

Educational Technology

Public Health

Anchor Papers

Grades K-2

OSPI-Developed
Assessment

Office of Superintendent of Public Instruction
June 2011



Grades K - 2 Public Health Assessment for Educational Technology

Introduction

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

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

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

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

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

Discussion

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

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

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

Grades K - 2 Public Health Assessment for Educational Technology

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
Score the attributes for GLEs 1.2.1 and 1.3.2 for artifacts related to the research process only.			
1.2.1	Communicates with Others	Communicates ideas from class activities and teacher-selected sources by contributing to digital class notes. <i>For example, WallWisher, Word, or a mind map</i>	1
	Collaborates to Learn	Takes turns in group discussion or activities.	1
1.3.2	Gather Information	Uses teacher-selected digital sources to identify information related directly to the student task.	1
	Organize Information	Develops individual notes from sources.	1
		Inputs data, with assistance, into a class graph using a digital tool.	1
Score the attributes for GLE 1.3.3 for the multimedia product only.			
1.3.3	Identify a Solution	States the problem (why Paul is sick) based on sources or notes.	1
		States a solution (how Paul can stay healthy at school) based on sources or notes.	1
	Analyzes Information	Describes how the solution will solve the problem based on sources or notes.	1
		Uses the graph to analyze the problem. <i>For example, "less people got sick because more people started to stay home."</i>	1
	Share Learning	Creates a multimedia product.	1
TOTAL			10

Grades K - 2 Public Health
Assessment for Educational Technology

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 1.2.1, 1.3.2, and 1.3.3.	9 - 10
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 1.3.2 <i>Locate and organize information from a variety of sources</i> , and GLE 1.3.3 <i>Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results</i> BY using technology to create a letter or voicemail which explains why Paul is sick and what he can do to keep healthy at school.	7 - 8
A Level 1 response reflects that a student is still working toward meeting GLEs 1.2.1, 1.3.2, and 1.3.3.	0 – 6

Grades K - 2 Public Health Assessment for Educational Technology

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1.2.1	Communicates with Others	Communicates ideas from class activities and teacher-selected sources by contributing to digital class notes. <i>For example, WallWisher, Word, or a mind map</i>	1	0
	Collaborates to Learn	Takes turns in group discussion or activities.	1	1
1.3.2	Gather Information	Uses teacher-selected digital sources to identify information related directly to the student task.	1	0
	Organize Information	Develops individual notes from sources.	1	0
		Inputs data, with assistance, into a class graph using a digital tool.	1	1
Score the attributes for GLE 1.3.3 for the multimedia product only.				
1.3.3	Identify a Solution	States the problem (why Paul is sick) based on sources or notes.	1	0
		States a solution (how Paul can stay healthy at school) based on sources or notes.	1	0
	Analyzes Information	Describes how the solution will solve the problem based on sources or notes.	1	0
		Uses the graph to analyze the problem. <i>For example, "less people got sick because more people started to stay home."</i>	1	0
	Share Learning	Creates a multimedia product.	1	1
TOTAL			10	3
A Level 1 response (0 – 6 points) reflects that a student is still working toward meeting GLEs 1.2.1, 1.3.2, and 1.3.3.				L1

