Introduction
This Anchor Set provides educators with student exemplars for the grades 3 – 5 Social Studies + Educational Technology assessments. 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 (Selects evidence from a digital source that is 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 five attribute points would represent a below standard (Level 1) performance. Six 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 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.
**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>1.3.2</td>
<td><strong>Gather Information</strong></td>
<td>Selects evidence from a digital source that is directly related to the student task.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Selects evidence from an additional digital source(s) directly related to the student task.</td>
<td>1</td>
</tr>
</tbody>
</table>
| 1.3.2 | **Organize Information** | Uses digital tools to organize information directly related to the topic.  
*For example, Word, Webspiration, MindMeister, Wallwisher* | 1      |
|      |                        | Labels two or more categories based on important characteristics.  
*Scoring Note: This point can only be earned if the student has used a digital tool to organize information.* | 1      |
|      |                        | Uses categories to sort data and information.  
*Scoring Note: This point can only be earned if the student has used a digital tool to organize information.* | 1      |
|      | **Record Sources**     | Records digital source(s) during research. Must include title, author (if known), and type of resource. | 1      |

### Attributes for GLE 1.3.3 should be scored for artifacts related to the final product only.

<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><strong>Ethical Use</strong></td>
<td>Puts results of research into own words.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Synthesize Information</strong></td>
<td>Combines information collected from digital sources to create a presentation or product.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All elements (for example, text, audio, graphics) in the final digital product directly relate to the student task.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Copyright Issues</strong></td>
<td>Properly cites all digital sources within the final product.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></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 Level 3 response exceeds the standards and reflects that a student can demonstrate</td>
<td>9 - 10</td>
</tr>
<tr>
<td>knowledge and ability beyond the requirements for Educational Technology GLEs 1.3.2</td>
<td></td>
</tr>
<tr>
<td>and 1.3.3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>A Level 2 response meets the standards and reflects that a student understands and is</td>
<td>6 - 8</td>
</tr>
<tr>
<td>able to perform GLE 1.3.2 Locate and organize information from a variety of sources and</td>
<td></td>
</tr>
<tr>
<td>media and GLE 1.3.3 Analyze, synthesize, and ethically use information to develop a</td>
<td></td>
</tr>
<tr>
<td>solution, make informed decisions, and report results BY using technology to develop a</td>
<td></td>
</tr>
<tr>
<td>paper or presentation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>A Level 1 response reflects that a student is still working toward meeting GLEs 1.3.2</td>
<td>0 - 5</td>
</tr>
<tr>
<td>and 1.3.3.</td>
<td></td>
</tr>
</tbody>
</table>

The Social Studies Rubric for this CBA can be found here: [http://www.k12.wa.us/SocialStudies/CBAs/elementary.aspx](http://www.k12.wa.us/SocialStudies/CBAs/elementary.aspx).
**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 Possible</th>
<th>Points Earned</th>
</tr>
</thead>
</table>
| 1.3.2| Gather Information     | Selects evidence from a digital source that is directly related to the student task.  
*For example, understanding why governments make, interpret, and carry out laws; and, evaluating the effectiveness of a law.* | 1               | 0             |
|      |                        | Selects evidence from an additional digital source(s) directly related to the student task. | 1               | 0             |
|      | Organize Information   | Uses digital tools to organize information directly related to the topic.  
*For example, Word, Webspiration, MindMeister, Wallwisher* | 1               | 0             |
|      |                        | Labels two or more categories based on important characteristics.  
*Scoring Note: This point can only be earned if the student has used a digital tool to organize information.* | 1               | 0             |
|      |                        | Uses categories to sort data and information.  
*Scoring Note: This point can only be earned if the student has used a digital tool to organize information.* | 1               | 0             |
|      | Record Sources         | Records digital source(s) during research. Must include title, author (if known), and type of resource. | 1               | 0             |

Attributes for GLE 1.3.2 should be scored for artifacts related to the research process only.

<table>
<thead>
<tr>
<th>GLE</th>
<th>Attribute Name</th>
<th>Description</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.3</td>
<td>Ethical Use</td>
<td>Puts results of research into own words.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Synthesize Information</td>
<td>Combines information collected from digital sources to create a presentation or product.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Copyright Issues</td>
<td>Properly cites all digital sources within the final product.</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL** 10 1

A **Level 1 response** (0 – 5 points) reflects that a student is still working toward meeting GLEs 1.3.2 and 1.3.3.  L1
Discussion
This student work shows a beginning level of understanding with the use of digital resources and tools to communicate content knowledge. The work represents a Level One attempt to meet the educational technology standards. The sample earns one attribute point for developing a digital product, but does not earn credit for the research process or other elements related to the final product.

