A Component of the
Washington State Assessment System

Social Studies & Educational Technology

Enduring Cultures

Grade 6

OSPI-Developed

Assessment

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Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

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

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

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Grade 6 Enduring Cultures
Assessment for Social Studies — Educational Technology

Overview

Introduction

This document contains information which is essential to the administration of the OSPI-Developed assessment for social studies and educational technology. This assessment is an ideal culminating project that teaches students how the study of different cultural groups helps to make connections with their community, country and the world. Developed by teachers in Washington State, this assessment is designed to measure learning of selected standards for both social studies and educational technology.

Description of the OSPI-Developed Assessment

This assessment models best practices for instruction, including the use of technology, lesson cycle, differentiation, and student-centered learning. In addition, teachers will be able to collect and use formative and summative evidence regarding student performance on the social studies and educational technology standards.

Students will complete the assessment by responding to a social studies prompt using educational technology. During the assessment, students will develop a research question and use digital sources and tools to conduct a search for information. They will collect evidence that demonstrates their ability to locate, evaluate, and use information ethically and effectively.

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

Using the Assessment

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

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

For More Information

Please visit the OSPI Web site for additional resources for social studies (http://www.k12.wa.us/SocialStudies) and educational technology (http://www.k12.wa.us/EdTech).

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

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

The educational technology assessment is divided into four parts:

1. Key Concepts, Vocabulary, and Background Knowledge
2. Individual Inquiry
3. Discussion
4. Organization, Synthesis, Position, and Presentation.

During the first part, teachers will model the assessment with the whole class and provide formative feedback on student work. Students begin their individual research in the Individual Inquiry phase and share learning with peers during the Discussion. In the final part, students will create and publish a paper or presentation that answers the question they researched.

This assessment offers an opportunity for teachers to develop their proficiency with the following National Educational Technology Standards for Teachers (NETS·T):

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

For more information on the NETS for Teachers, please visit http://www.iste.org/standards/nets-for-teachers.aspx.

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This integrated assessment addresses the following standards:

Standards

Social Studies	Educational Technology
4.2.2 Understands and analyzes how cultures and cultural groups contributed to world history. 5.4.1 Analyzes multiple factors, generalizes and connects past to present to formulate a thesis in a paper or presentation. 5.4.2 Creates annotated bibliography or works cited page using an appropriate format. (Grade 7)	1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry. ▪ Select appropriate databases and digital resources to organize a project or solve a problem. 1.3.2 Locate and organize information from a variety of sources and media. ▪ Select appropriate search engines or directories. ▪ Use basic functions of search engines and databases. ▪ Catalog and organize resources. 1.3.3 Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results. ▪ Combine information from separate sources to produce, support, and counter arguments. ▪ Assess the credibility, validity, and potential bias of online resources. ▪ Understand the issues involved in copyrighted materials. ▪ Cite sources using bibliographic tools. ▪ Select relevant sources for a particular purpose or audience.

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The student task shown below is the original prompt from the Social Studies assessment. Students will develop a paper or presentation which shows their understanding of social studies content. Students will need to collect the following evidence to show knowledge and skills associated with the educational technology standards:

- **Research question or thesis** and **sub-questions.**
- **Research plan**, which could include a timeline, brainstorm about the topic and steps for the research process.
- **Search engines** and focused **keywords** needed to locate information.
- **Organized notes** taken during research.
- **Bibliography**.
- A statement that evaluates the **credibility validity** and **potential bias** of at least one digital source.

We refer to this collection of evidence as the **Research Notebook** throughout this document. The teacher can direct the format or permit students to select their own method for building the Research Notebook.

Here are a few examples:

- Document (Microsoft Word, GoogleDocs).
- List that is tagged and annotated using a social bookmarking tool. Delicious, http://www.delicious.com/, EdTags, http://www.edtags.org/, Scuttle, http://sourceforge.net/projects/scuttle/ are three.
- Digital Notebook using Microsoft OneNote or LiveBinders, http://livebinders.com/.
- Blog entries or a wiki page.
- Mindmap or graphic organizer.

Student Task

Knowing about different cultural groups will help you make connections with your community, your country, and our world. You will compare and contrast two cultural groups and the history of their development in Washington State, the United States, or the world, and develop a position based on this comparison.

In a cohesive paper or presentation, you will:

- State a position on how two groups responded to challenge(s) that analyzes how the two groups' responses are similar or different.
- Provide background on your position by explaining how the two groups responded to a similar challenge with two or more examples (at least one example for each group).
- Provide reason(s) for your position that include an analysis of one or more significant similarities and/or differences related to their responses to the challenge(s).
- Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.

You will plan and conduct research to locate information from a variety of digital sources. Organize what you gather. Evaluate your sources for credibility, validity, and potential bias. Combine your best research results and use your own words to create and present a digital paper or presentation.

Essential Questions	
Social Studies	Educational Technology
▪ Discuss with students what the concepts covered in this assessment are, why they are important, and how they are relevant to students' lives. ▪ Share essential questions on why these concepts matter.	▪ Introduce an opportunity for students to communicate their research effectively using technology tools. ▪ Students need to be able to communicate successfully in a variety of ways and settings and with a variety of audiences.

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

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

Attributes of Educational Technology Standards

GLE	Attribute Name	Description	Points
1.3.1	Significant Questions	Develops or states a focused research question or thesis in the research plan or final product.	1
	Plan Strategies	Generates a research plan. *For example, a timeline, steps for the research process, a brainstorm about the topic, keyword list, or a description of how to document sources.*	1
1.3.2	Select Search Engines	Identifies online search tool(s) used for the research process.	1
	Locate Information	Generates effective keywords as a strategy to focus searches.	1
	Organize Resources	Collects and organizes information from searches.	1
1.3.3	Credible Sources	Writes a statement that evaluates the credibility, validity, and potential bias of at least one digital source.	1
	Ethical Use	Puts results of research into own words within the final product.	1
	Combine Information	Combines information collected from sources to create a complete digital presentation or product. *For example a video, audio recording, animation, web page, or document.* **Scoring Note:** Student work cannot earn this point if the *Organize Resources* point was not awarded.	1
		All content-related digital elements (for example, text, audio, graphics) in the final presentation or product relate directly to the student task.	1
		Uses two or more elements (for example text, audio, graphics) in the final presentation or product.	1
		Uses the features of the software to help structure the information and guide the audience through the content. *For example font choice for emphasis, heading styles, color, transitions, and titling.*	1
	Relevant Sources	Selects at least one digital source related directly to the student task.	1
	Bibliography Tools	Uses a digital tool to construct a bibliography.	1
TOTAL			13

Scoring Rubric for Educational Technology

Performance Description	Points
A **Level 3 response** exceeds the standards and reflects that a student can demonstrate knowledge and ability beyond the requirements for Educational Technology GLEs 1.3.1, 1.3.2, and 1.3.3.	11 - 13
A **Level 2 response** meets the standards and reflects that a student understands and is able to perform GLE 1.3.1 *Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry,* 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 create a paper or presentation that teaches students how the study of different cultural groups helps to make connections with their community, country and the world.*	7 - 10
A **Level 1 response** reflects that a student is still working toward meeting GLEs 1.3.1, 1.3.2, and 1.3.3.	0 - 6

The Social Studies Rubric for this assessment can be found here:
http://www.k12.wa.us/SocialStudies/Assessments/default.aspx

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

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

In the *Key Concepts, Vocabulary, and Background Knowledge* section, you will model the assessment with the whole class and provide formative feedback on student work.

Sample Unit Plan

Key Concepts, Vocabulary, and Background Knowledge

Session	Standards	Time	Preparation and Materials
1 Develop Questions	ET 1.3.1	45 minutes	☐ Computer connected to a projector ☐ Tool for recording brainstormed ideas *Optional* ☐ Internet access, if using a web-based tool for brainstorming ☐ Document camera or interactive whiteboard
2 Locate Credible Resources	ET 1.3.2 ET 1.3.3 SS 5.4.2	60 minutes	☐ Computer connected to a projector ☐ Digital sources for students to use: for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district's technology department or select other sources.) ☐ Research Notebook ☐ Web site evaluation tool ☐ Internet access ☐ Computers or devices for student use.
3 Conduct Research	ET 1.3.1 ET 1.3.3	45 minutes	☐ Computer connected to a projector ☐ Digital sources for students to use: for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If they are blocked, contact your district's technology department or select other sources.) ☐ Research Notebook ☐ Web site evaluation tool ☐ Internet access ☐ Computers or devices for student use. ☐ Graphic organizer from Social Studies assessment or student created mindmap *Optional* ☐ Document camera or interactive whiteboard connected to a projector
4 Model Synthesis	ET 1.3.3 SS 4.2.2 SS 5.4.1	30 minutes	☐ Sample responses from Social Studies assessment ☐ Social Studies assessment rubric ☐ Educational Technology Scoring Guide *Optional* ☐ Document camera or interactive whiteboard connected to a projector

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During the *Individual Inquiry* phase of the assessment, students will create a research question, make a plan, and then collect research about the question in their Research Notebook. They will share this information during the collaborative *Discussion* section.

