Educational Technology

Public Health

Practice Papers

Grades K-2

OSPI-Developed
Assessment

Grades K - 2 Public Health
Assessment for Educational Technology

Introduction
This Practice Set provides educators with student exemplars for the grades K-2 Public Health Educational Technology assessment. We selected each sample to model the range of scoring for this assessment. There are two components that make up the scoring guide for educational technology— **Attributes of Educational Technology Standards (checklist)** and the **Scoring Rubric for Educational Technology**.

Attributes of Educational Technology Standards. Teachers will use the *attributes* checklist first to determine the number of **attribute points** the student work can earn. The checklist presents a list of characteristics that should be present in student work which meets the standard. The **GLE**s targeted by the assessment are listed in the left column.

Each **attribute name**, such as *Gather Information*, is derived directly from the standards (*Gather information using selected digital resources*). Each attribute has one or more **descriptions** which detail what an at-standard performance looks like (*Uses teacher-selected digital sources to identify information related directly to the student task.*).

This is different from a typical rubric, which describes various levels of performance. With the checklist, the teacher has only to decide whether or not the work is at standard. If the teacher determines that the work is at standard, then it earns the number of points indicated in the right-hand column. The teacher totals the points.

Scoring Rubric for Educational Technology. In the final step, the teacher uses the **total number of points** earned in the *attributes* checklist to determine the overall level of performance for the assessment. Student work earning no more than six attribute points would represent a below standard (Level 1) performance. Seven to eight points meets the standard (Level 2), while student work that earns nine or ten points exceeds the standard (Level 3).

Discussion
We understand that that this type of scoring may be new for many teachers; however, there are several compelling reasons why the assessment development group selected this tool over a traditional rubric.

First, many of the educational technology standards represent skills. As such, a student can demonstrate the skill or they cannot—there is no "better or worse than." It did not make sense to scale the point scoring for the attributes, and the assessment development group decided not to quantify performance in terms of the number of times a student could demonstrate the skill. This is also why there are three performance levels instead of four.

A checklist format that describes the *attributes* is an efficient tool for teachers. There is only one decision involved for each attribute—is the work at standard?—instead of several decisions about quality. The tool also allows for cleaner scoring as the teacher need only consider **one attribute at a time**. This is unlike many rubrics, which have multiple attributes within a single cell. A student's work might reach various targets within a column or row, so the teacher must synthesize the score. With the *attributes* checklist and *scoring rubric* tool we provide for the educational technology standards, teachers will be able score consistently across student work.

Review the Scoring Guide carefully (next two pages) and then the exemplars. Score each sample before using the annotations to review your choices and options for student feedback.

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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
Score the attributes for GLEs 1.2.1 and 1.3.2 for artifacts related to the research process only.			
1.2.1	Communicates with Others	Communicates ideas from class activities and teacher-selected sources by contributing to digital class notes. *For example, WallWisher, Word, or a mind map*	1
	Collaborates to Learn	Takes turns in group discussion or activities.	1
1.3.2	Gather Information	Uses teacher-selected digital sources to identify information related directly to the student task.	1
	Organize Information	Develops individual notes from sources.	1
		Inputs data, with assistance, into a class graph using a digital tool.	1
Score the attributes for GLE 1.3.3 for the multimedia product only.			
1.3.3	Identify a Solution	States the problem (why Paul is sick) based on sources or notes.	1
		States a solution (how Paul can stay healthy at school) based on sources or notes.	1
	Analyzes Information	Describes how the solution will solve the problem based on sources or notes.	1
		Uses the graph to analyze the problem. *For example, "less people got sick because more people started to stay home."*	1
	Share Learning	Creates a multimedia product.	1
TOTAL			**10**

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Scoring Rubric for Educational Technology