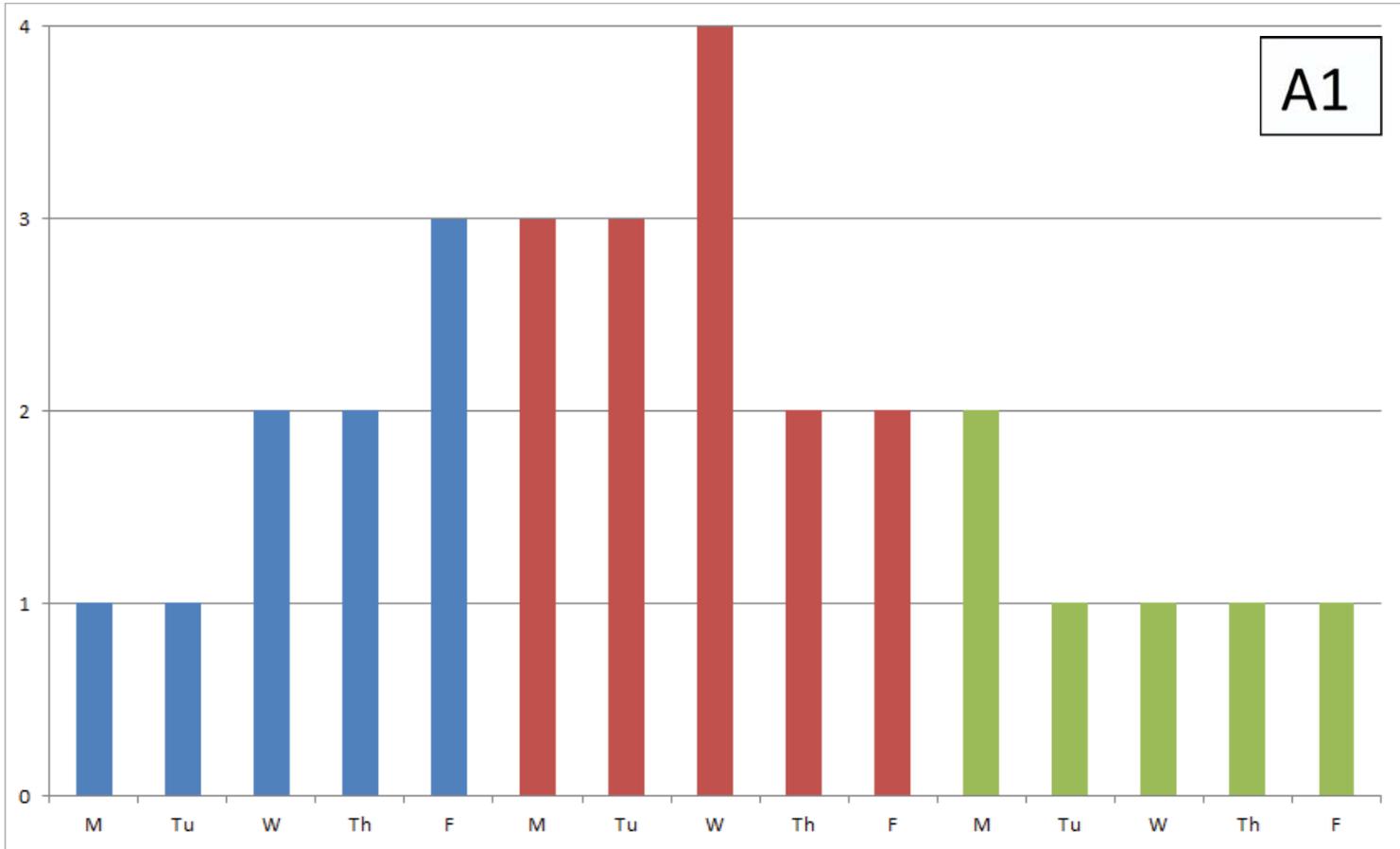
Sources Used in Class

Video:

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

Trade Book:

- The Mysterious You Achoo! by Trudee Romanek (http://www.amazon.com/Achoo-Interesting-Youll-About-Mysterious/dp/1553374517/ref=sr_1_1?ie=UTF8&qid=1305741850&sr=8-1)



Grades K - 2 Public Health Assessment for Educational Technology

A1

Discussion

This student work shows a beginning level of understanding with the collaborative use of digital resources and tools to communicate content knowledge. The work represents a Level One attempt to meet the educational technology standards. The sample earns two attribute points for the contributions to class work and one point for individual final product.

Although no specific documentation was supplied by the teacher to support the “Collaborates to Learn” attribute, we have assumed that every student participated in the development of the class graph. The student does create a multimedia product; however, only the following information is supplied: *He...um...He gotted sick by coughing on his hand. Medicine.* Although the student attempts to state a reason about why Paul was sick (“coughing on his hand”), the reason is not correct or based on sources. Although the solution of taking medicine could be credited, there is no evidence that the student intended “Medicine” as a solution.

This student could benefit from additional support in using the sources and activities completed in class to develop notes and ideas for the final product.

Click the icon below to hear the audio for this student sample.



