
A Component of the
Washington State Assessment System

The Arts & Educational Technology

Bubble Gum Jingle
Grades 6-8

OSPI-Developed
Assessment

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Overview

Introduction

This document contains information which is essential to the administration of the Washington OSPI-Developed Assessment in educational technology. This assessment is an ideal 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 commercial with audio and video using digital tools. In addition, students will cite sources conforming to copyright expectations. Teachers will score the final product for this assessment using the Educational Technology Scoring Guide.

Using the Assessment

The Sample Unit Plan and individual Session Plans describe the basic materials and time needed to complete the assessment. Any student who is working productively on the assessment should be allowed to continue working. Some accommodations are provided within the Session Plans in order to differentiate the instruction or assessment based on the needs of students. Any students who have an Individualized Education Plan (IEP) should have access to all accommodations required by the students' IEP.

For More Information

Please visit the OSPI Web site for additional resources for 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 Bubble Gum Jingle Arts OSPI-Developed 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

- 1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.
 - Create products using a combination of text, images, sound, music and video.
 - Generate creative solutions and present ideas.
- 2.1.1 Practice personal safety.
 - Practice the safe and responsible sharing of information online.
 - Understand privacy issues and how data is archived and publicly available.

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

Student Task

Following the completion of the OSPI-developed Assessment, Bubble Gum Jingle:

During the Bubble Gum Jingle assessment, you created, performed, and described a short jingle about a new brand of bubble gum. As a member of an ad agency, it is now your task to create a radio commercial that includes the jingle.

Using the jingle, produce a **storyboard** that describes or illustrates the audio associated with the commercial. Then, **create the commercial** using digital tools with the goal of selling bubble gum on a public radio station. The final product for this assessment will be a **citation** that conforms to copyright and Internet safety expectations.

Grades 6 – 8 Bubble Gum Jingle 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	Points
1.1.1	Storyboard (present ideas)		
	Sequence	Storyboard has a logical sequence.	1
	Organization	The storyboard includes a timeline and details about the product.	1
	Description	The storyboard provides a complete description of the audio.	1
	Commercial (create original multimedia product)		
	Narration	There is narration or dialogue which develops the main idea.	1
	Sounds	Includes sounds, music, or effects which enhance the main idea.	1
	Audio	The audio is consistently clear throughout the commercial.	1
2.1.1	Creative Solution	Combines media to create an original work that tells a story.	1
	Safe Online Sharing	No identifying information about the student is present during the commercial.	1
	Responsible Information	Cites sources correctly.	1
	Publicly Available Data	The commercial is saved in a format which is easily shared online.	1
TOTAL			10

Scoring Rubric for Bubble Gum Jingle: 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 1.1.1 and 2.1.1.	9 – 10
A Level 2 response meets the standards and reflects that a student understands and is able to perform GLE 1.1.1 <i>Generate ideas and create original works for personal and group expression using a variety of digital tools</i> , and GLE 2.1.1 <i>Practice personal safety</i> BY using technology to produce a storyboard for an audio public service announcement that conforms to copyright and Internet safety expectations.	7 – 8
A Level 1 response reflects that a student is still working toward meeting GLEs 1.1.1 and 2.1.1.	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 Digital Citizenship.

Sample Unit Plan			
Background Knowledge			
Session	Standard(s)	Time	Preparation and Materials
1 Parts of a Commercial	1.1.1	60 minutes	<input type="checkbox"/> Commercial <input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Speakers for computer or projector <input type="checkbox"/> Storyboard Tool (We describe a T-chart in the lesson, but you can substitute another Storyboard tool from the Resources page.) <input type="checkbox"/> Educational Technology Scoring Guide <i>Optional</i> <input type="checkbox"/> Internet access, if you have not downloaded the video <input type="checkbox"/> Computers or devices for student use
2 Audio Production	1.1.1	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"/> Audio Editing Tool <input type="checkbox"/> Computers or devices for student use <i>Optional</i> <input type="checkbox"/> Internet access, if you will be using an online audio editing tool or sound and music files from other Web sites <input type="checkbox"/> Video clips and Tip Sheet showing how to use the audio editing tool (You could also post these clips on a class Web site for student reference.) <input type="checkbox"/> Additional Web sites with sound and music files
3 Safety and Privacy	2.1.1	30 minutes	<input type="checkbox"/> Parent Permission Form (Here is a sample or use your district's version.) <input type="checkbox"/> Sample Privacy Policy from a Web site, for example Google or Facebook <input type="checkbox"/> Computer connected to an LCD Projector <input type="checkbox"/> Computers for student use <i>Optional</i> <input type="checkbox"/> Document camera or interactive whiteboard

