
A Component of the
Washington State Assessment System

The Arts & Educational Technology

Melody of Your Dreams
Grades 9-12

OSPI-Developed
Assessment

Office of Superintendent of Public Instruction
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Overview

Introduction

This document contains information which is essential to the administration of the Washington OSPI-Developed Assessment in the arts and educational technology. This assessment is an ideal culminating project for students to demonstrate proficiency with digital tools to develop a creative product designed for broadcast on the radio. Developed by teachers in Washington State, this assessment measures a student's ability to meet selected standards for the arts, and educational technology.

Description of the OSPI-Developed Assessment

This assessment is designed to model best practices of instruction, including the use of technology, lesson cycle, differentiation, and student-centered learning. In addition, teachers will be able to collect and use formative and summative evidence related to student performance on the educational technology standards.

Students will complete the assessment by first responding to an arts prompt, then a prompt related to educational technology. During the educational technology assessment, students will develop a radio commercial using digital tools. In addition, students will cite sources conforming to copyright and Internet safety expectations. Teachers will score the final product for this assessment using the Educational Technology Scoring Guide.

Using the Assessment

The rubric for this educational technology assessment is structured distinctively in that it **combines a checklist and a performance scale**. The Sample Unit Plan and individual Session Plans describe the basic materials and time needed to complete the assessment. Teachers will need to develop their own scoring tools to evaluate student work for additional content area standards.

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 both arts (<http://www.k12.wa.us/Arts/>) and educational technology (<http://www.k12.wa.us/EdTech/>).

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This integrated assessment for educational technology builds on the OSPI-Developed “Melody of Your Dreams” Arts Assessment. The educational technology portion follows the arts assessment, and does not require that teachers work in an arts classroom. It is not necessary for every student complete the Arts assessment in order to take the educational technology assessment. As long as one student product from the arts assessment is available, all students can complete the sessions relating to educational technology.

Teachers can use this assessment to evaluate what students know and can do with educational technology. The educational technology assessment is divided into two parts. The first part, which builds background knowledge, is optional if the students have a foundation in digital storytelling and Internet safety has already been built. During the second part, students will create the products associated with the summative assessment of the educational technology standards.

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

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

For more information on the NETS•T, please visit

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

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This assessment addresses the following standards:

Standards

Educational Technology

- 1.2.1 Communicate and collaborate to learn with others.
 - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

- 1.3.3 Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results.
 - Apply copyright law to correctly excerpt, paraphrase, and publish results to a wider audience.
 - Cite sources using bibliography tools.
 - Select relevant sources for a particular purpose or audience.

- 2.3.1 Select and use common applications.
 - Use software to reinforce skills in all subject areas.
 - Create and publish multimedia projects.

Complete the OSPI-developed assessment for the Arts as directed before you begin this assessment. Information on the the Arts assessments can be found at <http://www.k12.wa.us/Arts/PerformanceAssessments/default.aspx>. The task shown below represents educational technology only.

Student Task

Following the completion of the OSPI-developed assessment for the arts, Melody of Your Dreams:

During the *Melody of Your Dreams* assessment, you created a melody for a local car dealership about a new line of sports cars. As a member of an ad agency, it is now your task to create a commercial that includes both the melody and graphic elements.

Using the melody, produce a **storyboard** that describes or illustrates both the audio and video associated with the commercial. Then, you will **create the commercial** using digital tools with the goal of airing the commercial on a television station. The final product for this assessment will be a **citation** that conforms to copyright law.

Grades 9 – 12 Melody of Your Dreams Educational Technology Scoring Guide

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

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

Attributes of Educational Technology Standards

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

Scoring Rubric for Melody of Your Dreams: Educational Technology

Performance Description	Attributes
A Level 3 response exceeds the standards and reflects that a student can demonstrate knowledge and ability beyond the basic requirements for GLEs 1.2.1, 1.3.3, and 2.3.1.	10 - 11
A Level 2 response meets the standards and reflects that a student understands and is able to perform GLE 1.2.1 <i>Communicate and collaborate to learn with others</i> , GLE 1.3.3 <i>Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results</i> , and GLE 2.3.1 <i>Select and use common applications BY using technology to produce a storyboard and public service announcement that conforms to copyright law.</i>	7 - 9
A Level 1 response reflects that a student is still working toward meeting GLEs 1.2.1, 1.3.3, and 2.3.1.	0 - 6

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The Sample Unit Plan shown represents only one of many ways this assessment could be used with students. Teachers are not required to use this plan or the Sessions which follow; however, teachers may find the structure useful. Specific ideas for each of the Sessions follow the Sample Unit Plan.