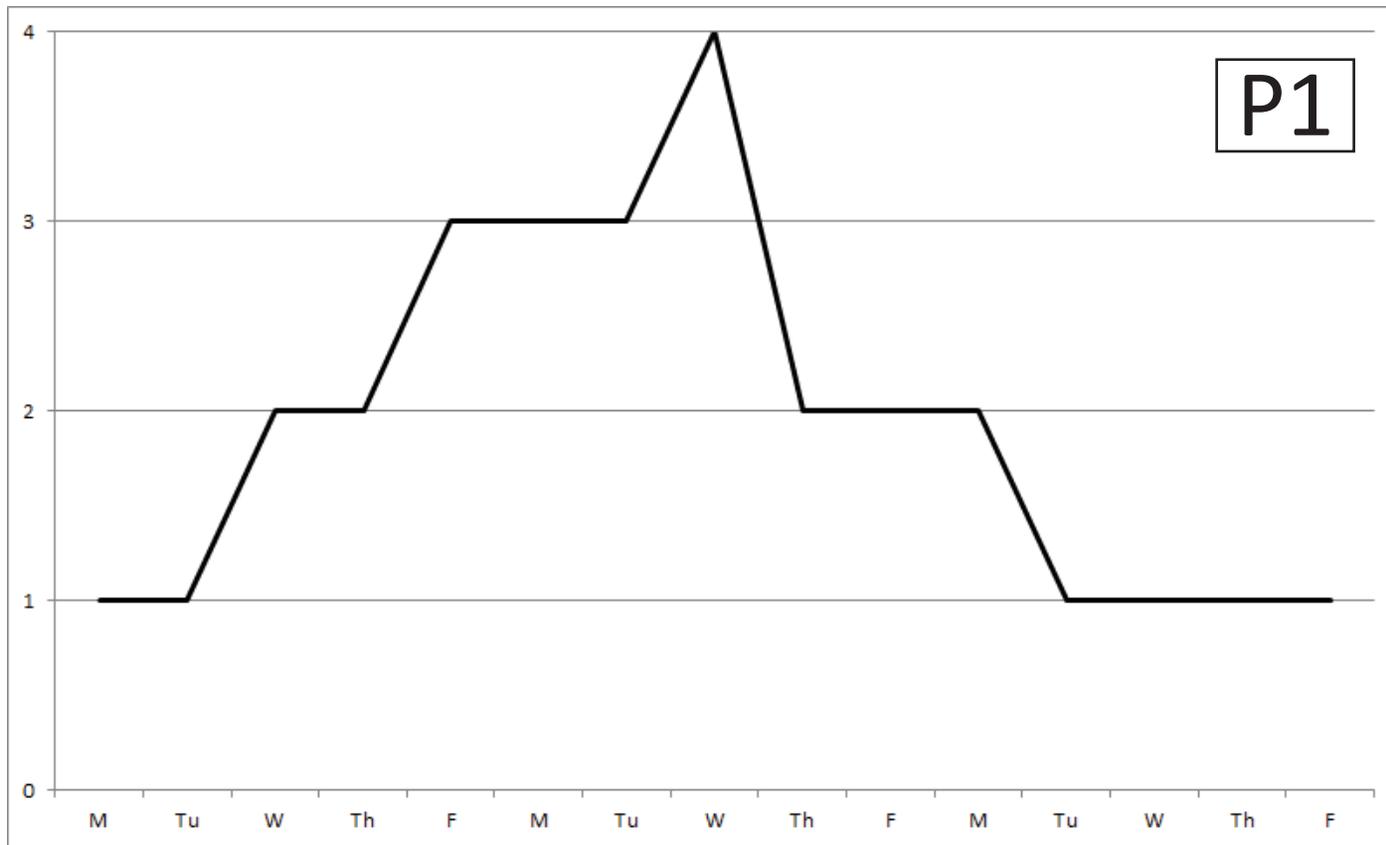| Performance Description	Points
A **Level 3 response** exceeds the standards and reflects that a student can demonstrate knowledge and ability beyond the requirements for Educational Technology GLEs 1.2.1, 1.3.2, and 1.3.3.	9 - 10
A **Level 2 response** meets the standards and reflects that a student understands and is able to perform GLE 1.2.1 *Communicate and collaborate to learn with others*, GLE 1.3.2 *Locate and organize information from a variety of sources,* and GLE 1.3.3 *Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results* BY using technology to create a letter or voicemail which explains why Paul is sick and what he can do to keep healthy at school.	7 - 8
A **Level 1 response** reflects that a student is still working toward meeting GLEs 1.2.1, 1.3.2, and 1.3.3.	– 6

Sources Used in Class

Video from Discovery Education Streaming:
- Math Monsters: Data Collection
- Mathematica's MathShop: Super Gnome—1 segment
- Reading Rainbow: Germs Make Me Sick
  (http://vimeo.com/groups/wvpt/videos/6240326)
- Germs

Trade Books:
- Lemonade for Sale by Stuart J. Murphy and Tricia Tusa
- The Great Graph Contest by Loreen Leedy

Hello Mrs. Garcia,

This is _____

from   Elementary School.

