A Component of the
Washington State Assessment System

Social Studies & Educational Technology

What's the Big Idea?

Grade 5

OSPI-Developed

Assessment

Office of Superintendent of Public Instruction
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Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

For more information about the contents of this document, please contact:

OSPI-Developed Assessments for Educational Technology
edtechcba@k12.wa.us
Phone: (360) 725-4465, TTY (360) 664-3631

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Jane Miller, Educational Technology TOSA, Spokane School District
Patty O'Flynn, High School Math Teacher, Woodland School District
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Martha Thornburgh, Educational Technology TOSA, Mount Vernon School District
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Overview

Introduction

This document contains information which is essential to the administration of the OSPI-Developed assessment for social studies and educational technology. This assessment is an ideal culminating project for the study of how technology affects the way people live. Developed by teachers in Washington State, the assessment is designed to measure learning of selected standards for social studies 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 the social studies and educational technology standards.

Students will complete the assessment by responding to a social studies prompt that requires the use of educational technology. During the assessment, students will use digital sources and tools to conduct a search for information. They will collect evidence that demonstrates their ability to locate, evaluate, and use information ethically and effectively. In the final session of this assessment, students develop a final product that responds to the social studies prompt.

Their research will include digital sources. In addition, students will document their ability to organize information using a digital tool. Students will produce a paper or presentation in response to the original prompt. Teachers will score the final products using both the social studies and the educational technology scoring tools.

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 the scoring rubric from social studies to complete this assessment.

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. Teachers should enable specific accommodations for ELL students, such as access to a paraprofessional, during the assessment. 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 social studies (http://www.k12.wa.us/SocialStudies) and educational technology, (http://www.k12.wa.us/EdTech).

Grade 5 What's the Big Idea?
Assessment for Social Studies-Educational Technology

This integrated assessment for social studies and educational technology uses the Social Studies OSPI-Developed Assessment What's the Big Idea?. As students complete the task from the Social Studies assessment, they will collect evidence that demonstrates their ability to locate, evaluate, and use information ethically and effectively. Teachers can use this single assessment in order to evaluate student knowledge and abilities for social studies and educational technology.

For more information on the Social Studies assessment, including additional resources, rubrics, and exemplars, visit http://www.k12.wa.us/SocialStudies/Assessments/default.aspx#elementary.

The educational technology assessment is divided into two parts. The first three sessions of the suggested Unit Plan help students 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.

This assessment offers 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 for Teachers, please visit http://www.iste.org/standards/nets-for-teachers.aspx.

This is an integrated assessment that addresses the following standards:

Standards

Social Studies	Educational Technology
4.2.3 Understands how technology and ideas affected the way people lived and changed their values, beliefs, and attitudes. 5.4.1 Researches multiple perspectives to take a position on a public or historical issue in a paper or presentation. 5.4.2 Prepares a list of resources, including the title, author, type of source, date published, and publisher for each source, and arranges the sources alphabetically.	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. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions, and report results. ▪ Identify, evaluate, and select information for decision making. ▪ Understand the basic ideas involved in copyrighted materials. ▪ Create and present solutions using multimedia software.

Grade 5 What's the Big Idea?
Assessment for Social Studies-Educational Technology

The student task shown below is the original prompt from the Social Studies assessment. Students will develop a paper or presentation which shows their understanding of social studies content.

Students will need to collect evidence to show knowledge and skills associated with the educational technology standards.

Student Task

Ideas and technology have enormous impact on the values, beliefs, and/or attitudes of people. You will write an essay or develop a presentation in which you explain how an idea or technology has affected the way people live.

In a cohesive paper or presentation, you will:

- State a position on how an idea or technology affected people's lives.
- Explain how the technology or idea led to **two or more** changes in people's actions.
- Explain how the technology or idea led to **one or more** changes in people's values and/or beliefs.
- List two sources including the title, author, type of source, and date of each source.

You will conduct research to locate information from a variety of sources and organize what you gather using digital tools. Be sure to record and cite all the sources you use. Combine your best research results and use your own words to create and present a final paper or presentation.

Essential Questions	
Social Studies	Educational Technology
▪ Discuss with students what the focus of the assessment is, why it is important, and how it is relevant to students' lives. ▪ Develop and/or share Essential Questions with students on the topics, events, issues, or questions related to the assessment.	▪ How can students use digital tools to broaden their knowledge and communicate?