Sample Unit Plan

Individual Inquiry			
Session	Standard(s)	Time	Preparation and Materials
5 Plan for Inquiry	ET 1.3.1	30 minutes	☐ Computer connected to a projector ☐ Computers for student use ☐ Research Notebook *Optional* ☐ Document camera or interactive whiteboard connected to a projector ☐ Internet access, if students will be using online tools to organize their research
6 Independent Research	ET 1.3.2 ET 1.3.3 SS 5.4.2	60 minutes (or as needed for research)	☐ Digital sources for students to use: for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district's technology department or select other sources.) ☐ Research Notebook ☐ Web site evaluation tool ☐ Computers or devices for student use.
7 Develop a Position	ET 1.3.3	30 minutes	☐ Graphic organizer from Social Studies assessment *Optional* ☐ Document camera or interactive whiteboard connected to a projector
Discussion			
Session	Standard(s)	Time	Preparation and Materials
8 Discussion	ET 1.3.1 ET 1.3.3 SS 4.2.2	45 minutes	*Optional* ☐ Digital camera to record the discussion ☐ Microphone and speaker ☐ Skype or other interactive communication resource ☐ Class Web site to post photos, videos, and other materials that document the discussion

In the final phase of the assessment—*Organization, Synthesis, Position,* and *Presentation*—students synthesize their research to produce a paper or presentation which addresses the original prompt.

Sample Unit Plan			
Organization, Synthesis, Position and Presentation			
Session	Standard(s)	Time	Preparation and Materials
9 Synthesis	ET 1.3.1 ET 1.3.3 SS 5.4.1	30 minutes	☐ Research Notebook ☐ Tools to construct a final paper, or create and publish a presentation ☐ Computers or devices for student use ☐ Web site evaluation tool *Optional* ☐ Internet access, if students will be using an online digital tool
10 Develop a Draft	ET 1.3.3 SS 4.2.2 SS 5.4.1 SS 5.4.2	90 minutes (or as needed for writing)	☐ Research Notebook ☐ Digital tools for organizing notes, building bibliography, and to create and publish a presentation. ☐ Computers or devices for student use *Optional* ☐ Internet access, if students will be using online digital tools. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district's technology department or select other digital tools.)
11 Final Product	all	60 minutes	☐ Tools to construct a final paper, or create and publish a presentation ☐ Computers or devices for student use *Optional* ☐ Computer connected to a projector, if students will be presenting ☐ Internet access if presentation materials are online

Key Concepts, Vocabulary, and Background Knowledge

Session One: Develop Questions

Background

The purpose of the Key Concepts, Vocabulary, and Background Sessions is to model the targets and expectations of the assessment before students complete one on their own. During Session One, students begin to engage with Educational Technology Standard 1.3.1 as they "Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry." This is the first part of a larger expectation that students be able to use information to develop a solution and report results.

The brainstorming process allows students to tap into their creativity while an organizational structure will help clarify thinking, increase retention through the use of a visual format, and help develop content. Using a digital tool has additional advantages: reading is easy, and updates and changes are simple to make. Students can also convert the content between different formats, for example mindmap and outline. The use of graphic organizers is also found in Washington's reading standards (component 2.1/CCSS RL 1, RI 1*).

Teachers should consider introducing new vocabulary—brainstorm, search engine, database, key terms

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

*Common Core State Standards

Prep	☐ Prior to these sessions where you will **model the assessment with one topic with the entire class**, **choose an issue or topic for your class** and **look at sources related to the issues. Brainstorm stakeholders or perspectives involved with the issue or topic.** ☐ Identify and coordinate with other staff, for example a teacher-librarian, technology specialist, or department member. ☐ **Have a discussion about what the key concepts are.** ☐ Review federal policies that protect children in the online environment–CIPA, COPPA and FERPA. Also, review district policies on Acceptable Use of technology and Digital Citizenship. Note provisions related to ethical and legal use, personal safety, cyberbullying, and the publication of student work, if you plan to post this content to a public Web site. If your district does not provide one, we have a sample Parental Permission Form to publish student work on a Web site. *Optional* ☐ Consider using the Tribal Sovereignty curriculum as a resource. ☐ If you will be using an online tool for this session, be sure that the Web site(s) you want to use will be accessible for students. If it is blocked, contact your district's technology department or select other digital tools. ☐ Print or download a copy of a KWHL chart (for example, http://www.worksheetworks.com/miscellanea/graphic-organizers/kwhl.html) to model during the session. ☐ Review "Out of the Question," by Sally Godinho and Jeni Wilson for ideas on using questions in the classroom, http://essdack.org/files/question%20flip%20book.pdf
Materials	☐ Computer connected to a projector ☐ Tool for recording brainstormed ideas (for example, KWHL chart, Microsoft Word, Kidspiration) *Optional* ☐ Internet access, if using a web-based tool for brainstorming ☐ Document camera or interactive whiteboard

Key Concepts, Vocabulary, and Background Knowledge

Session One: Develop Questions

Learning Plan (45 minutes)

Engage	▪ Introduce the unit by previewing the Student Task and Essential Questions. ▪ **Review relevant GLEs** in order to set a clear target. Tell students that in the first session, they will be using a digital tool in order to develop a research question and plan. The purpose of the information they collect throughout the assessment will be twofold: the basis for a Research Notebook and also for an individual product (paper or presentation). They will practice the skill as a class first and then complete the assessment on their own.
Explore	▪ Using the topic or issue you pre-selected, **start brainstorming topics of interest with students. Model the use of the graphic organizer** for organizing thinking and preparing for research. The graphic organizer may be in either digital or print form. If using a paper version, use a document camera or interactive whiteboard and projector with the class to show how students can complete the organizer. For example, use a KWHL chart (Know already, Want to know, How to research, Learning about a topic). As students suggest ideas about the topic during the brainstorm, add these to the "K" column. ▪ Review the brainstormed list of topics with students. Have the class identify their top three to five choices. ▪ Ask students to work with a partner and develop one or two questions to address through research. As students share their questions with the whole class, have a discussion about what makes an effective research question. For example, a question that can't be answered with a simple "yes/no," a question that begins with "How…" or one that requires the student develop a comparison or investigation. Ask students to provide ideas for improving individual questions on the list. They will use this model as they develop a research question independently in Session Five.

Extend	▪ Work with the class to select a question for further investigation.
	▪ **Have students** work individually or in pairs to **brainstorm relevant resources** they can consult to find information about the research question. This will be a model for a research plan they will develop in Sessions 5 through 9. Encourage students to include the following elements:
	  ▪ Examples of search engines, databases, or other sources
	  ▪ Examples of key terms for Internet searches
	▪ As students share their ideas, fill in the "H" column of the class KWHL chart.

Evaluate	▪ Ask students to reflect on the following questions:
	  ▪ *How do you match a research question with sources?*
	  ▪ *What could you do if you were having trouble finding sources to answer a question?*
	  ▪ *How does using a graphic organizer (like a KWHL chart) help you think about a topic?*
	  ▪ *What are some other uses for graphic organizers in research?*
	▪ Do not score this session as part of the assessment. Be sure to save class notes from this session so that students can reference them later. Students will build on the KWHL chart in the following sessions.

Key Concepts, Vocabulary, and Background Knowledge

Session Two: Locate Credible Resources

Background

In this session, students have an opportunity to begin to build knowledge and skills around the expectations found in Educational Technology Standards 1.3.2 and 1.3.3, as well as Social Studies Standard 5.4.2 as they learn to locate, evaluate, and cite sources using digital tools.

