

BASIC ICT READINESS OBSERVATION CHECKLIST & EVALUATION REPORT

Name of test taker: Assessor:

School: Date:

Task ID	Task	✓	✗	Comments
A1. Basic Operations				
1.	Identify correct voltage on equipment and connect to the appropriate power outlet.			
2.	Start up a computer system.			
3.	Insert a CD-ROM into a CD-ROM drive and access a specified folder			
4.	Remove a CD-ROM from a CD-ROM drive			
5.	Connect a USB flash drive to a USB port and access a specified folder			
6.	Safely remove a USB flash disk from a computer			
A2. File and folder management				
7.	Create a specified sub-folder			
8.	Open a specified folder			
9.	Rename a file			
A3. Navigating web-based resources				
10.	Activate a web page from a specified HTML file			
11.	Use a pointing device (mouse or touchpad) to navigate a web interface			
12.	Select a specified tab or menu option on a web interface			
13.	Activate a hyperlink			
14.	Download and save a document from a hyperlink			
15.	Perform a password protected 'Login'			
A4. Document Creation				
16.	Create a new document in a word processor			
17.	Retrieve a document from a specified place			
18.	Copy text from a web page and save to document WITHOUT formatting			
19.	Copy and paste text between documents			
20.	Save a document in a specified place			
A5. Working with e-mail				
21.	Retrieve an email			
22.	Download an attachment			
23.	Compose an email to specified addresses			
24.	Attach specified documents to an email			
25.	Send an email			

B. Observations



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C. Evaluation

D. Recommendations

E. Certifying Statements

I certify that I administered this Basic Readiness Assessment.		
PRINT NAME	Signature	Date
I have reviewed the observations recorded on page 1 and am in agreement.		
PRINT NAME	Signature	Date
I have discussed the observations, evaluation and recommendation(s) with the teacher.		
PRINT NAME	Signature	Date

Guide for Principals and Assessors

Introduction

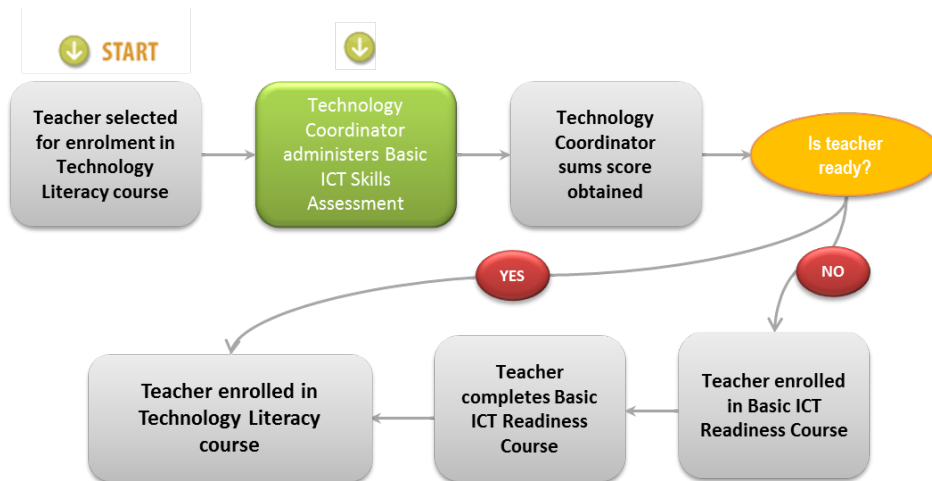
There is broad consensus on the need for information and communications technology literacy among teachers. We will not succeed by merely providing access to equipment; we must also provide the intellectual tools to use technology effectively, in school and in the workplace. The International Society for Technology in Education (ISTE) has identified 14 necessary conditions¹ to effectively leverage technology for learning. One of these essential conditions is *educators, support staff, and other leaders skilled in the selection and effective use of appropriate ICT resources*. The provision of competency-based training based on UNESCO’s ICT Competency Framework for Teachers in an avenue that will seek to fulfil this necessary condition.

In many small island states, there is a relative dearth of evidence-based data to isolate exactly what proficiency gaps exist, or what measures to take to ensure that educators enrolling for courses are prepared to engage with the materials for the complexities of an information driven society.

The Basic ICT Readiness Assessment (BIRA) is designed to measure basic readiness of educators to undertake a programme of facilitator-led studies via distance. The creation of the Basic ICT Readiness Assessment was guided by the requirements of the Technology Literacy component of the Guyana UNESCO ICT CFT by Commonwealth Secretariat / Commonwealth of Learning.

Flowchart for Readiness Assessment

The flowchart for readiness assessment provides the sequence of steps to be followed when seeking to determine the readiness of a teacher for enrolment in the Technology Literacy course.