Grade 5 What's the Big Idea?
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
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. *For example, how technology and ideas have affected the way people lived and changed their values, beliefs, and attitudes.*	1
		Selects evidence from an additional digital source(s) directly related to the student task.	1
	Organize Information	Uses digital tools 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) during research. Must include title, author (if known), and type of resource.	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
	Synthesize Information	Combines information collected from digital sources to create a presentation or product.	1
		All elements (for example, text, audio, graphics) in the final digital product relate directly to the student task.	1
	Copyright Issues	Properly cites all digital sources within the final product.	1
TOTAL			10

Scoring Rubric for What's the Big Idea?

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 1.3.2 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 1.3.2 *Locate and organize information from a variety of sources and media* 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 develop a paper or presentation that explains how a technology or idea has affected the way people live.	6 - 8
A **Level 1 response** reflects that a student is still working toward meeting GLEs 1.3.2 and 1.3.3.	0 - 5

The Social Studies Rubric for this assessment can be found here:
http://www.k12.wa.us/assessment/OSPI-DevelopedAssessments.aspx

Teachers must use the student task and scoring guide as written. However, teachers have leeway to adapt the amount of instruction, time considerations, and resources for individual classroom use.

There is no requirement to use this plan or the sessions that follow. However, teachers might find the structure useful. There are many ways to use the Sample Unit Plan, shown below. Its versatile design will adapt to multiple instructional strategies and classroom settings as teachers complete this integrated OSPI-Developed assessment.

During the first four sessions, teachers will model the assessment with the whole class and provide formative feedback on student work. Students will complete the summative tasks for scoring during Session Five.

Sample Unit Plan

Session	Standards	Time	Preparation and Materials
1 Brainstorm	ET 1.3.2 SS 4.2.3	45 minutes	☐ Computer connected to LCD projector ☐ Digital tool for organizing ideas ☐ Computers or devices for student use *Optional* ☐ Internet access, if using an online tool ☐ Document camera ☐ Interactive whiteboard
2 Student Research	ET 1.3.2 SS 5.4.2	45 minutes + additional time for student research	☐ Computer connected to LCD projector ☐ Tool for recording information or a Research Log ☐ Digital sources 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 sources.) ☐ Internet access ☐ Computers or devices for student use *Optional* ☐ Document camera ☐ Interactive whiteboard
3 Organize Information	ET 1.3.2	45 minutes	☐ Computer connected to LCD projector ☐ Digital tool for organizing ideas ☐ Computers or devices for student use *Optional* ☐ Internet access, if using an online tool ☐ Document camera
4 Discussion	SS 4.2.3	45 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
5 Summative Assessment	All	3 (or more) 30 minute sessions	☐ Tools to construct a final paper, or create and publish a presentation ☐ Internet access ☐ Computers or devices for student use *Optional* ☐ Computer connected to LCD projector, if students will be presenting ☐ Document camera

Inquiry

Session One: Brainstorm

Background

In this session, students will begin to engage with Educational Technology Standard 1.3.2 and Social Studies Standard 4.2.3 as they use a digital tool to brainstorm about the impact of technology or ideas on people's actions and values. The brainstorming process allows students to tap into their creativity while an organizational structure will help clarify thinking, increase retention through the use of a visual format, and help develop content. Using a digital tool has additional advantages: reading is easy, and updates and changes are simple to make. Students can also convert the content between different formats, for example mindmap to an outline.

The use of graphic organizers is also found in Washington's writing standards (component 2.1/ CCSS W4*) and (GLE 1.1.1/CCSS W8*) for Grade 5. Students should have begun to build experience with these targets and tools at earlier grade levels.

Teachers should consider introducing new vocabulary—brainstorm, digital tool, and publish.

Original text from the Social Studies assessment is in **bold**.