This session also has connections with Reading GLE 2.2.2 (CCSS RI 5*), in which students use electronic text features to locate and comprehend information and GLE 2.3.2 (CCSS L5 a-d*) which requires students to select resources and sort information.

Teachers should consider introducing new vocabulary—intellectual property, paraphrase, to document, documentation.

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

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

*Common Core State Standards

Prep	☐ Determine the digital tool(s) you will want to model and use with students for the Research Notebook. ☐ Select a "fake" Web site or Web search to use for discussion. There are several good social studies options at http://www.idiotica.com/cranium/encyclopedia/. You could also show students results from a Google search for a fictional animal, such as the Jackalope. *Optional* ☐ Review video resources for selected Web 2.0 tools ☐ Review lesson plans on the Resources page—Searching for Information, Intellectual Property, and Evaluating Sources—for opportunities to pre-teach, re-teach, or extend learning.
Materials	☐ Computer connected to a projector ☐ Digital sources for students to use, for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district's technology department or select other sources.) ☐ Research Notebook ☐ Web site evaluation tool ☐ Internet access ☐ Computers or devices for student use

Key Concepts, Vocabulary, and Background Knowledge

Session Two: Locate Credible Resources

Learning Plan (60 minutes)

Engage	▪ Show students a Web site or a list of search results that looks legitimate, but does not have accurate information. Do not tell students anything about the site or the information. Ask for feedback about the site or search. ▪ Have a discussion with students about how they determine whether or not information is credible. Use this opportunity to talk about what makes a search effective. ▪ Review the brainstormed information from the previous session and restate the purpose of the work. Tell students that during today's session, they will search for and evaluate web-based information. ▪ Remind students of the educational technology and social studies standards they are working toward.
Explain	▪ **Model how to locate information and determine the credibility of sources** using digital tools. There is a variety of Web site evaluation tools listed on the Resources page which students can use to help determine the validity of information. ▪ Show students how to document the information they find using the Research Notebook format you have chosen. For example, students might copy and paste the URL of a Web site and some relevant information. Then, add a comment about the validity of the information. You could also choose to model paraphrasing by pasting information from the Web site in one column of notes and your own reflection and understanding in another column. See the example on the next page for one way an online research notebook could be used to capture information and provide student feedback. ▪ **Model how to cite and reference sources properly to support positions on the issue or topic.** You could set up a few examples ahead of time and then model one or two. Explain how you chose these sources and how you know they are credible. Also model how to document key information about your sources for later use in a bibliography. *Teaching Tips and Accommodations* ▪ Show students how to keep the Research Notebook and Internet search open at the same time, as well as how to copy and paste information to the Notebook. ▪ Pre-select Web sites for students or have folders of information on the class Web site as an entry point for student research. ▪ Provide a note-taking scaffold or limit research options for students who need more support. For example, you could use the Research Log at the end of this assessment to help students organize information.
Explore	▪ **Have students bring in relevant research (e.g. newspaper articles, personal interviews)** by engaging in a search for information. Students will share and use this information during the next learning session. ▪ Remind students to use the ideas generated during the previous session's brainstorm activity. This will provide a list of sources to search. ▪ Also remind students to keep a list of all sources, including those which did not supply useful information for the final product. ▪ Students should practice citing their sources as they collect information.

Evaluate	▪ Ask students for examples of searches they conducted that did not return the results they expected. *What strategies did they use to find better information?*
	▪ Be prepared to provide formative feedback to students about their strategies for searching and documenting information. For example, they should be able to:
	  ▪ Identify and operate different online search tools.
	  ▪ Use keywords that focus searches.
	  ▪ Collect and organize information from searches, and document sources.
	▪ You can also have students use the Checklist.
	▪ Do not score this session as part of the assessment.

CBA Digital Journal
February 2012
First Name (only): N

Topic: Mysterious Death of Meriwether Lewis
Research/Guiding Question: Was Meriwether Lewis murdered, or did he commit suicide?

Main Ideas/Key Points:	Notes: (don't forget to include your source title or link!)
Date: 2/14/12	**Exit Question: Explain three things you learned about internet searching yesterday (2/13/12) that you didn't already know.**
Limiting your sources:	You can use a minus sign on a search to limit your sources. Ex: Mullet -hair
What collects your sources:	Spiders collect all of the links that show up after you put something in the search box.
Specifying your search:	You can put quotation marks around the search, so the search has what you want. Ex: "Gold Mine" instead of searching online for gold, and mines, it searches for gold mines.
Adds:	Google's adds are all based on what you entered in the search box.
What source did you use other than google, why? How did you know the info. was reliable?	I used "Yippy" because I liked how you could control the information it gave you, for example I typed in "Meriwether Lewis death" and they had suggestions in the "cloud" that said "Murder" "Suicide" "Expedition" and more. I could also control what kinds of websites that I wanted to use, for example I could make it so I could only receive the information from government websites, or from organizations, or simply from anyone. I knew the information was reliable because I *could* control where I got it from. Ex: .gov .org .mil etc. etc. etc.
What did you like and not like about using the digital journal for taking notes? What are two advantages to using two-row column notes? What do you think about being able to share this process with your teachers? Was it helpful?	I liked to be able to just scroll up and see my notes, and have it organized. Plus you can highlight the important notes, and put down links that you can just click on and view. Instead of having to hand write them all and take the time to type it in the address box correctly. Two advantages to using two-row column notes, is that you can just scroll up and down, and find the notes you were looking for according to the keywords. and you can type faster than you can write normally. Sharing and commenting with your teachers is helpful sometimes, but not when it's just commenting, it isn't helpful, because it takes time to write back and forth and when you are typing things like questions from the teachers, like: Do you like ____? It just takes time to answer back, instead of more researching.

Comment [1]: Teacher:
Great use of the journal. I see that you included a search tool (Yippy) and key words ("Murder", "Suicide", Expedition").

What other search tools and key words will you use to find additional sources?

Comment [2]: Teacher:
These are great notes about searching reminders, and they are in your own words, so you are more likely to remember them.

Comment [3]: Teacher:
Did you know about Yippy before? Nice explanation of how it works and why it can be better than a regular search engine.

Remember that part of evaluating the reliability of a source is to think about the potential bias that might be present. Do you think that .gov, .org, or .mil sites might have a bias? Would this make them unreliable if they did?

In this example, a student used GoogleDocs as the research notebook. She identified the research question, and her search tools and keywords. This student also collected and organized information from her searches. Teachers are able to review and provide feedback during the research process. They can also ask reflective questions to check for student understanding.

Key Concepts, Vocabulary, and Background Knowledge

Session Three: Conduct Research

Background

In this session, students will continue to work with Educational Technology Standards 1.3.1 and 1.3.3 as they synthesize information to produce an argument.

This session also continues to build student understanding of Reading GLEs 2.2.2 (CCSS RI 5*) and 2.3.2 (CCSS L5 a-d*) as students use selected resources and electronic text features to locate and comprehend information.

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

*Common Core State Standards

Prep	☐ Provide additional opportunities for students to gather and organize information from digital resources. Continue to support learning with feedback about the search strategies students use and the information they gather. ☐ Select a primary source (text, audio, and/or video) to use as a model or a communication tool (for example, Skype, Google Voice, email) to connect students with historical experts. *Optional* ☐ Review video resources for selected Web 2.0 tools ☐ Review lesson plans on the Resources page about the concepts of Search Strategies and Intellectual Property for opportunities to pre-teach, re-teach, or extend learning.
Materials	☐ Computer connected to a projector ☐ Digital sources for students to use, for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district's technology department or select other sources.) ☐ Research Notebook ☐ Web site evaluation tool ☐ Internet access ☐ Computers or devices for student use ☐ Graphic organizer from Social Studies assessment or student created mindmap *Optional* ☐ Document camera or interactive whiteboard connected to a projector

Key Concepts, Vocabulary, and Background Knowledge

Session Three: Conduct Research

Learning Plan (45 minutes)

Engage	▪ Show students a primary source (text, audio, or video) that presents perspective students can discuss. The Resources page lists the URLs of several primary source Web sites. ▪ Remind students of the educational technology standards they are working toward for this session. ▪ **Review essential content** that has been generated to this point and re-state the purpose of the assessment.
Explore	▪ **Have all students look at one set of resources from various perspectives on the issue chosen by the teacher. (Review words specific to the assessment and its rubric.)** These words will be helpful to students as key words for Internet searches. As they use the resources, have students practice taking notes, paraphrasing, and evaluating sources for credibility, validity, and potential bias. ▪ Have students use the Research Notebook format you have selected and modeled. ▪ Other options for research might include an email exchange, audio-only sources, or video call; for example, Skype with an expert.
Explain	▪ **Help students to analyze how issues relate to the concepts addressed in the assessment. Complete a graphic organizer connected with the assessment as a class.** Review the "KWH" columns from Session One. Using this information collected by the class during Sessions Two and Three, fill in the "L" column of the chart. Use the opportunity to hold a class discussion about the information students collected on cultural contributions. During the discussion, introduce the standards for the next session. As you do this, **model how to identify and evaluate other positions or perspectives on the issue or topic.**

Evaluate	▪ Be prepared to provide formative feedback to students about their knowledge and skills. They should be able to:
	  ▪ Identify and operate different online search tools.
	  ▪ Use keywords that focus searches.
	  ▪ Collect and organize information from searches, and document sources.
	▪ Do not score this part of the lesson with the assessment
	▪ You may also have students use the Student Checklist to assess their own work.
	▪ See the examples below and on the next page for student work samples and feedback.

