
A Component of the
Washington State Assessment System

English Language Arts & Educational Technology

Speak Up!

*Advocate for community change: English Language
Arts as digital storytelling.*

Grades 6-8

OSPI-Developed
Assessment

Office of Superintendent of Public Instruction
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Grades 6 – 8 Speak Up!

Assessment for English Language Arts-Educational Technology

Overview

Introduction

This document contains information which is essential to the administration of the Washington OSPI-Developed assessment in educational technology. This assessment is an ideal culminating project for students to demonstrate proficiency with research and digital storytelling as they advocate for change in their community. Developed by teachers in Washington State, this assessment measures a student's ability to meet selected standards for English language arts (writing, and speaking and listening), 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 related to student performance on the educational technology standards.

Students will complete the assessment by responding to a prompt that requires the use of educational technology. During the assessment, students will conduct research about an issue affecting their community and develop a public service announcement using digital tools. Students will conform to copyright expectations as they cite sources. Teachers will score the final product using the educational technology scoring tool.

Using the Assessment

The rubric for this educational technology assessment is structured distinctively in that it **combines a checklist and a performance scale**. The Sample Unit Plan and individual Session Plans describe the basic materials and time needed to complete the assessment.

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

For More Information

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

Grades 6 – 8 Speak Up!

Assessment for English Language Arts-Educational Technology

This integrated assessment for educational technology asks students to research a community-based issue and then develop an audio public service announcement. Teachers can use this assessment to evaluate what students know and can do with educational technology.

The educational technology assessment is divided into two parts. The first four sessions of the suggested Unit Plan help students to build background knowledge in digital storytelling, audio editing tools, and Internet safety. During the final two sessions, students will create products detailed in the summative assessment of the educational technology standards.

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

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

For more information on the NETS·T, please visit

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/NETS_for_Teachers.htm.

Grades 6 – 8 Speak Up!

Assessment for English Language Arts-Educational Technology

This assessment for educational technology integrates standards-based learning activities with literacy goals. However, the modular design enables flexibility and adaptation. Although we do not include literacy standards with the student evaluation for this assessment, we encourage teachers to provide formative feedback to their students related to literacy.

Standards	
Educational Technology	Common Core State Standards
<p>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <ul style="list-style-type: none"> ▪ Create products using a combination of text, images, sound, music and video. ▪ Generate creative solutions and present ideas. <p>1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <ul style="list-style-type: none"> ▪ Select appropriate databases and digital resources to organize a project or solve a problem. <p>2.1.1 Practice personal safety.</p> <ul style="list-style-type: none"> ▪ Practice the safe and responsible sharing of information online. ▪ Understand privacy issues and how data is archived and publicly available. 	<p>Writing</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Speaking and Listening</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>

Student Task
<p>Can you think of a problem that affects your community? You could make a difference by finding and communicating a solution. With your class, identify an issue to address. Then, conduct research. Use the information you collect to develop a storyboard that describes or illustrates the audio associated with a public service announcement which will raise awareness about the problem and your solution. Then, create the announcement using digital tools. In your final product for this assessment, create citations that conform to copyright and Internet safety expectations.</p>

Grades 6 – 8 Speak Up!

Educational Technology Scoring Guide

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

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

Attributes of Educational Technology Standards

GLE	Attribute Name	Description	Points
1.1.1	Storyboard (present ideas)		
	Sequence	The storyboard has a logical sequence, showing a beginning, middle, and end.	1
	Organization	The storyboard includes a timeline and details about the product.	1
	Description	The storyboard provides a complete description of the audio.	1
	Public Service Announcement (create original multimedia product)		
	Narration	There is narration or dialogue which develops the main idea.	1
	Sounds	Includes sounds, music, or effects which enhance the main idea.	1
	Audio	The audio is consistently clear throughout the public service announcement.	1
1.3.1	Select Resources	Combines media to create an original work that tells a story.	1
		Information is gathered from at least one digital source directly related to the student task.	1
	Solve a Problem	Uses a digital tool to record research.	1
2.1.1	Safe Online Sharing	Presents a solution based on research.	1
	Responsible Information	No identifying information about the student is present during the public service announcement.	1
	Publicly Available Data	Cites sources correctly.	1
TOTAL			13

Grades 6 – 8 Speak Up! Educational Technology Scoring Guide

Scoring Rubric for Speak Up!: Educational Technology

Performance Description	Attributes
A Level 3 response exceeds the standards and reflects that a student can demonstrate knowledge and ability beyond the basic requirements for GLEs 1.1.1, 1.3.1, and 2.1.1.	12 – 13
A Level 2 response meets the standards and reflects that a student understands and is able to perform GLE 1.1.1 <i>Generate ideas and create original works for personal and group expression using a variety of digital tools</i> , GLE 1.3.1 <i>Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry</i> , and GLE 2.1.1 <i>Practice personal safety</i> BY using technology to produce a storyboard for an audio public service announcement that conforms to copyright and Internet safety expectations.	6 – 11
A Level 1 response reflects that a student is still working toward meeting GLEs 1.1.1, 1.3.1, and 2.1.1.	0 – 5

Grades 6 – 8 Speak Up!