The student uses the note-taking scaffold to record some personal observations about the topic. There are no sources used for evidence to support these observations, so the sample does not earn points for “Gather Information” or “Record Sources.” The student work shows evidence of using a digital tool to organize information. However, the information is not related to the topic and cannot earn the first (or subsequent points) for “Organize Information.”

For GLE 1.3.3, the student does create a digital product loosely associated with the task: s/he identifies a problem and groups who participated in the law-making process. Without evidence from the research process, we cannot be certain that the student has paraphrased (Ethical Use) or combined sources (Synthesize Information). There are no citations included with the final product, so the work does not earn a point for Copyright Issues.

This student could benefit from instruction that targets how to select, document and cite information from sources. A teacher might also encourage the student to practice sorting and labeling information using a blank graphic organizer or post-it notes. The student could then transfer the information to the computer.
law and policies
I. speed limits
II. no talking on the phon when your driving
III. no bulling
IV. no names
V. no fighting
VI. no smoking
VII. no guns
VIII. no littering
IX. no killing people
X. no killing cops
XI. no stabbing
XII. no steeling
Distracted driving is dangerous

TEXTNIG WHILE DRIVING

Because you don’t pay attention on the road

- It affects people while they’re not paying attention when they get in a car crash.
Solution
The law problem is solve by people not texting on their phone when they're driving.

- Describe how the law or policy solves the problem
- Or how it solves the problem
- (You’ll erase this text and write over it)

Groups involved
List the groups involved and describe their involvement.
You can add a photo if you want.
My thoughts

- State if you agree with the statement

- Describe how the law supports a right or democratic ideal. Use ideas from your notes to support your writing.
Sources

Add your source information here
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

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</tr>
</thead>
<tbody>
<tr>
<td>1.3.2</td>
<td>Gather Information</td>
<td>Selects evidence from a digital source that is directly related to the student task. <em>For example, understanding why governments make, interpret, and carry out laws; and, evaluating the effectiveness of a law.</em></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Selects evidence from an additional digital source(s) directly related to the student task.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1.3.2</td>
<td>Organize Information</td>
<td>Uses digital tools to organize information directly related to the topic. <em>For example, Word, Webspiration, MindMeister, Wallwisher</em></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Labels two or more categories based on important characteristics. <em>Scoring Note: This point can only be earned if the student has used a digital tool to organize information.</em></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uses categories to sort data and information. <em>Scoring Note: This point can only be earned if the student has used a digital tool to organize information.</em></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Record Sources</td>
<td>Records digital source(s) during research. Must include title, author (if known), and type of resource.</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Attributes for GLE 1.3.3 should be scored for artifacts related to the final product only.

| 1.3.3 | Ethical Use | Puts results of research into own words. | 1 | 1 |
| | Synthesize Information | Combines information collected from digital sources to create a presentation or product. | 1 | 0 |
| | | All elements (for example, text, audio, graphics) in the final digital product directly relate to the student task. | 1 | 1 |
| | Copyright Issues | Properly cites all digital sources within the final product. | 1 | 0 |

TOTAL | 10 | 3 |

A Level 1 response (0 – 5 points) reflects that a student is still working toward meeting GLEs 1.3.2 and 1.3.3.
Discussion

This student work represents a Level One attempt to meet the standards. The sample shows the ability of the student to use digital tools, such as a word processor and presentation program. There is insufficient evidence to interpret this student’s research process clearly.

In Sample A2, we can see that the student focused comments in the scaffold and in the graphic organizer on the topic of drunk driving. The student does not provide specific notes from or about a source, but s/he does use a digital tool independently to organize the gathered information about the topic. The work would have earned subsequent points under “Organize Information” if the mindmap had labels or specific categories.

In the digital product developed by the student (Synthesize Information), there is evidence that s/he has used their own words to interpret information from Mothers Against Drunk Driving and the traffic safety commission related to the topic of drunk driving. The student sample earns the “Ethical Issues” attribute point. With no evidence present from the research process, this work cannot earn points for combining information from digital sources. Although the student makes an attempt to cite sources on the final slide of the presentation, the work does not exemplify proper citation format.

There are many emerging strengths within this sample that a teacher could build upon. The student should be encouraged to record information from sources and add detail to graphic organizers to bring their work up to standard.
State the problem: drunk driving

How does the policy or law attempt to solve the problem?

Or: How is the policy or law enforced?
If you drink while drive you will be taken to jail because it can badly hurt or kill people

<table>
<thead>
<tr>
<th>Groups involved in the law-making process:</th>
<th>Describe involvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mothers against drunk driving (Madd)</td>
<td>They spoke in front of the Legislature. They also provided witnesses to talk in front of the Legislature about what they witnessed or if they were in it to talk about what happened.</td>
</tr>
<tr>
<td>Washington traffic safety commission, traffic research and data center</td>
<td>They also stood in front of the Legislature to help pass the law or bill to no drinking and driving.</td>
</tr>
</tbody>
</table>

Do you agree with the law? Yes

Explain how the law or policy promotes a right or democratic ideal with one or more supporting details.