*Common Core State Standards

Prep	☐ **Review the background for the topics, issues, events, questions, and concepts related to the OSPI-Developed assessment.** ☐ **Select a topic, issue, event, or question related to the assessment.** This will be used **as a** classroom **model to help students understand the key concepts related to the assessment** before students begin individual work on the assessment**.** ☐ **Have a discussion** with other teachers **about topics, issues, events, questions, and concepts related to the assessment.** ☐ Coordinate with teacher-librarian, technology specialist, or other staff to locate digital and print resources, and technology tools. ☐ Review federal policies that protect children in the online environment–CIPA, COPPA and FERPA. Also, review district policies on Acceptable Use of technology and Digital Citizenship. Note provisions related to 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. If your district does not provide one, we have a sample Parental Permission Form to publish student work on a Web site. *Optional* ☐ Consider using the Tribal Sovereignty curriculum as a resource. ☐ Review video resources on Web 2.0 brainstorming tools. ☐ If you will be using 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. ☐ Computers or devices for student use
Materials	☐ Computer connected to LCD projector ☐ Digital tool for organizing ideas ☐ Computers or devices for student use *Optional* ☐ Internet access, if using an online tool ☐ Document camera

Inquiry

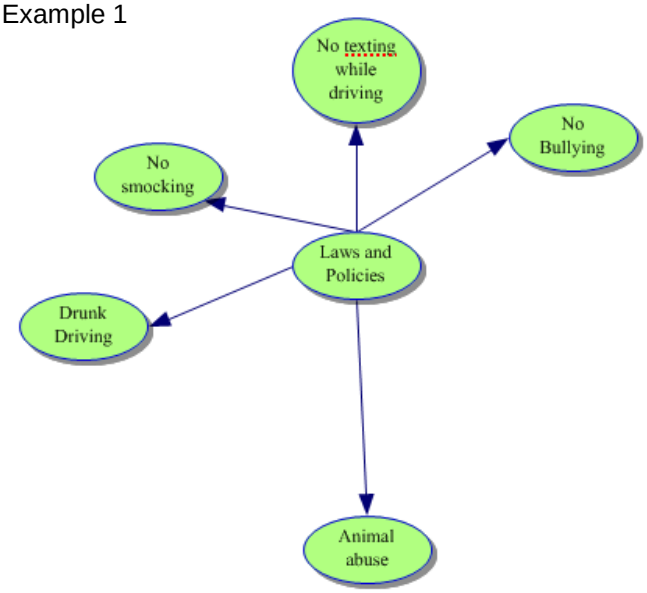
Session One: Brainstorm

Learning Plan (45 minutes)

Engage	▪ Prompt student background knowledge by asking what students know about "brainstorming." Tell students they will be starting some new work in social studies and that part of their work will require brainstorming. ▪ Introduce the unit by previewing the Student Task and Essential Questions. ▪ Review the standards for this session with students to set clear targets. Tell students that today they will focus on organizing their ideas. The purpose of the information they collect will be twofold: the basis for a class forum on the topic and also for an individual product (paper or presentation).
Explore	▪ Model the brainstorm/organization tool while **students brainstorm stakeholders** and **resources related to the topic, event, issue, or question** you have pre-selected for this assessment. Record student responses, for example, the "K" column of a KWL chart, a list, or pieces of a mindmap. ▪ 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. Check for student understanding by having students assist you in creating categories and sorting ideas. ▪ Note: students will use this tool again in Session Three as a way to organize information from their research. They will label categories and use those categories to sort information.
Extend	▪ Have students practice using the brainstorming tool individually or in pairs; for example, fill in the "W" column of a KWL chart. Students should work on organizing their ideas into categories, such as those suggested in Social Studies Standard 4.2.3 (*how technology and ideas affected the way people lived and changed their values, beliefs, and attitudes*). *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, allow for practice using paper/pencil or provide scaffolding in the form of a graphic organizer that has identified categories.

Evaluate	▪ Ask students to reflect on the following questions:
	  ▪ *What did you like or want to change about the digital tool?*
	  ▪ *How does using a graphic organizer help you with your thinking about a topic?*
	  ▪ *What are some other ways you might use a graphic organizer?*
	  ▪ *What tips would you give someone using this tool for the first time?*
	▪ Do not score this session as part of the assessment. Provide feedback to students about their abilities to *label categories based on important characteristics* and *use categories to sort data and information.*
	▪ See the examples on the next page for student work samples and ideas for feedback.

Example 1



For the Teacher:

In this example of a brainstorm using a digital tool, we can see that the student has included some ideas under the topic of "Laws and Policies." Give the student positive feedback for using arrows to show the connection between the satellite ideas and the main idea, and for labeling each idea clearly. Encourage the student to continue adding details so that the sorting rule becomes clear to the reader. For students who struggle with literacy, use pictures, icons, symbols or other graphical images to organize ideas. Details could appear as different shapes, colors, groups, or subtopics.