Assessment for English Language Arts-Educational Technology

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

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

Sample Unit Plan			
Background Knowledge			
Session	Standard(s)	Time	Preparation and Materials
<u>1</u> Parts of a PSA	1.1.1	60 minutes	<input type="checkbox"/> Public service announcement (PSA) video <input type="checkbox"/> mp3 version of PSA <input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Speakers for computer or projector <input type="checkbox"/> Storyboard tool (We describe a T-chart in the lesson, but you can substitute another storyboard tool from the Resources page.) <input type="checkbox"/> Educational Technology Scoring Guide <i>Optional</i> <input type="checkbox"/> Internet access, if you do not download the video or are using an online tool
<u>2</u> Gather Information	1.3.1 2.1.1	45 minutes + additional time for student research	<input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Digital tool for organizing information <input type="checkbox"/> Computers or devices for student use <input type="checkbox"/> Resources (online, print, in-person) for student research <i>Optional</i> <input type="checkbox"/> Internet access, if using an online tool <input type="checkbox"/> Document camera <input type="checkbox"/> Interactive whiteboard <input type="checkbox"/> Digital camera
<u>3</u> Audio Production	1.1.1 2.1.1	60 minutes	<input type="checkbox"/> mp3 version of PSA from Session One <input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Speakers for computer or projector <input type="checkbox"/> Audio editing tool <input type="checkbox"/> Computers or devices for student use <i>Optional</i> <input type="checkbox"/> Internet access, if you plan to use an online audio editing tool or sound and music files from other Web sites <input type="checkbox"/> Video clips and the Tip Sheet that shows how to use the audio editing tool (You could also post these clips on a class Web site for student reference.) <input type="checkbox"/> Additional Web sites with sound and music files
<u>4</u> Safety and Privacy	2.1.1	30 minutes	<input type="checkbox"/> Parent Permission Form (Here is a sample or use your district's version.) <input type="checkbox"/> Sample Privacy Policy from a Web site, for example Google or Facebook <input type="checkbox"/> Computer connected to an LCD Projector <i>Optional</i> <input type="checkbox"/> Document camera or interactive whiteboard

Grades 6 – 8 Speak Up!

Assessment for English Language Arts-Educational Technology

During the summative segment, students will develop the final products associated with the assessment: a storyboard, a ready-to-publish multimedia product, and a citation.

Sample Unit Plan			
Summative Assessment			
Session	Standard(s)	Time	Preparation and Materials
5 Organize Ideas	1.1.1	60 minutes	<input type="checkbox"/> Parent Permission Form (if you do not have a school or district version, here is a sample) <input type="checkbox"/> Storyboard tool (This can be a T-chart like the one used in Session One or another organizer.) <input type="checkbox"/> Educational Technology Scoring Guide <input type="checkbox"/> Computer or document camera connected to LCD projector <i>Optional</i> <input type="checkbox"/> Computers or devices for student use
6 Summative Assessment	1.1.1 1.3.1 2.1.1	60 minutes	<input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Audio editing tool <input type="checkbox"/> Computers or devices for student use <input type="checkbox"/> Educational Technology Scoring Guide <i>Optional</i> <input type="checkbox"/> Internet access, if you will be using an online audio editing tool or additional Web sites with sound and music files <input type="checkbox"/> Video clips and Tip Sheet showing how to use the audio editing tool (You could also post these clips on a class Web site for student reference.) <input type="checkbox"/> Review Intellectual Property lesson plans in the Resources for opportunities to pre-teach, re-teach, or extend learning.

Grades 6 – 8 Speak Up!

Assessment for English Language Arts-Educational Technology

Session One: Parts of a PSA

Background

In this session, students will begin to engage with Educational Technology Standard 1.1.1 as they as they deconstruct a multimedia product. This will provide a foundation for students in digital storytelling by drawing on their observational skills and prior knowledge about story elements. Students will use a model public service announcement (PSA) to identify narrative, multimedia, and story components, then apply these skills to a community issue they will research during Session Two.