Grades K - 2 Public Health Assessment for Educational Technology

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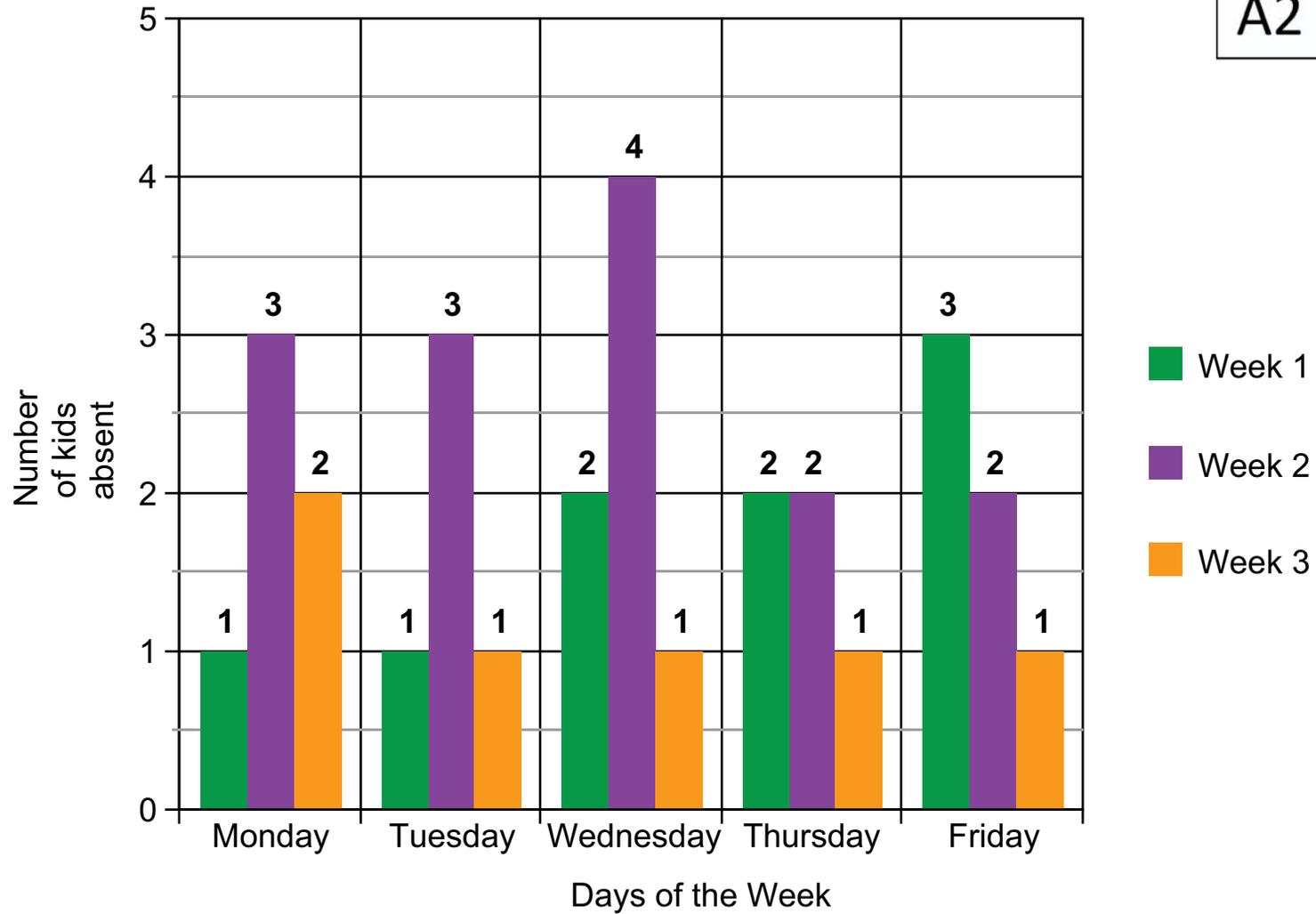
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1.3.2	Gather Information	Uses teacher-selected digital sources to identify information related directly to the student task.	1	1
	Organize Information	Develops individual notes from sources.	1	1
		Inputs data, with assistance, into a class graph using a digital tool.	1	1
Score the attributes for GLE 1.3.3 for the multimedia product only.				
1.3.3	Identify a Solution	States the problem (why Paul is sick) based on sources or notes.	1	0
		States a solution (how Paul can stay healthy at school) based on sources or notes.	1	0
	Analyzes Information	Describes how the solution will solve the problem based on sources or notes.	1	0
		Uses the graph to analyze the problem. <i>For example, "less people got sick because more people started to stay home."</i>	1	0
		Share Learning	Creates a multimedia product.	1
	TOTAL			10
A Level 1 response (0 – 6 points) reflects that a student is still working toward meeting GLEs 1.2.1, 1.3.2, and 1.3.3.				L1

Attendance for Mr. Hart's Class

A2



School Attendance Record



Staying Healthy with Mrs.

Can books make you sick?

First Graders

says

They crawl onto someone into their mouth and then they go to someone else's mouth.

2 weeks ago

says

They take advantage of hurt spots.

2 weeks ago

says

They can make you sick.

2 weeks ago

says

Germs are everywhere.

2 weeks ago

says

They can make you get a disease.

2 weeks ago

says

Germs are very bad for you.

2 weeks ago

says

If you shake someone's hand they will get your germs.