Sources (at least 2)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Type of source (book, Web site):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Publisher:</td>
</tr>
<tr>
<td>Date published:</td>
<td></td>
</tr>
<tr>
<td>Notes (What did you learn there?):</td>
<td></td>
</tr>
<tr>
<td>Is this source trustworthy? How do you know?</td>
<td></td>
</tr>
<tr>
<td>Why is the information in your notes useful?</td>
<td></td>
</tr>
</tbody>
</table>
do not have to much to drink if you have to drive

I. can badly hurt or kill

II. no drinking while driving

you mite be in the wrong line witch again can be dangarous

drinking while driving affects a lot of places in the world

about 10% of deaths are caused by drinking ad driving

affects children the most if it is their parents

I. affects people on the side walk

A. affect drivers
Drunk Driving

Drunk driving is a problem because it can badly hurt or kill people or children. It affects people on the streets, people on the sidewalk and children not only on the sidewalk but in the car of the intoxicated person or in someone else’s car.
Solution

If you go to a party, game etc. don’t have more than 2 drinks because having too many drinks you don’t think as well as you should.

Groups involved

Mothers Against Drunk Driving. They talked in front of the Legislature and provided witnesses to talk about what they saw. Washington Safety Traffic also talked in front of the Legislature to help pass the law or bill for no drinking and driving.

- If you are intoxicated and driving you will be taken to jail if caught.
My thoughts

- Yes I agree with this law because I don’t like to hear about people dying from drunk driving accidents because that is just horrible.

Drunk driving

- Drunk Driving laws protect us because if this was not a law people wouldn’t be as safe as we are today with this right.
Sources

RCW, search.leg.wa.gov
Alcohol problems and solutions Drinking and Driving.html
**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.

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<th>Description</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.2</td>
<td>Gather Information</td>
<td>Selects evidence from a digital source that is directly related to the student task. For example, costs and benefits of moving, needs and wants of people, and geographical features of the Pacific Northwest that have influenced the movement of people.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Selects evidence from an additional digital source(s) directly related to the student task.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Organize Information</td>
<td>Uses digital tools to organize information directly related to the topic. For example, Word, Webspirations, MindMeister, Wallwisher</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Labels two or more categories based on important characteristics. <em>Scoring Note:</em> This point can only be earned if the student has used a digital tool to organize information.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Synthesize Information</td>
<td>Uses categories to sort data and information. <em>Scoring Note:</em> This point can only be earned if the student has used a digital tool to organize information.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Record Sources</td>
<td>Records digital source(s) during research. Must include title, author (if known), and type of resource.</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

### Attributes for GLE 1.3.3 should be scored for artifacts related to the final product only.

<table>
<thead>
<tr>
<th>GLE</th>
<th>Attribute Name</th>
<th>Description</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.3</td>
<td>Ethical Use</td>
<td>Puts results of research into own words.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Synthesize Information</td>
<td>Combines information collected from digital sources to create a presentation or product.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Copyright Issues</td>
<td>Properly cites all digital sources within the final product.</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL** 10 5

**A Level 1 response** (0 – 5 points) reflects that a student is still working toward meeting GLEs 1.3.2 and 1.3.3.
Discussion

This student work earns a total of five attribute points for a Level One response. The sample shows strengths in the areas of organization and paraphrasing. The student is still working toward meeting the educational technology standards while conducting research.

In the sample, the student includes research notes possibly taken from an online source, as indicated by the scaffold provided by the teacher. However, since the student did not record any details about the source, we cannot be sure that the information originates from a digital medium. We do not credit the work with points for either the “Gather Information” or for “Record Sources” attributes.

The student uses a digital tool to develop an outline and mindmap that organizes information from the research process. Although the student uses the same headings as the note-taking scaffold provided by the teacher, the sample earns credit here for the three “Organize Ideas” points because the student transfers the categories independently from the scaffold and determines the language that appears in the details.

In the written paper and digital presentation, the student uses his/her own words and earns credit for “Ethical Use.” Because the student did not provide evidence of using a digital source during the research process, the sample cannot earn the first “Synthesize Information” point. However, the final digital product (a presentation) does incorporate text and graphics related to the original task and the sample earns the second point. While the student cites one source in his/her paper, the work does not include citations for all sources, including the pictures used in the presentation. The student sample does not earn the point associated with the “Copyright Issues” attribute.

This student work shows many developing skills which would be enhanced through practice with recording information about sources and creating citations.
**Citation for a Book (Required)**

**Topic:** Plateau Indians  
**Author:** Dale and Laura  
**Title:** Washington Past and Present  
**City of Publication:** East Wenatchee  
**Publication Company:** Directed Media  
**Copyright Date:**

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

Lastname, Firstname Initial. *Title of Book*. City of Publication: Publisher, Copyright Date.