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

Sample Unit Plan			
Summative Assessment			
Session	Standard(s)	Time	Preparation and Materials
4 Storyboard	1.1.1	60 minutes	<input type="checkbox"/> Parent Permission Form (if you did not use Sessions 1 – 3 or do not have a school or district version, here is a sample .) <input type="checkbox"/> Jingle(s) 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 Audio Commercial	1.1.1 2.1.1	60 minutes	<input type="checkbox"/> mp3 version of student jingle(s) <input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Audio Editing Tool <input type="checkbox"/> Computers or devices for student use <i>Optional</i> <input type="checkbox"/> Internet access, if you will be using an online audio editing tool or additional Web sites with sound and music files <input type="checkbox"/> Video clips and Tip Sheet showing how to use the audio editing tool (You could also post these clips on a class Web site for student reference.) <input type="checkbox"/> Review Intellectual Property lesson plans in the Resources for opportunities to pre-teach, re-teach, or extend learning.
6 Summative Assessment	1.1.1 2.1.1	30 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 audio 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 1.1.1 as they deconstruct a multimedia product. This will provide a foundation for students in digital storytelling by drawing on their observational skills and prior knowledge about story elements.

Sessions 1, 2, and 4 have connections to Washington’s communications and writing standards. The ability of students to *apply a variety of listening and observation skills/strategies to interpret information* is represented by Grade Level Expectation (GLE) 1.1.2 for communications at eighth grade. In addition, Writing GLE 1.5.1 targets students’ knowledge and ability to *publish in formats that are appropriate for specific audiences and purposes*, which includes storyboards and multimedia presentations. Although these GLEs are not included with the student evaluation for this assessment, we encourage teachers to provide formative feedback to students.

Prep	<input type="checkbox"/> Select a 15 or 30-second commercial from one of the sites listed below or another source. 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 <input type="checkbox"/> Use a media converter to create an mp3 (audio only) file from the commercial. See Resources for a list of converters .
Materials	<input type="checkbox"/> Commercial <input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Speakers for computer or projector <input type="checkbox"/> Storyboard Tool (We describe a T-chart in the lesson, but you can substitute another Storyboard tool from the Resources page.) <input type="checkbox"/> Educational Technology Scoring Guide <i>Optional</i> <input type="checkbox"/> Internet access, if you 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 you have chosen. ▪ Introduce the overall unit task: develop a plan (storyboard) for a bubble gum commercial and produce audio for it. Students will learn about the elements that go into a commercial, how to use audio tools, and develop an 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. <i>What is the location and setting? Is the camera close to or far away from the action?</i> Students may need to view the 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.” This planning tool is typically used <i>before</i> professionals create an ad, movie, or other media-based production. Students will create a storyboard for a radio 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 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 and connected sequence, thoughtful organization (including timeline and name of product), complete description of audio (and graphic) elements.</i>
Extend	<ul style="list-style-type: none"> ▪ Have students suggest additional ideas or ways to tell the story in the commercial.

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Session Two: Audio Production	
Background	
<p>The purpose of this session is to develop students’ background knowledge and skills using a digital audio editing tool. This tool will help demonstrate their ability to “create products using a combination of text, images, sound, music and video” (GLE 1.1.1).</p>	
Prep	<ul style="list-style-type: none"> <input type="checkbox"/> Select an audio editing tool. Practice using the tool before the session. <input type="checkbox"/> If you will be using an online tool for this session, such as Myna, be sure that the Web site you want to use will be accessible for students. If blocked, contact your district’s technology department or select other digital tools. <input type="checkbox"/> If you will be using a tool which must be downloaded and installed on individual computers, such as Audacity, coordinate with your school or district technology support staff to ensure computers are ready for student use. <input type="checkbox"/> If you will be using a tool which does not include a library of sounds or music, identify sites which can be accessed by students for more options. See the Resources page for suggestions. <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review video resources on audio editing tools
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"/> Audio Editing Tool <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 audio editing tool or sound and music files from other Web sites <input type="checkbox"/> Video clips and the Tip Sheet that shows how to use the audio editing tool (You could also post these clips on a class Web site for student reference.) <input type="checkbox"/> Additional Web sites with sound and music files