Prep	<ul style="list-style-type: none"> <input type="checkbox"/> Select a 15 or 30-second public service announcement from one of the sites listed below or another source. Bookmark or download the public service announcement for use in class. <ul style="list-style-type: none"> ▪ AdViews: http://library.duke.edu/digitalcollections/adviews/ ▪ FedFlix: http://www.archive.org/details/FedFlix <input type="checkbox"/> Select a community based issue or provide a list of issues the class can discuss: for example, the need to increase donations to a food bank or develop awareness of a wildlife rescue organization. Consider contacting the mayor’s office, a city council rep, local charity, managing editor of the local paper, humane society lead, or United Way staffer for ideas. <input type="checkbox"/> Coordinate with teacher-librarian, technology specialist, or other staff member who can help you locate digital and print resources, and identify technology tools for this assessment. <input type="checkbox"/> Review district policies on Acceptable Use of technology and Digital Citizenship; for example, ethical and legal use, personal safety, cyberbullying, and the publication of student work if you plan to post this content to a public Web site. See the Resources for this assessment if you need further information on policies. If your district does not provide one, we have a sample Parent Permission Form to publish student work on a Web site. <input type="checkbox"/> Use a media converter to create an mp3 (audio only) file from the public service announcement. See Resources for a list of converters.
Materials	<ul style="list-style-type: none"> <input type="checkbox"/> Public service announcement (PSA) video <input type="checkbox"/> mp3 version of PSA <input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Speakers for computer or projector <input type="checkbox"/> Storyboard tool (We describe a T-chart in the lesson, but you can substitute another storyboard tool from the Resources page.) <input type="checkbox"/> Educational Technology Scoring Guide <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Internet access, if you have not downloaded the video or are using an online tool

Grades 6 – 8 Speak Up!

Assessment for English Language Arts-Educational Technology

Session One: Parts of a PSA	
Learning Plan (60 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Show students the public service announcement (PSA) you selected. ▪ Ask students to think about two things as they watch the PSA: <i>Who is the audience for the PSA? What images or sounds are used to persuade the audience? How does the choice of narrator (gender, age) and word choice help tell the story?</i> ▪ Introduce the Student Task for this assessment: research a community-based issue, develop a plan (storyboard) for a public service announcement that calls attention to the issue, and create an audio product to communicate your message. Students will learn about the creative and technical elements that go into a public service announcement and how to use digital audio tools. They will also develop an understanding of copyright issues. <p><i>Teaching Tip:</i></p> <ul style="list-style-type: none"> ▪ If you will be showing a PSA from YouTube, you can use Safe Share (http://www.safeshare.tv/) to hide the comments, sidebar, etc. from view.
Explore	<ul style="list-style-type: none"> ▪ Have students draw a T-chart on a piece of paper. They should label one column “audio” and the other column “video.” ▪ Show the PSA a second time. Ask students to take notes about what they hear during the PSA, from beginning to end. ▪ Debrief the activity and develop a class list of the sounds. Encourage students to be as descriptive as possible. <i>If there is dialogue, what is it? What ambient noises or sound effects do they hear?</i> If needed, replay the PSA (or just play the mp3 version so that students focus on audio only) until the list is complete. ▪ Show the PSA again. This time, ask students to take notes about what they see during the PSA, from beginning to end. Tell students they can take notes the form of words, pictures, and/or diagrams. ▪ Have students talk with a partner about their observations. Again, encourage students to be as descriptive as possible. <i>What is the location and setting? Is the camera close to or far away from the action?</i> Students might need to view the PSA more times. To help with student focus, turn down the volume of the audio.
Explain	<ul style="list-style-type: none"> ▪ Tell students they have been developing an example of a storyboard. This planning tool is typically used <i>before</i> professionals create an ad, movie, or other media-based production. Students will create a storyboard for a radio announcement. ▪ Have students look at their notes. Ask them: <i>How is this public service announcement like a story you might read?</i> As they identify elements such as beginning, middle, end, have students identify these points on their chart for both the audio and video tracks. Students could also identify story elements such as character(s), plot, theme, setting, and/or audience.
Extend	<ul style="list-style-type: none"> ▪ Have students suggest different ways to tell the story in the PSA.
Engage	<ul style="list-style-type: none"> ▪ This assessment can be an opportunity for students to speak up about an issue and make a difference in their community. Tell students which issue the class will investigate (for example, increase donations to the food bank) or allow the class to choose from a list. ▪ Review the standards for this session to set clear targets.
Explore	<ul style="list-style-type: none"> ▪ Conduct a brainstorming session with students to develop a list of possible audiences and topics to investigate that relate to the community issue. They will collect information and prepare a response during future sessions.
Evaluate	<ul style="list-style-type: none"> ▪ Conclude this activity by helping students make the connection between one person’s action and the potential to change lives for the better. By taking responsibility, each person can make a positive difference in the lives of others. ▪ Show students the Scoring Guide for this assessment. ▪ Do not score this session as part of the assessment. Provide formative feedback to students about their ability to present ideas using a storyboard: <i>logical and connected sequence, thoughtful organization (including timeline), and a complete description of audio (and graphic) elements.</i>

Grades 6 – 8 Speak Up!