<table>
<thead>
<tr>
<th>Why they came to America:</th>
<th>How they came to America:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. They came for food and space to plant crops.</td>
<td>1. Native Americans were able to cross Bering Straight after the last ice age ended.</td>
</tr>
<tr>
<td>2. Plateau Indians wanted more land to live.</td>
<td>2. Some of the Native Americans used the coastline of the Pacific Ocean as their guide.</td>
</tr>
<tr>
<td>3. They were moved by force, and they wanted land.</td>
<td>3. They also came on ice bridges to Alaska and came for food to Washington.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History:</th>
<th>Challenges they faced:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plateau Indians rarely had permanent shelters.</td>
<td>1. Plateau Indians had to deal with very hot and cold days.</td>
</tr>
<tr>
<td>2. Plateau Indians had to move when food and water ran low.</td>
<td>2. Chief Kamiakin led tribes while the Yakama wars.</td>
</tr>
<tr>
<td>3. A horse was finally broken when someone was able to ride it.</td>
<td>3. Plateau Indians competed for food with other tribes.</td>
</tr>
</tbody>
</table>
### Citation for an Internet Article (Required)

**Topic:**

**Works Cited Information**

**Internet Articles**

<table>
<thead>
<tr>
<th>Author of Article:</th>
<th>Title of Page or Document:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title of Site:</th>
<th>Date Document was written:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date you visited the site:</th>
<th>URL:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

---

### Why they came to America:

1. 

2. 

3. 

---

### How they came to America:

1. They walked, used canoes, dogs, and horses to get to America.

2. 

3. 

---

### History:

1. 

2. 

3. 

---

### Challenges they faced:

1. It was hard for Native Americans to hunt during winter.

2. 

3. 
Citation for an Encyclopedia/Reference (Optional but desired)

Topic: _____________________________

Author of Article: ___________________________

Title of Article: ___________________________

Title of Reference Book: ___________________________

Copyright Date: ___________________________

Volume Number: ___________________________

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


<table>
<thead>
<tr>
<th>Why they came to America:</th>
<th>How they came to America:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _________________________</td>
<td>1. _________________________</td>
</tr>
<tr>
<td>__________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>2. _________________________</td>
<td>2. _________________________</td>
</tr>
<tr>
<td>__________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>3. _________________________</td>
<td>3. _________________________</td>
</tr>
<tr>
<td>__________________________</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

History:
1. The Natives people were given the name Indians by Christopher Columbus.
2. Buffalo hunters on Great Plains rode at full speed while hunting.
3. Wood carving has long been a specialty of the Indians of the North West.

Challenges they faced:
1. __________________________ |
| __________________________ |
| 2. __________________________ |
| __________________________ |
| 3. __________________________ |
Plateau Indians

I. Why in America
   A. For space to plant crops
   B. Wanted more land to live in
   C. Moved by Force and wanted land

II. Their History
   A. Christopher Columbus gave the name Indians to Indians
   B. Rarely had permanent shelters
   C. Woodcarving is a speciality
   D. While hunting Buffalos rode at full speed

III. Challenges
   A. Food and water was hard to find
   B. Cascade mountains hard
   C. Hot and cold days
   D. Competed for food with tribes
   E. Chief Kamiakin lead while Yakima wars

IV. How they got here
   A. Include a map
   B. Crossed Bering Sea
   C. Through ice bridges from Alaska
   D. Walking, canoes and with Travoises
Plateau Indians

Challenges
- Food and water was hard to find
  - Cascade mountains hard
  - Hot and cold days
  - Competed for food with tribes
  - Chief Kamiakin lead while Yakima wars

Why in America
- For space to plant crops
- Wanted more land to live in
- Moved by force and wanted land

How they got here
- Crossed Bering Sea
- Through ice bridges from Alaska
- Walking, canoes and with travoises

Their History
- Cristopher Columbus gave the name Indians to Indians
- Rarely had permanent shelters
- Woodcarving is a speciality
- While hunting Buffalos rode at full speed
Plateau Indians

Native Americans came to America because they wanted land to live on. Native Americans also wanted land to plant crops. The cost of leaving is that they left their homeland, and family.

Woodcarving is a specialty to the Native Americans. The Native Americans rarely had permanent shelters. While hunting, buffalo Native Americans rode at full speed. Christopher Columbus named Native Americans Indians.

Food and water was hard to find. It was hard to live in the Cascade Mountains. It was hard for Plateau
Indians because they had to deal with very hot and cold days. Native Americans competed for food with tribes. Chief Kamiakukipie led the Plateau Indians during the Yakama wars.