2 weeks ago

says

They can jump up your skin until they jump into your mouth.

2 weeks ago

says

There are millions of them.

2 weeks ago

says

Sometimes germs can give you cancer.

2 weeks ago

says

They can make you cough.

2 weeks ago

says

Germs are little viruses that come into your body and make you sick.

2 weeks ago

says

says

Can books have germs?

2 weeks ago

says

What causes germs?

2 weeks ago

says

Germs spread everywhere.

2 weeks ago

says

Germs make you sick when you touch your eyes, mouth or nose.

2 weeks ago

says

Did someone touch the books before they got to the school

2 weeks ago

says

Were the books dusty? Does dust cause germs?

2 weeks ago

says

Germs from your hands can get onto your food and then get into your mouth.

2 weeks ago

says

They carry a bad thing that make you sick.

2 weeks ago

says

Do germs smell?

2 weeks ago

says

Do germs die?

2 weeks ago

says

How do you stay "sick free"?

2 weeks ago

says

What does Paul do to wash his hands?

2 weeks ago

A2

What happens if you get a cold or a flu?

- You get sick
- You cough and sneeze
- Germs get into your mouth, nose, ears, or a cut in your skin
- Germs are attacking your white blood cells

What should you do when you have a cold or flu?

- Stay in bed
- Go to the doctor
- Eat healthy
- Wash your hands with soap and warm water
- Take medicine, it's a "power up" for your cells (ask grownup)
- Stay home
- Cover your cough or sneeze
- Don't go outside

How can you keep a cold or flu from spreading?

- Cover your mouth when you cough or sneeze
- Exercise
- Eat healthy
- Stay home
- Don't touch other people if you are sick
- Wash your hands with soap and warm water before you eat
- Take vitamins

Colds and Flu Notebook

Name _____

1. What happens if you get a cold or the flu?

virus
your body fight back
symptom a change in
the body

fever a rise
coughing
in tempera
ture
of the body

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

Get a lot of rest eat soup
take water a lot.

take medicine
each day

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

NO
mucus
carrier
it spread from
one person
to another
person

contagious
you should not
stay in
home

wash your
hands with
soap

Hello, Mrs. Garcia,

This is _____

From _____ Elementary School,

I am calling because

Paul is sick

We think Paul was sick because

the new books were probably
touched before they brought
them so the books were
bad

Paul can stay healthy at school by

Not touching people
so they have no germs

Thank you

Grades K - 2 Public Health Assessment for Educational Technology

A2

Discussion

In this sample of student work, we have evidence that the student participated and used information from class activities to develop notes about the problem posed by the assessment. However, the student does not use these notes to create the final product. Therefore, the work earns all of the attribute points for GLEs 1.2.1 and 1.3.2, but only the “Creates a multimedia product” point for GLE 1.3.3.

This student would benefit from some support in using notes to develop the multimedia product. There are several strengths with the content and its organization, as well as the use of the recording tool. The work almost meets the standard.

Transcription of Student Work

Cold and Flu Notebook:

1. What happens if you get a cold or the flu? Fever a rise in temperature of the body. Coughing. Virus. Your body fights back. Symptoms change in the body.
2. What should you do when you have a cold or the flu? Get a lot of rest. Eat soup. Take water a lot. Take medicine each day.
3. How can you keep a cold or flu from spreading? You should not stay here home. No contagious. Mucus. Cover. Wash your hands with soap. It spreads from one person to another.

Notes:

Hello Mrs. Garcia, This is — from — Elementary School. I am calling because Paul is sick. We think Paul was sick because the new books were probably touched before they brought them so the books were bad. Paul can stay healthy at school by not touching people so they have no germs. Thank you.

Audio:

Hi. I'm calling because Paul is sick. Um, his book is here and if you have any questions just come if you just get your book if you just want it here. Bye.

Click the icon below to hear the audio for this student sample.



