A Component of the
Washington State Assessment System

English Language Arts & Educational Technology

Speak Up!

Be an advocate for a solution to an identified problem at your school.

Grades 3-5

OSPI-Developed

Assessment

Office of Superintendent of Public Instruction
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Office of Superintendent of Public Instruction
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Grades 3 – 5 Speak Up!
Assessment for English Language Arts-Educational Technology

Overview

Introduction

This document contains information which is essential to the administration of the OSPI-Developed assessment in global issues and educational technology. This assessment is an ideal culminating project for students to demonstrate their proficiency with research and communication skills as they advocate for change in their school. Developed by teachers in Washington State, this assessment is designed to measure learning of selected standards for English language arts (writing), and educational technology.

Description of the OSPI-Developed Assessment

This assessment models best practices of instruction, including the use of technology, lesson cycle, differentiation, and student-centered learning. In addition, teachers will be able to collect and use formative and summative evidence regarding student performance on educational technology standards.

Students will complete the assessment by responding to a prompt that requires the use of educational technology. During the assessment, students will conduct research about an issue affecting their school and develop a plan and product which communicates their solution. Teachers will score the final product using the educational technology scoring tool.

Using the Assessment

The rubric for this educational technology assessment is structured distinctively in that it **combines a checklist and a performance scale**. The Sample Unit Plan and individual Session Plans describe the basic materials and time needed to complete the assessment. Teachers will need to develop their own scoring tools to evaluate student work for additional content area standards.

Teachers should allow any student working productively on the assessment to continue. Session Plans provide some accommodations that differentiate the instruction or assessment based on the needs of students. Any students who have an Individualized Education Plan (IEP) should have access to all accommodations required by the students' IEP.

For More Information

Please visit the OSPI Web site for additional resources for the educational technology assessments (http://www.k12.wa.us/EdTech).

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This integrated assessment for global issues and educational technology asks students to propose a solution to a school-based issue. Students will investigate the different factors associated with the problem. As students complete the task, they will develop a plan of action and communicate their solution in a digital format. Teachers can use this assessment to evaluate what students know and can do with educational technology.

The educational technology assessment is divided into two parts. The first three sessions of the suggested Unit Plan help students to build background knowledge. Teachers can use these sessions to collect and provide formative feedback. During the final two sessions, students will create the products associated with the summative assessment of the educational technology standards.

Although this is a student assessment, it is also an opportunity for teachers to develop their proficiency with the following National Educational Technology Standards for Teachers (NETS·T):

- **2a**: Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- **2d**: Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.
- **4a**: Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

For more information on the NETS·T, please visit http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/NETS_for_Teachers.htm.

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This integrated assessment addresses the following standards:

Standards

Educational Technology	Common Core State Standards: Writing
1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. ▪ Organize ideas and design and produce multimedia projects. 1.3.2 Locate and organize information from a variety of sources and media. ▪ Gather information using selected digital resources. ▪ Organize information using digital tools. ▪ Record sources used in research. 1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions. ▪ Compare results to evaluate the best solution. ▪ Explore and integrate alternative concepts and feedback from multiple audiences. ▪ Compare different ways to solve problems.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Student Task

Can you think of a problem that is happening at your school? You could make a difference by finding a solution. With your class, identify an issue to address and all of the stakeholders who are involved. Collect and organize information about the problem. Finally, compare possible solutions and use a digital tool to present your best idea with supporting evidence.

Grades 3 – 5 Speak Up!
Educational Technology Scoring Guide

Directions: Each of the *attribute names* below represents part of an educational technology standard. These are followed by *descriptions* of student performance which meet the standard. If the student work provides evidence of meeting the standard, it earns the *points* shown in the final column. Total the points and then compare to the *Scoring Rubric* to determine the overall level of performance.

We use the term digital to refer to tools and information that do not exist in a physical form. Computer software, Web sites, online databases, pod/vodcasts and pages from an eReader are just a few examples.