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Session Two: Audio Production	
Learning Plan (60 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Show the audio track of the commercial from Session 1 using the audio editing tool. Ask students to pay attention to how the pattern in the track changes throughout the commercial. <i>What did students notice? Why does the pattern change?</i> ▪ Have students use this information to add notes to their storyboard from Session 1. ▪ 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 audio 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. ▪ If students need to access additional libraries of sound and/or music show them where to find these sites, for example, a list you have created on class webpage. Show students how to search for, download, and/or import the files. ▪ In a lab setting, have students practice using the basic features of the tool. Allow for exploration as students learn how to apply the basic features to the original audio file of the commercial. <p><i>Teaching Tip:</i></p> <ul style="list-style-type: none"> ▪ Use the Levelator, (http://www.conversationsnetwork.org/levelator), to normalize the audio, if necessary. This is software you must download and install.
Extend	<ul style="list-style-type: none"> ▪ Show students how to export the final product as a multimedia file and give them to you. Do not allow these files to be posted (copyright issues), just allow the students to use them for practice.
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 for next time?</i> ▪ Do not score this activity as part of the assessment. Provide formative feedback only on students' ability to <i>create an original multimedia product through the use of sound, effects, music and narration/dialogue.</i>

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Session Three: Safety and Privacy

Background

In the final session of the formative assessment, students will consider the safety and privacy issues associated with sharing content online (GLE 2.1.1). The purpose of this session is to provide a basis of understanding about the ownership of online content and the user's roles and responsibilities as creators and consumers of content.

Fair Use guidelines allow the use of a commercial for classroom study. However, to share or post any remixes of that commercial (generated during Session 2), is against the law. It is important for students to understand the difference between content they borrow (Session 2) and content they create and own (Session 5).

Prep	<p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review Online Privacy lesson plans on the Resources page for opportunities to pre-teach, re-teach, or extend learning. <input type="checkbox"/> Review information on FERPA and COPPA in the Resources
Materials	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Permission Form (Here is a sample or use your district's version.) <input type="checkbox"/> Sample Privacy Policy from a Web site, for example Google or Facebook <input type="checkbox"/> Computer connected to an LCD Projector <input type="checkbox"/> Computers for student use <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Document camera or interactive whiteboard

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Session Three: Safety and Privacy	
Learning Plan (30 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Remind students that copyright law does not allow them to publish their products from Session 2 online. However, they must produce and format their final product for online publication. Ask students <i>what pieces of personal information should be included and available with their work. Why?</i> ▪ Ask students to <i>compare and contrast online privacy and offline privacy. What do safe behaviors look like for both cases?</i>
Explore	<ul style="list-style-type: none"> ▪ If students have been using an online audio editing tool, such as Myna, have them read the privacy policy for that Web site. Here is the privacy policy from the Myna site, http://aviary.com/privacy. Otherwise, have students find and review the privacy policy of a Web site they visit regularly (for example Google: http://www.google.com/intl/en/privacy.html or Facebook: http://www.facebook.com/privacy/explanation.php). ▪ As students read the policy, have them record any questions or comments they have about the policy. <i>Do they believe the site is safe for students? What is their evidence?</i>
Extend	<ul style="list-style-type: none"> ▪ You may also want to show and explain the privacy settings in an Internet browser.
Explain	<ul style="list-style-type: none"> ▪ Hand out the Parent Permission Form. Tell students there are federal laws designed to protect their privacy. One law, the Family Educational Rights and Privacy Act (FERPA), regulates student records. Under this law, schools are allowed to share some kinds of information with the public, for example student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance). Other kinds, for example grades, discipline records, cannot be shared without permission. FERPA also applies to students who continue their education after high school. Parents and students can request that the school keep all information private. (Keep in mind that parents and guardians act on students' behalf until the age of 18.) This is why a permission form is necessary for students to post your final projects for this assessment online. ▪ The Children's Online Privacy Protection Act (COPPA) makes it illegal for Web sites to collect personal information from children under the age of 13. This is why sites ask for your age and whether or not you have parental permission before you can sign up for their service.
Evaluate	<ul style="list-style-type: none"> ▪ Ask students to reflect on what they read and discussed during the session. <i>What changes will they make to their Internet habits? Why?</i> ▪ This activity should not be scored as part of the assessment. Provide formative feedback only on students' knowledge and understanding of <i>sharing information online safely and responsibly</i>.