Native Americans came to America through Bering Sea. Native Americans came through ice bridges to Alaska. Native Americans also came walking, canoes and with travoises, and that benefit is that they got away from tribes and didn’t have to fight.

Sources
Plateau Indians

by

Plateau Indians

- Why in America
- Their History
- Challenges
- How they got here
Why in America

- For space to plant crops
- Wanted more land to live in
- Moved by force and wanted land

Their History

- Cristopher Columbus gave the name Indians to Indians
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Challenges

- FOOD AND WATER WAS HARD TO FIND
- Cascade mountains hard
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- competed for food with tribes
- Chief Kamiakin lead while Yakima wars

How they got here

- Include a map
- Crossed Bering Sea
- Through ice Bridges from Alaska
- Walking, canoes and with Travoises
**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 Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.2 Gather Information</td>
<td>Selects evidence from a digital source that is directly related to the student task. <em>For example, understanding why governments make, interpret, and carry out laws; and, evaluating the effectiveness of a law.</em></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1.3.2 Organize Information</td>
<td>Selects evidence from an additional digital source(s) directly related to the student task.</td>
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<td></td>
</tr>
<tr>
<td>1.3.2 Organize Information</td>
<td>Uses digital tools to organize information directly related to the topic. <em>For example, Word, Webspiration, MindMeister, Wallwisher</em></td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1.3.2 Organize Information</td>
<td>Labels two or more categories based on important characteristics. <em>Scoring Note: This point can only be earned if the student has used a digital tool to organize information.</em></td>
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<td>0</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
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<td>Puts results of research into own words.</td>
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<td>1</td>
<td></td>
</tr>
<tr>
<td>1.3.3 Synthesize Information</td>
<td>Combines information collected from digital sources to create a presentation or product.</td>
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<td>1</td>
<td></td>
</tr>
<tr>
<td>1.3.3 Copyright Issues</td>
<td>Properly cites all digital sources within the final product.</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**<br>10**<br>6**

A **Level 2 response** *(6 – 8 points)* meets the standards and reflects that a student understands and is able to perform GLE 1.3.2 *Locate and organize information from a variety of sources and media* and GLE 1.3.3 *Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results* BY using technology to develop a paper or presentation that makes an informed decision on a public issue.
Discussion:

Sample A4 includes evidence that a student can gather information from digital sources and use them in a digital product. This work meets the standard, although at the lower end of the scale.

The student selects information from two digital sources (earning both “Gather Information points) related to the chosen topic—higher taxes to support public buses. There is also information about the source (“Record Sources”), an important component of the research process. While the student work is placed into a teacher-provided template, there is not an outline or other organizer created by the student to process the information. The sample earns none of the “Organize Information” attribute points.

In the final product, the student combines information from the digital sources. There are specific references in the presentation to the research collected in the first part of the assessment (for example, $90M in layoffs, 35% cut to services). The work earns the first “Synthesize Information” point for this and a second point for creating a digital product. The sample also shows that the student is able to put the research into his/her own words; however, there are no proper citations at the end of the presentation.

To help the student improve his/her work, a teacher might introduce tools and activities that enable students to practice organizing information. Simple outlines and mindmaps could work for this purpose.
State the problem: Buses cost money; taxes can't cover.

How does the policy or law attempt to solve the problem?
Raise taxees 3 pennies on every 10 dollars
Or:
How is the policy or law enforced?

<table>
<thead>
<tr>
<th>Groups involved in the law-making process:</th>
<th>Describe involvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Save our buses.com</td>
<td>Websites stating the problems the company is facing.</td>
</tr>
<tr>
<td>Protesters</td>
<td>Convincing people to vote for or against</td>
</tr>
<tr>
<td>Tacoma /Pierce County Chamber of Commerce; Tacoma School District; Pierce County Labor Council; League of Women Voters; and Tahoma Audubon Society</td>
<td>Urging people to vote yes for prop1</td>
</tr>
</tbody>
</table>

Do you agree with the law? Yes!

Explain how the law or policy promotes a right or democratic ideal with one or more supporting details.
Many people use buses to get to school, work, and many lots of other places. Taking the bus helps people who have been hurt by the rough economy get around, no matter how much money they have. My friend's car broke down and her family couldn't afford to fix it. So she rode the bus to school, the grocery store, virtually all over town. If you, the voters, vote no to saving our buses, you will be taking away the ability to live life with buses.

Sources (at least 2)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Piercecountywa.org/elections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author: Peirce county</td>
<td>Type of source (book, Web site):</td>
</tr>
<tr>
<td>Date published:</td>
<td>Publisher: Published by the Pierce County Auditor's Office</td>
</tr>
<tr>
<td>Notes (What did you learn there?):</td>
<td>1. Statement for protecting transit services in every Pierce County community! While every other transit provider in the region has asked for and received voter assistance, Pierce Transit focused on cutting costs first. The result: nearly $90 million saved using layoffs, ser-</td>
</tr>
</tbody>
</table>
vice reductions and increased efficiency.