Assessment for English Language Arts-Educational Technology

Session Two: Gather Information

Background

During Session One, students identified the components of a public service announcement, and considered the possible stakeholders and impacts related to an issue that affects their community. Session Two provides an introduction to Educational Technology Standard 1.3.1 as students select “digital resources to organize a project or solve a problem.” Students will learn how to cite sources as a way to share information responsibly (Educational Technology Standard 2.1.1).

Prep	<ul style="list-style-type: none"> <input type="checkbox"/> Digital resources for students to use, for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district’s technology department or select other resources.) <input type="checkbox"/> Talk with your teacher-librarian about what resources are available on the issue. <input type="checkbox"/> Select a method students can use to record and organize information. <input type="checkbox"/> Select a citation method. For example, the Reference function in Microsoft Word, the format found at http://tinyurl.com/musiccitation, or another online tool. We provide more citation options on the Resources page. Create at least one example before class and be ready to model one or two others. <input type="checkbox"/> Arrange for a stakeholder visit. Choose someone from the community who can provide authoritative input on the issue. <input type="checkbox"/> Computers or devices for student use <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review video resources for selected Web 2.0 tools. <input type="checkbox"/> On the Resources page, review the lesson plans for <i>Intellectual Property</i>. You might find useful ways to pre-teach, re-teach, or extend learning.
Materials	<ul style="list-style-type: none"> <input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Digital tool for taking notes (for example, Word, Pages, GoogleDocs, or another tool from the resources) <input type="checkbox"/> Computers or devices for student use <input type="checkbox"/> Resources (online, print, in-person) for student research <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Internet access, if using an online tool <input type="checkbox"/> Document camera <input type="checkbox"/> Interactive whiteboard <input type="checkbox"/> Digital camera

Grades 6 – 8 Speak Up!

Assessment for English Language Arts-Educational Technology

Session Two: Gather Information	
Learning Plan (45 minutes + additional time for student research)	
Engage	<ul style="list-style-type: none"> ▪ Review information from the previous session. As the class reviews, prompt additional student questions about the topics, as well as ideas about the possible locations of answers to their questions. ▪ Restate the purpose of the assessment and remind students of the educational technology standards they are targeting. ▪ Tell students that during today’s session, they will collect and organize information about the issue.
Explain	<ul style="list-style-type: none"> ▪ Demonstrate how students should take notes during their research. If you select a digital tool, demonstrate how to input information. For example, show students how to insert text into a Word document or add a note to a class Wallwisher (http://wallwisher.com/) page. These are the inquiry notes students will use during the remaining sessions to develop their ideas and final product. Collect these notes at the end of the assessment. ▪ Model how to document the sources of information properly. You may want to set up a few examples ahead of time and then model one or two. Students can use the “insert citation” function in Word or an online tool such as Easybib. For more information on teaching citation and intellectual property issues for this grade level, see the Citation section of the Resources.
Explore	<ul style="list-style-type: none"> ▪ Have students look at sources related to the topic, event, issue, or question. This could include interviews with stakeholders, taking pictures of areas affected by the issue, or conducting research online or in the library. ▪ Students can collect information as a whole class activity, in small groups, or individually. Have students practice using the note-taking tool individually or in pairs. Note: If students take pictures which show other students, you will need parental permission to share the photos outside the classroom. <p><i>Teaching Tips and Accommodations</i></p> <ul style="list-style-type: none"> ▪ If you have only one or two student computers in class, assign computer time to each student so they can gather information. ▪ For students who require more support, provide a graphic organizer or other scaffold which prompts students to record information and sources.
Evaluate	<ul style="list-style-type: none"> ▪ Provide feedback to students on their skills and ability to: <ul style="list-style-type: none"> ▪ <i>Use digital tools to record research.</i> ▪ <i>Gather information from important sources.</i> ▪ <i>Record information about the sources used.</i> ▪ Score these notes as part of the assessment. Encourage students, as needed, to re-attempt these skills based on your feedback.
Extend	<ul style="list-style-type: none"> ▪ Conduct a class discussion about the issue. Ask students to share what they learned from conversations with stakeholders or research, as well as why they think the information is important.