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Session Four: Storyboard

Background

This session is the first part of the summative assessment for Educational Technology Standard 1.1.1. During the session, students will “generate creative solutions and present ideas” as they listen to a jingle produced as part of the Arts assessment, brainstorm ideas for a commercial, and then develop a storyboard.

Students who participated in the Bubble Gum Jingle assessment should use their own jingles for the educational technology assessment. Provide a copy of a jingle for those students who do not have one.

Although one jingle could be used for 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 (if you did not use Sessions 1 – 3 or do not have a school or district version, here is a sample) <input type="checkbox"/> Jingle(s) 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, or as needed)	
Engage	<ul style="list-style-type: none"> ▪ Provide an overview of the assessment task, standards, and scoring. If needed, hand out the Parent Permission Form to students. We provide a sample form with the resources for this assessment if your school or district does not have one. Be sure to review the scoring guide with students. ▪ Review the basic elements of the storyboard: product name, timeline, detailed notes and/or 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. You can do this as a whole class activity, or students can access the clips at computer stations, or on their personal mp3 players. They should have multiple opportunities to hear the jingle. ▪ As students listen, have them take notes about what they hear. These notes will form the basis of their storyboards. ▪ Students should then brainstorm ideas for the commercial. Using the jingle as a starting point, <i>What additions could be used to enhance the jingle 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 with whom they can present ideas and receive constructive feedback using the scoring guide. ▪ Do not collect or score the storyboards at this time. Students will have an opportunity to revise their work in Session 6 before you complete the final scoring.

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Session Five: Audio Commercial

Background

In Session 5, students complete the audio track for their commercial using an audio editing tool. They must also cite their sources correctly. You will evaluate students on their ability to “create products using a combination of text, images, sound, music, and video” (GLE 1.1.1) and “practice the safe and responsible sharing of information online” (GLE 2.1.1).

This session has additional connections to Washington Writing Standard 3.3.8---“Applies conventional forms for citations.”

Prepare	<input type="checkbox"/> Select a citation method. For example, the Reference function in Microsoft Word, the format found at http://tinyurl.com/musiccitation , or another online tool. We provide more citation options on the Resources page. Create at least one example before class and be ready to model one or two others.
Materials	<input type="checkbox"/> mp3 version of student jingle(s) <input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Audio Editing Tool <input type="checkbox"/> Computers or devices for student use <i>Optional</i> <input type="checkbox"/> Internet access, if you will be using an online audio editing tool or additional Web sites with sound and music files <input type="checkbox"/> Video clips and Tip Sheet showing how to use the audio editing tool (You could also post these clips on a class Web site for student reference.) <input type="checkbox"/> Review Intellectual Property lesson plans in the Resources for opportunities to pre-teach, re-teach, or extend learning.

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Session Five: Audio Commercial	
Learning Plan (60 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Have students review their storyboards and add new details. ▪ Ask students to identify a plan for their work during this session: <ul style="list-style-type: none"> ▪ <i>What audio do they need to record?</i> ▪ <i>What audio do they need to find and import?</i> ▪ <i>Where can they find these files?</i> ▪ Collect the Parent Permission Forms.
Explain	<ul style="list-style-type: none"> ▪ Model how students should cite the sources they use. Be sure to provide instruction about how you would like this information collected and submitted, for example a Word document.
Explore	<ul style="list-style-type: none"> ▪ After students have had sufficient time to plan their work, they should use the audio editing tool to produce the full commercial. ▪ Remind students to cite any sources they use properly, including the original student commercial, to build 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"> ▪ Use of multiple audio elements that enhance the message in the commercial. ▪ Match between storyboard elements and the audio track. ▪ Safe and responsible use of online information (if applicable). ▪ Provide time for students to give constructive feedback on a peer's project. <i>Would they be interested in buying the bubble gum based on the commercial? Why or why not?</i>
Extend	<p><i>Optional</i></p> <ul style="list-style-type: none"> ▪ For students who are ready, encourage them to add graphic elements to the commercial. For example: <ul style="list-style-type: none"> ▪ Take digital pictures with their cell phones or cameras to add to the timeline. ▪ Create a PowerPoint which syncs the audio file with a series of timed slides showing the graphics. ▪ Use a Flip Camera or other video camera to shoot video, then edit and sync with audio track.