I am calling because ___ I tokt with the school
prisubl ___

I think Paul was sick because ___ uthr peeple
have tuchd the noaw books ah
olso I thik that you shood get
rituv the books I look at the kid
Ryotr it went to wlotuv PeePle
got sick then Les PeePle got sick

Paul can stay healthy
by ___ Wosheeng his hands ah eatng soop ___

_____

_____

Thank You

6

Transcription of Student Work
Notes:
Hello Mrs. Garcia, This is — from — Elementary School. I am calling because I talked with the school principal. I think Paul is sick because other people have touched the new books and also I think you should get rid of the books. I looked at the computer. It went to a lot of people got sick then less people got sick. Paul can stay healthy by washing his hands and eating soup.

Audio:
I think Paul got sick because, um, he touched the books and other people touched them because other people were sick and they coughed or sneezed on their hand and now less people are starting to get sick because they…because more people started to wash their hands and…and other…and and the graph showed me that more…that more people got less people got sick then it went higher, then lower because more people started to, um, stay home and and rest. And I think…And I think how they can start making people not get sick is if they wash their hands and stay home.

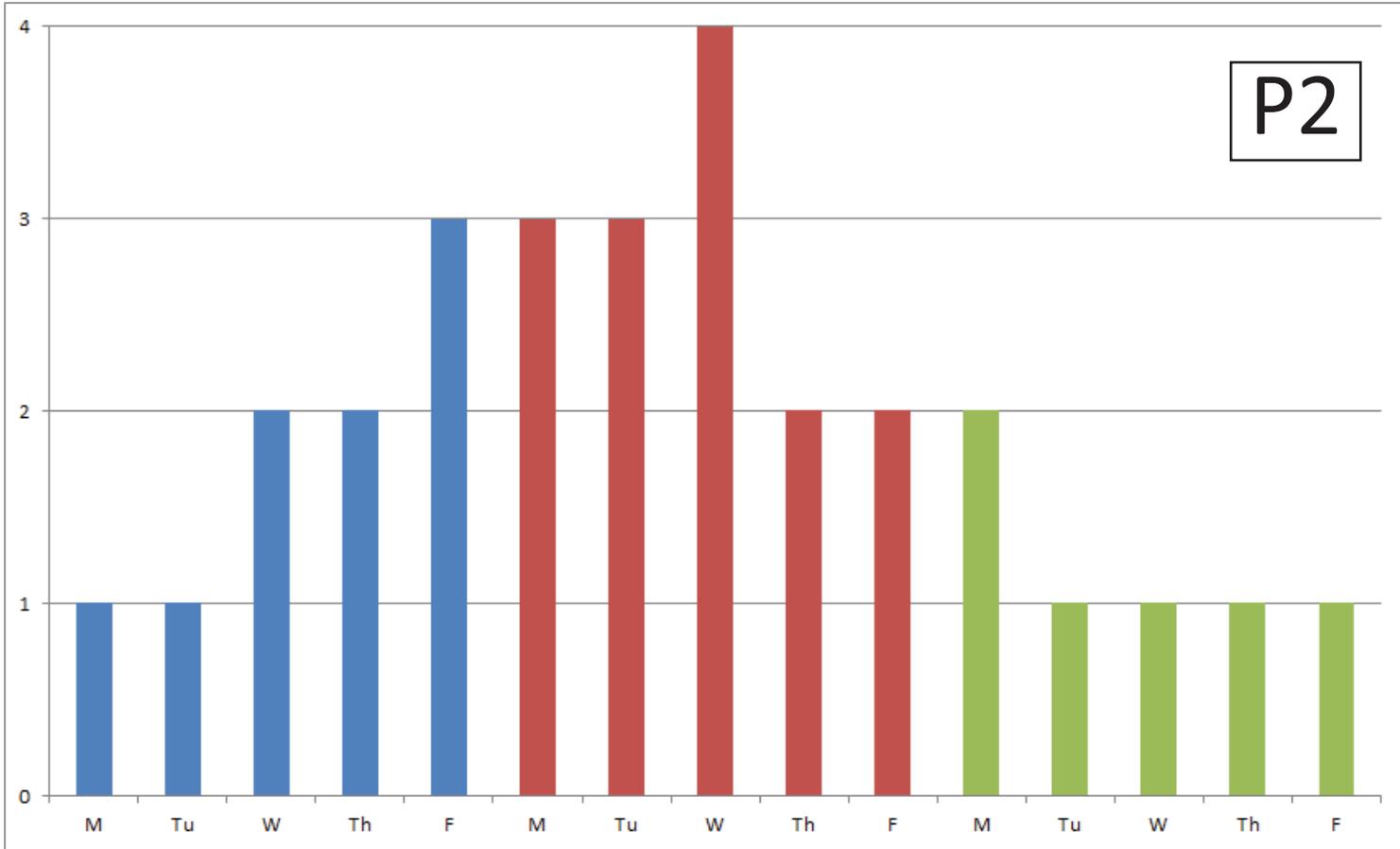*Click the icon below to play the audio for this student sample.*