Attributes of Educational Technology Standards

GLE	Attribute Name	Description	Points
1.1.1	Generate Ideas	Identifies a problem which needs a creative solution.	1
	Design and Produce	Uses a digital tool to plan how content will be communicated.	1
		Creates a digital product which communicates the problem, research, and a solution.	1
1.3.2	Gather Information	Selects evidence from a digital source that is directly related to the student task.	1
		Selects evidence from an additional digital source(s) directly related to the student task.	1
	Organize Information	Uses a digital tool to organize information directly related to the topic. *For example, software for word processing, creating graphic organizers, and flow charts.*	1
		Labels two or more categories based on important characteristics. ***Scoring Note:*** *This point can only be earned if the student has used a digital tool to organize information.*	1
		Uses categories to sort data and information. ***Scoring Note:*** *This point can only be earned if the student has used a digital tool to organize information.*	1
	Record Sources	Records digital source(s) used during research. Must include title, author (if known), and type of resource.	1
1.3.4	Diverse Perspectives	Describes two or more points of view associated with the issue.	1
	Compare and Evaluate	Compares two or more solutions to the problem.	1
		Clearly identifies one solution as best and supports with evidence.	1
TOTAL			12

Scoring Rubric for Speak Up!: Educational Technology

Performance Description	Points
A **Level 3 response** exceeds the standards and reflects that a student can demonstrate knowledge and ability beyond the requirements for Educational Technology GLEs 1.1.1, 1.3.2, and 1.3.4.	11 - 12
A **Level 2 response** meets the standards and reflects that a student understands and is able to perform GLE 1.1.1 *Generate ideas and create original works for personal and group expression using a variety of digital tools,* GLE 1.3.2 *Locate and organize information from a variety of sources and media* and GLE 1.3.4 *Use multiple processes and diverse perspectives to explore alternative solutions* BY using technology to develop a presentation. The presentation should address an area of concern within a school or district.	7 - 10
A **Level 1 response** reflects that a student is still working toward meeting GLEs 1.1.1, 1.3.2, and 1.3.4.	0 - 6

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The Sample Unit Plan shown represents only one of many ways teachers could use this integrated assessment. This assessment does not require use of the plan or the sessions that follow, however teachers may find the structure useful. Specific ideas for each of the sessions follow the Sample Unit Plan.

Teachers must use the student task and scoring guide as written. Teachers can adapt the amount of instruction, time considerations, and resources for individual classroom use.

Sample Unit Plan

Session	Standard(s)	Time	Preparation and Materials
1 Brainstorm	ET 1.1.1	30 minutes	☐ Computer or document camera connected to LCD projector ☐ Tool for recording brainstormed ideas *Optional* ☐ Internet access, if using an online tool
2 Gather Information	ET 1.3.2 ET 1.3.4	45 minutes + additional time for student research	☐ Computer connected to LCD projector ☐ Digital tool for organizing information ☐ Computers for student use ☐ Resources (online, print, in-person) for student research *Optional* ☐ Internet access, if using an online tool ☐ Document camera ☐ Interactive whiteboard ☐ Digital camera
3 Discussion	ET 1.3.4	30 minutes	*Optional* ☐ Digital camera to record the discussion ☐ Microphone and speaker ☐ Skype or other interactive communication resource ☐ Class Web site to post photos, videos, and other materials that document the discussion
4 Organize Ideas	ET 1.1.1 ET 1.3.2 ET 1.3.4	30 minutes	☐ Computer connected to LCD projector ☐ Graphic organizer for persuasive writing *Optional* ☐ Internet access, if using an online tool ☐ Document camera ☐ Interactive whiteboard ☐ Computers for student use
5 Summative Assessment	ET 1.1.1 ET 1.3.2 ET 1.3.4	Two (or more) 30 minute sessions	☐ Computer connected to LCD projector ☐ Digital tool for constructing a final product ☐ Computers for student use *Optional* ☐ Internet access, if students will be using an online digital tool ☐ Document camera ☐ Interactive whiteboard ☐ Student Checklist ☐ Scoring Guide

Session One: Brainstorm

Background

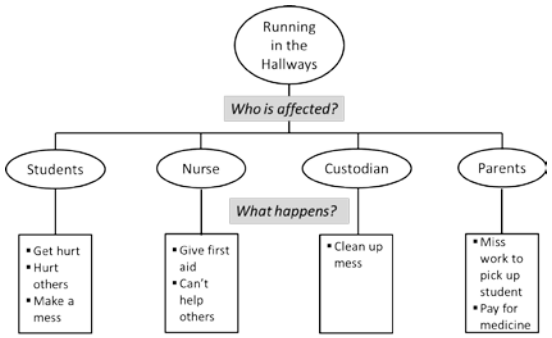
In this session, students will begin to engage with Educational Technology Standard 1.1.1 as they organize ideas about how to address an issue in their school community. Students will practice brainstorming to come up with a list of stakeholders and issues related to a single rule or idea, then apply these skills to a broader issue they will research during Session Two.