Example 1

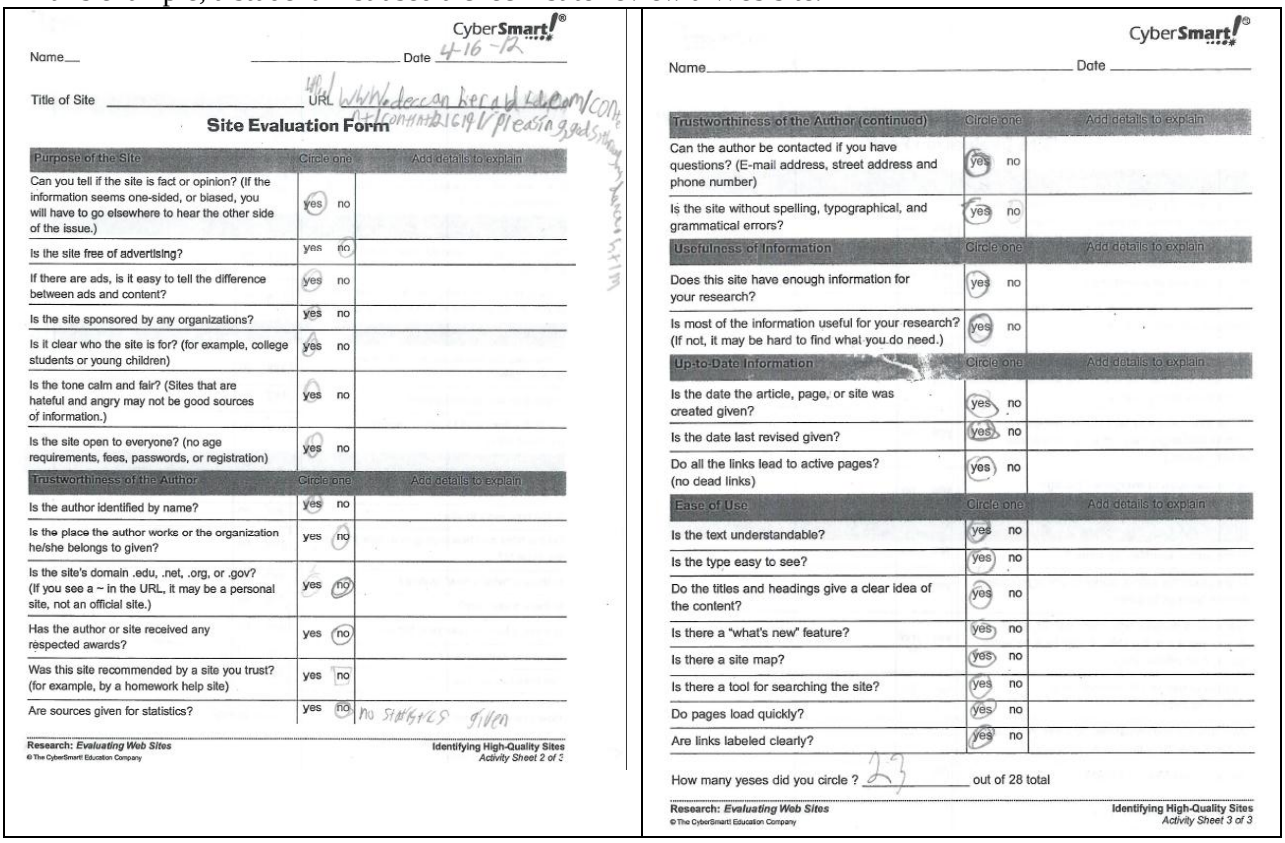
12. According to the evaluation of the website, explain whether this site would be a valid and reliable source to use for research:

I believe this is a valid website it gives useful information labeled with a Author and copyrite and last up dated.

Discussion

This is a common evaluative statement made by students: if a Web site has information they can use and looks legitimate, it must be good. Teachers and teacher-librarians should help students to think deeply about credibility, validity, and the potential bias of sources. If you are researching the topic of "ancient China," is a consistently updated site necessary? Does the presence of a name to indicate an author make a site instantly credible? Why or why not?

Example 2
In this example, a student first used a checklist to review a Web site.



CyberSmart!®

Name___ Date 4-16-12

Title of Site ___ URL http://www.deccan herald.com/content/contnt21619/pleasing,god,sthrough,bacon,him

Site Evaluation Form

Purpose of the Site	Circle one	Add details to explain
Can you tell if the site is fact or opinion? (If the information seems one-sided, or biased, you will have to go elsewhere to hear the other side of the issue.)	yes no	
Is the site free of advertising?	yes no	
If there are ads, is it easy to tell the difference between ads and content?	yes no	
Is the site sponsored by any organizations?	yes no	
Is it clear who the site is for? (for example, college students or young children)	yes no	
Is the tone calm and fair? (Sites that are hateful and angry may not be good sources of information.)	yes no	
Is the site open to everyone? (no age requirements, fees, passwords, or registration)	yes no	
Trustworthiness of the Author	**Circle one**	**Add details to explain**
Is the author identified by name?	yes no	
Is the place the author works or the organization he/she belongs to given?	yes no	
Is the site's domain .edu, .net, .org, or .gov? (If you see a ~ in the URL, it may be a personal site, not an official site.)	yes no	
Has the author or site received any respected awards?	yes no	
Was this site recommended by a site you trust? (for example, by a homework help site)	yes no	
Are sources given for statistics?	yes no	no statistics given

Research: *Evaluating Web Sites* Identifying High-Quality Sites
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CyberSmart!®

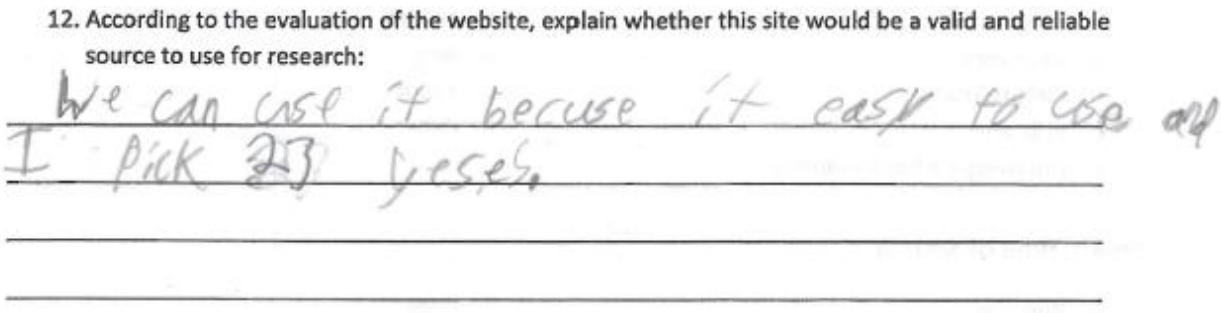
Name___ Date ___

Trustworthiness of the Author (continued)	Circle one	Add details to explain
Can the author be contacted if you have questions? (E-mail address, street address and phone number)	yes no	
Is the site without spelling, typographical, and grammatical errors?	yes no	
Usefulness of Information	**Circle one**	**Add details to explain**
Does this site have enough information for your research?	yes no	
Is most of the information useful for your research? (If not, it may be hard to find what you do need.)	yes no	
Up-to-Date Information	**Circle one**	**Add details to explain**
Is the date the article, page, or site was created given?	yes no	
Is the date last revised given?	yes no	
Do all the links lead to active pages? (no dead links)	yes no	
Ease of Use	**Circle one**	**Add details to explain**
Is the text understandable?	yes no	
Is the type easy to see?	yes no	
Do the titles and headings give a clear idea of the content?	yes no	
Is there a "what's new" feature?	yes no	
Is there a site map?	yes no	
Is there a tool for searching the site?	yes no	
Do pages load quickly?	yes no	
Are links labeled clearly?	yes no	

How many yeses did you circle ? 23 out of 28 total

Research: *Evaluating Web Sites* Identifying High-Quality Sites
© The CyberSmart! Education Company Activity Sheet 3 of 3

Then, the student constructed this evaluative statement.