Sources Used in Class

Video:
- The Sneeze: How Germs are Spread (http://www.youtube.com/watch?v=rYnz2bv56LU)

Trade Book:
- The Mysterious You Achoo! by Trudee Romanek (http://www.amazon.com/Achoo-Interesting-Youll-About-Mysterious/dp/1553374517/ref=sr_1_1?ie=UTF8&qid=1305741850&sr=8-1)

Hello Mrs. Garcia,

This is _____

from   Elementary School.

I am calling
because_____ this epai lwas

_____ sickoyest n day _____

I think Paul was sick because ___ he has

___ to go the doctor

_____

_____

Paul can stay healthy
by___ 1 dayfor... _____

_____

_____

Thank You

Transcription of Student Work
Notes:
Hello Mrs. Garcia, This is — from — Elementary School. I am calling because Paul was sick yesterday. I think Paul was sick because he has to go to the doctor. Paul can stay healthy by 1 day for... Thank you.

Audio:
Hello, Mrs. Garcia. This is — from — Elementary School. I am calling because Paul was sick last Wednesday. And last Wednesday, I told him to not get sick. I think Paul was sick because he has to go to the doctor. Paul can stay healthy by 1 day for getting good times.

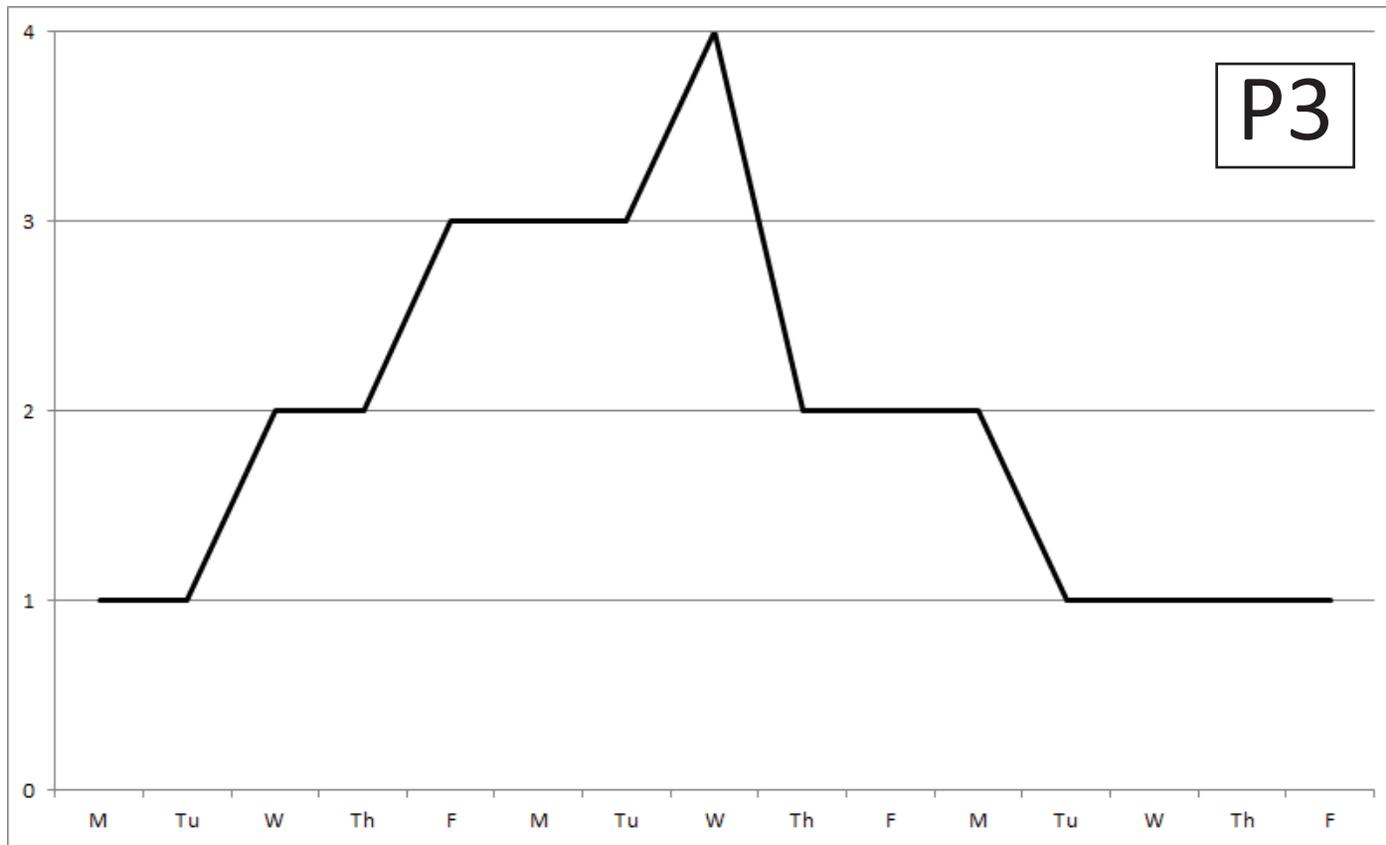*Click the icon below to play the audio for this student sample.*

Sources Used in Class

Video from Discovery Education Streaming:
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- Germs

Trade Books:
- Lemonade for Sale by Stuart J. Murphy and Tricia Tusa
- The Great Graph Contest by Loreen Leedy

Hello Mrs. Garcia,

This is ___   _____

from   Elementary School.

I am calling
because ___I Hope t Puel
Will feel Bette_____

I think Paul was sick because ___t Book_____

_____

_____

_____

Paul can stay healthy
by___Wash his Hans._____

_____

_____

Thank You

14

Transcription of Student Work

Notes:

Hello Mrs. Garcia, This is — from — Elementary School. I am calling because I hope Paul will feel better. I think Paul was sick because a book. Paul can stay healthy at school by wash his hands. Thank you.
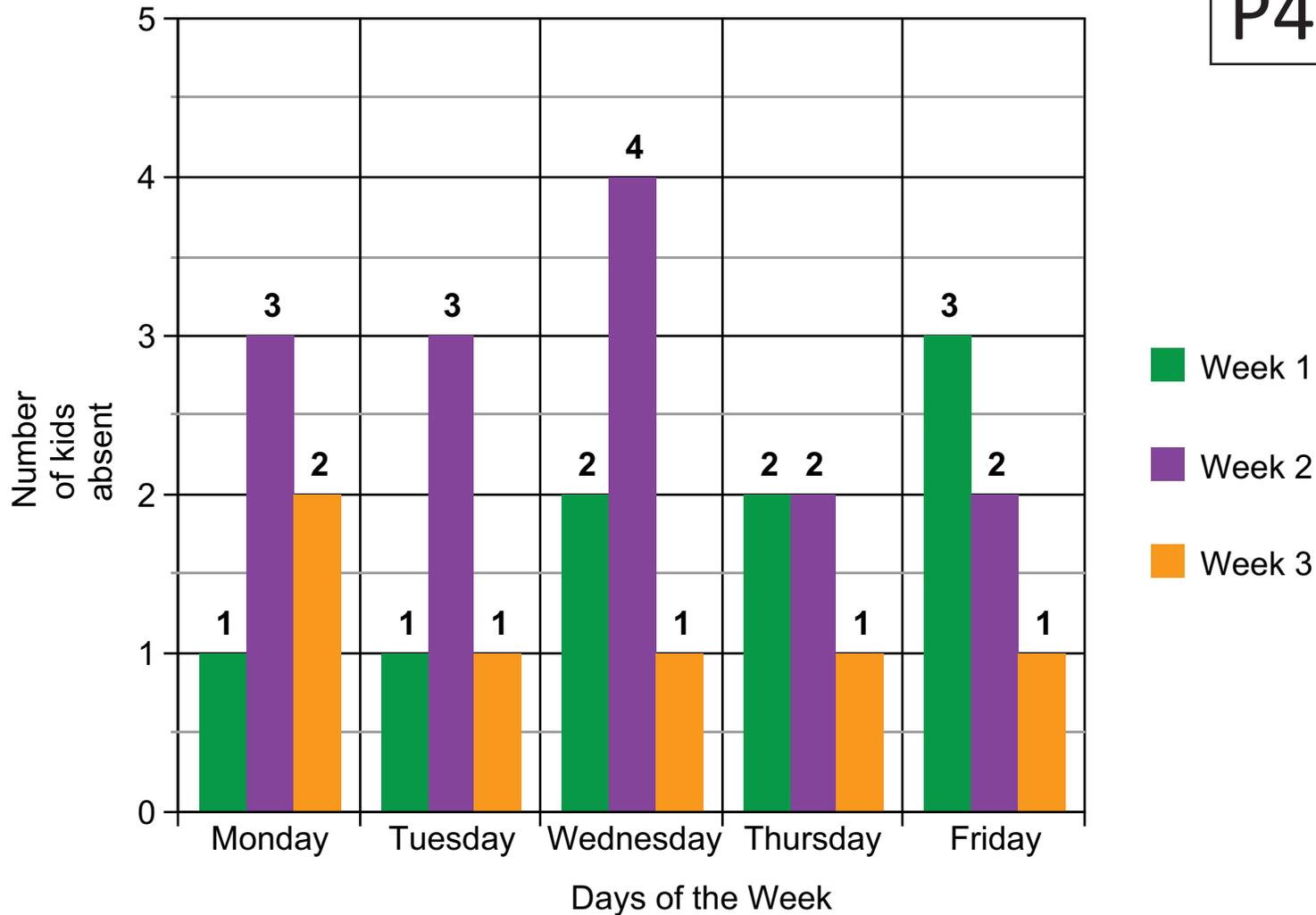
Audio:

Because of Paul's mother…um, um…It's, um, Paul was sick and other kids got sick and it seems to be if one kid touched a book first and then Paul touched it. So, that looks like it, um, there's two kids and two more kids and then three more kids; but at the very top there's Paul's day of being sick. And then it kinda drops down and it makes, um, not very, um, much kids getting sick. He can wash his hands.

Click the icon below to play the audio for this student sample.

Attendance for Mr. Hart's Class

P4

School Attendance Record

wallwisher built by   on April 8, 2011   **24 posts so far**   Build a wall   Go To...   Do More...

Staying Healthy with Mrs.   First Graders
Can books make you sick?