Grades 6 – 8 Bubble Gum Jingle Assessment for the Arts-Educational Technology

Session Six: Summative Assessment	
Background During the final session of the Educational Technology Assessment, students will finish their commercial and prepare it for publication. Once their work is complete, they will receive a summative evaluation on GLEs 1.1.1 and 2.1.1 for this assessment.	
Prep	<input type="checkbox"/> Identify a location for students to upload final products.
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 audio editing tool, citation maker, or uploading files to a class Web site
Learning Plan (30 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Remind students that the audio product they made during Session 2 cannot be posted to the Internet, but they can publish the audio product they made during Session 5. Ask students to <i>describe when it is and is not okay to share information online</i>. Students should point to copyright law and issues with Internet safety. ▪ Collect any remaining Parent Permission Forms.
Explore	<ul style="list-style-type: none"> ▪ Have students review their final products: storyboard and audio clip. ▪ 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 citations. Any student who does not have parental permission to post work online should be provided with a safe place offline to upload their files.
Evaluate	<ul style="list-style-type: none"> ▪ Collect students’ storyboards. ▪ Score students’ final products using the Educational Technology Scoring Guide.

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Assessment for the Arts-Educational Technology

Name _____

Student Task

Following the completion of the OSPI-developed Assessment Bubble Gum Jingle:

During the Bubble Gum Jingle assessments, you created, performed, and described a short jingle about a new brand of bubble gum. As a member of an ad agency, it is now your task to create a radio commercial that includes the jingle.

Using the jingle, produce a **storyboard** that describes or illustrates the audio associated with the commercial. Then, **create the commercial** using digital tools with the goal of selling bubble gum on a public radio station. The final product for this assessment will be a **citation** that conforms to copyright and Internet safety expectations.

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 document a timeline and other details about the product on my storyboard.	<input type="checkbox"/>	
I completely describe the audio on my storyboard.	<input type="checkbox"/>	
I add narration to my commercial.	<input type="checkbox"/>	
I include additional sounds, music or effects to develop the main idea.	<input type="checkbox"/>	
I make sure all audio levels are consistent and clear.	<input type="checkbox"/>	
I combine different pieces of audio to create an original work.	<input type="checkbox"/>	
I use at least one digital source.	<input type="checkbox"/>	
I make sure my audio is safe to share by removing information about me.	<input type="checkbox"/>	
I cite my sources.	<input type="checkbox"/>	
I save my audio in a file format that is easy to share with others.	<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: _____

Grades 6 – 8 Bubble Gum Jingle

Assessment for Arts and Educational Technology

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 as they 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/
	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/
Audio	Students can use JamStudio (free online tool) to create music tracks. Login required.	http://www.jamstudio.com/Studio/index.htm
Citation	Bibme is a free online tool for generating citations.	http://www.bibme.org/
	Tinyurl is a service for shortening urls.	http://tinyurl.com/musiccitation
	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
	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
	Audacity Instructions	http://cff.wiki.cvsd.k12.pa.us/Audacity?f=print
	A variety of free sound libraries are available on the web. Most have sound effects and audio clips that are in the public domain or use a Creative Commons license.	http://soundbible.com/ http://www.findsounds.com/ http://live.freeplaymusic.com/

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Educational Technology Resources	
Videos	
Description	Location
Audacity: Audio Editing	http://www.youtube.com/watch?v=5rQr5YVNqI0&feature=related
Audacity: Tutorial	http://www.youtube.com/watch?v=dbqJVC6kQ50&feature=related
Lesson Plans	
Description	Location
Students as Creators: Exploring Copyright (includes links for the “Can I use it?” checklist and a copyright organizer)	http://www.readwritethink.org/classroom-resources/lesson-plans/students-creators-exploring-copyright-1085.html
Campaigning for Fair Use: Public Service Announcements on Copyright Awareness	http://www.readwritethink.org/classroom-resources/lesson-plans/campaigning-fair-public-service-939.html
Online Music	http://www.econedlink.org/lessons/index.php?lesson=EM187&page=teacher
A Creator’s Responsibilities	http://www.commonsensemedia.org/educators/scope-and-sequence
Rework, Reuse, Remix	http://www.commonsensemedia.org/educators/lesson/rework-reuse-remix-6-8
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