Grades 6 – 8 Speak Up!

Assessment for English Language Arts-Educational Technology

Session Three: Audio Production	
Background	
<p>The purpose of this session is to develop students’ skills with a digital audio editing tool. This tool will help demonstrate their ability to “create products using a combination of text, images, sound, music and video” (GLE 1.1.1). Students will continue to practice citing sources (GLE 2.1.1).</p>	
Prep	<ul style="list-style-type: none"> <input type="checkbox"/> Select an audio editing tool. Practice using the tool before the session. <input type="checkbox"/> If you plan to use an online tool for this session, such as Myna, be sure that the Web site you want to use will be accessible for students. If blocked, contact your district’s technology department or select other digital tools. <input type="checkbox"/> If you plan to use a tool that requires download and installation on individual computers, such as Audacity, coordinate with your school or district technology support staff to ensure computers are ready for student use. <input type="checkbox"/> If you plan to use a tool which does not include a library of sounds or music, identify sites students can access for more options. See the Resources page for suggestions. <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review video resources on audio editing tools
Materials	<ul style="list-style-type: none"> <input type="checkbox"/> mp3 version of PSA from Session One <input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Speakers for computer or projector <input type="checkbox"/> Audio editing tool <input type="checkbox"/> Computers or devices for student use <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Internet access, if you plan to use an online audio editing tool or sound and music files from other Web sites <input type="checkbox"/> Video clips and the Tip Sheet that shows how to use the audio editing tool (You could also post these clips on a class Web site for student reference.) <input type="checkbox"/> Additional Web sites with sound and music files

Grades 6 – 8 Speak Up!

Assessment for English Language Arts-Educational Technology

Session Three: Audio Production	
Learning Plan (60 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Show the audio track of the public service announcement from Session One using the audio editing tool. Ask students to pay attention to how the pattern in the track changes throughout the public service announcement. <i>What did students notice? Why does the pattern change?</i> ▪ Have students use this information to add notes to their storyboard from Session One. ▪ Remind students of the learning target they are working toward and how this session will help them meet the standard.
Explore	<ul style="list-style-type: none"> ▪ Demonstrate the basic functions of the audio editing tool. Consider showing students a brief video that provides an overview of the tool and its features. You can also provide a live demo. ▪ If students are looking for additional audio and video clips, you could create a list of sound and music libraries on a class Web page. Or, you can show students how to search for, download and import audio and video files in the public domain. ▪ In a lab setting, have students practice using the basic features of the tool. Allow for exploration as students learn how to make changes to the original audio file of the PSA. ▪ Encourage students to practice documenting the sources they use. They can use the citation tool from Session Two. <p><i>Teaching Tip:</i></p> <ul style="list-style-type: none"> ▪ Use the Levelator, (http://www.conversationsnetwork.org/levelator), to normalize the audio, if necessary. This is software you must download and install.
Extend	<ul style="list-style-type: none"> ▪ Show students how to export the final product as a multimedia file and submit them to you. Do not publish these files online (copyright issues), just allow the students to use them for practice.
Evaluate	<ul style="list-style-type: none"> ▪ Ask students to reflect on the following questions: <ul style="list-style-type: none"> ▪ <i>What did they like or want to change about the digital tool?</i> ▪ <i>What are some things about using the tool that they will need to remember next time?</i> ▪ Do not score this activity as part of the assessment. Provide formative feedback on students' ability to <i>create an original multimedia product through the use of sound, effects, and music and narration/dialogue</i>. Also feedback on their ability to <i>cite sources correctly</i>.

Grades 6 – 8 Speak Up!

Assessment for English Language Arts-Educational Technology

Session Four: Safety and Privacy

Background

In the final session of the formative assessment, students will consider the safety and privacy issues associated with sharing content online (GLE 2.1.1). The purpose of this session is to provide a basis of understanding about the ownership of online content and the user's roles and responsibilities as creators and consumers of content.

Fair Use guidelines allow the use of a public service announcement for classroom study. However, to share or post any remixes of that public service announcement (generated during Session Three), is against the law. It is important for students to understand the difference between content they borrow (Session Three) and content they create and own (Session Six).

