

Activity 6-A-1: Student Needs Checklist

Part 1: Check the appropriate box for each IMP skill to identify your students' needs.

| | My students are all or nearly all strong in this skill | Some of my students possess this skill OR my students are generally weak in this skill | None or few of my students possess this skill |
|---|---|---|--|
| Develop an IMP that has a real world connection. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Brainstorm essential questions on the IMP topic that will focus their research as they use primary and secondary resources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use a project management tracking tool (such as a Google Docs spreadsheet) for goals, work priorities, timelines, progress, setbacks, and solutions to content and technology issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Plan an IMP using a mind map or storyboard to organize the project. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Determine what digital tools are necessary to create the IMP. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Analyze resources to obtain information needed to create the IMP. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evaluate resources to filter information needed to create the IMP. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Synthesize information chosen to be used in an IMP. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Create and save slide presentations on a multimedia authoring program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | My students are all or nearly all strong in this skill | Some of my students possess this skill OR my students are generally weak in this skill | None or few of my students possess this skill |
|--|---|---|--|
| Create or locate graphic(s) such as digital photos, images, clip art, or drawings that are appropriate to the objectives of the IMP. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Select appropriate text size, font, and style. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connect text to specific graphics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Create, record, edit and import audio. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connect audio to specific graphics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Create, record, edit and import video or animation that is appropriate for the objectives of the IMP. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Share IMPs with an audience. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Observe copyright laws and cite sources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Problem solve conflict and evaluate the effective collaboration of team members. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Part 2: Answer the following questions about your students.

Summarize the skills your students already have.

What skills do they need to be taught to be successful in creating the interactive multimedia project you are planning?

If your students have a range of skills, how will you address differences in existing skills in your training?

How will you address individual learning differences in teaching skills for IMPs?