12. According to the evaluation of the website, explain whether this site would be a valid and reliable source to use for research:

We can use it becuse it easy to use and I pick 23 yeses.

Discussion
Although many teachers and teacher-librarians are using checklists with students as a way to scaffold evaluation of sources, they should consider carefully what is on the list, and how they will support students as they create meaning from search results. While categories like "Usefulness of Information" and "Ease of Use" provide some background on the site, they do not relate to credibility, validity, and potential bias, and can mislead students. For this example, a teacher might discuss the categories with students and help to shed meaning on which ones are most important. "23 yeses" sounds like a lot, but only one applied to the "Trustworthiness of the Author."

Key Concepts, Vocabulary, and Background Knowledge

Session Four: Model Synthesis

Background

This is the final session of the Key Concepts, Vocabulary, and Background Knowledge section of the assessment. It is a transition from the exploration students have been conducting to a focused application using their research, a sample paper, and the social studies and educational technology rubrics. In this session, students will continue working with Educational Technology Standard 1.3.3 and begin working with Social Studies Standards 4.2.2 and 5.4.1 as they explore a sample response and scoring.

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

Prepare	☐ Sample responses from the Social Studies assessment, http://www.k12.wa.us/SocialStudies/Assessments/MiddleSchool/ScoringGuide-MSEnduringCulturesCBA.pdf ☐ Social Studies CBA rubric, http://www.k12.wa.us/SocialStudies/Assessments/MiddleSchool/MiddleSchHistory-EnduringCultures-CBA.pdf ☐ Educational Technology Scoring Guide *Optional* ☐ Document camera or interactive whiteboard connected to LCD projector

Learning Plan (30 minutes)

Engage	▪ Review the graphic organizer from the previous session. What conclusions can students draw about the topic? ▪ Remind students of the standards they are working toward for this session and restate the purpose of the assessment. ▪ **Review rubrics and their required elements.**
Explore	▪ **Have students look at a sample paper to show what a proficient response looks like and to understand the scoring process.** ☐ Sample responses for social studies, http://www.k12.wa.us/SocialStudies/Assessments/MiddleSchool/ScoringGuide-MSEnduringCulturesCBA.pdf ▪ Student work samples (anchor set) for educational technology, http://k12.wa.us/EdTech/Assessment/CBAs/AnchorSetGrades6-8.pdf ▪ During the discussion, **model how positions on the issue or topic relate to the required elements of the rubric**.
Evaluate	▪ Have students provide feedback on the sample paper and their research using the rubrics. *What suggestions do the students have for how they might have improved their work?* ▪ Do not score this part of the assessment. Use for formative purposes only.

Individual Inquiry

Session Five: Plan for Inquiry

Background

In this session, students will continue to develop skills with Educational Technology Standard 1.3.1 as they identify significant questions for investigation and plan strategies to guide inquiry.

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

Prep	☐ Before this session, **determine the level of choice for students in selecting an issue or topic. Help students choose an issue or topic for individual inquiry. Possible ways of determining the issue or topic include:** ▪ **Have students choose from a predetermined list of issues or topics for which there are ample resources.** ▪ **Have students choose any issue or topic.** ▪ **Have all students in the entire class focus on one issue or topic.** *Optional* ☐ Review information on "The Research Question" presented on the Website, ChangingMinds.org, http://changingminds.org/explanations/research/initiation/research_question.htm
Materials	☐ Computer connected to a projector ☐ Computers or devices for student use ☐ Research Notebook *Optional* ☐ Document camera or interactive whiteboard connected to a projector ☐ Internet access, if students will be using online tools to organize their research

Individual Inquiry	Session Five: Plan for Inquiry	
	Learning Plan (30 minutes)	
	Engage	▪ Provide students examples of three to five research questions. Be sure to include one strong question and one weak question. Ask students to think about each question. ▪ *What makes an effective question for investigation?* ▪ *Of the questions you provided, which ones would students consider to be good?* ▪ *What suggestions do they have for improving the other examples?* ▪ Review information collected during the Key Concepts, Vocabulary, and Background Knowledge sessions. Tell students they will use their new ability to locate and evaluate credible sources as a model for a new topic they will investigate individually. The first step will be to develop a research question.
	Explore	▪ **Model how to determine a research question.** For example, use a pre-selected topic to brainstorm ideas first or use as the basis for another KWHL chart. You could model this chart or have the students create their own. ▪ **Have students determine their research question on the issue or topic they have selected. E.g., "How can you balance the right to own guns and public safety?"**
	Evaluate	▪ Ask students to have a peer provide feedback on the question they select. Remind students to use the question criteria identified during the Engage activity to evaluate the merit of this research question.
	Extend	▪ **Have students create a list of sub-questions related to each component of the rubric. Examples:** ▪ **"What constitutional principles relate to gun ownership?"** ▪ **"What court cases or government policies have dealt with gun ownership?"** ▪ **"What positions are there on gun ownership?"** ▪ **"How are these positions justified?"** ▪ **Have students develop a research plan to gather information to address the research and sub-questions.** Depending on the level of support students need, provide a template or scaffold or allow students to develop their own plans as part of the Research Notebook component of this assessment.
	Evaluate	▪ Provide formative feedback to students about their research questions and sub-questions. Look for questions which require more than a yes/no/maybe answer and sub-questions which cause students to dig deeper into a topic. Students will have opportunities throughout the remainder of the assessment to revise these questions based on feedback from you and their peers.

Individual Inquiry

Session Six: Independent Research

Background

In this session, students will continue to work with Educational Technology Standards 1.3.2 and 1.3.3, as well as Social Studies Standard 5.4.2 as they locate, organize, and cite credible information from a variety of sources and media. It is very important that students document all their research and ideas in the Research Notebook. You will base your evaluation of students' knowledge and skills with these targets on the information students collect during this session.

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

Prep	*Optional* ☐ Pre-teach search strategies or methods to evaluate the credibility, validity, and potential bias of online sources. You could use a lesson from the Searching for Information or Evaluating Sources section of Resources.
Materials	☐ Digital sources for students to use, for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district's technology department or select other sources.) ☐ Research Notebook ☐ Web site evaluation tool ☐ Computers or devices for student use

Learning Plan (60 minutes or as needed for research)

Engage	▪ Use a Think-Pair-Share activity to prompt thinking about search strategies. 1. Have students reflect on their research question and identify keywords. 2. Next, have students share their ideas with a partner and provide input on one another's search strategies. 3. Finally, ask a few students to share their research question. 4. As each student reads their question, have the class suggest sources to find information about the question or ways to search for information. ▪ Remind students of the standards they are working toward for this session and restate the purpose of the assessment.
Explore	▪ Have students **conduct research with sources provided or they may find sources on their own. Have students analyze and evaluate each source for relevance to their research questions.** ▪ Using their Research Notebook, students should keep track of: ▪ Bibliographic information about the sources. ▪ Notes from sources that help answer the research question. ▪ How they located the information, and why they judged the source as credible and valid. *Teaching Tips and Accommodations* ▪ Provide a scaffold or template can be provided for students who need more support tracking their research.
Extend	▪ **Have students evaluate and revise, if necessary, their research question based on initial review of sources**.
Evaluate	▪ Provide formative feedback or have peers offer feedback about the research using the Scoring Guide or Checklist. In particular, look for evidence that: ▪ Documents the research process (search tools and key words). ▪ Digital sources relate directly to the student task. ▪ Student can paraphrase research results into h/her own words. ▪ Evaluates the credibility, validity and potential bias of sources.