Prep	<p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review Online Privacy lesson plans on the Resources page for opportunities to pre-teach, re-teach, or extend learning. <input type="checkbox"/> Review information on FERPA and COPPA in the Resources
Materials	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Permission Form (Here is a sample or use your district's version.) <input type="checkbox"/> Sample Privacy Policy from a Web site, for example Google or Facebook <input type="checkbox"/> Computer connected to an LCD Projector <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Document camera or interactive whiteboard

Grades 6 – 8 Speak Up!

Assessment for English Language Arts-Educational Technology

Session Four: Safety and Privacy	
Learning Plan (30 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Remind students that copyright law does not allow them to publish their products from Session Three online. However, they must produce and format their final product for online publication. Ask students <i>what pieces of personal information should be included and available with their work. Why?</i> ▪ Ask students to <i>compare and contrast online privacy and offline privacy. What do safe behaviors look like for both cases?</i>
Explore	<ul style="list-style-type: none"> ▪ If students have been using an online audio editing tool, such as Myna, have them read the privacy policy for that Web site. Here is the privacy policy from the Myna site, http://aviary.com/privacy. Otherwise, have students find and review the privacy policy of a Web site they visit regularly (for example Google: http://www.google.com/intl/en/privacy.html or Facebook: http://www.facebook.com/privacy/explanation.php). ▪ As students read the policy, have them record any questions or comments they have about the policy. <i>Do they believe the site is safe for students? What is their evidence?</i>
Extend	<ul style="list-style-type: none"> ▪ You could also show and explain the privacy settings in an Internet browser.
Explain	<ul style="list-style-type: none"> ▪ Hand out the Parent Permission Form. Tell students there are federal laws designed to protect their privacy. One law, the Family Educational Rights and Privacy Act (FERPA), regulates student records. Under this law, schools are allowed to share some kinds of information with the public, for example student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance). However, the school cannot share other kinds of information, for example grades, discipline records, without permission. FERPA also applies to students who continue their education after high school. Also mention that parents and students can request the school keep all information private. Keep in mind that parents and guardians act on students' behalf until the age of 18. This is why a permission form is necessary for students to post your final projects for this assessment online. ▪ The Children's Online Privacy Protection Act (COPPA) makes it illegal for Web sites to collect personal information from children under the age of 13. This is why sites ask for your age and whether or not you have parental permission before you can sign up for their service.
Evaluate	<ul style="list-style-type: none"> ▪ Ask students to reflect on what they read and discussed during the session. <i>What changes will they make to their Internet habits? Why?</i> ▪ This activity should not be scored as part of the assessment. Provide formative feedback only on students' knowledge and understanding of <i>sharing information online safely and responsibly.</i>

Grades 6 – 8 Speak Up!

Assessment for English Language Arts-Educational Technology

Session Five: Organize Ideas

Background

This session is the first part of the summative assessment for Educational Technology Standard 1.1.1. During the session, students will “generate creative solutions and present ideas” as they develop a storyboard for a public service announcement.

Each student must complete their own assessment. **Group products are not permissible.**

Materials	<input type="checkbox"/> Parent Permission Form (if you do not have a school or district version, here is a sample) <input type="checkbox"/> Storyboard tool (This can be a T-chart like the one used in Session One or another organizer.) <input type="checkbox"/> Educational Technology Scoring Guide <input type="checkbox"/> Computer or document camera connected to LCD projector <i>Optional</i> <input type="checkbox"/> Computers or devices for student use
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Learning Plan (60 minutes, or as needed)

Engage	<ul style="list-style-type: none"> ▪ Provide an overview of the assessment task, standards, and scoring. If needed, hand out the Parent Permission Form to students. We provide a sample form with the resources for this assessment if your school or district does not have one. ▪ Review the scoring guide with students. ▪ Remind students that they identified a variety of audiences who need to know more about the issue they are investigating. Tell students to choose one audience for the final product. Have a brief discussion with students about the importance of selecting an appropriate audience to influence.
Explore	<ul style="list-style-type: none"> ▪ Have students identify which pieces of information from their research would be most important to share with the selected audience. Ask students to think about why these items would be meaningful or important. ▪ Review the basic elements of the storyboard: product name, timeline, detailed notes, and/or drawings that describe what is happening across the timeline. ▪ Ask students if they have any other tips for storyboard development. ▪ Have students brainstorm ideas for the public service announcement.
Extend	<ul style="list-style-type: none"> ▪ Provide time for students to draft their storyboards. Encourage students to add as much detail as possible. <p><i>Teaching Tip</i></p> <ul style="list-style-type: none"> ▪ Students could use “sticky notes” or index cards to help organize ideas and sequence the storyboard.
Evaluate	<ul style="list-style-type: none"> ▪ Have students find a partner with whom they can present ideas and receive constructive feedback using the scoring guide. ▪ Do not collect or score the storyboards at this time. Students will have an opportunity to revise their work in Session Six before you complete the final scoring.