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

During the *Background Knowledge* section, you will model attributes of the assessment with the whole class and provide formative feedback on student work. These lessons are optional if your students have foundational knowledge about digital storytelling and editing tools.

Sample Unit Plan			
Background Knowledge			
Session	Standard(s)	Time	Preparation and Materials
<u>1</u> Parts of a Commercial	1.2.1	60 minutes	<input type="checkbox"/> Car Commercial <input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Speakers for computer or projector <input type="checkbox"/> Storyboard Tool (A T-chart is described in lesson, but you can substitute another Storyboard Tool from the Resources page.) <input type="checkbox"/> Educational Technology Scoring Guide <i>Optional</i> <input type="checkbox"/> Internet access, if you have not downloaded the video <input type="checkbox"/> Computers or devices for student use
<u>2</u> Locate Resources	1.3.3	60 minutes	<input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Digital resources for students to use: for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district’s technology department or select other resources.) <input type="checkbox"/> Citation method <input type="checkbox"/> Internet access <input type="checkbox"/> Computers or devices for student use
<u>3</u> Editing Tools	1.2.1 2.3.1	60 minutes	<input type="checkbox"/> mp3 version of commercial from Session 1 <input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Speakers for computer or projector <input type="checkbox"/> Video and Audio Editing Tool(s) <input type="checkbox"/> Computers or devices for student use <i>Optional</i> <input type="checkbox"/> Internet access, if you will be using Web sites with sound, music, and/or video files <input type="checkbox"/> Video clips and Tip Sheet showing how to use the editing tool (You could also post these clips on a class Web site for student reference.)

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During the summative portion, students will develop the final products associated with the assessment: a storyboard and a ready-to-publish multimedia product which includes citations.

Sample Unit Plan			
Summative Assessment			
Session	Standard(s)	Time	Preparation and Materials
4 Storyboard	1.2.1 2.3.1	60 minutes	<input type="checkbox"/> Parent Permission Form to post student work (Here is a sample or use your district's version.) <input type="checkbox"/> Melody(-ies) from Arts assessment in mp3 format (Every student needs access to one, but it does not have to be their own work.) <input type="checkbox"/> Storyboard Tool (This can be a T-chart like the one used in Session 1 or another organizer.) <input type="checkbox"/> Educational Technology Scoring Guide
5 Create a Commercial	1.2.1 1.3.3 2.3.1	60 minutes	<input type="checkbox"/> mp3 version of student jingle(s) <input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Video and Audio Editing Tool(s) <input type="checkbox"/> Computers or devices for student use <i>Optional</i> <input type="checkbox"/> Internet access, if you will be using an online editing tool, citation maker, or additional Web sites with sound and music files <input type="checkbox"/> Video clips and Tip Sheet showing how to use the editing tool (You could also post these clips on a class Web site for student reference.)
6 Summative Assessment	1.2.1 1.3.3 2.3.1	60 minutes	<input type="checkbox"/> Computer connected to an LCD Projector <input type="checkbox"/> Computers for student use <input type="checkbox"/> Educational Technology Scoring Guide <i>Optional</i> <input type="checkbox"/> Internet access if students will be using an online editing tool, citation maker or uploading files to a class Web site

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Session One: Parts of a Commercial

Background

In this session, students will begin to engage with Educational Technology Standard 1.2.1 as they “communicate information and ideas effectively to multiple audiences using a variety of media and formats.”