The brainstorming process allows students to tap into their creativity. The graphic organizer will help clarify thinking, increase retention (through the use of a visual format), and develop content.

Prep	☐ Select a school rule or policy to discuss during this session: for example, a playground, hallway, or classroom rule or policy on checking out materials. Before students begin individual work on the assignment, they will use a policy or rule you select as a model to understand the concepts of stakeholders and consequences. ☐ Coordinate with teacher-librarian, technology specialist, or other staff member who can help you select an issue for investigation and locate digital and print resources, and technology tools. Example issues could include buying local ingredients for school lunches, maintaining recess as part of the school day, reducing what students carry in a backpack, bullying prevention, or encouraging more students to walk to school. See the Resources for some topic ideas. ☐ Review district policies on Acceptable Use of technology and Digital Citizenship; for example, ethical and legal use, personal safety, cyberbullying, and the publication of student work if you plan to post this content to a public Web site. See the Resources for this assessment if you need further information on policies. If your district does not provide one, we have a sample Parent Permission Form to publish student work on a Web site. *Optional* ☐ Review video resources on Web 2.0 brainstorming tools. ☐ If you plan to use an online brainstorming tool for this session, be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district's technology department or select other digital tools.
Materials	☐ Computer or document camera connected to LCD projector ☐ Tool for recording brainstormed ideas *Optional* ☐ Internet access, if using an online tool

Session One: Brainstorm

Learning Plan (30 minutes)

Engage	▪ Introduce the rule or guideline you have chosen to use as a model for this assessment (for example, students should not run in the hallways). Ask students to think about two things: *What happens when the rule is broken? Who is affected?* For example, students might point out that knocking something or someone over would be a consequence. It would impact the runner (could get hurt), the school nurse (look at injury), a parent (might have to leave work to pick up hurt child), or the custodian (clean up the mess).
Explore	▪ Record students' ideas using a graphic organizer, such as a concept map.  ▪ As you model the tool, be sure to "think aloud" about what you are doing; for example, the steps you take as you record new pieces of information and how the process of brainstorming helps you. ▪ Conclude this activity by helping students make the connection between action taken by one person and its potential consequences for many people. By taking responsibility, each person can make a positive difference in the lives of others.
Engage	▪ This assessment represents an opportunity for students to speak up about an issue and make a difference in their school. Introduce the assessment by previewing the Student Task. Tell students which broad issue the class will be investigating (for example, getting more locally grown food into the cafeteria) or allow the class to choose from a list. ▪ Review the standards for this session with students to set clear targets. Tell students that today they will focus on brainstorming a list of possible stakeholders and topics to investigate that relate to the issue you or the students chose. They will collect information and prepare a response to the issue during future sessions.
Extend	▪ Working individually or in pairs, students should create a graphic organizer similar to the one modeled at the beginning of the session. The information in the graphic organizer should relate directly to the people who are connected to the issue and why it might be important to them.
Evaluate	▪ Debrief the class about the ideas they have recorded. Look for unique stakeholders, viewpoints, or consequences. ▪ Ask students to reflect on the following questions: *How does using a graphic organizer help them with their thinking about a topic? What are some other ways they might use graphic organizers?* ▪ Show students the Checklist or Scoring Guide for this assessment. Ask students to identify the targets for today's session. ▪ Do not score this session as part of the assessment. Provide formative feedback to students about their abilities to *identify a problem which needs a creative solution* and *use a graphic organizer to communicate content.*

Session Two: Gather Information

Background

During Session One, students considered the possible stakeholders and impacts related to an issue that affects their school. Session Two provides an introduction to Educational Technology Standards 1.3.2 and 1.3.4 as students locate and organize information about the different perspectives and concepts connected to the issue.