Grades 6 – 8 Speak Up!

Assessment for English Language Arts-Educational Technology

Session Six: Summative Assessment

Background

In Session Six, students complete the audio track for their public service announcement using an audio editing tool. They must also cite their sources correctly. You will evaluate students on their ability to “create products using a combination of text, images, sound, music, and video” (GLE 1.1.1) through the selection of appropriate digital resources (GLE 1.3.1) and their ability to “practice the safe and responsible sharing of information online” (GLE 2.1.1).

Prepare	<input type="checkbox"/> Identify a location for students to upload final products.
Materials	<input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Audio editing tool <input type="checkbox"/> Computers or devices for student use <input type="checkbox"/> Educational Technology Scoring Guide
	<i>Optional</i>
	<input type="checkbox"/> Internet access, if you will be using an online audio editing tool or additional Web sites with sound and music files <input type="checkbox"/> Video clips and Tip Sheet showing how to use the audio editing tool (You could also post these clips on a class Web site for student reference.) <input type="checkbox"/> Review Intellectual Property lesson plans in the Resources for opportunities to pre-teach, re-teach, or extend learning.

Grades 6 – 8 Speak Up!

Assessment for English Language Arts-Educational Technology

Session Six: Summative Assessment	
Learning Plan (60 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Have students review their storyboards and add new details. ▪ Ask students to identify a plan for their work during this session: <ul style="list-style-type: none"> ▪ <i>What audio do they need to record?</i> ▪ <i>What audio do they need to find and import?</i> ▪ <i>Where can they find these files?</i> ▪ Remind students that they cannot post the audio product they created in Session Three to the Internet. However, they will be able to publish their final version of the PSA online. Ask students to <i>describe when it is and is not okay to share information online</i>. Students should point to copyright expectations and issues with Internet safety. ▪ Collect any remaining Parent Permission Forms.
Explore	<ul style="list-style-type: none"> ▪ After students have had sufficient time to plan their work, they should use the audio editing tool to produce the full public service announcement. ▪ Have students review their final products: storyboard and audio clip. ▪ Students should complete their citations and submit these with their storyboard and audio clip.
Explain	<ul style="list-style-type: none"> ▪ Show students where they should submit the final cut of their public service announcement and citations. Provide a safe place offline to upload files for students who do not have parental permission to post work online.
Evaluate	<ul style="list-style-type: none"> ▪ Monitor student progress and, if you choose, collect observational data about the work. Look for: <ul style="list-style-type: none"> ▪ Use of multiple audio elements that enhance the message in the public service announcement. ▪ Match between storyboard elements and the audio track. ▪ Safe and responsible use of online information (if applicable). ▪ Provide time for students to give constructive feedback on a peer's project. ▪ Collect the storyboards. ▪ Use the Educational Technology Scoring Guide to score final products.
Extend	<p>Talk with students about what happens after the PSA airs (final presentation). <i>How would you know it worked? What evidence could you collect to show that the PSA had an impact on the community (for example, did volunteerism rise or donations go up?)?</i> Help students make the connection between broadcast of the PSA and community activism. Also have students consider other digital channels available to broadcast this message, for example they could send an email to their friends, family, and community members or develop and publish Facebook content about the issue.</p> <p><i>Optional</i></p> <ul style="list-style-type: none"> ▪ For students who are ready, encourage them to add graphic elements to the public service announcement. For example: <ul style="list-style-type: none"> ▪ Take digital pictures with their cell phones or cameras to add to the timeline. ▪ Create a PowerPoint which syncs the audio file with a series of timed slides showing the graphics. ▪ Use a Flip Camera or other video camera to shoot video, then edit and sync with audio track.

Grades 6 – 8 Speak Up!

Student Research Log

Name: _____

Research Question: _____

Digital Source	
Author	Access Date
Online Article or Web Page Title	Article or Web Page URL
Search Engine or Database	Keywords
Evaluate This Source for Credibility, Validity and Potential Bias	
Notes:	

Grades 6 – 8 Speak Up!

Student Checklist

Name _____

Student Task

Can you think of a problem that affects your community? You could make a difference by finding and communicating a solution. With your class, identify an issue to address. Then, conduct research. Use the information you collect to develop a **storyboard** that describes or illustrates the audio associated with a public service announcement which will raise awareness about the problem and your solution. Then, **create the announcement** using digital tools. In your final product for this assessment, create **citations** that conform to copyright and Internet safety expectations.