Prep	<ul style="list-style-type: none"><input type="checkbox"/> Select a 15 or 30-second car commercial from one of sites listed below or another source. Either bookmark or download the commercial for use in class.<ul style="list-style-type: none">▪ AdViews: http://library.duke.edu/digitalcollections/adviews/▪ FedFlix: http://www.archive.org/details/FedFlix
Materials	<ul style="list-style-type: none"><input type="checkbox"/> Car Commercial<input type="checkbox"/> Computer connected to LCD projector<input type="checkbox"/> Speakers for computer or projector<input type="checkbox"/> Storyboard Tool (A T-chart is described in lesson, but you can substitute another Storyboard Tool from the Resources page)<input type="checkbox"/> Educational Technology Scoring Guide <p><i>Optional</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Internet access, if you have not downloaded the video<input type="checkbox"/> Computers or devices for student use

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Session One: Parts of a Commercial	
Learning Plan (60 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Show students the commercial. ▪ Introduce the overall unit task: produce a commercial for a new line of sports cars. Students will learn about the elements that go into a commercial, and how to use the audio and video editing tools. They will also increase their understanding of copyright issues. <p><i>Teaching Tip:</i> If you will be showing a commercial from YouTube, you can use Safe Share (http://www.safeshare.tv/) to hide the comments, sidebar, etc. from view.</p>
Explore	<ul style="list-style-type: none"> ▪ Have students draw a T-chart on a piece of paper. They should label one column “audio” and the other column “video.” ▪ Show the commercial a second time. Ask students to take notes about what they hear during the commercial, from beginning to end. ▪ Debrief the activity and develop a class list of the sounds. Encourage students to be as descriptive as possible. <i>If there is dialogue, what is it? What ambient noises or sound effects do they hear?</i> If needed, replay the commercial (or just play the mp3 version so that students focus on audio only) until the list is complete. ▪ Show the commercial a third time. This time, ask students to take notes about what they see during the commercial, from beginning to end. Notes can be taken in the form of words and/or pictures and diagrams. ▪ Have students talk with a partner about their observations. Again, encourage students to be as descriptive as possible. What is the location and setting? Is the camera close to or far away from the action? Students may need to view the commercial more times. To help with student focus, turn down the volume of the audio.
Explain	<ul style="list-style-type: none"> ▪ Tell students that they have been developing an example of a “storyboard.” These planning tools are typically used <i>before</i> professionals create an ad, movie, or other media-based product. Students will be asked to create a storyboard for a television commercial.
Evaluate	<ul style="list-style-type: none"> ▪ Have students to look at their notes. Ask them, <i>How is this commercial like a story you might read?</i> As they identify elements such as beginning, middle, end, have students identify these points on their chart for both audio and video. Students may also identify story elements such as character(s), plot, theme, setting, and/or audience. ▪ Review the Scoring Guide for the assessment with students. ▪ Do not score this activity as part of the assessment. Provide formative feedback only on students’ ability to present ideas using a storyboard: <i>logical organization and sequence and detailed descriptions and/or illustrations about the structure of each scene, including notes about the audio and video.</i>