Prep	☐ Digital resources for students to use, for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district's technology department or select other resources.) ☐ Talk with your teacher-librarian about what resources are available for students on the issue they chose to research. ☐ Select a method students can use to record and organize information. This could be a digital tool. ☐ Arrange for a stakeholder visit. Choose someone from the school community, such as an administrator, parent volunteer, food service representative, to provide input on the issue. ☐ Computers or devices for student use *Optional* ☐ Review video resources for selected Web 2.0 tools. ☐ On the Resources page, review the lesson plans for Reading Strategies for Online Text and Graphics and Conducting Research. You might find useful ways to pre-teach, re-teach, or extend learning.
Materials	☐ Computer connected to LCD projector ☐ Digital tool for organizing information ☐ Computers for student use ☐ Resources (online, print, in-person) for student research *Optional* ☐ Internet access, if using an online tool ☐ Document camera ☐ Interactive whiteboard ☐ Digital camera

Session Two: Gather Information	
Learning Plan (45 minutes plus additional time for student research)	
Engage	▪ Review information from the previous session. As the class reviews, prompt additional student questions about the topics, as well as ideas about the locations of answers to their questions. ▪ Restate the purpose of the assessment and remind students of the educational technology standards they are targeting. ▪ Tell students that during today's session, they will collect and organize information about the issue.
Explain	▪ Demonstrate how students should take notes during their research. If you select a digital tool, demonstrate how to input information. For example, show students how to insert text into a Word document or add a note to a class Wallwisher (http://wallwisher.com/) page. These are the inquiry notes students will use during the remaining sessions to develop their ideas and final product. Collect these notes at the end of the assessment. ▪ Model how to document the sources of information properly. Because resources are pre-selected, you could create examples ahead of time and then model one or two during the lesson.
Explore	▪ Have students look at sources related to the topic, event, issue, or question. This could include interviews with stakeholders, taking pictures of areas of the school affected by the issue, or conducting research online or in the library. ▪ Students can collect information as a whole class activity, in small groups, or individually. Have students practice using the note-taking tool individually or in pairs. **Note:** If students take pictures which show other students, you will need parental permission to share the photos outside the classroom. *Teaching Tips and Accommodations* ▪ If you do not have access to a computer lab, consider making this activity one station that students can access during center time. ▪ For students who require more support, provide a graphic organizer or other scaffold which prompts students to record information and sources.

Evaluate	▪ Provide feedback to students on their skills and abilities with:
	  ▪ Selecting relevant information from digital sources.
	  ▪ Using digital tools for research.
	  ▪ Organizing information for later use.
	  ▪ Recording information about the sources used.
	▪ Score these notes as part of the assessment. Encourage students, as needed, to re-attempt these skills based on your feedback.

Extend	▪ Provide additional opportunities for students to gather and organize information. Continue to support learning with feedback about the search strategies students use and the information they gather. You could also choose to have students self-evaluate or provide peer feedback on these skills. ▪ Other options for research might include an email exchange, audio-only sources, or video call; for example, Skype with an expert.

Session Three: Discussion

Background

After the class collects information about the problem, they can begin to share the information with their peers. In Session Three, students will continue to practice their mastery of Educational Technology GLE 1.3.4—"compare results to evaluate the best solution." Students will use the information shared by the class to build their individual solutions to the issue or problem.

Prep	☐ Determine a format for the class discussion.
Materials	*Optional* ☐ Digital camera to record the discussion ☐ Microphone and speaker ☐ Skype or other interactive communication resource ☐ Class Web site to post photos, videos, and other materials that document the discussion
Learning Plan (30 minutes)	
Engage	▪ Restate the purpose of the assessment and review the preceding steps. ▪ Tell students that during today's session, they will share and discuss information about the issue with one another.

Explore	▪ Be sure that students have access to their graphic organizer from Session One. During the discussion, they should add information to these notes.
	▪ Conduct a class discussion about the issue. Ask students to share what they learned from conversations with stakeholders or research, as well as why they think the information is important.
	▪ You can enhance the discussion with technology:
	  ▪ Amplify with a microphone and speakers.
	  ▪ Engage an audience using Skype or other interactive communication resource.
	  ▪ Share the discussion with a video.
	  ▪ Share the discussion by posting an interview or notes on the classroom Web site.

Evaluate	▪ Provide a few minutes for students to reflect on their learning from the discussion. What important connections did they make among the various pieces of information? ▪ Encourage students to add details to their graphic organizer. ▪ Do not score this session as part of the assessment. Provide formative feedback to students about their ability to *identify multiple stakeholders and possible solutions*, as well as *describe supporting evidence for any conclusions they make*.

Session Four: Organize Ideas

Background

In previous sessions, students have identified an issue to investigate, and collected and discussed information related to the problem. Students will organize their ideas and develop their argument during Session Four. This session targets Educational Technology Standards 1.1.1, 1.3.2, and 1.3.4.