Description	Checklist	How do I know?
I develop a storyboard that shows what will happen at the beginning, middle, and end of my product.	<input type="checkbox"/>	
I document a timeline and other details about the product on my storyboard.	<input type="checkbox"/>	
I completely describe the audio on my storyboard.	<input type="checkbox"/>	
I add narration to my commercial.	<input type="checkbox"/>	
I include additional sounds, music or effects to develop the main idea.	<input type="checkbox"/>	
I make sure all audio levels are consistent and clear.	<input type="checkbox"/>	
I combine different pieces of audio to create an original work.	<input type="checkbox"/>	
I use at least one digital source.	<input type="checkbox"/>	
I use a digital tool to record my research.	<input type="checkbox"/>	
I present a solution based on my research.	<input type="checkbox"/>	
I make sure my audio is safe to share by removing information about me.	<input type="checkbox"/>	
I cite my sources.	<input type="checkbox"/>	
I save my audio in a file format that is easy to share with others.	<input type="checkbox"/>	

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: _____

Grades 6 – 8 Speak Up!

Assessment for English Language Arts-Educational Technology

Educational Technology Resources		Examples of Digital Tools	
		Description	Location
Storyboard		Digital Difference has an online storyboard tool which allows students to drag-and-drop story elements as they plan a video.	http://users.altec.org/~scherrer/digi_dif/storyboard_wrap.htm
		Capzles , Dipity , and TimeRime are free online tools which allow you to combine a variety of sources into multimedia storylines. Registration is required. No education editions are available.	http://www.capzles.com/ http://www.dipity.com/ http://www.timerime.com/
		Audacity is free open-source software available for various platforms. It must be downloaded and installed on computers. Students can record and edit sounds.	http://audacity.sourceforge.net/
Audio		Students can use JamStudio (free online tool) to create music tracks. Login required.	http://www.jamstudio.com/Studio/index.htm
		Bibme is a free online tool for generating citations.	http://www.bibme.org/
Citation		Easybib will generate single citations and does not require an account or login.	http://www.easybib.com/
		Students can generate citations in various formats using the Citation Machine .	http://citationmachine.net/
		Convert video to audio or into various other file formats online at Media Converter or You Convert It . These tools are free, but there can be daily limits on the number of conversions.	http://www.mediaconverter.org/index.php http://www.youconvertit.com/public/convertfiles.aspx
Media Converter		Videospirit and Format Factory are downloadable and offer unlimited use.	http://www.verytools.com/videospirit/download.html http://formatoz.com/download.html
		Teachers can set up a Padlet page where students can post notes about what they are learning.	http://padlet.com/
		This hierarchical outlining tool allows students to organize up to five levels of information for reading and writing activities. During or after reading, students can use Notetaker to compile and organize reading notes, research, and related ideas.	http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-notetaker-30055.html
Take Notes		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/
Communicate			

Grades 6 – 8 Speak Up!

Assessment for English Language Arts-Educational Technology

Educational Technology Resources	
Additional Resources	
Show Me a Movie has a storyboard template (pdf) you can print and use with students as a planning tool.	http://www2.csd.org/showmemovie/storybrd.pdf
Audacity Instructions	http://eff.wiki.cvsd.k12.pa.us/Audacity?f=print
A variety of free sound libraries are available on the Web. Most have sound effects and audio clips in the public domain or come with a Creative Commons license.	http://soundbible.com/ http://www.findsounds.com/ http://live.freeplaymusic.com/
Videos	
Description	Location
Audacity: Audio Editing	http://www.youtube.com/watch?v=5rQr5YVNqI0&feature=related
Audacity: Tutorial	http://www.youtube.com/watch?v=dbqJVC6kQ50&feature=related
Demonstration of Microsoft OneNote	http://www.youtube.com/watch?v=1sDzbrRsZZk
Lesson Plans	
Description	Location
Students as Creators: Exploring Copyright (includes links for the “Can I use it?” checklist and a copyright organizer)	http://www.readwritethink.org/classroom-resources/lesson-plans/students-creators-exploring-copyright-1085.html
Campaigning for Fair Use: Public Service Announcements on Copyright Awareness	http://www.readwritethink.org/classroom-resources/lesson-plans/campaigning-fair-public-service-939.html
Online Music	http://www.econedlink.org/lessons/index.php?lesson=EM187&page=teacher
A Creator’s Responsibilities	http://www.commonsensemedia.org/educators/scope-and-sequence
Rework, Reuse, Remix	http://www.commonsensemedia.org/educators/lesson/rework-reuse-remix-6-8
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