Example 2

For the Student:

This work shows that you know how to use a digital tool to organize information about a topic. The main idea is in the center with subtopics branching from it.

I notice that you have the effects of smoking on teeth ("your teeth will be roton" and "your teeth will fall out") in two places. If you change the organization of the ideas in this diagram, it will be easier for others to understand the rules you used to create categories.

What could you do differently with the mindmap to label and sort the ideas about smoking more clearly?

Inquiry

Session Two: Student Research

Background

In this session, students continue working with Educational Technology Standard 1.3.2 as they identify sources and select information that relates directly to the student task. They also engage with Social Studies Standard 5.4.2 in their effort to document sources.

The abilities of fifth grade students to locate resources (GLE 3.1.1/CCSS R17*) and select main ideas to use with graphic organizers (GLE 2.1.3/ CCSS R12, L2*) are also part of Washington's reading standards.

Teachers should consider introducing new vocabulary—cite, digital source, and URL.

Teachers should encourage the use of online translation tools and search engines in languages other than English for ELL students.

Original text from the Social Studies assessment is in **bold**.

*Common Core State Standards

Prep	☐ Be sure that the resources you select for student use are accessible for students. If a Web site is blocked, contact your district's technology department or select a different resource. *Optional* ☐ Review video resources for selected Web 2.0 tools. ☐ Computers or devices for student use ☐ Review Intellectual Property, Reading Strategies for Online Text and Graphics, and Conduct Research lesson plans on the Resources page for opportunities to pre-teach, re-teach, or extend learning.
Materials	☐ Computer connected to LCD projector ☐ Tool for recording information or Research Log ☐ Digital sources 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 sources.) ☐ Internet access ☐ Computers or devices for student use *Optional* ☐ Document camera ☐ Interactive whiteboard

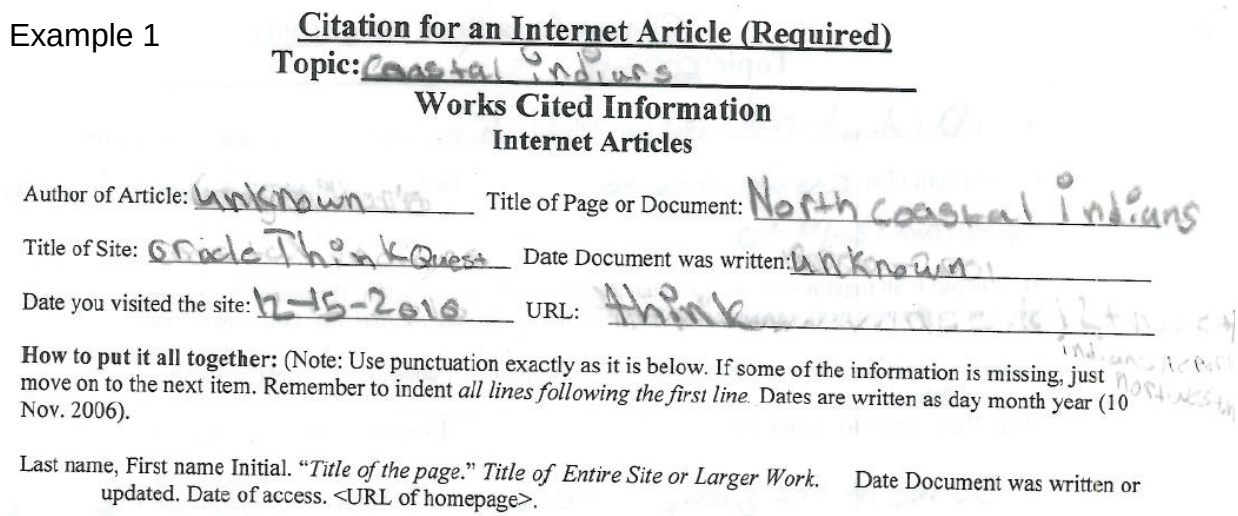
Inquiry

Session Two: Student Research

Learning Plan (45 minutes + additional time for student research)