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Session Two: Locate Resources	
Background	
In this session, students build their competency with Educational Technology Standard 1.3.3 as they “select relevant sources and apply copyright law to correctly excerpt and publish results to a wider audience.”	
Prep	<ul style="list-style-type: none"> <input type="checkbox"/> Select a citation method. For example include the Reference functions in Microsoft Word, the format found at http://tinyurl.com/musiccitation or another online tool. We provide more citation options on the Resource page. Create at least one example Before class and be ready to model one or two others. <input type="checkbox"/> Select audio, image, and video resources to share. . (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 resources.) <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Bookmark or print the <i>Can I use it? Checklist</i>: http://www.readwritethink.org/files/resources/lesson_images/lesson1085/CanIUseIt.pdf <input type="checkbox"/> Bookmark or print the <i>Fair Use Checklist</i>: http://www.readwritethink.org/files/resources/lesson_images/lesson1062/checklist.pdf
Materials	<ul style="list-style-type: none"> <input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Digital resources for students to use: for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district’s technology department or select other resources.) <input type="checkbox"/> Citation method <input type="checkbox"/> Internet access <input type="checkbox"/> Computers or devices for student use
Learning Plan (45 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Have students review their storyboards from Session 1. Ask them to think of additional ideas or ways to tell the story in the commercial. <i>What other images, camera angles, sounds, or graphics might they use?</i> ▪ After students have had a few minutes to brainstorm, ask for volunteers to share their story ideas with the class. Record some of the ideas for everyone in the class to see.
Explore	<ul style="list-style-type: none"> ▪ Ask the class where they would look in order to get the images, sounds, or graphics mentioned during the brainstorming session. Students might suggest creating these elements or obtaining them from online sources. ▪ Show students search engines or resources which they can use use to find audio and video resources; images, for example, Flickr: http://www.Flickr.com; sounds, for example, Soundbible: http://soundbible.com/; and video, for example, FedFlix: http://www.archive.org/details/FedFlix. Demonstrate how to bookmark or download and save these files.
Extend	<ul style="list-style-type: none"> ▪ Ask students what the “rules” are for using different sources. You may want to show students the <i>Can I Use It? Checklist</i> and/or the <i>Fair Use Checklist</i> as a basis for discussion about copyright issues. ▪ Model how students should cite the sources they use. Be sure to provide instruction about how students should collect and submit this information, for example a Word document. ▪ Provide time for students to search for and cite for resources they can use for developing a new commercial during the next session.
Evaluate	<ul style="list-style-type: none"> ▪ Offer formative feedback to students on their ability to develop <i>accurate citations and references</i> and application of copyright law to obtaining and using information. Do not score this portion of the assessment.

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Session Three: Editing Tools	
<p>Background</p> <p>The purpose of this session is to develop students’ background knowledge and skills in the use of a digital editing tool. This tool will help demonstrate their ability to “communicate information and ideas effectively to multiple audiences using a variety of media and formats” (GLE 1.2.1) and “create and publish multimedia projects” (GLE 2.3.1) for their final product.</p>	
Prep	<ul style="list-style-type: none"> <input type="checkbox"/> Select an editing tool. Practice using the tool Before the session. <input type="checkbox"/> If you will be using an online tool for this session (for example Jaycut), be sure that the Web site you want to use will be accessible for students. If it is blocked, contact your district’s technology department or select other digital tools. <input type="checkbox"/> If you will be using a tool which must be downloaded and/or installed on individual computers (for example MovieMaker, iMovie), coordinate with your school or district technology support staff to ensure computers are ready for student use. <input type="checkbox"/> Use a media converter to create an mp3 (audio only) file from the car commercial. Then, upload the file to a class Web site or other location for student access. <input type="checkbox"/> Post link to original car commercial or a copy for student access on the class Web site or other location. <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review video resources on editing tools <input type="checkbox"/> Identify sites students can access that provide more options. See the Resources page for suggestions.
Materials	<ul style="list-style-type: none"> <input type="checkbox"/> mp3 version of commercial from Session 1 <input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Speakers for computer or projector <input type="checkbox"/> Video and Audio Editing Tool(s) <input type="checkbox"/> Computers or devices for student use <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Internet access, if you will be using Web sites with sound, music, and/or video files <input type="checkbox"/> Video clips and Tip Sheet showing how to use the editing tool (You could also post these clips on a class Web site for student reference.)

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Session Three: Editing Tools	
Learning Plan (60 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Replay the commercial used during Session 1. Tell students that during this session, they will be learning to use tools to produce video clips. ▪ Remind students of the learning target they are working toward and how this session will help them meet the standard.
Explore	<ul style="list-style-type: none"> ▪ Demonstrate the basic functions of the editing tool. Consider showing students a brief video that provides an overview of the tool and its features. You can also provide a live demo. ▪ Show where students can access the car commercial from Session 1 as well as an audio-only version. They will be able to use these for practice during this session. ▪ In a lab setting, have students practice using the basic features of the editing tool. Allow for exploration as students learn how to apply basic features to the original audio file of the commercial. <p><i>Teaching Tip:</i></p> <ul style="list-style-type: none"> ▪ The Levelator (http://www.conversationsnetwork.org/levelator) can be used to normalize the audio, if necessary. The software must be downloaded and installed.
Extend	<ul style="list-style-type: none"> ▪ Show students how to export the final product as a multimedia file and give them to you. ▪ Do not allow any student to post his or her file unless all of these conditions are met: <ul style="list-style-type: none"> ▪ Sources from a commercial in the public domain. ▪ All images or video clips have been cited properly. ▪ Signed consent from a parent or guardian that gives the school permission to post student's work.
Evaluate	<ul style="list-style-type: none"> ▪ Ask students to reflect on the following questions: <ul style="list-style-type: none"> ▪ <i>What did they like or want to change about the digital tool?</i> ▪ <i>What are some things about using the tool that they will need to remember the next time they use the tool?</i> ▪ Do not score this activity as part of the assessment. Provide formative feedback only on students' ability to <i>independently use the features of the editing software</i>, and their inclusion of <i>a variety of multimedia elements to create a consistent message</i>.