Despite Savings, Pierce Transit will cut service 35% without Proposition 1. Savings alone cannot meet countywide transit needs. Your vote is critical. Proposition 1 is a small investment that saves bus service—only 3 pennies on every 10 dollars spent.

At stake is transportation that gets students to school and provides health care access to seniors and people with disabilities. Thousands of commuters rely on Pierce Transit every day—reducing traffic congestion and pollution. The mostly-empty buses we see daily demonstrate Pierce Transit needs to better match its services with public demand.

Pierce Transit should return to the drawing board. It wants to permanently raise taxes on struggling families.

At stake is transportation that gets students to school and provides health care access to seniors and people with disabilities. Thousands of commuters rely on Pierce Transit every day—reducing traffic congestion and pollution.

Pierce County voters have consistently supported local services—from parks to transit—following statewide repeal of taxes and fees. Prop 1 keeps Pierce County dollars in our communities: mobility for seniors and students, congestion relief for all commuters. Pierce Transit is the only regional transit provider to cut costs and improve efficiency before requesting voter support, including layoffs and wage freezes. That's why business leaders, Republicans and taxpayer watchdogs support Proposition 1. Please vote Yes.

Is this source trustworthy? How do you know?
It is a government site.

Why is the information in your notes useful?
It shows how much the people working in Pierce Transit care about the people, and recognize these are hard times for people everywhere. All there asking for is a little help. I think we should grant them at least that.
We’re all in this together!

In February 2011 Pierce County voters will be asked to protect critical, existing transit service from a devastating 35% cut. At stake are services that get thousands of kids safely to and from school and activities; provide access to seniors and people with disabilities to health care, shopping and church; and delivers commuters efficiently to jobs across the region.

These cuts are unacceptable, and unavoidable without your help.

Pierce Transit has worked hard to avoid this request: While every other transit provider in the region has already asked for voter assistance, Pierce Transit has focused on cost cutting, streamlining and efficiency improvements. The agency had experienced 5% layoffs, delayed or eliminated capital projects, 6% service reductions, and twice increased regular adult fares. Those actions, combined with employee-identified operational efficiencies, have saved over $89 million dollars.

Despite significant cuts in staff and service, Pierce Transit will be forced to cut service by an additional 35% without approval of Proposition 1.

Proposition 1 is a small investment that will SAVE BUS SERVICE in Pierce County. Prop1 will cost only 3 pennies on every 10 dollars spent— protecting mobility for those who need it most, and removing thousands of cars from our already crowded streets and freeways.

What’s At Stake If Proposition One Does Not Pass In February?

• Express and commuter services in the system will be reduced from 15 to 30-45 minute wait times, overloading buses and making it difficult for many people to catch the bus to work.
• Weekend service will be slashed with minimum of 60 minute waits across most of the County; this will severely hinder transportation access for our elderly and low-income residents.
• Service in many outlying areas of the County will be eliminated as will SHUTTLE service for people with disabilities, leaving thousands of residents stranded without any alternatives.

A 35 percent cut to service is simply too damaging to our community. Please Vote Yes on Proposition One and help Save Our Buses in Pierce County.
Save our buses!!

On Feb. 11th 2011, the community of Pierce county will vote on raising taxes to save our bus service.
Topics of Discussion

Our buses did all they could to save money such as firing 5% of staff, doubling adult fares, and cutting serves a little, so they could continue their excellent service before asking for a little help.

The raise will be only 3 pennies on every 10 dollars spent, and would save a lot of people a lot of trouble.

What is at stake.

Many people use the buses to get to work, school, and lots of other places. If this change is not past, the service for the disabled will be cut completely and service in general will be cut by 35%.

Have you ever rode the bus because your car broke down or just because you wanted to save a little gas money? Maybe your neighbor uses the bus because they were laid off?
Why the buses need help

During the ruff econamy, the buses need more money for gas that constantly goes up and up, repaires, ect.
They did save 89million$, but that wont last as far as they need it to.
You are probably thinking," all buisnesses are being hit, why should we pay forjust this one!?" Heres why, you take away buses, you take away transportation.
You take away transportation, you take away work hours. You take away work hours, you lose money. You lose money, you lose jobs,.......... All around bad!!

How you can help.

All I’m asking you to do is look back,’ Have I ever been that person, or I know that persons, who relise on buses to live my life?[Meaning to get from place to place In an ordanly fashon]
Then I want you to look into your heart and I bet you’ll see…. ‘Save our buses’ Thanks.
Sourses

- I used Approve prop1.com and pierce county.org/elections
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<td></td>
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<td><strong>8</strong></td>
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**A Level 2 response** meets the standards and reflects that a student understands and is able to perform GLE 1.3.2 *Locate and organize information from a variety of sources and media* and GLE 1.3.3 *Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results* BY using technology to develop a paper or presentation that draws a conclusion about how needs and wants (economic reasons) and location (geography) caused a group of people to move.
Discussion

This student work earns a total of eight attribute points for a high Level Two response. The sample shows strengths in nearly every area of research and the final product related to the social studies topic—Irish immigrants.

