
A Component of the
Washington State Assessment System

English Language Arts & Educational Technology

Speak Up!

Advocate for global change: English Language Arts as digital storytelling.

Grades 9-12

OSPI-Developed
Assessment

Office of Superintendent of Public Instruction
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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 way for students to demonstrate their proficiency with research and digital storytelling as they advocate for change in their world. 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 a significant issue, and develop a public service announcement using digital tools. Students will conform to the laws of copyright as they cite sources for their research. Teachers will score the final product for this assessment using the Educational Technology Scoring Guide.

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>).

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This integrated assessment for educational technology asks students to research a community-based or global issue and then develop a 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 three sessions of the suggested Unit Plan help students to build background knowledge in digital storytelling, digital editing tools, and copyright law. During the final two sessions, students will create the 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.

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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	
1.2.1 Communicate and collaborate to learn with others. <ul style="list-style-type: none"> ▪ Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 	
1.3.3 Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results. <ul style="list-style-type: none"> ▪ Apply copyright law to correctly excerpt, paraphrase, and publish results to a wider audience. ▪ Cite sources using bibliography tools. ▪ Select relevant sources for a particular purpose or audience. 	
2.3.1 Select and use common applications. <ul style="list-style-type: none"> ▪ Use software to reinforce skills in all subject areas. ▪ Create and publish multimedia projects. 	
Washington Literacy Standards	Common Core State Standards
Writing 1.5.1 Publishes in formats that are appropriate for specific audiences and purposes. 3.3.8 Applies conventional forms for citations.	Writing 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Speaking and Listening 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Student Task

Can you think of a problem that is present in your community or one that deserves broader attention? You could make a difference by finding and communicating a solution. Identify an issue to address, then conduct your research. Use the information you collect to develop a **storyboard** that describes or illustrates the narrative line, and audio and video tracks of a public service announcement (PSA). The goal of the PSA is to raise awareness about the issue and propose a solution. Then, **create the announcement** using digital tools. In your final product for this assessment, create **citations** that conform to copyright law.

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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	Attributes
1.2.1	Communicate Ideas	The storyboard has a logical sequence, showing a beginning, middle, and end.	1
		The storyboard describes or illustrates the structure of each scene, including notes about the audio and video tracks.	1
		Details about the text, placement and size of graphics, attributes of fonts (type, color, size), effects, transitions, camera angles, and/or dialogue and narration are provided with the storyboard. <i>Note: Student must provide significant details of at least three of these elements to earn this attribute point.</i>	1
	Audience	Information is appropriate to the intended audience.	1
1.3.3	Copyright Law	Published public service announcement does not violate copyright law.	1
	Cites Sources	Includes accurate citations and references.	1
2.3.1	Use Software	Uses the features of the software to help structure the information and guide the audience through the content. <i>For example font choice for emphasis, heading styles, color, transitions, and titling.</i>	1
	Create Project	Uses two or more elements (for example sounds, effect, images, graphics) in the final presentation or product.	1
		The audio is consistently leveled and clear.	1
		The visual elements of the public service announcement complement the audio track.	1
		All content-related digital elements (for example, sounds, narration, visuals) in the final product relate directly to the student task.	1
TOTAL			11

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 1.2.1, 1.3.3, and 2.3.1.	10 - 11
A Level 2 response meets the standards and reflects that a student understands and is able to perform GLE 1.2.1 <i>Communicate and collaborate to learn with others</i> , GLE 1.3.3 <i>Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results</i> , and GLE 2.3.1 <i>Select and use common applications</i> BY using technology to produce a storyboard and public service announcement that conforms to copyright law.	7 - 9
A Level 1 response reflects that a student is still working toward meeting GLEs 1.2.1, 1.3.3, and 2.3.1.	0 - 6

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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	1.2.1	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 plan to use an online tool
<u>2</u> Gather Information	2.3.1	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 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> Editing Tools	1.2.1 2.3.1	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"/> Video and Audio editing tool(s) <input type="checkbox"/> Computers or devices for student use <i>Optional</i> <input type="checkbox"/> Internet access, if you will be using Web sites with sound, music, and/or video files <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

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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
<u>4</u> Organize Ideas	1.2.1 1.3.3 2.3.1	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
<u>5</u> Summative Assessment	1.2.1 1.3.3 2.3.1	60 minutes	<input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Video and Audio editing tool(s) <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 editing tool, citation maker, 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.)

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Session One: Parts of a PSA

Background

In this session, students will begin to engage with Educational Technology Standard 1.2.1 as they “communicate information and ideas effectively to multiple audiences using a variety of media and formats.” Students will deconstruct a model public service announcement to identify narrative, multimedia, and audience components. This will provide a foundation for students in digital storytelling by drawing on their observational skills and prior knowledge about story elements. Students will apply these skills to raise awareness of a community issue they research during Session Two.

Prep	<ul style="list-style-type: none"> <input type="checkbox"/> Select a brief (30- or 60-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"/> Prepare a list of issues the class can use for discussion: for example, the need to increase donations to a food bank or develop awareness of a wildlife rescue organization. Or, brainstorm possible issues to investigate with the class. 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 do not download the video or are plan to use an online tool

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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 about the issue, and create the message. Students will learn about the creative and technical elements that go into a public service announcement, and how to use digital editing 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 in 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 may 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 that 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 public service announcement. ▪ Have students to look at their notes. Ask them: <i>How is this public service announcement like a story you might read? Does this PSA work—does it motivate you to act?</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 audience.
Extend	<ul style="list-style-type: none"> ▪ Have students suggest different ways to tell this story in a PSA.

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Session One: Parts of a PSA, continued	
Learning Plan (60 minutes)	
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, the need to increase donations to the food bank) or allow the class to choose from a list.▪ Review the standards for this session with students 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 its 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. Ask students to identify the targets for today's session.▪ 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 organization and sequence and detailed descriptions and/or illustrations that depict each scene. Students should include their notes about the audio and video.</i>

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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 1.3.3 as students “select relevant sources and apply copyright law to correctly excerpt and publish results to a wider audience.” In this session, students will collect information about the issue they will target through their public service announcement.

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 they chose to research. <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 to provide 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"/> 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. <input type="checkbox"/> Bookmark or print the <i>Can I use it? Checklist</i>: http://www.readwritethink.org/files/resources/lesson_images/lesson1085/CanIUseIt.pdf <input type="checkbox"/> Bookmark or print the <i>Fair Use Checklist</i>: http://www.readwritethink.org/files/resources/lesson_images/lesson1062/checklist.pdf
Materials	<ul style="list-style-type: none"> <input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Citation method <input type="checkbox"/> Sources (online, print, in-person) for student 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"/> Computers or devices for student use <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Internet access, if using an online sources <input type="checkbox"/> Document camera <input type="checkbox"/> Interactive whiteboard <input type="checkbox"/> Digital camera

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Session Two: Gather Information	
Learning Plan (45 minutes + additional time for student research)	
Engage	<ul style="list-style-type: none"> ▪ Have students review their storyboards from Session 1. Ask them to think of additional ideas or ways to tell the story in the public service announcement. <i>What other images, camera angles, sounds, people, or graphics might they use?</i> ▪ After students have had a few minutes to brainstorm, ask for volunteers to share their story ideas with the class. Record some of the ideas for everyone in the class to see. ▪ 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"> ▪ Ask the class where they would look to find the images, sounds, or graphics mentioned during the brainstorming session. Students might suggest creating these elements or obtaining them from online sources. ▪ Show students search engines or resources they can use to find audio and video resources. Here are some examples: <ul style="list-style-type: none"> ▪ Images—Flickr: http://www.Flickr.com ▪ Sounds—Soundbible: http://soundbible.com/ ▪ Video—FedFlix: http://www.archive.org/details/FedFlix. ▪ Demonstrate how to bookmark or download and save these files.
Extend	<ul style="list-style-type: none"> ▪ Ask students what the “rules” are for using different sources. You may want to show students the <i>Can I Use It? Checklist</i> or the <i>Fair Use Checklist</i> as a basis for discussion about copyright issues. ▪ Model how students should cite the sources they use. You could set up a few examples ahead of time and then model one or two. Be sure to provide instruction about how students should collect and submit this information, for example, in a Word document. 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. 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 developing <i>accurate citations and references</i> and their ability to apply copyright law correctly to acquire and use information.
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.

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Session Three: Editing Tools

Background

The purpose of this session is to develop students' background knowledge and skills in the use of a digital editing tool. This tool will help demonstrate their ability to "communicate information and ideas effectively to multiple audiences using a variety of media and formats" (GLE 1.2.1) and "create and publish multimedia projects" (GLE 2.3.1) for their final product.

Prep	<ul style="list-style-type: none"> <input type="checkbox"/> Select an editing tool. Practice using the tool before the session. <ul style="list-style-type: none"> <input type="checkbox"/> If you will plan to use an online tool for this session (for example Jaycut), 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 (for example MovieMaker, iMovie), coordinate with your school or district technology support staff to ensure computers are ready for student use. <input type="checkbox"/> Use a media converter to create an mp3 (audio only) file from the public service announcement. Then, upload the file to a class Web site or other location for student access. <input type="checkbox"/> Post a link to the original public service announcement or make a copy that students can view on the class Web site or in another location. <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review video resources on editing tools <input type="checkbox"/> Identify sites students can access that provide more options. See the Resources page for suggestions.
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"/> Video and Audio editing tool(s) <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 will be using Web sites with sound, music, and/or video files <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

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Session Three: Editing Tools	
Learning Plan (60 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Replay the public service announcement from Session One. Tell students that during this session, they will learn to use tools to produce video clips. ▪ 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 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. ▪ Show where students can access the public service announcement from Session One as well as an audio-only version. They will be able to use these for practice during this session. ▪ 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 same 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 give them to you. ▪ Do not allow any student to post his or her file unless the work meets these conditions: <ul style="list-style-type: none"> ▪ All sources are in the public domain. ▪ All images and video clips are cited correctly. ▪ You have signed consent from the parent or guardian to post the student's work.
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 only on students' ability to <i>use the features of the editing software independently</i>, and their ability to <i>include a variety of multimedia elements to create a consistent message</i>.

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Session Four: Organize Ideas

Background

This session is the first part of the summative assessment. During this session, students begin the independent demonstration of their knowledge and skills with Educational Technology Standards 1.2.1, 1.3.3, and 2.3.1. They will brainstorm ideas for their public service announcement, develop a storyboard, and search for resources.

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 guide. 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. ▪ 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 to target with 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: message or main idea, timeline, detailed notes and/or drawings about what is happening across the timeline. ▪ Ask students for additional 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.
Extend	<ul style="list-style-type: none"> ▪ Have students should begin to search for images, graphics, and/or video for their public service announcements and save or tag the items for the next part of the assessment.
Evaluate	<ul style="list-style-type: none"> ▪ Do not collect or score the storyboards at this time. Students will have an opportunity to revise their work in Session Five before final scoring.

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Assessment for English Language Arts-Educational Technology

Session Five: Summative Assessment

Background

In Session Five, students complete their public service announcement using a digital editing tool. They must also cite their sources correctly. You will evaluate students on their ability to “communicate information and ideas effectively...using a variety of media and formats” (GLE 1.2.1), “create and publish multimedia projects” (GLE 2.3.1), and “ethically use information” (GLE 1.3.3).

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"/> Video and Audio editing tool(s) <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 editing tool, citation maker, 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.)

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Session Five: Summative Assessment	
Learning Plan (60 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Have students review their storyboards and identify a plan for their work during this session: <ul style="list-style-type: none"> ▪ <i>What do they need to find and import?</i> (graphics, images, and/or video clips) ▪ <i>Where can they find these files?</i> (search engines, for example Flickr, Google... or by taking their own pictures and video) ▪ <i>How should they cite a graphic or audio clip?</i> ▪ 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 collect graphical and audio elements, then use the editing tool to produce the full public service announcement. ▪ Have students review their final products: storyboard and public service announcement. ▪ Students who have not already created their citations should do and submit these with their storyboard and PSA.
Explain	<ul style="list-style-type: none"> ▪ Show students where they should submit the final cut of their public service announcement and citations. Provide any student who does not have parental permission to post work online with a safe place offline to upload files.
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 multimedia elements that enhance the message in the public service announcement. ▪ Match between storyboard elements and the public service announcement. ▪ Safe and responsible use of online information. ▪ Provide time for students to give constructive feedback on a peer's project. ▪ Collect students' storyboards. ▪ Score students' final products using the Educational Technology Scoring Guide.
Extend	<ul style="list-style-type: none"> ▪ 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.

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Name _____

Student Task

Can you think of a problem that is present in your community or one that deserves broader attention? You could make a difference by finding and communicating a solution. Identify an issue to address, then conduct your research. Use the information you collect to develop a **storyboard** that describes or illustrates the narrative line, and audio and video tracks of a public service announcement (PSA). The goal of the PSA is to raise awareness about the issue and propose a solution. Then, **create the announcement** using digital tools. In your final product for this assessment, create **citations** that conform to copyright law.

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 describe the audio and video for each part of my storyboard.	<input type="checkbox"/>	
I include details, such as effects, transitions, and camera angles with my storyboard.	<input type="checkbox"/>	
I select media to target my audience.	<input type="checkbox"/>	
I do not violate copyright law.	<input type="checkbox"/>	
I cite my sources.	<input type="checkbox"/>	
I use software features to enhance my message.	<input type="checkbox"/>	
I use two or more media elements in my final product.	<input type="checkbox"/>	
I produce audio that is consistently clear.	<input type="checkbox"/>	
I make sure my audio and video complement one another.	<input type="checkbox"/>	
All of my media elements relate directly to the student task.	<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: _____

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Assessment for English Language Arts and Educational Technology

Educational Technology Resources		
Examples of Digital Tools		
	Description	Location
Storyboard	.	
	Capzles 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.timerime.com/
Audio	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/
Video	Turn photos and videos into movies with Windows Live Movie Maker . Add special effects, transitions, sound, and captions to help tell the story or present your topic. Comes in multiple languages.	http://explore.live.com/windows-live-movie-maker?os=other
	Apple iMovie shows every clip as a filmstrip. Use the pointer to select clips and arrange them to present your subject. Interfaces easily with iTunes and GarageBand. Comes in multiple languages.	http://support.apple.com/kb/DL1412
	You can edit audio and video online for free at Creaza .	http://www.creaza.com/
Citation	Bibme is a free online tool for generating citations.	http://www.bibme.org/
	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/
Media Converter	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
	Videospirit and Format Factory are downloadable and offer unlimited use.	http://www.verytools.com/videospirit/download.html http://formatoz.com/download.html

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Assessment for English Language Arts and Educational Technology

Educational Technology Resources	
Additional Resources	
Show Me a Movie has a storyboard template (pdf) which you can print and use with students as a planning tool.	http://www2.csd.org/showmemovie/storybrd.pdf
Audacity Instructions	http://cff.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 use 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
Lesson Plans	
Description	Location
Intellectual Property	
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
Copyrights and Wrongs	http://www.commonsemmedia.org/educators/lesson/copyrights-and-wrongs-9-12
Rights, Remixes, and Respect	http://www.commonsemmedia.org/educators/lesson/rights-remixes-and-respect-9-12
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