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Session Four: Storyboard

Background

This session is the first part of the summative assessment. During this session, students begin the independent demonstration of their knowledge and skills with Educational Technology Standards 1.2.1, 1.3.3, and 2.3.1. They will listen to a melody produced as part of the Arts assessment, brainstorm ideas for the video portion of a commercial, develop a storyboard, and search for resources.

Students who participated in the “Melody of Your Dreams” Arts assessment should use their own products for the educational technology assessment. Provide a copy of a melody for those students who do not one.

Although one melody could be used by the entire class, each student must complete their own assessment. **Group products are not permissible.**

Prep	<input type="checkbox"/> Upload mp3 files of student jingle(s) to a class Web site or network location for student access.
Materials	<input type="checkbox"/> Parent Permission Form to post student work (Here is a sample or use your district’s version.) <input type="checkbox"/> Melody(-ies) from Arts assessment in mp3 format (Every student needs access to one, but it does not have to be their own work.) <input type="checkbox"/> Storyboard Tool (This can be a T-chart like the one used in Session 1 or another organizer.) <input type="checkbox"/> Educational Technology Scoring Guide

Learning Plan (60 minutes)

Engage	<ul style="list-style-type: none"> ▪ Provide an overview of the assessment task, standards, and scoring. Hand out the Parent Permission Form to students. ▪ Review the basic elements of the storyboard: product name, timeline, detailed notes/drawings about what is happening across the timeline. ▪ Ask students for additional tips for developing a storyboard.
Explore	<ul style="list-style-type: none"> ▪ Have students listen to the assessment audio clip. This can be done as a whole class activity, or students can access the clips at computer stations or on their personal mp3 players. Students should have multiple opportunities to hear the melody. ▪ As students listen, they should take notes about what they hear. These notes will form the basis of their storyboards. ▪ Students should then brainstorm ideas for the commercial. <i>Using the melody as a basis, what additions in the form of images or video could be used to enhance the melody and tell a story about the product?</i>
Extend	<ul style="list-style-type: none"> ▪ Provide time for students to draft their storyboards. Encourage students to add as much detail as possible. <p><i>Teaching Tip</i></p> <ul style="list-style-type: none"> ▪ Students may use “sticky notes” or index cards to help organize ideas and sequence the storyboard.
Evaluate	<ul style="list-style-type: none"> ▪ Have students find a partner to present ideas and receive constructive feedback using the scoring guide.
Extend	<ul style="list-style-type: none"> ▪ Students should begin to search for images, graphics, and/or video for their commercials and save or tag the items for the next part of the assessment.
Evaluate	<ul style="list-style-type: none"> ▪ Do not collect or score the storyboards at this time. Students will have an opportunity to revise their work in Session 6 before final scoring.