Individual Inquiry

Session Seven: Develop a Position

Background

In this session, students reinforce skills associated with Educational Technology Standard 1.3.3 as they "combine information from separate sources to produce, support, and counter arguments." This is the final session for the Individual Inquiry portion of the assessment. At this point, students should begin the synthesis of their research by organizing information and beginning to develop a position about their research question. They will share this position and their supporting ideas and documentation in the next session.

This session also begins an association with Writing GLE 1.1.1 (CCSS W5, W8 *) for which students use various strategies to plan their writing.

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

*Common Core State Standards

Prep	*Optional* ☐ Pre-teach the organization and synthesis of information using a lesson from the Reading and Writing Resources.
Materials	☐ Graphic organizer from Social Studies CBA *Optional* ☐ Document camera or interactive whiteboard connected to LCD projector

Learning Plan (30 minutes)

Engage	▪ Ask students to share their research question and sub-questions with a partner. Students should identify specifics from their research which provide information on these questions:
	  ▪ *What am I learning about the topic?*
	  ▪ *What am I learning about searching for and organizing information?*
	▪ Review learning targets for this session with students. Explain that the focus today will be to identify key points from their partner discussion and use these points to prepare for the final product.

Explore	▪ **Have students begin to complete a graphic organizer connected with the assessment.** Remind students they can use the graphic organizer completed during the Key Concepts, Background, and Vocabulary sessions as a guide.
Explain	▪ Students can use the graphic organizer with a partner or the whole class to discuss key components.
Extend	▪ **Have students develop an initial position on the issue or topic related to the required elements of the rubric.** Tell students that the position they take will be the basis for discussion during the next session.

Evaluate	▪ Be prepared to provide formative feedback to students about their knowledge and skills. They should be able to:
	  ▪ Select at least one digital source related directly to the student task.
	  ▪ Combine the information they collect from sources to complete a paper or presentation.
	▪ Do not score this part of the assessment. Students will have an opportunity to revise this initial work following the next session.

Discussion

Session Eight: Discussion

Background

In this session, students continue their work with Educational Technology Standards 1.3.1 and 1.3.3 as they continue to produce their argument for the assessment. Students engage in a discussion with peers, enabling them to build their understanding of "how an event in ancient history helps us to understand a current issue" (Social Studies GLE 4.4.1). This session provides an opportunity for additional feedback on student research and allows students to make final adjustments to their positions before they construct the final product.

The ability to apply "skills and strategies to contribute responsibly in a group setting" is represented by Communication GLE 2.2.2 (CCSS SL 1b*) and has connections to this session.

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

*Common Core State Standards

Prep	☐ Before class, **choose a strategy for having students discuss with one another their initial conclusions on the issue(s) or topic(s) they are researching. For example, organize students into small groups around similar topics or constitutional principles addressed and have students discuss their initial positions.**
Material	*Optional* ☐ Digital camera to record the discussion ☐ Microphone and speaker ☐ Skype or other interactive communication resource ☐ Class Web site to post photos, videos, and/or other materials to document the discussion

Learning Plan (45 minutes)

Engage	▪ **Revisit the essential question in preparation for class discussion** and restate the purpose of the assessment. ▪ If this is the first time students have engaged in a scholarly discussion with peers, provide an explanation of the format and ask for student input on managing the discussion (for example, active listening skills and taking turns).

Explore	▪ Conduct a class discussion on the information students have collected.
	▪ You could enhance the discussion with technology:
	  ▪ Amplify with a microphone and speakers.
	  ▪ Engage an external audience using Skype or other interactive communication resource.
	  ▪ Share the discussion with a video.
	  ▪ Share the discussion by posting an interview or notes on classroom Web site.

Extend	▪ **Have students revisit their research questions and initial positions and revise as necessary.**

Evaluate	▪ Provide, or have student peers provide, a final round of feedback on the research questions and initial positions. Look for evidence that the student is able to:
	  ▪ Develop or state a focused research question or thesis.
	  ▪ Select at least one digital source related directly to the student task.

Organization, Synthesis, Position, and Presentation

Session Nine: Synthesis

Background

This session is the beginning of the final phase of the assessment. During this session, students continue working with Educational Technology Standards 1.3.1 and 1.3.3 as they organize resources and assess the credibility, validity, and potential bias of sources. They also begin to develop their skill with Social Studies Standard 5.4.1 as they "analyze multiple factors…to formulate a thesis in a paper or presentation."

The targets for this session are also connected to Writing GLE 1.1.1 (CCSS W5, W8 *) which involves using "an organizer to analyze, synthesize, and/or evaluate information to plan writing."

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

*Common Core State Standards

Prep	☐ Before you begin the Organization, Synthesis, Position and Presentation portion of the assessment, **consider opportunities for students to present their work to a meaningful audience.** For example, display student work on a class Web site, allow students to present via videoconference, or share their learning with another class. *Optional* ☐ Pre-teach compare and contrast using one of the identified Reading and Writing lessons.
Materials	☐ Research Notebook ☐ Web site evaluation tool ☐ Tools to construct a final paper, or to create and publish a presentation ☐ Computers or devices for student use *Optional* ☐ Internet access, if students will be using online digital tool

Learning Plan (30 minutes)

Engage	▪ Ask students to restate the qualities of valid and credible sources. **Have students evaluate their research to ensure that they have adequate evidence, information, and credible sources to address all aspects of the rubric.**
Explore	▪ **Have students complete the graphic organizer** (started during Session Seven) **provided to prepare a draft of their final response.** Students should use their Research Notebook to connect the statements they make with evidence from their notes. ▪ **Have students review the persuasive paper or presentation checklist before drafting their paper or presentation.** This checklist is part of the Social Studies rubric. ▪ If students will be doing a presentation, be sure they are familiar with the format(s) you will expect them to use. Here are examples of presentation formats students can use. You can find more information on the Resources page: ▪ *Desktop Publishing*: Publisher, Powerpoint, Glogster, Blog, Wiki ▪ *Digital Storytelling*: MovieMaker, iMovie, CamStudio, Voicethread ▪ *Virtual Fieldtrip*: Google Earth, Bing Maps ▪ *Podcasting*: Audacity, Garageband, Jamstudio
Extend	▪ Students should begin to draft their final paper or presentation.
Evaluate	▪ Although students' Research Notebook will not be scored until Session Eleven, this is the final opportunity for formative feedback about knowledge and skills associated with the ability to: ▪ Apply content-related, digital elements (for example, text, audio, graphics) that related directly to the student task. ▪ Integrate two or more content-related, digital elements in the final product. ▪ Use software features to structure the information and guide the audience through the content.

Organization, Synthesis, Position, and Presentation

Session Ten: Develop a Draft

Background

In this session, students continue to develop knowledge and skills associated with Educational Technology Standard 1.3.3 and Social Studies Standards 4.2.2, 5.4.1, and 5.4.2 as they create a paper or presentation and bibliography. Their final product must analyze how cultural groups have contributed to world history.

This session has elements of Writing GLE 1.3.1 (CCSS W5, L3*). The target involves the gathering and consideration of feedback from peers and adults.

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

*Common Core State Standards

Prep	*Optional* ☐ Pre-teach (or re-teach) using one of the identified Reading and Writing lessons for a compare and contrast essay.
Materials	☐ Research Notebook ☐ Digital tools for organizing notes, building bibliography, and to create and publish a presentation. ☐ Computers or devices for student use *Optional* ☐ Internet access, if students will be using online digital tools. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district's technology department or select other digital tools.)

Learning Plan (90 minutes or as needed for developing paper or presentation)

Engage	▪ Have students review their graphic organizers and research from previous sessions. Explain that they will use these elements to draft a paper or presentation. Encourage students to add details to their organizers. ▪ Remind students of the standards targeted by this assessment.
Explore	▪ **Have students develop an initial draft of a coherent paper or presentation that addresses all aspects of the rubric.** ▪ **Have students complete a bibliography (requiring that the bibliography is to be annotated at the teacher's discretion).** Citation was part of Session Two, but you might need to model how to create an organized list from the cited sources. ▪ **Model how to cite and reference sources properly to support positions on the issue or topic.** You could set up a few examples ahead of time and then model one or two. You could use the "insert citation" function in Word or an online tool such as Easybib. For more information on teaching citation and intellectual property issues for this grade level, see the Citation section of the Resources.
Evaluate	▪ **Allow students opportunities to receive feedback on whether or not their paper or presentation includes all of the required elements of the rubric or any other aspects of the paper or presentation not scored on the rubric, such as the writing process.** ▪ You may also have students use the Student Checklist to assess their own work.

