

Social Studies & Educational Technology

Annotations for Practice Papers

Grades 6-8

OSPI-Developed
Assessment



Causes of Conflict Scoring Guide

Grades 6 – 8 Social Studies – Educational Technology CBA

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 Possible	Points Earned	
1.3.1	Significant Questions	Develops or states a focused research question or thesis in the research plan or final product.	1	0	
	Plan Strategies	Generates a research plan. <i>For example, a timeline, steps for the research process, a brainstorm about the topic, keyword list, or a description of how to document sources.</i>	1	1	
1.3.2	Select Search Engines	Identifies online search tool(s) used for the research process.	1	0	
	Locate Information	Generates effective keywords as a strategy to focus searches.	1	0	
	Organize Resources	Collects and organizes information from searches.	1	1	
1.3.3	Credible Sources	Writes a statement that evaluates the credibility, validity, and potential bias of at least one digital source.	1	0	
	Ethical Use	Puts results of research into own words within the final product.	1	1	
	Combine Information		Combines information collected from sources to create a complete digital presentation or product. <i>For example a video, audio recording, animation, web page, or document.</i> Scoring Note: Student work cannot earn this point if the <i>Organize Resources</i> point was not awarded.	1	0
			All content-related digital elements (for example, text, audio, graphics) in the final presentation or product relate directly to the student task.	1	1
			Uses two or more elements (for example text, audio, graphics) in the final presentation or product.	1	0
			Uses the features of the software to help structure the information and guide the audience through the content. <i>For example font choice for emphasis, heading styles, color, transitions, and titling.</i>	1	0
	Relevant Sources	Selects at least one digital source related directly to the student task.	1	0	
Bibliography Tools	Uses a digital tool to construct a bibliography.	1	0		
TOTAL			13	4	
A Level 1 response (0 – 6 points) reflects that a student is still working toward meeting GLEs 1.3.1, 1.3.2, 1.3.3.				L1	

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Discussion

This student work shows evidence that the student is still working toward an understanding of digital resources and tools to communicate content knowledge. The work earns four attribute points and represents a Level One attempt to meet the educational technology standards.

The student includes a research plan, earning one point. Use of note cards and a graphic organizer to collect and organize information from searches earns this student work an additional point.

A digital product is present, but appears incomplete. The product is also limited to text without any additional elements or features that structure the information. The student does not include a bibliography with the sample.

What support would you provide for this student to help them meet the standards with their next project?

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1.3.1	Significant Questions	Develops or states a focused research question or thesis in the research plan or final product.	1	1
	Plan Strategies	Generates a research plan. <i>For example, a timeline, steps for the research process, a brainstorm about the topic, keyword list, or a description of how to document sources.</i>	1	1
1.3.2	Select Search Engines	Identifies online search tool(s) used for the research process.	1	1
	Locate Information	Generates effective keywords as a strategy to focus searches.	1	1
	Organize Resources	Collects and organizes information from searches.	1	1
1.3.3	Credible Sources	Writes a statement that evaluates the credibility, validity, and potential bias of at least one digital source.	1	1
	Ethical Use	Puts results of research into own words within the final product.	1	1
	Combine Information	Combines information collected from sources to create a complete digital presentation or product. <i>For example a video, audio recording, animation, web page, or document.</i> Scoring Note: Student work cannot earn this point if the <i>Organize Resources</i> point was not awarded.	1	1
		All content-related digital elements (for example, text, audio, graphics) in the final presentation or product relate directly to the student task.	1	1
		Uses two or more elements (for example text, audio, graphics) in the final presentation or product.	1	1
		Uses the features of the software to help structure the information and guide the audience through the content. <i>For example font choice for emphasis, heading styles, color, transitions, and titling.</i>	1	1
	Relevant Sources	Selects at least one digital source related directly to the student task.	1	1
Bibliography Tools	Uses a digital tool to construct a bibliography.	1	1	
TOTAL			13	13
A Level 3 response (11 – 13 points) exceeds the standards and reflects that a student can demonstrate knowledge and ability beyond the requirements for Educational Technology GLEs 1.3.1, 1.3.2, and 1.3.3.				L3

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P2

Discussion

This sample earns all of the attribute points and represents work that exceeds the standards for educational technology.

