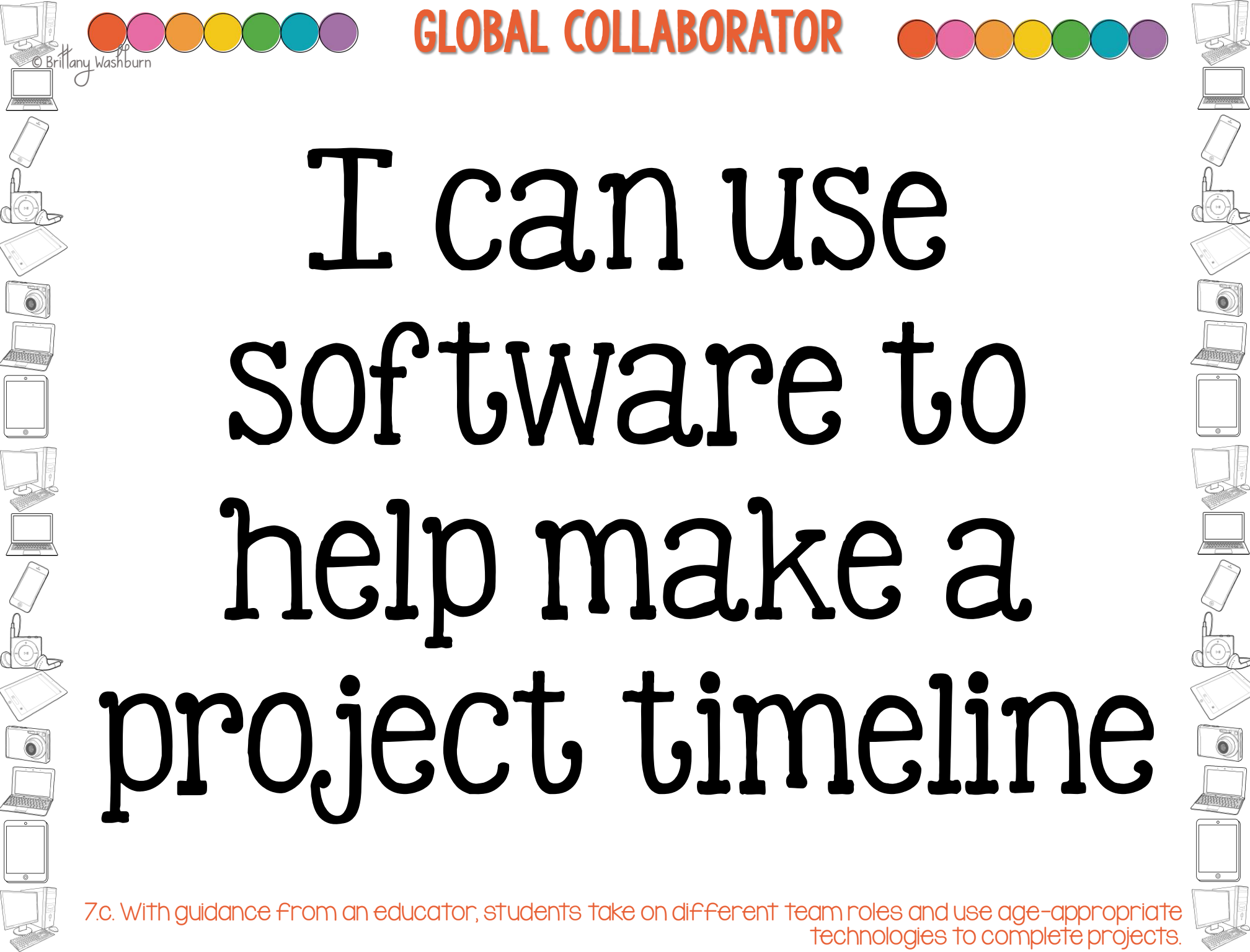


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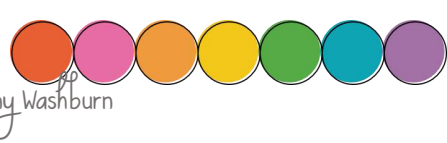


I can work with
my group and use
technology to
make a
presentation

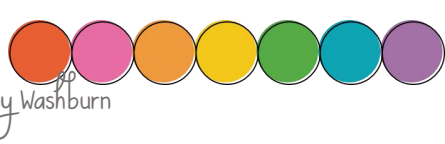
7.c. With guidance from an educator, students take on different team roles and use age-appropriate technologies to complete projects.



I can use
software to
help make a
project timeline



I can help my
group to finish
a project

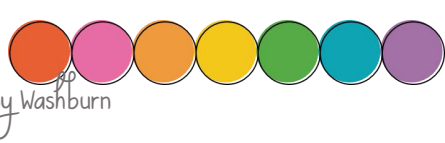


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I can use
technology to
find more than
one solution to a
problem

7.d. With guidance from an educator, students use age-appropriate technologies to work together to understand problems and suggest solutions.



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I can use a
technology tool
to help me
understand a
problem



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I can use a
technology tool
to think of ideas
for solving a
problem

7.d. With guidance from an educator, students use age-appropriate technologies to work together to understand problems and suggest solutions.