

# Social Studies & Educational Technology

Annotations for Practice Papers

# Grades 3-5

*OSPI-Developed*  
**Assessment**



# People on the Move Scoring Guide

## Grade 4 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
Attributes for GLE 1.3.2 should be scored for artifacts related to the research process only.				
1.3.2	Gather Information	Selects evidence from a digital source that is directly related to the student task. <i>For example, costs and benefits of moving, needs and wants of people, and geographical features of the Pacific Northwest that have influenced the movement of people.</i>	1	0
		Selects evidence from an additional digital source(s) directly related to the student task.	1	0
	Organize Information	Uses digital tools to organize information directly related to the topic. <i>For example, Word, Webspiration, MindMeister, Wallwisher</i>	1	1
		Labels two or more categories based on important characteristics. <b>Scoring Note:</b> <i>This point can only be earned if the student has used a digital tool to organize information.</i>	1	1
		Uses categories to sort data and information. <b>Scoring Note:</b> <i>This point can only be earned if the student has used a digital tool to organize information.</i>	1	1
	Record Sources	Records digital source(s) during research. Must include title, author (if known), and type of resource.	1	0
Attributes for GLE 1.3.3 should be scored for artifacts related to the final product only.				
1.3.3	Ethical Use	Puts results of research into own words.	1	1
	Synthesize Information	Combines information collected from digital sources to create a presentation or product.	1	0
		All elements (for example, text, audio, graphics) in the final digital product directly relate to the student task.	1	0
	Copyright Issues	Properly cites all digital sources within the final product.	1	0
<b>TOTAL</b>			<b>10</b>	<b>4</b>
A <b>Level 1 response</b> (0 – 5 points) reflects that a student is still working toward meeting GLEs 1.3.2 and 1.3.3.				L1

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P1

**Discussion**

In P1, the student limits her/his research process to print sources and can earn points for “Organize Information” only. Within the digital product, the student selects and integrates graphics, but two of them are not related directly to the student task. For example, on the second and fifth slide of the presentation about Lewis and Clark, we see images that don’t relate to the topic —tall ships on a sea. The work cannot earn the second point for “Synthesize Information.”

What feedback could you provide to help the student improve their educational technology skills?

# Whose Rules? Scoring Guide

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### Attributes of Educational Technology Standards

GLE	Attribute Name	Description	Points Possible	Points Earned
Attributes for GLE 1.3.2 should be scored for artifacts related to the research process only.				
1.3.2	Gather Information	Selects evidence from a digital source that is directly related to the student task. <i>For example, understanding why governments make, interpret, and carry out laws; and, evaluating the effectiveness of a law.</i>	1	1
		Selects evidence from an additional digital source(s) directly related to the student task.	1	0
	Organize Information	Uses digital tools to organize information directly related to the topic. <i>For example, Word, Webspiration, MindMeister, Wallwisher</i>	1	0
		Labels two or more categories based on important characteristics. <b>Scoring Note:</b> <i>This point can only be earned if the student has used a digital tool to organize information.</i>	1	0
		Uses categories to sort data and information. <b>Scoring Note:</b> <i>This point can only be earned if the student has used a digital tool to organize information.</i>	1	0
	Record Sources	Records digital source(s) during research. Must include title, author (if known), and type of resource.	1	1
Attributes for GLE 1.3.3 should be scored for artifacts related to the final product only.				
1.3.3	Ethical Use	Puts results of research into own words.	1	0
	Synthesize Information	Combines information collected from digital sources to create a presentation or product.	1	0
		All elements (for example, text, audio, graphics) in the final digital product directly relate to the student task.	1	0
	Copyright Issues	Properly cites all digital sources within the final product.	1	0
<b>TOTAL</b>			<b>10</b>	<b>2</b>
A <b>Level 1 response</b> (0 – 5 points) reflects that a student is still working toward meeting GLEs 1.3.2 and 1.3.3.				L1

**Whose Rules? Scoring Guide**  
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P2

**Discussion**

In Sample P2, the student selects a topic (smoking) and finds information from one digital source about the topic. Although the student includes a second digital source for their research, it is about bullying. The work does not earn the second “Gather Information” point. The sample provides evidence that the student can use a digital tool to organize information; however, the mindmap is more of a brainstorm and not the first step toward synthesizing research on a single topic.

What would be your next steps with this student? How would you help them develop skills with GLE 1.3.3?