says
They can make you sick.
2 weeks ago

says
They can make you get a disease.
2 weeks ago

says
They can jump up your skin until they jump into your mouth.
2 weeks ago

says
They can make you cough.
2 weeks ago

says
Germs spread everywhere.
2 weeks ago

says
Germs from your hands can get onto your food and then get into your mouth.
2 weeks ago

says
They crawl onto someone into their mouth and then they go to someone else's mouth.
2 weeks ago

says
Germs are very bad for you.
2 weeks ago

says
There are millions of them.
2 weeks ago

says
Germs are little viruses that come into your body and make you sick.
2 weeks ago

says
Germs make you sick when you touch your eyes, mouth or nose.
2 weeks ago

says
They carry a bad thing that make you sick.
2 weeks ago

says
They take advantage of hurt spots.
2 weeks ago

says
Germs are everywhere.
2 weeks ago

says
If you shake someone's hand they will get your germs.
2 weeks ago

says
Sometimes germs can give you cancer.
2 weeks ago

says
Can books have germs?
2 weeks ago

says
Did someone touch the books before they got to the school
2 weeks ago

says
What causes germs?
2 weeks ago

says
Were the books dusty? Does dust cause germs?
2 weeks ago

says
Do germs smell?
2 weeks ago

says
Do germs die?
2 weeks ago

says
How do you stay "sick free"?
2 weeks ago

says
What does Paul do to wash his hands?
2 weeks ago

17

What happens if you get a cold or a flu?
- You get sick
- You cough and sneeze
- Germs get into your mouth, nose, ears, or a cut in your skin
- Germs are attacking your white blood cells

What should you do when you have a cold or flu?
- Stay in bed
- Go to the doctor
- Eat healthy
- Wash your hands with soap and warm water
- Take medicine, it's a "power up" for your cells (ask grownup)
- Stay home
- Cover your cough or sneeze
- Don't go outside

How can you keep a cold or flu from spreading?
- Cover your mouth when you cough or sneeze
- Exercise
- Eat healthy
- Stay home
- Don't touch other people if you are sick
- Wash your hands with soap and warm water before you eat
- Take vitamins

Brain POP jr
Colds and Flu Notebook

Name _____

1. What happens if you get a cold or the flu?

virus   snising

symptom   your body

              fever   figts   germs

2. What should you do when you have a cold or the flu?

get rest   drink water

eat   medicine   contagious

3. How can you help keep a cold or flu from spreading?

MUCUS

cuver your nose and moulth

wash hands with soap

              stayhome

Hello, Mrs. Garcia,

This is _____ _____

From _____ Elementary School,

I am calling because
I know what made Paul
sick.

We think Paul was sick because
maybe he was right and the
books made him sick, but my
guess is that his friends made
him sick

Paul can stay healthy at school by
Asking you to pack fruits and
vegtables in his lunch and he
should wash his hands with
warm water and soap.

Thank you

Transcription of Student Work

Cold and Flu Notebook:
1. What happens if you get a cold or the flu? Sneezing. Virus. Symptom. Fever. Your body fights germs.
2. What should you do when you have a cold or the flu? Get rest. Drink water. Eat. Medicine. Contagious.
3. How can you keep a cold or flu from spreading? Mucus. Cover your nose and mouth. Wash hands with soap. Stay home.

Notes:
Hello Mrs. Garcia, This is — from — Elementary School. I am calling because I know what made Paul sick. We think Paul was sick because maybe he was right and the books made him sick, but my guess is that his friends made him sick. Paul can stay healthy at school by asking you to pack fruits and vegetables in his lunch and he should wash his hands with warm water and soap. Thank you.

Audio:
Hi Mrs. Garcia, This is — from — Elementary School. I am calling before…because I know what made Paul sick. We think Paul was sick because maybe he was right and the books made him sick, but my guess is that his friends made him sick. Paul can stay healthy at school by asking you to pack fruits and vegetables in his lunch and he should wash his hands with warm soap and water. But he should look out 'cause germs are everywhere: on the floor, on his friends, and maybe most of the germs were inside him already. So. And a lot of people were sick, um, the day before Paul was sick. So, I'm thinking of of two of those kids, or maybe one of them was Paul's best friend. Thanks.