Prep	*Optional* ☐ Review resources for helping students identify their audience and organize ideas to develop a persuasive product. For example, see Basic Questions about Audience (http://www.readwritethink.org/files/resources/lesson_images/lesson945/BasicQuestions.pdf), and Purpose and Audience Analysis (http://www.readwritethink.org/files/resources/lesson_images/lesson948/purpose-audience.pdf) ☐ Review the lesson plan about persuasive writing for ideas about how to pre-teach, re-teach, or extend student skills.
Materials	☐ Computer connected to LCD projector ☐ Graphic organizer for persuasive writing *Optional* ☐ Internet access, if using an online tool ☐ Document camera ☐ Interactive whiteboard ☐ Computers for student use
Learning Plan (30 minutes)	
Engage	▪ Restate the purpose of the assessment. Have students use the graphic organizer from Sessions One and Three to review the information they have collected. ▪ Tell students that during today's session, they will identify the best audience and solution for the issue.
Explore	▪ Remind students that they identified a variety of stakeholders who have an interest in the issue. Tell students to choose one stakeholder to be the audience for the final product. Have a brief discussion with students about the importance of selecting an appropriate audience to influence. ▪ Have students identify which pieces of information on their graphic organizers would be most important to share with the selected audience. Ask students to think about why these items would be meaningful or important.
Explain	▪ Introduce a graphic organizer well suited to the work of developing a persuasive product. Using the model rule from Session One (for example, no running in the hallway), show students how to transfer their ideas into the organizer. This activity will help them organize their ideas. They should be prepared to communicate these ideas in the final session of this assessment. ▪ Have students use the graphic organizer to develop ideas for a persuasive product about the issue they have researched.
Evaluate	▪ Encourage students to share their organizer with others for peer review. ▪ Provide feedback to students about their ability to *identify a problem, use a graphic organizer to communicate content, identify stakeholders and solutions*, and *select important information*. Do not score this session as part of the assessment.

Session Five: Communicate a Plan

Background

Session Five represents the summative component of this assessment. In this session, students use the information they collected, organized, and discussed about an issue (Educational Technology GLE 1.3.2) to "design and produce a multimedia product" (Educational Technology GLE 1.1.1) which communicates the best solution (Educational Technology GLE 1.3.4).

Prep	☐ Select a format for the digital products students will create. Be sure that the digital tool(s) you select for student use are accessible to students. If a Web site is blocked, contact your district's technology department or select a different resource. Here are examples of presentation formats students can use: ▪ *Desktop Publishing*: Publisher, Powerpoint, Glogster, Blog, Wiki ▪ *Digital Storytelling*: MovieMaker, iMovie, xtranormal, CamStudio, Voicethread ▪ *Virtual Fieldtrip*: Google Earth, Bing Maps ▪ *Podcasting*: Audacity, Vocaroo, Garageband, Jamstudio You can find more information on the Resources page: ☐ Computers or devices for student use *Optional* ☐ Review video resources for selected Web 2.0 tools.
Materials	☐ Computer connected to LCD projector ☐ Digital tool for constructing a final product ☐ Computers for student use *Optional* ☐ Internet access, if students will be using an online digital tool ☐ Document camera ☐ Interactive whiteboard ☐ Student Checklist ☐ Scoring Guide
Learning Plan (two 30-minute sessions)	
Engage	▪ Restate the purpose of the assessment. Have students review their graphic organizer from the previous session.
Explain	▪ Model how to operate the digital tool students will use to develop their final product for this assessment. ▪ Review the Scoring Guide or Student Task and Checklist with students.
Explore	▪ Have students develop a digital presentation that addresses aspects of the rubric. Each student should create their own presentation. If you use Writer's Workshop, consider using that time for students to develop their product for this assessment. ▪ Be sure that students know how and where to save or submit their product. *Teaching Tips and Accommodations* ▪ If you do not have access to a computer lab, consider making this activity one station that students can access during center time. ▪ Support students as they develop individual drafts of their final product. For students who have difficulty writing, use a simple audio tool such as Vocaroo.
Evaluate	▪ Encourage students to give and receive peer review using the Checklist or Scoring Guide. As long as students are working, continue to provide feedback. ▪ Ask students to reflect on this unit. *What important knowledge and skills have they learned? Why do they think these are important?* ▪ Score students' final work using the Scoring Guide.