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Session Five: Create a Commercial	
<p>Background</p> <p>In Session 5, students complete the commercial using an editing tool and then citing the sources used for their commercial. You will evaluate students on their ability to “communicate information and ideas effectively...using a variety of media and formats” (GLE 1.2.1), “create and publish multimedia projects” (GLE 2.3.1), and “ethically use information” (GLE 1.3.3).</p> <p>This session has additional connections to Washington Writing standard 3.3.8: <i>Applies conventional forms for citations.</i></p>	
Materials	<ul style="list-style-type: none"> <input type="checkbox"/> mp3 version of student jingle(s) <input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Video and Audio Editing Tool(s) <input type="checkbox"/> Computers or devices for student use <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Internet access, if you will be using an online editing tool, citation maker, or additional Web sites with sound and music files <input type="checkbox"/> Video clips and Tip Sheet showing how to use the editing tool (You could also post these clips on a class Web site for student reference.)
Learning Plan (60 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Have students review their storyboards and identify a work plan for their work during this session: <ul style="list-style-type: none"> ▪ <i>What do they need to find and import?</i> (specific graphics, images, and/or video clips) ▪ <i>Where can they find these files?</i> (specific search engines, for example Flickr, Google... or by taking their own pictures and video) ▪ <i>How should a video or image source be cited?</i> ▪ Collect Parent Permission Forms.
Explore	<ul style="list-style-type: none"> ▪ Have students add graphic elements to the commercial. For example: <ul style="list-style-type: none"> ▪ Search for images, graphics, or video online. ▪ Take digital pictures with their cell phones or cameras to add to the timeline. ▪ Use a Flip camera or other video camera to shoot video, then edit and sync with audio track. ▪ After students have had sufficient time to find graphics, they should use the editing tool to produce the full commercial. ▪ Remind students to cite any sources they use (including the original student melody) to create their final product.
Evaluate	<ul style="list-style-type: none"> ▪ Monitor student progress and, if you choose, collect observational data about the work. Look for <ul style="list-style-type: none"> ▪ the use multiple audio and video elements that enhance the message in the commercial. ▪ a match between storyboard elements and the video. ▪ Provide time for students to offer constructive feedback on a peer’s project using the scoring guide. <i>Would they be interested in buying the car based on the commercial? Why or why not?</i>

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Session Six: Summative Assessment	
Background During the final session of the assessment, students will finish their commercial and prepare it for publication. Once their work is complete, they will receive summative evaluation on GLEs 1.2.1, 1.3.3, and 2.3.1. As an optional extension, students may present commercials to a community member.	
Prep	<input type="checkbox"/> Identify a location for students to upload final products.. <i>Optional</i> <input type="checkbox"/> Contact a car dealership staff member, or other member of the business community, to view the final projects and provide feedback.
Materials	<input type="checkbox"/> Computer connected to an LCD Projector <input type="checkbox"/> Computers for student use <input type="checkbox"/> Educational Technology Scoring Guide <i>Optional</i> <input type="checkbox"/> Internet access if students will be using an online editing tool, citation maker or uploading files to a class Web site
Learning Plan (60 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Remind students that the product they made during the Session 2 cannot be posted to the Internet, but the audio product they made during Session 5 could be. Ask students to <i>describe when it is and is not okay to share information online.</i> ▪ Collect any remaining Parent Permission Forms.
Explore	<ul style="list-style-type: none"> ▪ Have students review their final products: storyboard and commercial. ▪ Students who have not already created their citations should do so and be prepared to submit these with their other products.
Explain	<ul style="list-style-type: none"> ▪ Show students where they should upload or “drop” the final cut of their commercial and their citations. Any student who does not have parent permission to post work online should be provided with a safe place offline to turn in their files.
Evaluate	<ul style="list-style-type: none"> ▪ Collect students’ storyboards. ▪ Score students’ final products using the scoring guide. <p><i>Teaching Tip:</i> You can use the video annotation tool (http://ant.umn.edu/) in order to embed feedback about student videos.</p>
Extend	<i>Optional</i> <ul style="list-style-type: none"> ▪ Ask a car dealership staff member (or other member of the business community) to view the final projects and provide constructive feedback.

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Student Task

Following the completion of the OSPI-Developed assessment for the arts, Melody of Your Dreams:

During the *Melody of Your Dreams* assessment, you created a melody for a local car dealership about a new line of sports cars. As a member of an ad agency, it is now your task to create a commercial that includes both the melody and graphic elements.