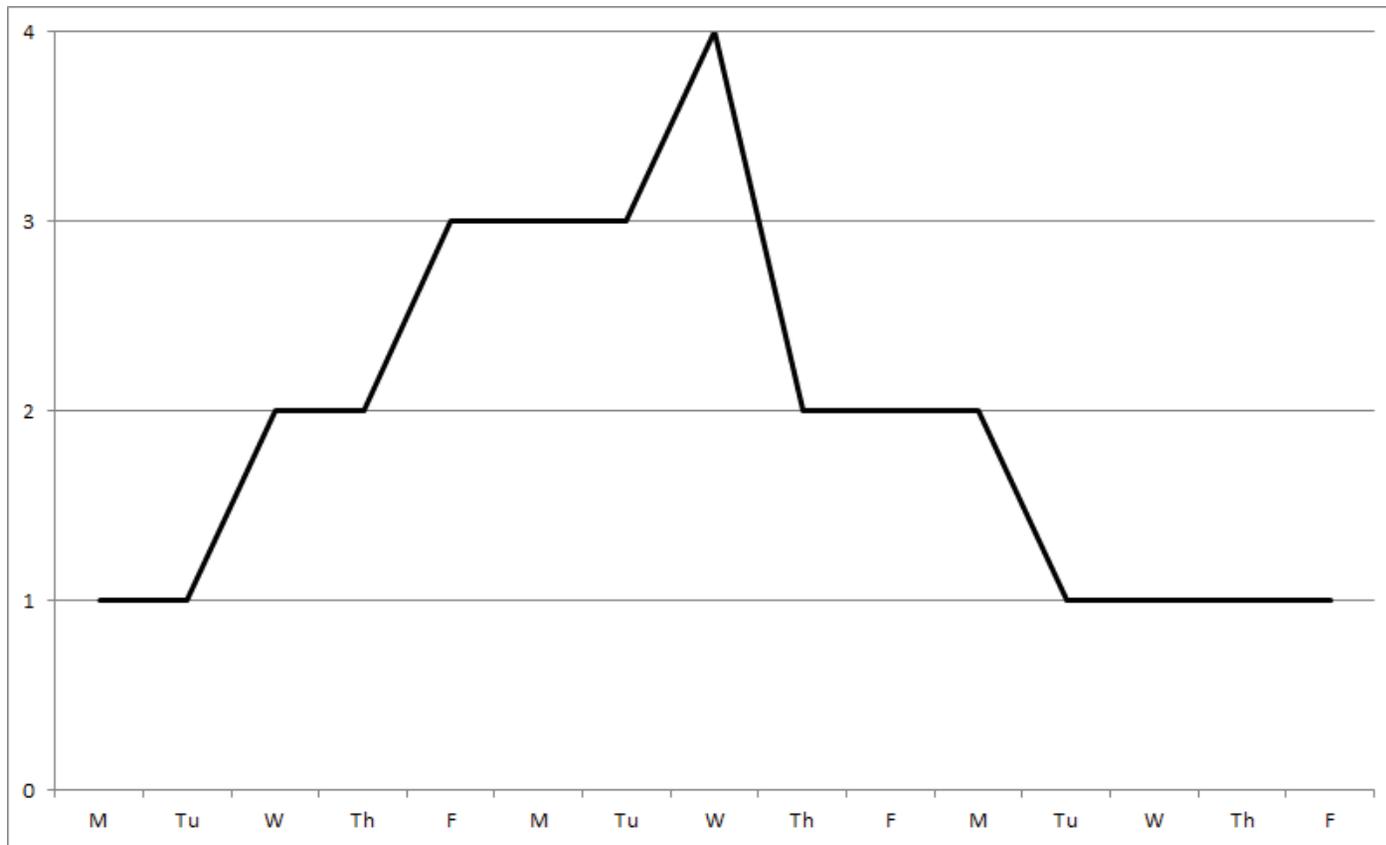*Click the icon below to play the audio for this student sample.*

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Hello Mrs. Garcia,

This is _____

from   Elementary School.

I am calling
because_____yor sub is sicke_____

_____

I think Paul was sick because _____He forgot
to wash his hands
be fon the ate_____

_____

Paul can stay healthy
by_____wach high his hands
a lot_____

_____

Thank You

Transcription of Student Work
Notes:
Hello Mrs. Garcia, This is — from — Elementary School. I am calling because your son is sick. I think Paul was sick because he forgot to wash his hands before he ate. Paul can stay healthy at school by washing his hands a lot. Thank you.

Audio:
Your son is sick. To wash his hands before ooo-ate…wash his hi his hands to, wait, to a lot. I mean a lot.

Click the icon below to play the audio for this student sample.