Grades 3 – 5 Speak Up!
Student Research Log

Name: _____

Printed Source	
Title:	
Author:	Type of source (book, periodical):
Date published:	Publisher:
Notes:	

Printed Source	
Title:	
Author:	Type of source (book, periodical):
Date published:	Publisher:
Notes:	

Grades 3 – 5 Speak Up!
Student Research Log

Name: _____

Digital Source	
Title:	
Author (if known):	Type of source (Web, audio, Skype interview, video):
Access Date:	URL:
Notes:	

Digital Source	
Title:	
Author (if known):	Type of source (Web, audio, Skype interview, video):
Access Date:	URL:
Notes:	

Grades 3 – 5 Speak Up!
Student Checklist

Name _____

Student Task
Can you think of a problem that is happening at your school? You could make a difference by finding a solution. With your class, identify an issue to address and all of the stakeholders who are involved. Collect and organize information about the problem. Finally, compare possible solutions and use a digital tool to present your best idea with supporting evidence.

Description	Checklist	How do I know?
I identify a problem in my school that needs to be solved.	☐	
I use a digital tool to plan my work.	☐	
I can create a digital product to communicate my ideas to others.	☐	
I find information that is directly related to my topic.	☐	
I use a digital source (for example, Web site or video) to find information about my topic.	☐	
I use a digital tool to organize information.	☐	
I label categories in my organizer.	☐	
I sort information into the correct categories.	☐	
I record the title, author, and type of digital resource.	☐	
I describe two or more points of view about the problem.	☐	
I compare at least two different ways to solve the problem.	☐	
I identify the best solution and provide reasons for my choice.	☐	

Posting Photos and Student Work
Sample Parent Permission Form

Parental Consent Form

In Washington State's K-12 schools, email, blogs, podcasts, collaborative document sites, such as GoogleDocs, and multimedia items that publish to school and class Web sites, have become an integral part of education, administration and communication with the community.

As educators, we are committed to practices that promote student safety and privacy of information—online and offline. We approach communication software and hardware, which allow students to connect with peers, experts and educators as important tools for student learning.

Given that web-based communication requires an online presence—not always anonymous—we ask parents and students to consider carefully the **acceptable level of access and participation** your student will have using digital tools at school.

These three statements summarize _____ school's policy related to the privacy of student content.

1. Publishing photos of students or samples of student work promotes an opportunity to share and learn with others. It is acceptable to publish images of students and student learning products on school Web pages without information that would identify the student. **Parents/guardians must provide written consent to publish their child's photo or school work on any school-related Web site before the item is published.**
2. All students and teachers must abide by the copyright laws of the United States.
3. All student files, created and stored on the school district's network, are the property of the school district. As district property, all files and multimedia items are open to the review and evaluation of district officials.

Permission

As a parent or legal guardian of, _____, I have read and understand the policy statement related to the posting of images of students and student work online.

I consent to the permission(s) I have initialed below:

_____ I grant permission for the publication of my student's photo or work without information that would identify the student.

_____ I grant permission for my student to use online tools provided by the teacher.

_____ I grant permission for my student to use a personal email account for assignments while at school.

Student Name (Print): _____

Student Signature: _____ Date: _____

Parent (Guardian) Signature: _____ Date: _____

Educational Technology Resources		
Examples of Digital Tools		
	Description	Location
Brainstorm and Mindmap	**Bubbl.us** is a simple and free Web application that lets you brainstorm online.	http://bubbl.us
	Use **Webspiration** to map out ideas, organize with outlines and collaborate online with teams or colleagues.	http://mywebspiration.com/
	Text2Mindmap allows you to type text in an outline then automatically create a mindmap	http://www.text2mindmap.com/
	Mind42 is a browser based online mind mapping application. You can keep track of all your ideas, whether alone, with colleagues and friends or working collaboratively with the whole world.	http://www.mind42.com/
Take Notes	Teachers can set up a **Padlet** page where students can post notes about what they are learning.	http://padlet.com/
	This hierarchical outlining tool allows students to organize up to five levels of information for reading and writing activities. During or after reading, students can use **Notetaker** to compile and organize reading notes, research, and related ideas.	http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-notetaker-30055.html
Communicate	**Skype** allows you to use the Internet to make free calls (including video) to anyone else who has Skype.	http://www.skype.com/
	If you have a Gmail account, you can use the **Google Chat** plugin for video and voice to talk with other Google users.	http://www.google.com/talk/
Persuade	The interactive **Persuasion Map** allows students to input their information to be automatically organized.	http://www.readwritethink.org/files/resources/interactives/persuasion_map/
	Eduplace offers a simple **Persuasion Map** that can be printed and shared.	http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf
	Choose one of the **graphic organizers** for persuasive writing from Great Source.	http://www.greatsource.com/iwrite/students/s_pers_graph_org.html
Publish	You can use **Glogster** to develop an interactive poster.	http://edu.glogster.com/
	Animoto has educational accounts. Students can upload pictures, add text and music, and generate a presentation.	http://animoto.com/
	With a **Voicethread** account, students are able to share documents, images, and videos with others.	http://voicethread.com/
	Students can create posts for a classroom **blog**. Here are examples of education-friendly sites, but there are others.	http://edublogs.org/ http://www.classblogmeister.com/ http://kidblog.org/home.php
	Wikis are Web sites that are easy to create and edit. Many services offer free wikis for educators.	http://www.wikispaces.com/ http://pbworks.com/
	Record mp3 allows students to record audio and then email it to their teacher or other account.	http://www.recordmp3.org/