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### Attributes of Educational Technology Standards

GLE	Attribute Name	Description	Points Possible	Points Earned
Attributes for GLE 1.3.2 should be scored for artifacts related to the research process only.				
1.3.2	Gather Information	Selects evidence from a digital source that is directly related to the student task. <i>For example, costs and benefits of moving, needs and wants of people, and geographical features of the Pacific Northwest that have influenced the movement of people.</i>	1	1
		Selects evidence from an additional digital source(s) directly related to the student task.	1	0
	Organize Information	Uses digital tools to organize information directly related to the topic. <i>For example, Word, Webspiration, MindMeister, Wallwisher</i>	1	1
		Labels two or more categories based on important characteristics. <b>Scoring Note:</b> <i>This point can only be earned if the student has used a digital tool to organize information.</i>	1	1
		Uses categories to sort data and information. <b>Scoring Note:</b> <i>This point can only be earned if the student has used a digital tool to organize information.</i>	1	1
	Record Sources	Records digital source(s) during research. Must include title, author (if known), and type of resource.	1	1
Attributes for GLE 1.3.3 should be scored for artifacts related to the final product only.				
1.3.3	Ethical Use	Puts results of research into own words.	1	1
	Synthesize Information	Combines information collected from digital sources to create a presentation or product.	1	0
		All elements (for example, text, audio, graphics) in the final digital product directly relate to the student task.	1	1
	Copyright Issues	Properly cites all digital sources within the final product.	1	0
<b>TOTAL</b>			<b>10</b>	<b>7</b>
<p>A <b>Level 2 response</b> (6 – 8 points) meets the standards and reflects that a student understands and is able to perform 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 develop a paper or presentation that draws a conclusion about how needs and wants (economic reasons) and location (geography) caused a group of people to move.</p>				L2

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P3

**Discussion**

Sample P3 represents work, which meets the educational technology standards. Although the student collects only one item of information from the digital source, it's possible that s/he decided this was the single item of relevant information on the Web site—*the Oregon Trail was much more than a way to the State of Oregon*. The student records all the necessary information about the source in his/her note-taking scaffold and then organizes the research using a digital tool.

In the paper, the student uses information from the print source only, so there is no point earned for the first “Synthesize Information. The work earns the second point, however, because the student created a digital presentation and uploaded an image that relates to the topic.

What would you suggest the student do to continue to develop their skills and abilities with the educational technology standards?

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1.3.2	Gather Information	Selects evidence from a digital source that is directly related to the student task. <i>For example, costs and benefits of moving, needs and wants of people, and geographical features of the Pacific Northwest that have influenced the movement of people.</i>	1	0
		Selects evidence from an additional digital source(s) directly related to the student task.	1	0
	Organize Information	Uses digital tools to organize information directly related to the topic. <i>For example, Word, Webspiration, MindMeister, Wallwisher</i>	1	1
		Labels two or more categories based on important characteristics. <b>Scoring Note:</b> <i>This point can only be earned if the student has used a digital tool to organize information.</i>	1	1
		Uses categories to sort data and information. <b>Scoring Note:</b> <i>This point can only be earned if the student has used a digital tool to organize information.</i>	1	1
	Record Sources	Records digital source(s) during research. Must include title, author (if known), and type of resource.	1	0
Attributes for GLE 1.3.3 should be scored for artifacts related to the final product only.				
1.3.3	Ethical Use	Puts results of research into own words.	1	1
	Synthesize Information	Combines information collected from digital sources to create a presentation or product.	1	0
		All elements (for example, text, audio, graphics) in the final digital product directly relate to the student task.	1	0
	Copyright Issues	Properly cites all digital sources within the final product.	1	0
<b>TOTAL</b>			<b>10</b>	<b>4</b>
A Level 1 response (0 – 5 points) reflects that a student is still working toward meeting GLEs 1.3.2 and 1.3.3.				L1



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**Discussion**

The work represented by this sample shows that the student knows and uses print information. However, other than the graphic organizer, there is no evidence that the student has skills with information in a digital format.

What would you do to help this student use digital information more effectively and create digital products?

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	Record Sources	Records digital source(s) during research. Must include title, author (if known), and type of resource.	1	1
Attributes for GLE 1.3.3 should be scored for artifacts related to the final product only.				
1.3.3	Ethical Use	Puts results of research into own words.	1	1
	Synthesize Information	Combines information collected from digital sources to create a presentation or product.	1	1
		All elements (for example, text, audio, graphics) in the final digital product directly relate to the student task.	1	1
	Copyright Issues	Properly cites all digital sources within the final product.	1	0
<b>TOTAL</b>			<b>10</b>	<b>8</b>
<p>A <b>Level 2 response</b> (6 – 8 points) meets the standards and reflects that a student understands and is able to perform 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 develop a paper or presentation that draws a conclusion about how needs and wants (economic reasons) and location (geography) caused a group of people to move.</p>				L2

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**Discussion**

The work represented by this sample shows that the student can use digital sources to find information and use them to create a digital product.

It is important to remember that this scoring tool is only for evaluating student work against the educational technology standards.

How could you help this student improve their ability to find information—audio, text, graphics— from digital sources and cite them correctly?