Grades K - 2 Public Health Assessment for Educational Technology

A3

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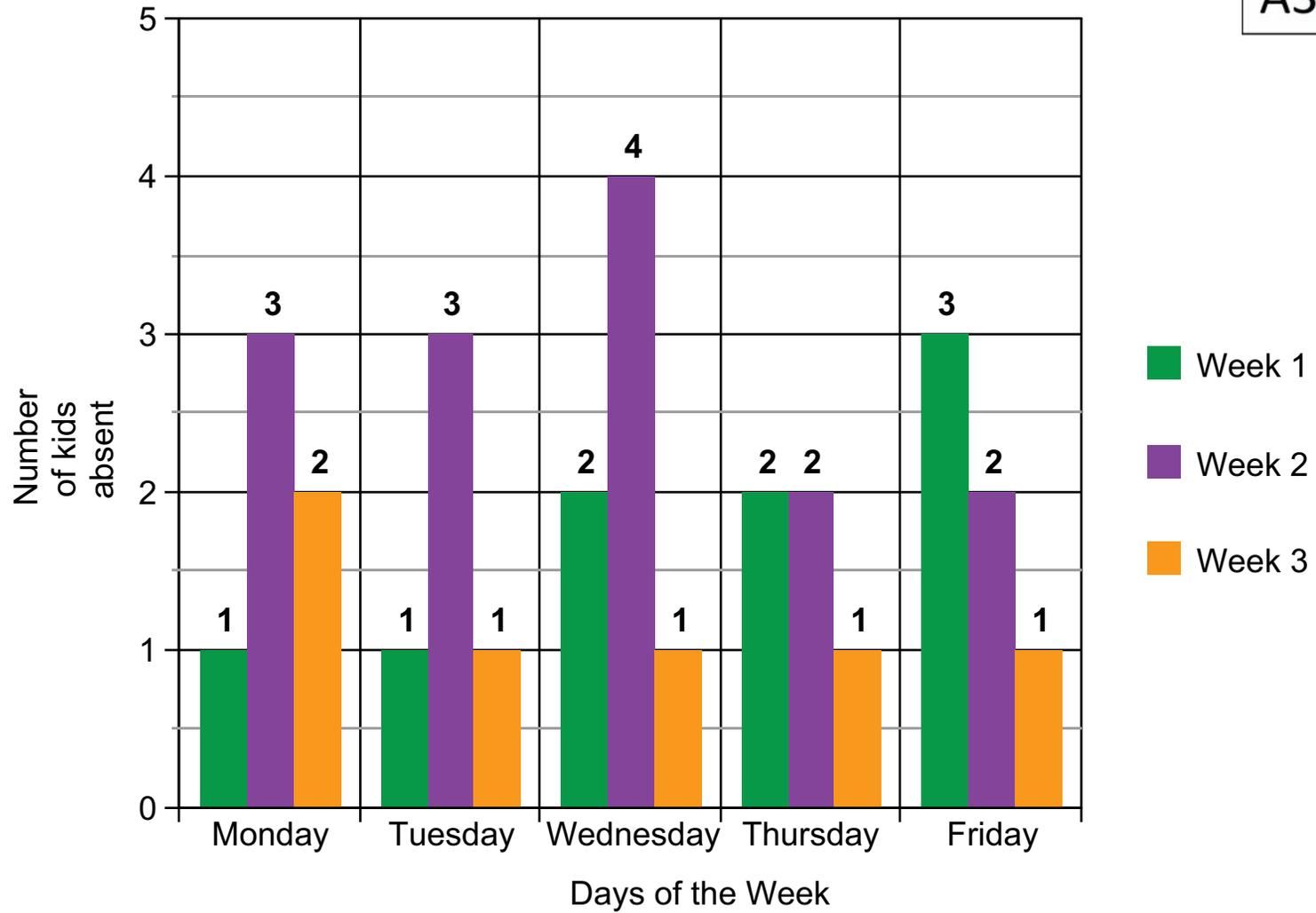
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	Collaborates to Learn	Takes turns in group discussion or activities.	1	1
1.3.2	Gather Information	Uses teacher-selected digital sources to identify information related directly to the student task.	1	1
	Organize Information	Develops individual notes from sources.	1	1
		Inputs data, with assistance, into a class graph using a digital tool.	1	1
Score the attributes for GLE 1.3.3 for the multimedia product only.				
1.3.3	Identify a Solution	States the problem (why Paul is sick) based on sources or notes.	1	1
		States a solution (how Paul can stay healthy at school) based on sources or notes.	1	0
	Analyzes Information	Describes how the solution will solve the problem based on sources or notes.	1	0
		Uses the graph to analyze the problem. <i>For example, "less people got sick because more people started to stay home."</i>	1	0
	Share Learning	Creates a multimedia product.	1	1
TOTAL			10	7
<p>A Level 2 response (7 - 8 points) 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 1.3.2 <i>Locate and organize information from a variety of sources</i>, and GLE 1.3.3 <i>Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results</i> BY using technology to create a letter or voicemail which explains why Paul is sick and what he can do to keep healthy at school.</p>				L2

Attendance for Mr. Hart's Class

A3



School Attendance Record



Staying Healthy with Mrs.

Can books make you sick?

First Graders

says

They crawl onto someone into their mouth and then they go to someone else's mouth.