¹ http://www.iste.org/Libraries/PDFs/Essential_Conditions_2007_EN.sflb.ashx

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Test Design

1) Principles

- a) The assessment will not be timed and as such may last up to one hour.
- b) The test consists of 25 specific tasks each of which are independent of the other.
- c) Candidates will be supervised while taking the test.

2) Scope and demand of tests

The test matches the identified requirements of the Technology Literacy for Educators and is organised into FIVE skill areas:

- i) Basic operations
- ii) File and folder management
- iii) Navigating web-based resources
- iv) Document creation
- v) Working with e-mail

3) Pass mark

The test has a predetermined pass mark in the range of 17–19 out of 25 (dependent on whether system being used has a CD-ROM drive).

4) Form of questions

- a) The test consists of independent hands-on tasks that may be done on a netbook, laptop or desktop computer.
- b) Each question is in the form of a task which may be accomplished in a range of ways. Whilst only one of these ways is likely to be optimal, all possible ways will be credited.

Skill areas and mark allocations

Mark allocations

- Skill area 1 Basic operations **4–6 marks**
- Skill area 2 File and folder management **3 marks**
- Skill area 3 Navigating web-based resources **6 marks**
- Skill area 4 Document creation **5 marks**
- Skill area 5 Working with e-mail **5 marks**

Total 23-25marks

Assessment Protocol

- 1) Principal identifies teacher as candidate for enrolment in Technology Literacy course and schedule a one-one meeting to discuss the staff member's ICT professional development programme.
- 2) During meeting, Principal establishes:
 - i) The importance of the integration of ICT in the delivery of the curriculum;
 - ii) The importance of continuing professional development in the life of the teacher; and
 - iii) The vision of the school for educators, support staff, and the leadership themselves to be skilled in the selection and effective use of appropriate ICT resources.
- 3) During the meeting, the Principal also explains that the nature of the delivery of the Technology Literacy course and the need to ensure that the staff member is ready to undertake this mode of study.
- 4) Principal indicates that the Technology Coordinator has been asked to administer a Basic ICT Readiness Assessment and report the result of the test to the Principal.
- 5) The Technology Coordinator schedules a session time for the test that is mutually agreed by both parties (Technology Coordinator and Teacher).
- 6) The Technology Coordinator ensures that the room, equipment, services, media and files are ready for use.
- 7) At the designated time, the Teacher is asked to take a seat at the designated location and the *Test Instructions* are read from the document *Instructions to Test Takers* after which the test is administered.
- 8) When the test is complete, the Technology Coordinator should:
 - i) Review the observations with the Teacher
 - ii) Ask the Teacher to sign the observation checklist to indicate agreement with the observations recorded; and
 - iii) Request that the Teacher check with the Principal to discuss the feedback and the way forward.
- 9) After the Teacher has exited the room, the Technology Coordinator should:
 - i) sum the scores for each section;
 - ii) compute the overall score;
 - iii) record any additional observations and/or comments on page 2 of the *Observation Checklist and Evaluation Report*; and
 - iv) [sign and date the report](#)
- 10) The Technology Coordinator should present the completed [Observation Checklist and Evaluation Report](#) to the Principal.
- 11) The Principal should convene a follow-up meeting with the Teacher within **two days** to:
 - i) discuss the results of the Basic Readiness Assessment
 - ii) indicate [which course](#) the Teacher will be enrolled in and the details of that course.

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Test Instructions

You will now be assessed to determine your Basic ICT Readiness. You have been provided with a computer system as well as a range of storage media. Listen carefully to the instructions as they are read then perform the task requested. You may request that an instruction be repeated however I cannot assist you with carrying out the task.

- 1) Check voltage on equipment and connect to the appropriate power outlet. When you are confident that the power supply is correct, start up your computer system. **Record observation as [A1.1](#), [A1.2](#)**

Note to Assessor: If computer system has a CD-ROM drive, go to step 2, otherwise, go to step 3.
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- 2) Open the folder *Shapes* located in the *Designs* folder on the CD-ROM and make a written note of the number of files in the folder. **Record observation as [A1.3](#)**
- 3) Connect the provided USB flash drive to your computer system and confirm that the drive is mounted (that is, being seen by your system and can be accessed). Make a written note of the drive letter assigned to the USB flash drive. **Record observation as [A1.5](#)**
- 4) Create a new folder named *Documents* on your USB flash drive. **Record observation as [A2.7](#)**
- 5) Create a new word-processing document. **Record observation as [A4.16](#)**
- 6) Retrieve document *\BIRA\Intro* from the CD-ROM | USB flash drive. Copy all the text in current document and paste in new document. **Record observation as [A4.17](#), [A4.19](#)**
- 7) Open a web browser and navigate to cnn.com. **Record observation as [A3.10](#)**
- 8) Navigate to the *Technology* section on the home page. **Record observation as [A3.11](#), [A3.12](#), [A3.13](#)**
- 9) Copy the second paragraph of the third lead story and paste it into your document, as unformatted text, as paragraph 2. **Record observation as [A4.18](#)**
- 10) Save your document on your USB flash drive in the *Documents* folder as *A4dot19* then close your word processor. **Record observation as [A4.20](#)**
- 11) Go to the Commonwealth of Learning's website at COL.org. Navigate to the Resources > Publications menu and download and save the publication — *A Basic Guide to Open Educational Resources (OER)* on your USB flash drive in the *Documents* folder. **Record observation as [A3.14](#)**
- 12) Log in to your Hotmail | Gmail | Yahoo Mail account. **Record observation as [A3.15](#)**
- 13) Retrieve mail from < *Assessor's name* > which was sent from < *Assessor's e-mail address* > **Record as observation as [A5.21](#)**