Engage	▪ Review brainstormed information from the previous session using class or student examples. As the class reviews, prompt additional student questions about the topic as well as ideas about the locations of answers to their questions. ▪ Restate the purpose of the assessment. ▪ Remind students of the educational technology standard they are targeting and introduce Social Studies Standard 5.4.2.
Explain	▪ **Model how to locate information about the topic, event, issue, or question and the multiple perspectives on it using pre-selected sources.** Have students identify the main idea in the student task and find specific elements of information—text, audio, graphics—that relate directly to it. ▪ Demonstrate how to use the note-taking tool you have selected (for example, the Research Log). If the students will be using 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 will be the inquiry notes students will use during Session Five to develop their papers or presentations. You will need to collect these notes at the end of the assessment. ▪ **Model how to document the sources of information properly.** Because resources are pre-selected, you may want to create examples ahead of time and then model one or two during the lesson. At this grade level, we expect students to create a list of sources, which includes an alphabetized list of information about the title, author, type of source, date published, and publisher for each source. ▪ Model how to document digital source(s) correctly during research activities. Students must include title, author (if known), and type of source.
Explore	▪ **Have students look at sources related to the topic, event, issue, or question and the multiple stakeholder perspectives. This can be done as a whole class activity, in small groups, or individually and with pre-selected resources or student generated research. Students can be assigned stakeholder roles for in-depth research.** Have students practice using the note-taking tool individually or in pairs. *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. Or, show students how to locate information from a digital source, then provide students printed copies of the results. ▪ For students who require more support, provide a graphic organizer which prompts students to record information and sources.
Evaluate	▪ If you used a KWL chart during Session One, have students review their questions and fill in the "L" column using the information collected during this session. ▪ Provide feedback to students on their ability to *select evidence from a digital source related directly to the student task*. See examples on the next page for ideas that support student progress toward recording sources. ▪ Provide feedback to students on their ability to record digital sources during research. Students must include the title, author (if known), and type of resource. ▪ Do not score this session as part of the assessment.
Extend	▪ Have students use the Student Checklist to assess their own work. ▪ 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.

Example 1



Citation for an Internet Article (Required)

Topic: Coastal Indians

Works Cited Information

Internet Articles

Author of Article: Unknown Title of Page or Document: North coastal Indians

Title of Site: Oracle ThinkQuest Date Document was written: Unknown

Date you visited the site: 12-15-2010 URL: think

How to put it all together: (Note: Use punctuation exactly as it is below. If some of the information is missing, just move on to the next item. Remember to indent *all lines following the first line.* Dates are written as day month year (10 Nov. 2006).

Last name, First name Initial. "*Title of the page.*" *Title of Entire Site or Larger Work.* Date Document was written or updated. Date of access. <URL of homepage>.

For the Teacher:

In this example, the student identified many elements related to the source. S/He indicates that the author is unknown, as well as the title of the page and Web site. The student recorded the full universal record locator (URL) of the Web page first, but then erased and replaced that information with "think." URLs are difficult for many young students to write down because of the length, format, and special characters these Web page identifiers contain. Consider helping students learn to use a URL shortener, such as bit.ly or tinyurl.com, or find additional ways students can document digital sources.

Example 2

Title: Texting while Driving	
Author: DC	Type of source (book, Web site):
Date published: 2-2-11	Publisher: DC

For the Student:

You have recorded several elements of a citation, including the title (Texting while Driving) and the date published (2-2-11). What could you add to this information that would help another student find the same source?

Discussion

Session Three: Organize Information

Background:

During previous sessions, students have brainstormed topics related to the What's the Big Idea? student task and gathered information. In Session Three, students will use the same digital tool from Session One to organize the research they have collected. This is the final session targeting educational technology GLE 1.3.2 as students "organize information using digital tools."

There are additional connections with Washington's Writing GLE 1.2.1 (CCSS W5*), which requires students to develop a prewriting plan.

Original text from the Social Studies assessment is in **bold**.

*Common Core State Standards

Prep	*Optional* ☐ Review video resources on Web 2.0 brainstorming tools. ☐ If you will be using an online organizing 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. ☐ Computers or devices for student use
Materials	☐ Computer connected to LCD projector ☐ Digital tool for organizing ideas ☐ Computers or devices for student use *Optional* ☐ Internet access, if using an online tool ☐ Document camera

Learning Plan (45 minutes)

Engage	▪ Use a sample created by a student during Session One, or one of the examples provided for feedback, to begin a conversation about organizing information. Have students look for labeled categories and evidence of sorting into categories. ▪ Review how to use the digital tool from Session One. Review vocabulary, if necessary.
Extend	▪ Have students use the digital tool to organize their research. Encourage students to provide feedback to one another about the categories and labels they used. Provide support as students work, and encourage them to add detail or revise, as needed. ▪ Remind students to save all work in a designated location. *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, allow for practice using paper/pencil or provide scaffolding in the form of a graphic organizer that has identified categories.
Evaluate	▪ Have students use the Student Checklist to compare their work with the learning targets. ▪ These organizers will be collected at the end of the assessment and scored as part of the research process. See examples on the next page for ideas about feedback while students are working.