2 weeks ago

says

They take advantage of hurt spots.

2 weeks ago

says

They can make you sick.

2 weeks ago

says

They can make you get a disease.

2 weeks ago

says

They can jump up your skin until they jump into your mouth.

2 weeks ago

says

They can make you cough.

2 weeks ago

says

Germs spread everywhere.

2 weeks ago

says

Germs from your hands can get onto your food and then get into your mouth.

2 weeks ago

says

Germs are very bad for you.

2 weeks ago

says

There are millions of them.

2 weeks ago

says

Germs are little viruses that come into your body and make you sick.

2 weeks ago

says

Germs make you sick when you touch your eyes, mouth or nose.

2 weeks ago

says

They carry a bad thing that make you sick.

2 weeks ago

says

Germs are everywhere.

2 weeks ago

says

If you shake someone's hand they will get your germs.

2 weeks ago

says

Sometimes germs can give you cancer.

2 weeks ago

says

Can books have germs?

2 weeks ago

says

Did someone touch the books before they got to the school

2 weeks ago

says

What causes germs?

2 weeks ago

says

Were the books dusty? Does dust cause germs?

2 weeks ago

says

Do germs smell?

2 weeks ago

says

Do germs die?

2 weeks ago

says

How do you stay "sick free"?

2 weeks ago

says

What does Paul do to wash his hands?

2 weeks ago

What happens if you get a cold or a flu?

- You get sick
- You cough and sneeze
- Germs get into your mouth, nose, ears, or a cut in your skin
- Germs are attacking your white blood cells

What should you do when you have a cold or flu?

- Stay in bed
- Go to the doctor
- Eat healthy
- Wash your hands with soap and warm water
- Take medicine, it's a "power up" for your cells (ask grownup)
- Stay home
- Cover your cough or sneeze
- Don't go outside

How can you keep a cold or flu from spreading?

- Cover your mouth when you cough or sneeze
- Exercise
- Eat healthy
- Stay home
- Don't touch other people if you are sick
- Wash your hands with soap and warm water before you eat
- Take vitamins

Colds and Flu Notebook

Name _____

1. What happens if you get a cold or the flu?

your body
Fites bak.
you get a
Virus.
sneezing fever

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

Get a lot of rest
drink water eat soup
medicine

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

mucas

COVER your nose
and
Wash hand with moth
and warm water Soap



Hello, Mrs. Garcia,

This is _____
From _____ Elementary School,

I am calling because

I think know why
Paul was sick.

We think Paul was sick because

of the new books,
And ^{maybe} his eyes were
itchy and he rubbed
his eyes.

Paul can stay healthy at school by

cover his mouth when
he coughs or sneezes.

Thank you

Grades K - 2 Public Health Assessment for Educational Technology

A3

Discussion

This student work meets the standards for Educational Technology. The student contributes to the classroom notes and graph, as well as develops his/her own synthesis of the information. In addition, the student creates a multimedia product which identifies why Paul is sick (“got germs”). The work does not earn a point for identifying a solution because “covering his mouth when he coughs or sneezes” would keep others healthy at school.

Although the student does pull one piece of information from his notes (covering the mouth), s/he does not use the notes developed by the class. The teacher should encourage the student to review and use all of the sources available.

Transcription of Student Work

Cold and Flu Notebook:

1. What happens if you get a cold or the flu? Your body fights back. You get a virus. Sneezing. Fever.
2. What should you do when you have a cold or the flu? Get a lot of rest. Drink water. Medicine. Eat soup.
3. How can you keep a cold or flu from spreading? Mucus. Cover your nose and mouth. Wash hands with warm water soap.

Notes:

Hello Mrs. Garcia, This is — from — Elementary School. I am calling because I think I know why Paul is sick. We think Paul was sick because of the new books. And maybe his eyes were itchy and he rubbed his eyes. Paul can stay healthy at school by covering his mouth when he coughs or sneezes. Thank you.

Audio:

Um, I think I know why Paul was sick. Um, I think that he was, um, I think that he was sick because of the new books and maybe he touched them a little and he and his eyes were itchy and maybe that got germs and he got sick maybe. And he can stay healthy by covering his mouth when he coughs or sneezes.

Click the icon below to hear the audio for this student sample.



