Student Online Learning Readiness Assessment

MONTANA DIGITAL ACADEMY

Directions: This tool is for site facilitators, counselors, and administrators to inspire conversations with potential online students. After discussing these components with the student, if you determine that the student is *less ready*, MTDA recommends consider creating a more aggressive, adult supervised environment to support the student.

Student Readiness	Technology Skill	Work & Study Habits	Learning Style	Technology Access/Connectivity	Time Management	Interest/Motivation	Reading/Writing Skills	Support Services
Less Ready	Student has little or no experience using a computer and the Internet and has little desire to learn new skills.	Student needs constant reminders to complete assignments, often turns in work late and is not able to spend 5-8 hours per week per MTDA course.	Student is not a self-directed learning and a self-directed learner and a reliable Internet connection from home or school.	Student does not have access to a computer and a reliable Internet connection from home or school.	Student does not manage their time effectively in doing basic research, basic studies and preparing for class learning.	Student has no interest in the content area of the online course and has a negative or unrealistic attitude toward online learning.	Student is reading below grade level and has experience difficulty with routine writing assignments.	In general, parents and school personnel do not actively support online learning and are unable or unwilling to provide student assistance.
	Student has limited experience using a computer and the internet but expressed desire to develop new skills.	Student occasionally needs reminders to complete assignments and has pledged to spend 5-8 hours per week per MTDA course.	Student has basic self-direction skills but occasionally required real-time feedback from teachers to understand basic directions.	Student has limited access to the a computer at home school or has limited or slow Internet access.	Student has basic skills in managing their time effectively in doing research, basic studies and preparing for class assessments.	Student has an interest in the content area of the online course, but has reservations about enrolling in an online course or unrealistic attitude toward online learning.	Student is reading at grade level and has demonstrated limited proficiency with writing assignments.	Student's support system is limited; parents and school personnel are somewhat supportive of online learning.
	Student has strong computer skills and experience using a word processor, email and Internet browsers.	Student rarely needs reminders or assistance in completing assignments and does not require real-time feedback from teachers to understand basic directions.	In general, the student is a self-directed learner and does not require real-time feedback from teachers to understand basic directions.	Student has consistent access to a computer with moderate-speed Internet at home or school.	Student has effective skills in managing their time effectively in doing research, basic studies and preparing for class assessments.	Student has an interest in grade level and has demonstrated limited proficiency with writing assignments.	Student is reading above grade level and has demonstrated success with a wide variety of writing assignments.	Student has open access to school-based mentoring/counseling services and parental support.
More Ready	Student has excellent computer and Internet skills and has refined ability to use office applications, email, and Internet tools for learning.	Student needs no reminders and assistance completing assignments, usually finishes work ahead of time and has successfully experience an independent study environment or other online course.	Student is a self-directed learner and demonstrates a high level of comfort in learning new material without real-time feedback from teachers to follow basic directions.	Student has daily access to a computer with high-speed service to the Internet at home and school before, during and after school.	Student has demonstrated excellent skills in managing their time effectively in doing research, basic studies and preparing for class assessments while participating in clubs, student organizations, sports or work activities.	Student has a strong interest in the content area of the online course and is highly motivated to enroll in an online course while maintaining a realistic attitude toward online learning.	Student is reading above grade level, has excellent reading comprehension and has demonstrated success with complex writing assignments.	Student has regularly scheduled access to school-based mentoring/counseling services, parental support is strong and district has adopted policies and identified best practices to support students as online learners.