Don't talk on the phone
while you drive
I. It effects people who are driving behind
II. It effects police officers who have other things to do
III. It effects inicent people on the street
IV. It effects animals that walk across street

Transcontinental railroad

- **I. Why in America**
  - **A. 30 years , 6 month's**
  - **B. Oregon trail the quickest**
  - **C. Northern pacific was a railroad**
- **II. Their History**
  - **A. waiting**
  - **B. 1869 the transcontinental was finished**
  - **C. brought people here**
- **III. Challenges**
  - **A. the train keep's stopping**
  - **B. silver war**
  - **C. 65$ FOR Transcontinental railroad**
- **IV. How they got here**
  - **A. Include a map**
  - **B. came by train**
  - **C. by iron horses**
  - **D. personal ship's**

For the Teacher:

In this example the student has used a digital tool to develop a mindmap and outline. We can see the main idea (Don't talk on the phone while you drive) and four effects. You could encourage the student to improve this work by creating a category—effects—with the four examples connected to it, and develop other categories and research-based details.

For the Student:

The outline shows four labeled categories: Why in America, Their History, Challenges, and How they got here. The Transcontinental railroad was an important form of transportation for moving people. What sorts of people traveled this way? How could you use your organizer to show the people who made this journey and why they needed the train?

Discussion

Session Four: Discussion

Background

During this session, students use the information they collected and organized during Sessions Two and Three to show their understanding of public issues. This activity lays the foundation for students to demonstrate Social Studies Standard 4.2.3.

This session also addresses the Washington State communication GLEs for fifth grade in the areas of listening strategies (1.1.1) and contributing responsibly in a group setting (2.2.2/CCSS SL1a, SL1b*).

Original text from the Social Studies assessment is in **bold**.

*Common Core State Standards

Prep	☐ Before the lesson, **determine a type of public forum to hold with the class. Students can keep notes (see graphic organizer provided) on stakeholder perspectives, their positions, and their reasons. Some options for the forum are:** ▪ **A town meeting on the topic, event, issue, or question with the stakeholder positions represented (if relevant).** ▪ **Hold a debate with students role-playing multiple perspectives.** ▪ **Hold a summit with discussion around the multiple perspectives.** ▪ **Conduct a Socratic Seminar**
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 (45 minutes)

Engage	▪ Review the information students collected and organized during the previous sessions. Restate the purpose of the assessment. ▪ Review Social Studies Standard 4.2.3. This is the learning target about the impact of technology on people's actions and values. Students have been collecting information about this topic, but this will be their first opportunity to synthesize the information as a class.
Explore	▪ **Hold a class discussion on the topic, event, issue, or question.** ▪ 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.
Extend	▪ Debrief the activity with the class as a way to prepare for upcoming work developing a paper or presentation. ▪ 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?*
Evaluate	▪ Provide feedback to students on their ability to explain how an idea or technology has affected the way people live. Do not score this session as part of the assessment.

Organization, Synthesis, Position, and Presentation

Session Five: Summative Assessment

Background

In this session, students will learn the skills described in Educational Technology Standard GLE 1.3.3. Students will analyze and synthesize information taken from research—text, audio, graphics—and use these elements ethically to communicate their explanation of how a technology or idea has affected the way people live. This activity represents the summative Student Task which will be scored for the assessment.

This session is also linked to Writing GLE 1.5.1 (CCSS W6*) which requires students to use a variety of available technologies as part of the publication process.

If you choose to have students create a digital product, we recommend you review the vocabulary related to the specific digital tools.

Original text from the Social Studies assessment is in **bold**.

