### Empowered Learner

**ISTE Standard 1:** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

### Components for Design & Scoring

These projects, activities, and learning experiences consist of: students taking an active role in the learning process through setting goals, building online connections, and being digital problem solvers.

**While designing, incorporate as many components as make sense & prioritize at least 2. Consider the questions for the corresponding prioritized component as you design.**

<table>
<thead>
<tr>
<th>a. Empowered Learners develop learning goals in collaboration with an educator, use technology tools to achieve them, and reflect and revise on the learning process as needed to achieve goals.</th>
<th>c. Empowered Learners seek feedback from both people and features embedded in digital tools, and use age-appropriate technology to share learning.</th>
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<tr>
<td>With the support of the teacher, do students have the opportunity to set their own learning goals, use technology as they to work toward their goals, and then have an opportunity reflect on their progress?</td>
<td>With the support of the teacher, do students have the opportunity to seek and use digital feedback to improve their learning?</td>
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<td>b. With the oversight and support of an educator, Empowered Learners build a network of experts and peers within school policy and customize their environments to enhance their learning.</td>
<td>d. Empowered learners explore age-appropriate technologies and begin to transfer their learning to different tools or learning environments.</td>
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<td>Do students have the opportunity to make online connections with other learners and/or experts to support their own learning?</td>
<td>Do students have the opportunity to demonstrate competency in exploring, using, and problem solving technology independently?</td>
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### Scoring Guide

Determine which of the following best describes the student’s level of proficiency. The above components for design and scoring may assist in evaluating.

- **Exceeded:** Students **go beyond what was taught** and demonstrate a high level of knowledge, skill or understanding.
- **Mastered:** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- **Partially Understood:** Approaching mastery level. Meets some requirements for proficient work, demonstrates some knowledge & understanding.
- **Needed Support:** Below mastery level. Meets few requirements for proficient work. Demonstrates little knowledge & understanding.

### Potential Exceeded Examples

Students can be marked as Exceeded if they have mastered the standard and demonstrated one or more of these components:

- Students individually articulate personal learning goals, select and manage appropriate technologies to achieve them, and reflect on their successes and areas of improvement in working toward their goals.
- Students individually identify and develop online networks within school policy, and customize their learning environments in ways that support their learning.
- Students individually actively seek performance feedback from people, including teachers and select technology to demonstrate learning in a variety of ways.
- Students are able to navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies.