Grades K - 2 Public Health
Assessment for Educational Technology

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>GLE</th>
<th>Attribute Name</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1</td>
<td>Communicates with Others</td>
<td>Communicates ideas from class activities and teacher-selected sources by contributing to digital class notes. For example, WallWisher, Word, or a mind map</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Collaborates to Learn</td>
<td>Takes turns in group discussion or activities.</td>
<td>1</td>
</tr>
<tr>
<td>1.3.2</td>
<td>Gather Information</td>
<td>Uses teacher-selected digital sources to identify information related directly to the student task.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Organize Information</td>
<td>Develops individual notes from sources.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inputs data, with assistance, into a class graph using a digital tool.</td>
<td>1</td>
</tr>
</tbody>
</table>

Score the attributes for GLE 1.3.3 for the multimedia product only.

<table>
<thead>
<tr>
<th>GLE</th>
<th>Attribute Name</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.3</td>
<td>Identify a Solution</td>
<td>States the problem (why Paul is sick) based on sources or notes.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>States a solution (how Paul can stay healthy at school) based on sources or notes.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Analyzes Information</td>
<td>Describes how the solution will solve the problem based on sources or notes.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uses the graph to analyze the problem. For example, “less people got sick because more people started to stay home.”</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Share Learning</td>
<td>Creates a multimedia product.</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
### Scoring Rubric for Educational Technology

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

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

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

This is ____________________________

from Elementary School.

I am calling because I talked with the school

_______________________________

I think Paul was sick because _______________

have touch the nose books an

also I think that you show get

rituv the books I look at the kin

If it went to wlotuv peepul

got sick then Les peepul get sick

Paul can stay healthy by ____________________________

_______________________________

Thank You
Transcription of Student Work

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

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

Click the icon below to play the audio for this student sample.
Sources Used in Class

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

Trade Book:
Hello Mrs. Garcia,

This is ________________________________ from Elementary School.

I am calling because ________________________________

I think Paul was sick because ________________________________

Paul can stay healthy by ________________________________

Thank You
Transcription of Student Work

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

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

Click the icon below to play the audio for this student sample.
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- Mathematica’s MathShop: Super Gnome—1 segment
- Reading Rainbow: Germs Make Me Sick
  ([http://vimeo.com/groups/wvpt/videos/6240326](http://vimeo.com/groups/wvpt/videos/6240326))
- Germs

**Trade Books:**
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- The Great Graph Contest by Loreen Leedy
Hello Mrs. Garcia,

This is _______ ________ from Elementary School.

I am calling because [Hope + Paul]

I think Paul was sick because [fever]

Paul can stay healthy by [wash his hands]

Thank You
Transcription of Student Work

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

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

*Click the icon below to play the audio for this student sample.*
Attendance for Mr. Hart's Class

School Attendance Record

<table>
<thead>
<tr>
<th>Days of the Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Week 2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Week 3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
What happens if you get a cold or a flu?
- You get sick
- You cough and sneeze
- Germs get into your mouth, nose, ears, or a cut in your skin
- Germs are attacking your white blood cells

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

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

- virus
- symptom
- fever
- figts germs
- snising

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

- get rest
- drink water
- eat medicine
- contagious

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

- mucus
- cover your nose and mouth
- wash hands with soap
- stay home
Hello, Mrs. Garcia,

This is ____________________________
From ____________________________

I am calling because

I know what made Paul sick.

We think Paul was sick because

maybe he was right and the books made him sick but my guess is that his friends made him sick.

Paul can stay healthy at school by

Asking you to pack fruits and vegetables in his lunch and he should wash his hands with warm water and soap.

Thank you.
Transcription of Student Work

Cold and Flu Notebook:
2. What should you do when you have a cold or the flu? Get rest. Drink water. Eat. Medicine. Contagious.
3. How can you keep a cold or flu from spreading? Mucus. Cover your nose and mouth. Wash hands with soap. Stay home.

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

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

Click the icon below to play the audio for this student sample.
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**Trade Books:**
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Hello Mrs. Garcia,

This is ________________________________ from Elementary School.

I am calling because your son is sick.

I think Paul was sick because he forgot to wash his hands before eating.

Paul can stay healthy by ________________________________

Thank You
Transcription of Student Work

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

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

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