TICA Phase II Checklist[1]

Most of the students and all of the groups in my class know how to:

UNDERSTAND AND DEVELOP QUESTIONS	Lesson Evidence and Comments
Teacher-Generated Questions	
☐ Use strategies to ensure initial understanding of the question such as: • rereading the question to make sure they understand it. • paraphrasing the question. • taking notes on the question. • thinking about the needs of the person who asked the question.	
☐ Use strategies to monitor an understanding of the question such as: • knowing when to review the question. • checking an answer in relation to the question to ensure it is complete.	
Student-Generated Questions	
☐ Determine what a useful question is, based on a variety of factors that include interest, audience, purpose, and the nature of the inquiry activity.	
☐ Determine a clear topic and focus for questions to guide the search for information.	
☐ Modify questions, when appropriate, using strategies such as the following: • narrowing the focus of the question. • expanding the focus of the question. • developing a new question that is more appropriate.	

LOCATE INFORMATION	Lesson Evidence and Comments
Locating Information By Using A Search Engine And Its Results Page	
☐ Locate at least one search engine.	
☐ Use key words in a search window on a browser that has this.	
☐ Use several of the following search engine strategies during key word entry: • topic and focus • quotation marks • single and multiple key word entries	

	• phrases for key word entry • paraphrases and synonyms • Boolean • advanced search tool	
❑	Copy and paste key words and phases into the search engine window while searching for information.	
❑	Read search engine results effectively to determine the most useful resource for a task using strategies such as: • knowing which portions of a search results page are sponsored, containing commercially placed links, and which are not. • skimming the main results before reading more narrowly • reading summaries carefully and inferring meaning in the search engine results page to determine the best possible site to visit • understanding the meaning of bold face terms in the results • understanding the meaning of URLs in search results (e.g. .com, .org, .edu, .net) • knowing when the first item is not the best item for a question • monitoring the extent to which a search results page matches the information needs. • knowing how to use the history pull down menu.	
❑	Select from a variety of search engine strategies to locate useful resources when an initial search is unsuccessful: • Knows the use and meaning of the "Did you mean...?" feature in google. • Monitors and knows when an initial search is not successful. • Adjusts search engine key words according to the results of a search. • narrows the search. • expands the search. • reads search results to discover the correct vocabulary and then use this more appropriate vocabulary in a new search. • Shifts to another search engine.	
❑	Bookmark a site and access it later.	
❑	Use specialized search engines for images, videos, and other media sources.	
	Locating Information Within A Website	
❑	Quickly determine if a site is potentially useful and worth more careful reading	
❑	Read more carefully at a site to determine if the required information is located there.	

❑	Predict information behind a link accurately to make efficient choices about where information is located.	
❑	Use structural knowledge of a web page to help locate information, including the use of directories.	
❑	Recognize when you have left a site and know how to return back to the original site.	
❑	Know how to open a second browser window to locate information, without losing the initial web page.	
❑	Know how to use an internal search engine to locate information at a site.	
	CRITICALLY EVALUATE INFORMATION	**Lesson Evidence and Comments**
	Bias and Stance	
❑	Recognize that all websites have an agenda, perspective, or bias.	
❑	Identify bias, given a website with a clear bias.	
❑	Identify the author of a website whenever visiting an important new site.	
❑	Use information about the author of a site to determine how information will be biased at that site .	
	Reliability	
❑	Investigate multiple sources to compare and contrast the reliability of information.	
❑	Identify several markers that may affect reliability such as: • Is this a commercial site? • Is the author an authoritative source (e.g., professor, scientist, librarian, etc.)? • Does the website have links that are broken? • Does the information make sense? • Does the author include links to other reliable websites? • Does the website contain numerous typos? • Does the URL provide any clues to reliability? • Do the images or videos appear to be altered? •	
❑	Understand that Wikipedia is a reasonable, but imperfect, portal of information.	
❑	Identify the general purpose of a website (entertainment, educational, commercial, persuasive, exchange of information, social, etc.)	
❑	Identify the form of a website (e.g. blog, forum, advertisement, informational website, commercial website, government website, etc.). and use this	

	information when considering reliability.	
	SYNTHESIZE INFORMATION	**Lesson Evidence and Comments**
❑	Synthesize information from multiple media sources including written prose, audio, visual, video, and/or tables and graphs	
❑	Separate relevant information from irrelevant information.	
❑	Organize Information effectively	
❑	Manage multiple sources both on and offline including: • Choose tools to meet the needs of managing information (file folders, electronic file folders, notebooks, email, etc.) • Cite sources • Take notes with paper & pencil, when appropriate. • Take notes with a word processor, when appropriate. • Type notes using short cut strokes such as highlight/cut/copy/paste	
	COMMUNICATE INFORMATION	**Lesson Evidence and Comments**
❑	Understands that messages have consequences and will influence how others react.	
❑	Uses online and offline writing/editing tools such as a word processor, spell checker, dictionary, thesaurus, outlining tool, pdf, spreadsheet, concept mapping software, etc.	
❑	Uses a wide array of Internet-based forms of communication, such as: • email and attachments • blogs • wikis • Google Docs • instant messaging • websites • presentation software	
❑	Is aware of the audience and the relationship between audience, purpose, medium, message.	
❑	Knows how to include multiple-media sources within messages.	
❑	Uses formatting such as headings and subheadings to communicate the organization of information within informational text.	

As the teacher, I consistently support the development of these dispositions among the students in my class:[2]

	Dispositions	My Lesson Evidence and Comments
❑	**Persistence** I support the willingness to sustain effort especially when things become difficult and/or when a strategy appears not to be successful.	
❑	**Flexibility** I support students in keeping in mind alternative strategies for accomplishing goals, continually look for more effective and efficient ways of working online	
❑	**Collaboration** I encourage students to regularly seek out support and tp support others while working online.	
❑	**Critical Stance** I support students in developing a healthy skepticism to information online, regularly questioning its source, reliability, stance, and accuracy.	
❑	**Reflection** I support students and encourage them to self-monitor and self-regulate during online literacy and learning tasks,	

---

[1] These skills and strategies inform and guide instruction during Phase Two but they are not intended to limit instruction. New skill and strategy needs will emerge within each classroom. Each teacher must respond to (and document) those additional skill and strategy needs during the year.

[2] The evaluation of dispositions will be done from the teacher side, checking to make certain that these are included during instruction, largely because it is hard to evaluate if each student has these dispositions in place and regularly uses them.