The sample includes notes taken from a digital source, as well as the source location. Although the student does not identify every part correctly in the Works Cited scaffold, s/he includes a title, URL (type of source), and makes an attempt to identify the author. This is enough to earn the “Record Sources” attribute. The student uses these notes to develop a basic outline and mindmap independently, categorizing and labeling the information s/he intends to include. The work earns all three of the “Organize Information” points.

The student paper and presentation use information from the digital source, but the information is not interpreted in any way. There are no points awarded for “Ethical Use.” A list of citations catalogues the graphics in the presentation—an important step for students. Digital sources include more than text; students should cite all digital sources in their final product. It is also important to note here that the student selects graphics with a direct relationship to the topic. Given the digital product and related images and citations, the sample earns the final three attribute points.

Further support for this student could come in the form of summarizing and paraphrasing, as well as making use of multiple sources when conducting research.
Citation for an Internet Article (Required)
Topic: Irish Immigration
Works Cited Information
Internet Articles

Author of Article: Starks Terrel Title of Page or Document: Irish Immigration
Title of Site: Spartacus Date Document was written: 1985
Date you visited the site: Dec. 14, 2010 URL: http://www.spartacus.school.net/USA/Eireland.htm

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

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

Why they came to America:

1. They were threatened.
2. Other Irish immigrants became coal miners in Pennsylvania.
3. Three-fourths of the country's crop.

How they came to America:

1. In 1846 around 62,000 Irish people sailed to America.
2. Thousands of Irish laborers worked on building the railroads in the United States.
3. During the period in 1820 and 1830 over 840,000 people emigrated from Ireland to the United States.

Challenges they faced:

1. 350,000 people died from starvation.
2. The citizen are in levers.
3. In 1821 around 3,000 were working on four separate canal projects.
Irish Americans

I. Why in America
   A. threaten
   B. Pennysylvania
   C. countrys

II. Their History
   A. areas
   B. revealed
   C. freeland

III. Challenges
   A. starvation
   B. potatos
   C. separate

IV. How they got here
   A. Include a map
   B. sailed
   C. railroads
   D. Emigrated
Irish Immigration

Immigrants came because they were threatened. Other Irish immigrants coal miners in Pennsylvania. They got three-quarters of the country's crop.

They headed large areas of this land was under control. A census carried out in 1850 revealed that were 961,719 people in the United States been born in Ireland. Over four million people in Ireland depended on the potatoes as the chief food.

350,000 people died from starvation. The blight destroyed the potatoes. In 1826 around 5,000 were working on four separate canal project.

In 1816 around 14,000 Irish people sailed to America. Thousands of Irish labours on building the railroad in the United States. During the period 1820 and 1920 over 4,400,000 people emigrated from Ireland to the United States.

Sources


Terkels Irish Immigration
Irish Immigrants

Why in America
Their History
Challenges
How they got here
Why in America

- threaten
- Pennysylvania
- countrys

Their History

- areas
- revealed
- freeland
Challenges

- starvation
- potatos
- separate

How they got here

- sailed
- railroads
- Emigrated
Image Citations


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*For example, costs and benefits of moving, needs and wants of people, and geographical features of the Pacific Northwest that have influenced the movement of people.* | 1 | 1 |
| 1.3.2 | | Selects evidence from an additional digital source(s) directly related to the student task. | 1 | 0 |
| 1.3.2 | Organize Information | Uses digital tools to organize information directly related to the topic.  
*For example, Word, Webspiration, MindMeister, Wallwisher* | 1 | 1 |
| 1.3.2 | | Labels two or more categories based on important characteristics.  
**Scoring Note:** This point can only be earned if the student has used a digital tool to organize information. | 1 | 1 |
| 1.3.2 | | Uses categories to sort data and information.  
**Scoring Note:** This point can only be earned if the student has used a digital tool to organize information. | 1 | 1 |
| 1.3.2 | Record Sources | Records digital source(s) during research. Must include title, author (if known), and type of resource. | 1 | 1 |

**Attributes for GLE 1.3.3 should be scored for artifacts related to the final product only.**

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<td>Properly cites all digital sources within the final product.</td>
<td>1</td>
<td>1</td>
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</table>

**TOTAL**

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>

A Level 3 response (9 – 10 points) exceeds the standards and reflects that a student can demonstrate knowledge and ability beyond the requirements for Educational Technology GLEs 1.3.2 and 1.3.3.
Discussion

This sample exceeds the standards for educational technology (nine attribute points, Level Three). During an exploration of the topic of immigration, this work shows significant mastery of both the research process and the creation of a digital product.