Grades K - 2 Public Health Assessment for Educational Technology

A4

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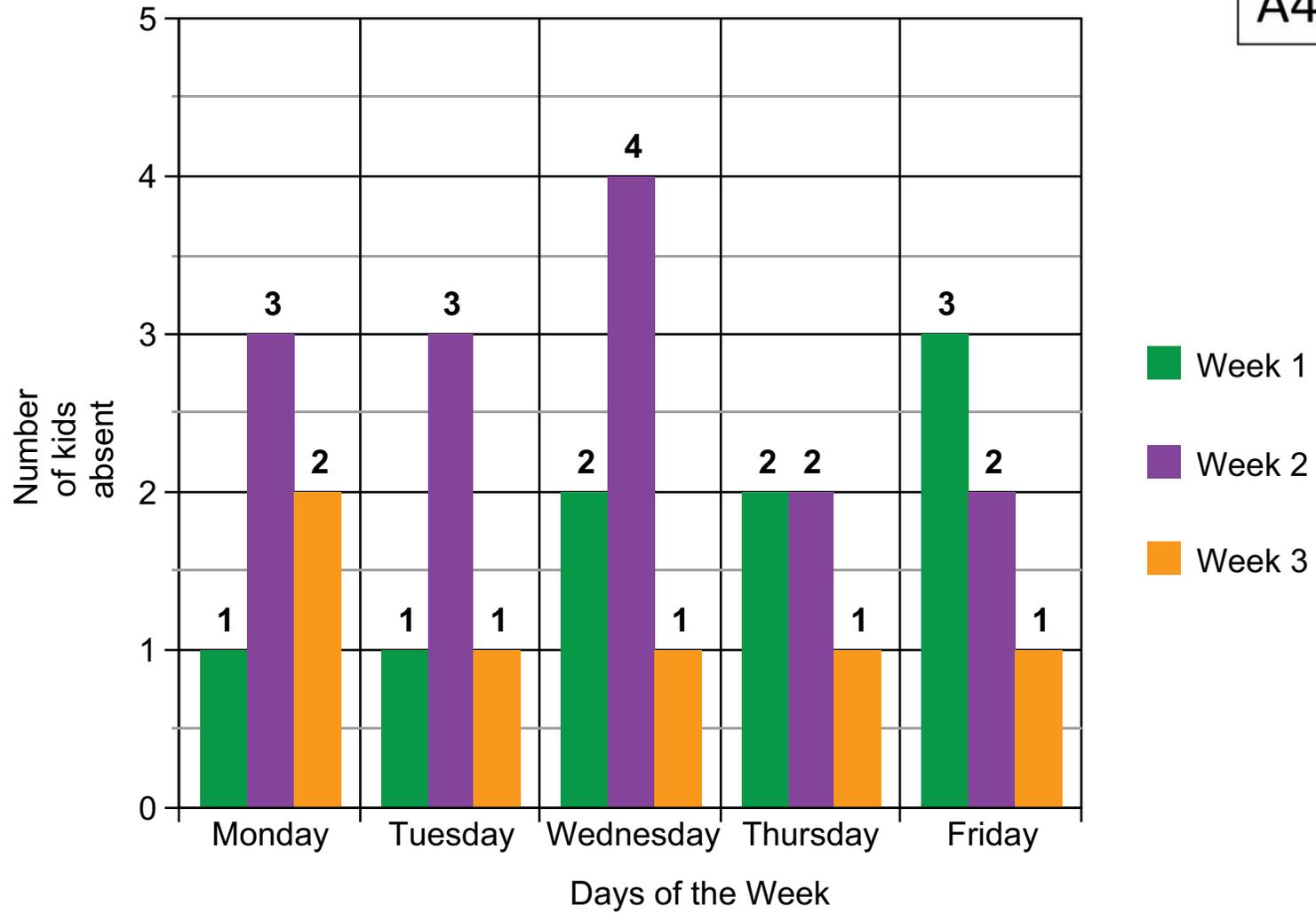
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1.3.2	Gather Information	Uses teacher-selected digital sources to identify information related directly to the student task.	1	1
	Organize Information	Develops individual notes from sources.	1	1
		Inputs data, with assistance, into a class graph using a digital tool.	1	1
Score the attributes for GLE 1.3.3 for the multimedia product only.				
1.3.3	Identify a Solution	States the problem (why Paul is sick) based on sources or notes.	1	1
		States a solution (how Paul can stay healthy at school) based on sources or notes.	1	1
	Analyzes Information	Describes how the solution will solve the problem based on sources or notes.	1	0
		Uses the graph to analyze the problem. <i>For example, "less people got sick because more people started to stay home."</i>	1	0
	Share Learning	Creates a multimedia product.	1	1
TOTAL			10	8
<p>A Level 2 response (7 - 8 points) 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 1.3.2 <i>Locate and organize information from a variety of sources</i>, and GLE 1.3.3 <i>Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results</i> BY using technology to create a letter or voicemail which explains why Paul is sick and what he can do to keep healthy at school.</p>				L2

Attendance for Mr. Hart's Class

A4



School Attendance Record



Staying Healthy with Mrs.