*Common Core State Standards

Prep	☐ Before the lesson, **consider opportunities for students to present their work to a meaningful audience.** For example, display student work on a class Web site, allow students to present via videoconference or share their learning with another class. If you plan to post student work, remember to remove identifying information about students and secure parental permission. *Optional* ☐ Computers or devices for student use ☐ Pre-teach the elements of a compare/contrast essay using the identified Writing Strategies lessons from the Resources page. ☐ If students will be doing a presentation, be sure they are familiar with the format(s) you will expect them to use. Here are examples of presentation formats students can use. You can find more information on the Resources page: ▪ *Desktop Publishing*: Publisher, Powerpoint, Glogster, Blog, Wiki ▪ *Digital Storytelling*: MovieMaker, iMovie, CamStudio, Voicethread ▪ *Virtual Fieldtrip*: Google Earth, Bing Maps ▪ *Podcasting*: Audacity, Garageband, Jamstudio
Materials	☐ Tools to construct a final paper, or to create and publish a presentation ☐ Internet access ☐ Computers or devices for student use *Optional* ☐ Computer connected to LCD projector, if students will be presenting ☐ Document camera

Organization, Synthesis, Position, and Presentation	Session Five: Summative Assessment	
	Learning Plan (At least three 30-minute sessions)	
	Engage	▪ **Introduce students to the assessment task, including the "Student Directions" page and the rubrics**. As you introduce the task, have students identify information related directly to the student task from their notes/graphic organizers.
	Explore	▪ **Have students use their inquiry notes and research to complete the final product graphic organizer.** If you have a document camera or interactive whiteboard, show students the organizer and help them get started with this prewriting activity. ▪ **Have students develop an initial draft of a coherent paper or presentation that addresses aspects of the rubric**. Each student should create their own paper or presentation. If you use Writer's Workshop in your classroom, consider using that time for students to develop their product for this assessment. *Teaching Tips and Accommodations* ▪ For students who are ready, challenge them to develop their own graphic organizer. ▪ If you do not have access to a computer lab, students can handwrite their papers.
	Evaluate	▪ **Allow students opportunities to receive feedback on their paper or presentation for any aspects of the paper or presentation not scored on the rubric, such as conventions.** This is an excellent opportunity for peer review and student practice using the rubrics. ▪ You could also have students use the Student Checklist to assess their own work.
	Extend	▪ **Have students complete a final form of their paper or presentation.**
	Evaluate	▪ Ask students to reflect on this unit. *What important knowledge and skills have they learned? Why do they think these are important?* ▪ Students should turn in their notes with sources, graphic organizers, and paper/presentation. ▪ **Score students' final work using the rubrics and/or scoring matrix.**

Grade 5 What's the Big Idea?
Student Checklist

Name _____

Student Task

These directions relate to the educational technology part of your task. Use the checklist below to track your progress. Then, use evidence from your work to explain why you did or did not check the boxes.

You will conduct research to locate information from a variety of sources and organize what you gather using digital tools. Be sure to record and cite all the sources you use. Combine your best research results and use your own words to create and present a final paper or presentation.

Description	Checklist	How do I know?
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 write/type a paper or create a presentation using my own words.	☐	
I include the information from a digital source in my final paper or presentation.	☐	
I develop a digital presentation in which all the pieces relate to the task.	☐	
I cite all sources properly (including images).	☐	

Grade 5 What's the Big Idea?
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:	

Grade 5 What's the Big Idea?
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:	

Posting of Student Photos and 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
Organizing Tools	**Bubbl.us** is a simple and free Web application that lets you brainstorm online.	http://bubbl.us
	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 **Wallwisher** page where students can post notes about what they are learning.	http://wallwisher.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/
Create and 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/

Educational Technology Resources	
Videos	
Description	Location
Demonstration of bubbl.us as a mindmapping tool	http://www.youtube.com/watch?v=I2nrVVqikjE
Glogster in 90 seconds	http://www.youtube.com/watch?v=MvC47fUANLk
Explanation of Glogster features	http://www.youtube.com/watch?v=qW5SSn9nno0
Shows how Microsoft OneNote can be used to organize and share information (including multimedia options)	http://www.youtube.com/watch?v=1sDzbrRsZZk
Lesson Plans	
Description	Location
Intellectual Property	
Cite Those Sources!	http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-cite-158.html
Whose Property Is This?	http://cybersmartcurriculum.org/mannersbullyingethics/lessons/2-3/whose_property_is_this/
Whose Is It Anyway?	http://cybersmartcurriculum.org/mannersbullyingethics/lessons/4-5/whose_is_it_anyway/
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	
Teaching the Compare and Contrast Essay Through Modeling	http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-compare-contrast-essay-275.html
Exploring Compare and Contrast Structure in Expository Texts	http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-compare-contrast-structure-54.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