Organization, Synthesis, Position, and Presentation

Session Eleven: Final Product

Background

In this session, students will demonstrate their mastery of the educational technology and social studies standards associated with this assessment as they complete a paper or presentation for the Enduring Cultures.

This session has strong connections with Writing GLE 1.2.1 (CCSS W5, W10*) which asks that students use a prewriting plan, draft by hand or electronically, and produce multiple drafts. It also builds on Writing GLE 1.3.1 (CCSS W5, L3*), part of Session Ten, as students use feedback and re-read work for different purposes (for example, adding transitions and adding relevant information).

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

*Common Core State Standards

Materials	☐ Digital tools for organizing notes, building bibliography, and to create and publish a presentation. ☐ Computers or devices for student use *Optional* ☐ Computer connected to a projector, if students will be presenting ☐ Internet access if presentation materials are online
Learning Plan (60 minutes)	
Engage	▪ Have students review feedback on their draft work generated during the last session. Ask students to reflect on the comments and identify a plan to address any issues. ▪ Remind students about the standards they are working toward for this assessment. ▪ Review the rubrics and remind students to use these as they complete their final draft and Research Notebook.
Explore	▪ **Have students complete a final draft of their response to the assessment.**
Evaluate	▪ **Score students' final work using the rubric and/or the scoring matrix.** ▪ Score students' Research Notebook, which should include research questions, plans, and research. Use the Scoring Guide for Educational Technology.

Grade 6 Enduring Cultures
Student Checklist

Name _____

Student Task

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

You will plan and conduct research to locate information from a variety of digital sources. Organize what you gather. Evaluate your sources for credibility, validity, and potential bias. Combine your best research results and use your own words to create and present a digital paper or presentation.

Description	Checklist	How do I know?
I develop or state a research question or thesis about my topic.	☐	
I create a plan to complete my research and product.	☐	
I identify and use different tools, such as Google, image searches, and databases, to find information.	☐	
I use keywords that focus my search for information.	☐	
I collect and organize information from my searches.	☐	
I evaluate the credibility, validity, and potential bias of digital sources.	☐	
I put my research results into my own words.	☐	
I develop a complete digital paper or presentation using my research.	☐	
I use text, audio, graphics, and other digital items that relate directly to the task.	☐	
I use two or more digital items in my paper or presentation.	☐	
I use software features, such as fonts, titles, and color, to guide the audience through my paper or presentation.	☐	
I select at least one digital source related directly to my topic.	☐	
I use a digital tool to develop a bibliography.	☐	

Grade 6 Enduring Cultures
Evaluating Sources Tool

Evaluating Sources

Notes for the Teacher

Many middle school students have limited practice with identifying high-quality sources because they have been provided with pre-selected sources. Learning to evaluate sources of information for credibility, validity, and potential bias is a skill that develops over time. The purpose of the tool on the next page is to scaffold student as they consider what they are researching, their level of knowledge about the topic, and the information they find.

Although we have included a basic set of "look fors" with each part of the process, it is not exhaustive. It is important to talk with students about when these items apply to their research. For example, a domain such as .gov or .org may indicate an authoritative source, but in an age of self-publishing, expertise (and often the most current information) can also be found on .com sites. In addition, a .gov or .org site may not be free from potential bias. You may also want to discuss ways a student who is unfamiliar with a topic can judge accuracy, as well as how evaluating primary and secondary sources is different.

Evaluation is a process, not an event. Therefore, the evaluating sources tool takes the form of a flowchart, rather than a checklist. It includes reminders to students to stop and reflect on what they see, as well as look for new or additional sources as needed. This tool can be used with both print and digital sources. This assessment evaluates students on their ability to write "a statement that evaluates the credibility, validity, and potential bias of at least one digital source." The use of this tool as part of the assessment is at the teacher's discretion.

Grade 6 Enduring Cultures
Evaluating Sources Tool

Evaluating Sources

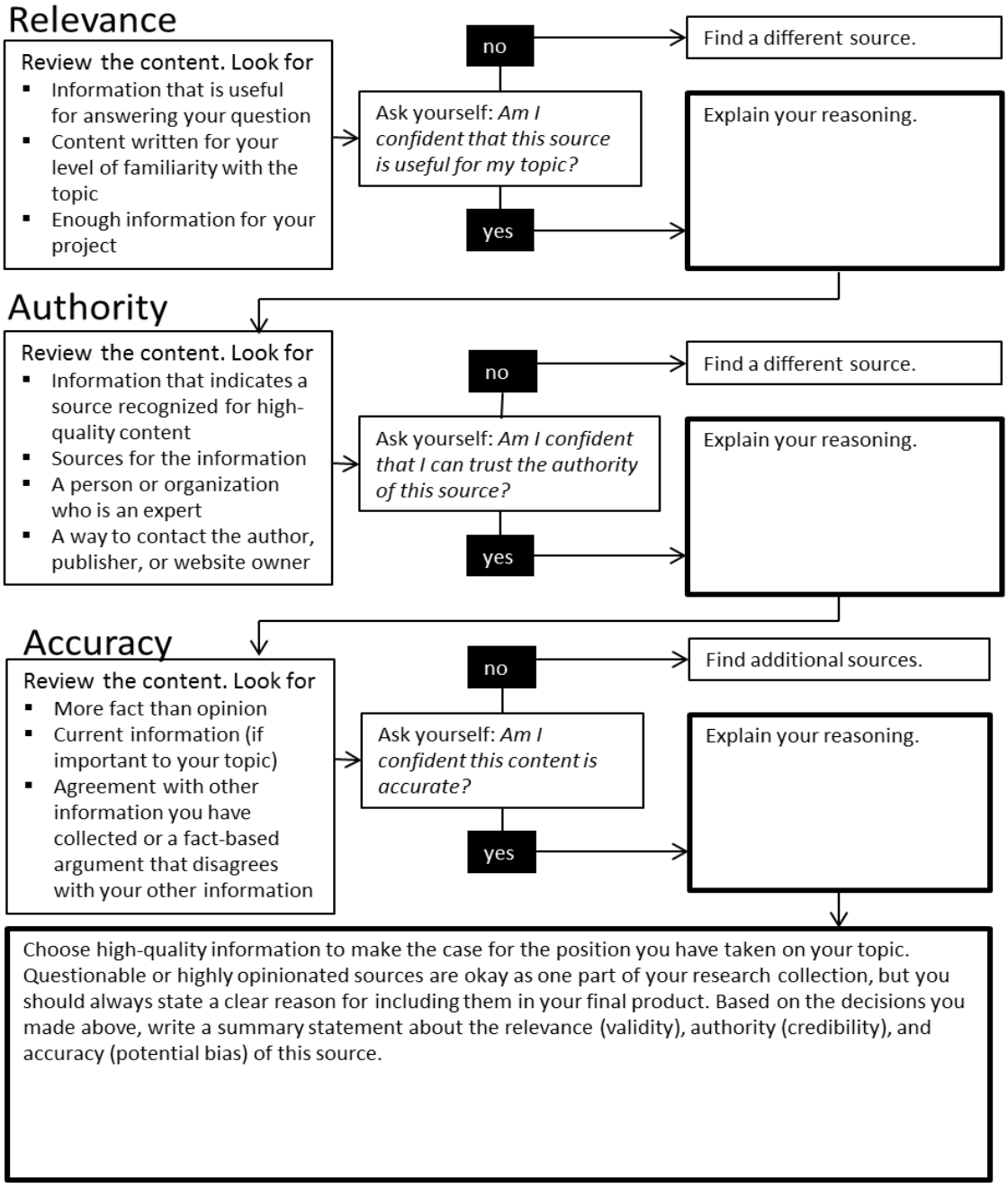
Name _____

Research Question (topic): _____

How would you rate your familiarity with this topic? (check one box)

☐ Very familiar ☐ Somewhat familiar ☐ Totally Clueless

Name of Source: _____



Choose high-quality information to make the case for the position you have taken on your topic. Questionable or highly opinionated sources are okay as one part of your research collection, but you should always state a clear reason for including them in your final product. Based on the decisions you made above, write a summary statement about the relevance (validity), authority (credibility), and accuracy (potential bias) of this source.