In this sample, establishing the point for “Credible Sources” is tricky. For the long form source evaluation, the student writes “...it was written by someone who knew the subject.” While this response is not as detailed as we would like, expertise as a reason for credibility is acceptable reasoning for this attribute. Later in the sample, the student includes the following evaluation of reliability: “She includes up to date information on the topic.” This type of answer was not considered unacceptable.

Although some of the graphics stretch the boundaries of relevant (for example, clip art of a sandwich with a slide about offerings and worship in ancient Egypt), this representation is acceptable. It would be more appropriate to represent the actual type of food that would have been used as an offering, but an image of food to illustrate the concept of a food offering is satisfactory. It is still relevant to the task.

What feedback would you provide to the student about selecting graphics and images for future presentations?

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Attributes of Educational Technology Standards

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1.3.1	Significant Questions	Develops or states a focused research question or thesis in the research plan or final product.	1	1	
	Plan Strategies	Generates a research plan. <i>For example, a timeline, steps for the research process, a brainstorm about the topic, keyword list, or a description of how to document sources.</i>	1	1	
1.3.2	Select Search Engines	Identifies online search tool(s) used for the research process.	1	0	
	Locate Information	Generates effective keywords as a strategy to focus searches.	1	0	
	Organize Resources	Collects and organizes information from searches.	1	1	
1.3.3	Credible Sources	Writes a statement that evaluates the credibility, validity, and potential bias of at least one digital source.	1	0	
	Ethical Use	Puts results of research into own words within the final product.	1	0	
	Combine Information		Combines information collected from sources to create a complete digital presentation or product. <i>For example a video, audio recording, animation, web page, or document.</i> Scoring Note: Student work cannot earn this point if the <i>Organize Resources</i> point was not awarded.	1	1
			All content-related digital elements (for example, text, audio, graphics) in the final presentation or product relate directly to the student task.	1	0
			Uses two or more elements (for example text, audio, graphics) in the final presentation or product.	1	1
			Uses the features of the software to help structure the information and guide the audience through the content. <i>For example font choice for emphasis, heading styles, color, transitions, and titling.</i>	1	1
	Relevant Sources	Selects at least one digital source related directly to the student task.	1	1	
Bibliography Tools	Uses a digital tool to construct a bibliography.	1	1		
TOTAL			13	8	
<p>A Level 2 response (7 – 10 points) meets the standards and reflects that a student understands and is able to perform GLE 1.3.1 <i>Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry</i>, GLE 1.3.2 <i>Locate and organize information from a variety of sources and media</i> and GLE 1.3.3 <i>Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results</i> BY using technology to create a paper or presentation that develops a position based on comparing and contrasting two cultural groups and the history of their development in Washington State, the United States, or the world.</p>				L2	

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P3

Discussion

This student sample earns eight attribute points, and meets the standards for knowledge and skills with educational technology.

On the first page of the sample, the student includes a research question and plan. Information from searches is collected and organized in two-column notes, an outline, and a graphic organizer; however, the student does not document the search tools and key words used to find information. There is a digital product in the form of a presentation.

The student does not use his/her own words throughout the product, and is not consistent about choosing graphics that support the text for a particular slide. For example, the picture of a toothbrush is not on the slide where this information occurs. The work does not earn the point for “All content-related digital elements (for example, text, audio, graphics) in the final presentation or product relate directly to the student task.”

What could you do to help this student document the research process and paraphrase information?

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Attributes of Educational Technology Standards