Using the melody, produce a **storyboard** that describes or illustrates both the audio and video associated with the commercial. Then, you will **create the commercial** using digital tools with the goal of airing the commercial on a television station. The final product for this assessment will be a **citation** that conforms to copyright law.

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

Posting of Student Photos and Work Sample Parental Permission Form

Parental Consent Form

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

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

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

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

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

Permission

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

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

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

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

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

Student Name (Print): _____

Student Signature: _____ Date: _____

Parent (Guardian) Signature: _____ Date: _____

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Educational Technology Resources		
Examples of Digital Tools		
	Description	Location
Storyboard	Digital Difference has an online storyboard tool which allows students to drag-and-drop story elements to plan a video.	http://users.altec.org/~scherrer/digi_dif/storyboard_wrap.htm
	Capzles , Dipity , and TimeRime are free online tools which allow you to combine a variety of sources into multimedia storylines. Registration is required and no education editions are available.	http://www.capzles.com/ http://www.dipity.com/ http://www.timerime.com/
	Turn photos and videos into movies with Windows Live Movie Maker . Add special effects, transitions, sound, and captions to help tell the story or present your topic. Comes in multiple languages.	http://explore.live.com/windows-live-movie-maker?os=other
Video Editing	Apple iMovie shows every clip as a filmstrip. Use the pointer to select clips and arrange them to present your subject. Interfaces easily with iTunes and GarageBand. Comes in multiple languages.	http://support.apple.com/kb/DL1412
	You can edit both audio and video online for free at Creaza .	http://www.creaza.com/
Audio	Audacity is free open-source software available for various platforms. It must be downloaded and installed on computers. Students can record and edit sounds.	http://audacity.sourceforge.net/
Citation	Bibme is a free online tool for generating citations	http://www.bibme.org/
	Easybib will generate single citations and does not require an account or login	http://www.easybib.com/
	Students can generate citations in various formats using the Citation Machine	http://citationmachine.net/
Media Converter	Convert video to audio or into various other file formats online at Dirpy , Media Converter , or You Convert It . These tools are free, but there can be daily limits on the number of conversions	http://dirpy.com/ http://www.mediaconverter.org/index.php http://www.youconvertit.com/public/convertfiles.aspx
	Videospirit and Format Factory can be downloaded and installed for unlimited use.	http://www.verytools.com/videospirit/download.html http://formatoz.com/download.html

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Educational Technology Resources	
Additional Resources	
Show Me a Movie has a storyboard template (pdf) which can be printed and used with students as a planning tool.	http://www2.csd.org/showmemovie/storybrd.pdf (PDF)
Audacity Instructions	http://www1.cvsd.k12.pa.us/file.php/36/Audacity_Instructions.pdf (PDF)
A variety of free sound libraries are available on the web. Most have sound effects and audio clips that are in the public domain or use a Creative Commons license.	http://soundbible.com/ http://www.findsounds.com/ http://live.freeplaymusic.com/
Videos	
Description	Location
Audacity: Audio Editing	http://www.youtube.com/watch?v=5rOr5YVNqI0&feature=related
Audacity: Tutorial	http://www.youtube.com/watch?v=dbqJVC6kQ50&feature=related
Lesson Plans	
Description	Location
Intellectual Property	
Students as Creators: Exploring Copyright	http://www.readwritethink.org/classroom-resources/lesson-plans/students-creators-exploring-copyright-1085.html
Campaigning for Fair Use: Public Service Announcements on Copyright Awareness	http://www.readwritethink.org/classroom-resources/lesson-plans/campaigning-fair-public-service-939.html
Online Music	http://www.econedlink.org/lessons/index.php?lesson=EM187&page=teacher
Copyrights and Wrongs	http://www.common sense media.org/educators/lesson/copyrights-and-wrongs-9-12
Rights, Remixes, and Respect	http://www.common sense media.org/educators/lesson/rights-remixes-and-respect-9-12
Policy Guidance	
Description	Location
Children’s Internet Protection Act (CIPA)	http://www.e-ratecentral.com/CIPA/default.asp
Children’s Online Privacy Protection Act (COPPA)	http://www.coppa.org/comply.htm
Family Educational Rights and Privacy Act (FERPA)	http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html