The student consults two sources; however only one of them is documented as a digital source. The work earns one of the “Gather Information” attribute points. Next, the student develops an outline and mindmap independently with the basic information from the research, which earns this sample all of the “Organize Information” points. Finally, the student attempts to record information about the digital source, including a URL (type of source).

In the paper and presentation, the student uses information from the digital source in his/her own words. The student includes and cites images related to the topic. Given the digital product, paraphrased source content, and included related images and citations, the sample earns all of the attribute points associated with GLE 1.3.3.

Further support for this student could include activities that organize research. While not directly viewable from the sample, both citation pages blend information gathered from multiple sources.
**Citation for a Book (Required)**

**Topic:** Immigrants crossed Ellis Island

**Author:** Ellen Levine  **Title:** If your name was changed in Ellis Island

**City of Publication:** Broadway, N.Y  **Publication Company:** Scholastic

**Copyright Date:** 1993

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<table>
<thead>
<tr>
<th>Why they came to America:</th>
<th>How they came to America:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Some people came because of a catastrophe like a earthquake.</strong></td>
<td>1. <strong>Most immigrants to America came through Ellis Island, but not all.</strong></td>
</tr>
<tr>
<td>2. <strong>They also came because of famine.</strong></td>
<td>2. <strong>Not all immigrants who arrived in New York had to go through Ellis Island.</strong></td>
</tr>
<tr>
<td>3. <strong>Most immigrants hope for a better life.</strong></td>
<td>3. <strong>After the boats docked, immigrants would disembark and walk into registry room where they can be checked.</strong></td>
</tr>
</tbody>
</table>

**History:**

1. These immigrants left their homes for many reasons.
2. Ellis Island was the primary entrance point to the United States for the major
   section of immigrants.
3. Annie Moore arrived here from Ireland on this day in 1892. She was the first person to enter the U.S. through Ellis Island.

**Challenges they faced:**

1. **Millions of immigrants fled for many other reasons.**
2. **People will be send** back to where they came from.
3. **Many people died of hunger.**
Citation for an Internet Article (Required)

Topic: 

Works Cited Information

Internet Articles

Author of Article: Ellen Levine

Title of Page or Document: Ellis Island

Title of Site: Broadway, Ny

Date Document was written: 

Date you visited the site: 1993

URL: http://www.chnow.com/aboutEllisIsland

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

Why they came to America:
1. Wanting a great place in U.S. for them.
2. Some immigrants wanted the trip to be over.
3. They wanted to get read of famine and tiring earthquake.

How they came to America:
1. Some entered through other east coast ports in Boston, Philadelphia, or Baltimore.
2. More than 12 million people enter the U.S. through Ellis Island.
3. Ellis Island was as much a surprise to me as it was to thousands of immigrants.

History:
1. The statue is on an island next to Ellis Island.
2. Once they had been given the OK immigrants enter the U.S.
3. The U.S. had become the major world power.

Challenges they faced:
1. If people were ill they will send them back to their homes.
2. To live homeland.
3. Died in the ship of no food.
Ellis Island...
I. Why in America
   A. Better life.
   B. Earthquake.
   C. Famine.
II. Their History
   A. left homeland.
   B. Say OK.
   C. New York harbor.
III. Challenges
   A. Be ill.
   B. Send back.
   C. Fled reasons.
IV. How they got here
   A. Include a map
   B. Ellis Island.
   C. East cost.
   D. On ship.
Ellis Island

Why in America Immigrants came because of famine, earthquake, and they hope for a better life.

Immigrant History was they had to live homeland. They had to go through New York Harbor. Immigrant by Immigrant had to go through Ellis Island but not all did. When they entered the room they said an OK that they made to promise.

Immigrants Challenges were that they will have to go in a small room to be examined to enter the US. If they were ill they will be send back to their home.

Immigrants had fled for many reasons.

How Immigrants got here by Ship with million's of people. Others came through east coast ports in Boston, Philadelphia, or Baltimore. Ellis Island was as much as a surprise to me as it was to thousands of Immigrants. The Statue is in NY.
Sources
Phernet
Sousho study book,
insickopieda.

I immediately contacted the mayor of our town, and he informed me that there was a meeting that would be held to discuss the issue. I attended the meeting, and several residents expressed their concerns about the issue. The mayor assured us that he would work to resolve the issue and that he would keep us informed of any developments.
Ellis Island...

By

Ellis Island...

- Why in America
- Their History
- Challenges
- How they got here
Why in America

- Better life
- Earthquake
- Famine

Their History

- Left homeland
- Say OK
- New York Harbor
Challenges

- Be ill
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How they got here

- Ellis Island
- East cost
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Image Citations