GLE	Attribute Name	Description	Points Possible	Points Earned	
1.3.1	Significant Questions	Develops or states a focused research question or thesis in the research plan or final product.	1	0	
	Plan Strategies	Generates a research plan. <i>For example, a timeline, steps for the research process, a brainstorm about the topic, keyword list, or a description of how to document sources.</i>	1	0	
1.3.2	Select Search Engines	Identifies online search tool(s) used for the research process.	1	0	
	Locate Information	Generates effective keywords as a strategy to focus searches.	1	1	
	Organize Resources	Collects and organizes information from searches.	1	1	
1.3.3	Credible Sources	Writes a statement that evaluates the credibility, validity, and potential bias of at least one digital source.	1	0	
	Ethical Use	Puts results of research into own words within the final product.	1	1	
	Combine Information		Combines information collected from sources to create a complete digital presentation or product. <i>For example a video, audio recording, animation, web page, or document.</i> Scoring Note: Student work cannot earn this point if the <i>Organize Resources</i> point was not awarded.	1	0
			All content-related digital elements (for example, text, audio, graphics) in the final presentation or product relate directly to the student task.	1	0
			Uses two or more elements (for example text, audio, graphics) in the final presentation or product.	1	0
			Uses the features of the software to help structure the information and guide the audience through the content. <i>For example font choice for emphasis, heading styles, color, transitions, and titling.</i>	1	0
	Relevant Sources	Selects at least one digital source related directly to the student task.	1	1	
Bibliography Tools	Uses a digital tool to construct a bibliography.	1	1		
TOTAL			13	5	
A Level 1 response (0 – 6 points) reflects that a student is still working toward meeting GLEs 1.3.1, 1.3.2, 1.3.3.				L1	

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Discussion

The work in this student sample does not meet the educational technology standards, scoring 5 out of 13 possible attribute points.

On the first page of the sample, the student shows how to develop effective key words by using quotation marks for “Whitman Massacre” and “Oregon Territory.” The concept map shows that the student has collected and organized the information from search results.

There is no digital product, however the student uses his/her own words to write the paper and submits a bibliography that was developed using a digital tool. The student includes at least one digital source relevant to the task.

What scaffolds would you suggest to the student in order to plan and fully document the research process? If this student is in a one-computer classroom, what other digital tools could s/he have used to create a final product for this assessment?

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	Plan Strategies	Generates a research plan. <i>For example, a timeline, steps for the research process, a brainstorm about the topic, keyword list, or a description of how to document sources.</i>	1	1
1.3.2	Select Search Engines	Identifies online search tool(s) used for the research process.	1	1
	Locate Information	Generates effective keywords as a strategy to focus searches.	1	0
	Organize Resources	Collects and organizes information from searches.	1	1
1.3.3	Credible Sources	Writes a statement that evaluates the credibility, validity, and potential bias of at least one digital source.	1	0
	Ethical Use	Puts results of research into own words within the final product.	1	1
	Combine Information	Combines information collected from sources to create a complete digital presentation or product. <i>For example a video, audio recording, animation, web page, or document.</i> Scoring Note: Student work cannot earn this point if the <i>Organize Resources</i> point was not awarded.	1	1
		All content-related digital elements (for example, text, audio, graphics) in the final presentation or product relate directly to the student task.	1	0
		Uses two or more elements (for example text, audio, graphics) in the final presentation or product.	1	1
		Uses the features of the software to help structure the information and guide the audience through the content. <i>For example font choice for emphasis, heading styles, color, transitions, and titling.</i>	1	1
	Relevant Sources	Selects at least one digital source related directly to the student task.	1	1
Bibliography Tools	Uses a digital tool to construct a bibliography.	1	1	
TOTAL			13	9
<p>A Level 2 response (7 – 10 points) meets the standards and reflects that a student understands and is able to perform GLE 1.3.1 <i>Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry</i>, GLE 1.3.2 <i>Locate and organize information from a variety of sources and media</i> and GLE 1.3.3 <i>Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results</i> BY using technology to create a paper or presentation that develops a position based on comparing and contrasting two cultural groups and the history of their development in Washington State, the United States, or the world.</p>				L2

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P5

Discussion

The work in this student sample meets the educational technology standards, scoring 9 out of 13 possible attribute points.

This sample has very few notes included, but there is sufficient material here to see how the student collected and organized the information from search results. S/He also includes the information in the final product, earning the first “Combines Information” attribute.

The student uses several features of the software program, including titling and bullet points, to guide the reader through the final product. However, many of the graphics are not relevant to the task. For example, the student uses clip art that depicts a lock and key to represent the idea that strengthening the army was seen as a solution to the national defense problem.

How could you help the student improve their ability to document the research process and find images that illustrate the concepts in the final product convincingly?