Educational Technology Resources		
Topic Resources		
	Description	Location
Meals	**Child Nutrition** at OSPI assists districts with providing nutritious meals to students.	http://www.k12.wa.us/ChildNutrition/default.aspx
	Let's Move from the USDA is the federal initiative that encourages healthful eating and lifestyle behaviors in children.	http://www.letsmove.gov/
Recess	The President's Council on Physical Fitness provides exercise suggestions and **guidelines for children**.	http://www.fitness.gov/
	You can review the results of **research studies** about recess on ERIC.	http://www.ericdigests.org/2003-2/recess.html
Recycling	The Washington Department of Ecology provides links to **ecology resources** for teachers and students.	http://www.ecy.wa.gov/services/ee/kids.html
	A **booklet** from the state of New York includes ideas for schools to reduce waste, including recycling and composting.	http://www.dec.ny.gov/docs/materials_minerals_pdf/schoolhb.pdf
Backpacks	Backpacks can be handy, but heavy backpacks can also pose problems for kids. This Web site from **Kids Health** explores pros and cons.	http://kidshealth.org/parent/firstaid_safe/travel/backpack.html
	Students examine the possible connection between heavy backpacks and back pain in an **observational classroom study**.	http://www.montclair.edu/detectives/curriculum/Investigation2-4.htm
Videos		
Description		Location
Demonstration of bubbl.us for mindmapping		http://www.youtube.com/watch?v=I2nrVVqikjE
Part I of a series of brief clips about the use of Webspiration. Includes links for other features.		http://www.youtube.com/watch?v=z3CmdlIuxQE
Glogster in 90 seconds		http://www.youtube.com/watch?v=MvC47fUANLk
Explanation of Glogster features		http://www.youtube.com/watch?v=qW5SSn9nno0
Demonstration of Microsoft OneNote		http://www.youtube.com/watch?v=1sDzbrRsZZk

Educational Technology Resources	
Lesson Plans	
Description	Location
Reading Strategies for Online Text and Graphics	
Hints about Print	http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-hints-147.html
Skim, Scan, and Scroll	http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-skim-155.html
Skimming and Scanning Using Riddles	http://www.readwritethink.org/classroom-resources/lesson-plans/skimming-scanning-using-riddles-1079.html
Scaffolding Comprehension Strategies Using Graphic Organizers	http://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-comprehension-strategies-using-95.html
Conducting Research	
Notes, Quotes, and Sentence Fragments	http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-notes-148.html
Examining Electronic Sources	http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-examining-149.html
Organize This!	http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-organize-179.html
I Used My Own Words! Paraphrasing Informational Texts	http://www.readwritethink.org/classroom-resources/lesson-plans/used-words-paraphrasing-informational-1177.html
STAR Search: How Do I Find the Book I Need?	http://www.readwritethink.org/classroom-resources/lesson-plans/star-search-find-book-4.html
Writing Strategies	
Can You Convince Me? Developing Persuasive Writing	http://www.readwritethink.org/classroom-resources/lesson-plans/convince-developing-persuasive-writing-56.html
Policy Guidance	
Description	Location
Children's Internet Protection Act (CIPA)	http://www.e-ratecentral.com/CIPA/default.asp
Children's Online Privacy Protection Act (COPPA)	http://www.coppa.org/comply.htm
Family Educational Rights and Privacy Act (FERPA)	http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html