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- 14) Download the attachment and save on your USB flash drive in your *Documents* folder. . **Record observation as [A5.22](#)**
- 15) Compose an email to <assessor’s e-mail address> and send a Cc. (courtesy copy) to <designated repository>. Set subject to *Basic ICT Readiness Assessment – Firstname Lastname, School*. In the body of the email, write the text ‘The document produced and the two documents downloaded are attached.’ .
Record observation as [A5.23](#)
- 16) Attach all the files in the *Documents* folder on the USB flash drive to the e-mail. **Record observation as [A5.24](#)**
- 17) Send the e-mail. **Record observation as [A5.25](#)**
- 18) Log out from the e-mail system.
- 19) Close the web browser.
- 20) Safely remove the USB flash drive from the computer system. **Record observation as [A1.6](#)**
- 21) Remove the CD-ROM and place it beside the computer system. **Record observation as [A1.4](#)**
- 22) Shut down the computer system.

The assessment is now complete. Please give me a few minutes to make some additional notes, after which I will invite you to review the record of my observations and sign if you are in agreement with what I have noted.

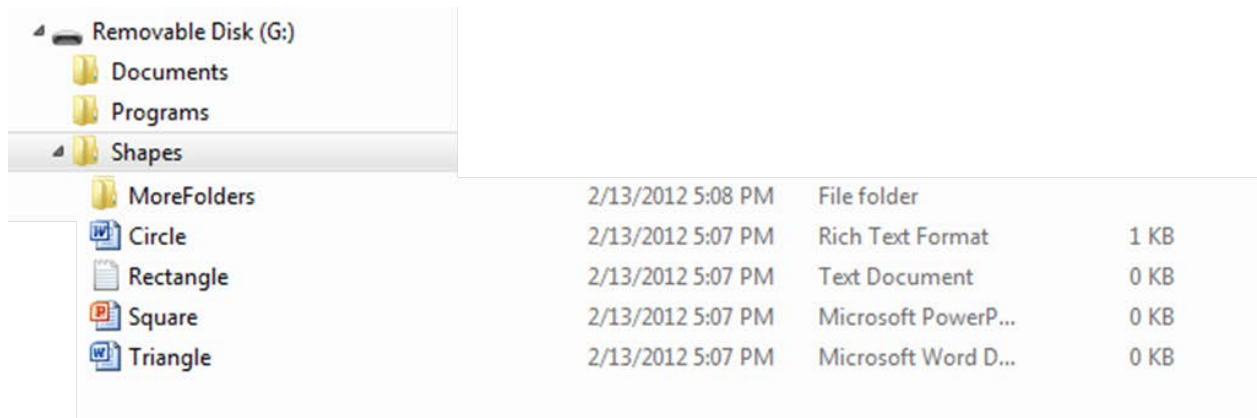
Note to Assessor:

1. Make sure that you have placed a check mark [✓] beside EACH task or “NA” beside Tasks 3 and 4 if they are not applicable.
2. When you the finished recording your observations, invite the test taker to review your observations (Sections A & B) and sign if he/she is in agreement.

Advise the test taker of the procedure to retrieve his/her test result.

Setup Instructions

- 1) Hardware, software, media and services needed
 - a) Desktop computer system, notebook or netbook
 - b) Web browser
 - c) Word processor
 - d) USB flash drive
 - e) CD-ROM
 - f) Internet service
- 2) How to setup CDROM
 - a) Format CDROM
 - b) Create the following folder structure and add the files shown.



- 3) How to setup USB flash drive
 - a) Format the USB flash drive.
 - b) Create a folder *BIRA*
 - c) Copy the [Introductory Paragraph](#) to a Word/WordPad/OpenOffice document and save as *intro.rtf*.
- 4) Send an e-mail to the test-taker with the subject *Basic Readiness Assessment*. Attach the file created immediately above.