



# Testing and Technology

*Diminishing the Digital Divide*

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an Oklahoma Writing Project presentation by L. Alicia Lacy

Digital natives may appear tech-savvy with lightning-fast thumbs texting at top speed and fingers flying across touchscreens, but many middle-schoolers prove less than proficient when it comes to essential skills necessary for composing on a computer -- especially disadvantaged students who have less access to technology. With the pencil-and-paper era past its prime, how are teachers to build self-efficacy and promote success on state tests? Discover ways to blend physical and virtual learning environments, integrating hardcopies and highlighters with digital platforms and programs such as Newsela, Typing.com, Padlet, Popplet, OneNote Class Notebook, Google Classroom, and more.



Resources available online via OneDrive:

<https://tinyurl.com/lacyowp-testingandtechnology>

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## Presentation Objectives

During this presentation, participants will learn to:

- Build self-efficacy among students and promote success on state tests.
- Blend physical and digital learning environments to optimize delivery of instruction, collaborative learning, and independent practice.
- Foster computer literacy skills essential for success in the twenty-first century.

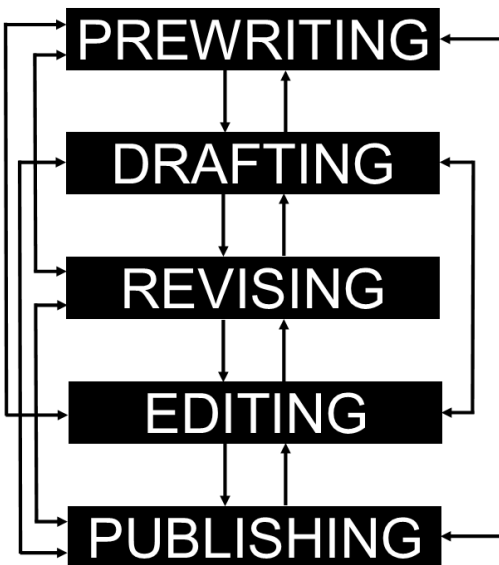
## OAS Correlations

The following Oklahoma Academic Standards are addressed through the activities and assignments discussed during this presentation:

- ELA 8.2.R: Students will read and comprehend increasingly complex literary and informational texts.
- ELA 8.2.W: Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.
- ELA 8.3: Students will apply critical thinking skills to reading and writing.
- ELA 8.7: Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

## The Writing Process

Writing is a process consisting of five dynamic stages: prewriting, drafting, revising, editing, and publishing. These stages are not a linear progression of steps; writers move in and out of them as needed in a recursive, cyclical manner.



**“We need technology in every classroom and in every student and teacher’s hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world.”** — David Warlick, educator, programmer, speaker, author of *Raw Materials for the Mind: A Teacher’s Guide to Digital Literacy*

**“Based on thousands of classroom observations and coaching conversations, success in blended instruction is almost entirely dependent upon teachers’ ability to integrate old school wisdom that works with new school technologies.”** — Weston Kieschnick, author of *Bold School* and former teacher, principal, instructional development coordinator, and dean of education

**“It’s important to have tech tools in your tool belt. However, the focus should remain on identifying learning goals and zeroing in on how digital tools can give students learning experiences that, in the past, would have been impossible.”** — Monica Burns, educational technology consultant, author, creator of *Class Tech Tips*, a blog and website with tools for educators

**“Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is most important.”** — Bill Gates