Grade 6 Enduring Cultures
Student Research Log

Name: _____

Research Question: _____

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

Posting Photos and Student Work
Parent Permission Form

Parental Consent Form

In Washington State's K-12 schools, email, blogs, podcasts, collaborative document sites, such as GoogleDocs, and multimedia items that publish to school and class Web sites, have become an integral part of education, administration and communication with the community.

As educators, we are committed to practices that promote student safety and privacy of information—online and offline. We approach communication software and hardware, which allow students to connect with peers, experts and educators as important tools for student learning.

Given that web-based communication requires an online presence—not always anonymous—we ask parents and students to consider carefully the **acceptable level of access and participation** your student will have using digital tools at school.

These three statements summarize _____ school's policy related to the privacy of student content.

1. Publishing photos of students or samples of student work promotes an opportunity to share and learn with others. It is acceptable to publish images of students and student learning products on school Web pages without information that would identify the student. **Parents/guardians must provide written consent to publish their child's photo or school work on any school-related Web site before the item is published.**
2. All students and teachers must abide by the copyright laws of the United States.
3. All student files, created and stored on the school district's network, are the property of the school district. As district property, all files and multimedia items are open to the review and evaluation of district officials.

Permission

As a parent or legal guardian of, _____, I have read and understand the policy statement related to the posting of images of students and student work online.

I consent to the permission(s) I have initialed below:

_____ I grant permission for the publication of my student's photo or work without information that would identify the student.

_____ I grant permission for my student to use online tools provided by the teacher.

_____ I grant permission for my student to use a personal email account for assignments while at school.

Student Name (Print): _____

Student Signature: _____ Date: _____

Parent (Guardian) Signature: _____ Date: _____

Educational Technology Resources		
Examples of Digital Tools		
	Description	Location
Brainstorm and Mindmap	**Bubbl.us** is a simple and free Web application that lets you brainstorm online.	http://bubbl.us
	Text2Mindmap allows you to type text in an outline then automatically create a mindmap.	http://www.text2mindmap.com/
	Mind42 is a browser based online mind mapping application. You can keep track of all your ideas, whether alone, with colleagues and friends or working collaboratively with the whole world.	http://www.mind42.com/
Cite	**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/
Take Notes	Teachers can set up a **Wallwisher** page where students can post notes about what they are learning.	http://wallwisher.com/
	This hierarchical outlining tool allows students to organize up to five levels of information for reading and writing activities. During or after reading, students can use **Notetaker** to compile and organize reading notes, research, and related ideas.	http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-notetaker-30055.html
Communicate	**Skype** allows you to use the Internet to make free calls (including video) to anyone else who has Skype.	http://www.skype.com/
	If you have a Gmail account, you can use the **Google Chat** plugin for video and voice to talk with other google users.	http://www.google.com/talk/
Publish	You can use **Glogster** to develop an interactive poster.	http://edu.glogster.com/
	Animoto has educational accounts. Students can upload pictures, add text and music, and generate a presentation.	http://animoto.com/
	With a **Voicethread** account, students are able to share documents, images, and videos with others.	http://voicethread.com/
	Students can create posts for a classroom **blog**. Examples of education-friendly sites are provided, but there are others.	http://edublogs.org/ http://www.classblogmeister.com/ http://kidblog.org/home.php
	Wikis are Web sites that are easy to create and edit. Many services offer free wikis for educators.	http://www.wikispaces.com/ http://pbworks.com/
Social Bookmarking	**Delicious** makes it possible to bookmark, organize and share favorite Web pages	http://www.delicious.com/
	Education-friendly **EdTags** is an online destination where you can store, categorize and share your favorite Web content.	http://www.edtags.org/
	Scuttle is an open source social bookmarking tool downloadable from SourceForge.net, http://sourceforge.net/. Also take a look at SemanticScuttle that sports features like structured tags.	http://sourceforge.net/projects/scuttle/ http://sourceforge.net/projects/semanticscuttle/

Educational Technology Resources		
Evaluate	Web Site Evaluation Form (Interactive)	http://interactives.mped.org/view_interactive.aspx?id=177&title
	Web Site Evaluation Form	http://www.readwritethink.org/files/resources/lesson_images/lesson328/evalform.pdf
	Web Site Evaluation Tool	http://school.discoveryeducation.com/schrockguide/pdf/evalhigh.pdf
Videos		
Description		Location
Demonstration of bubbl.us as a mindmapping tool		http://www.youtube.com/watch?v=I2nrVVqikjE
Glogster in 90 seconds		http://www.youtube.com/watch?v=MvC47fUANLk
Explanation of Glogster features		http://www.youtube.com/watch?v=qW5SSn9nno0
Shows how Microsoft OneNote can be used to organize and share information (including multimedia options)		http://www.youtube.com/watch?v=1sDzbrRsZZk
Social Studies Resource Sites		
Description		Location
ProCon offers free access to content that promotes "critical thinking, education, and informed citizenship by presenting research on controversial issues in a straightforward, nonpartisan, and primarily pro vs. con format."		http://www.procon.org/
Use the **Smithsonian Online Collections and Datasets** to "search over 2 million records with 265,900 images, video and sound files, electronic journals and other resources from all across the Smithsonian."		http://www.smithsonian.org/research/online-collections-datasets.htm
American Memory from the Library of Congress "provides free and open access through the Internet to written and spoken words, sound recordings, still and moving images, prints, maps, and sheet music that document the American experience."		http://memory.loc.gov/ammem/
The **National Archives and Records Administration** (NARA) contains "documents and materials created in the course of business conducted by the United States Federal government."		http://www.archives.gov/
Other **primary source** history resources		http://www.uiweb.uidaho.edu/special-collections/Other.Repositories.html http://www.eduplace.com/ss/hmss/primary.html

Educational Technology Resources	
Lesson Plans	
Description	Location
Searching for Information	
Investigating Search Engines and Directories	http://cybersmartcurriculum.org/researchinfo/lessons/6-8/investigating_search_engines_and_directories/
Smart Keyword Searching	http://cybersmartcurriculum.org/researchinfo/lessons/6-8/smart_keyword_searching/
Making Search Decisions	http://cybersmartcurriculum.org/researchinfo/lessons/6-8/making_search_decisions/
Identifying High-Quality Sites	http://cybersmartcurriculum.org/researchinfo/lessons/6-8/identifying_high_quality_sites/
Wading Through the Web: Teaching Internet Research Strategies	http://www.readwritethink.org/classroom-resources/lesson-plans/wading-through-teaching-Internet-983.html
Intellectual Property	
Considering Copying	http://cybersmartcurriculum.org/mannersbullyingethics/lessons/6-8/considering_copying/
Exploring Plagiarism, Copyright, and Paraphrasing	http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-plagiarism-copyright-paraphrasing-1062.html
How to Cite a Site	http://cybersmartcurriculum.org/researchinfo/lessons/6-8/how_to_cite_a_site/
Evaluating Sources	
Inquiry on the Internet: Evaluating Web Pages for a Class Collection	http://www.readwritethink.org/classroom-resources/lesson-plans/inquiry-Internet-evaluating-pages-328.html
Points of View in the News	http://www.nationalgeographic.com/xpeditions/lessons/18/g68/pointsnews.html
Reading and Writing	
Strategy Guide: Reading Online	http://www.readwritethink.org/professional-development/strategy-guides/reading-online-30096.html
Picture Books As Framing Texts: Research Paper Strategies for Struggling Writers	http://www.readwritethink.org/classroom-resources/lesson-plans/picture-books-framing-texts-306.html
Comparing and Contrasting: Picturing an Organizational Pattern	http://www.readwritethink.org/classroom-resources/lesson-plans/comparing-contrasting-picturing-organizational-974.html
Policy Guidance	
Description	Location
Children's Internet Protection Act (CIPA)	http://www.e-ratecentral.com/CIPA/default.asp
Children's Online Privacy Protection Act (COPPA)	http://www.coppa.org/comply.htm
Family Educational Rights and Privacy Act (FERPA)	http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html