Can books make you sick?

First Graders

says

They crawl onto someone into their mouth and then they go to someone else's mouth.

2 weeks ago

says

They take advantage of hurt spots.

2 weeks ago

says

They can make you sick.

2 weeks ago

says

They can make you get a disease.

2 weeks ago

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They can jump up your skin until they jump into your mouth.

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Germs from your hands can get onto your food and then get into your mouth.

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Can books have germs?

2 weeks ago

says

Did someone touch the books before they got to the school

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What causes germs?

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Were the books dusty? Does dust cause germs?

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Do germs smell?

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Do germs die?

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says

What does Paul do to wash his hands?

2 weeks ago

What happens if you get a cold or a flu?

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- Don't go outside

How can you keep a cold or flu from spreading?

- Cover your mouth when you cough or sneeze
- Exercise
- Eat healthy
- Stay home
- Don't touch other people if you are sick
- Wash your hands with soap and warm water before you eat
- Take vitamins

Colds and Flu Notebook

Name _____

1. What happens if you get a cold or the flu?

a virus, your body fights germs, symptom
makes you tired, or coughing, fever, symptom

fever is good

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

get a lot of rest, drink lots of water,
eat, cover your mouth.

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

it gets you contagious,
cover your mouth.

Wash your hands with soap and warm
water, stay home

Hello, Mrs. Garcia,

This is _____
From Vinland Elementary School,

I am calling because

Paul is sick.

We think Paul was sick because

he was playing with
kids that had germs, but it wasn't
the books

Paul can stay healthy at school by

exercising, washing your hands

Thank you

Grades K - 2 Public Health Assessment for Educational Technology

A4

Discussion

Sample A4 represents work that meets the standards for Educational Technology. The sample earns all of the attribute points for the research process represented by GLEs 1.2.1 and 1.3.2. The development of a multimedia product earns an additional point, as does the identification of what made Paul sick (“playing with kids that had germs”) and a solution (“exercising, washing your hands with soap”), both of which can be found in the student notes.

This work could be improved by encouraging the student for an explanation of why the solution would solve the problem. For example, “washing your hands with soap would remove the germs.” The student also needs support to help s/he include information from the graph.

Transcript of Student Work

Cold and Flu Notebook:

1. What happens if you get a cold or the flu? A virus. Your body fights germs. Symptoms make you tired or coughing. Fever symptom. Fever is good.
2. What should you do when you have a cold or the flu? Get a lot of rest. Drink lots of water. Cover your mouth. Eat.
3. How can you keep a cold or flu from spreading? It gets you contagious. Cover your mouth. Wash your hands with soap and warm water. Stay home.

Notes:

Hello Mrs. Garcia, This is — from — Elementary School. I am calling because Paul is sick. We think Paul was sick because he was playing with kids that had germs, but it wasn't the books. Paul can stay healthy at school by exercising. Washing your hands. Thank you.

Audio:

Hello Mrs. Garcia, This is — from — Elementary. I am calling because Paul is sick. We think Paul was sick because he was playing with kids that had germs, but it wasn't the books. Paul can stay healthy at school by exercising, washing your hands with soap, and that's kind of it. So I think we might be keeping the the books in the library. Beep!

Click the icon below to hear the audio for this student sample.



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A5

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 Possible	Points Earned
Score the attributes for GLEs 1.2.1 and 1.3.2 for artifacts related to the research process only.				
1.2.1	Communicates with Others	Communicates ideas from class activities and teacher-selected sources by contributing to digital class notes. <i>For example, WallWisher, Word, or a mind map</i>	1	0
	Collaborates to Learn	Takes turns in group discussion or activities.	1	1
1.3.2	Gather Information	Uses teacher-selected digital sources to identify information related directly to the student task.	1	1
	Organize Information	Develops individual notes from sources.	1	1
		Inputs data, with assistance, into a class graph using a digital tool.	1	1
Score the attributes for GLE 1.3.3 for the multimedia product only.				
1.3.3	Identify a Solution	States the problem (why Paul is sick) based on sources or notes.	1	1
		States a solution (how Paul can stay healthy at school) based on sources or notes.	1	1
	Analyzes Information	Describes how the solution will solve the problem based on sources or notes.	1	1
		Uses the graph to analyze the problem. <i>For example, "less people got sick because more people started to stay home."</i>	1	1
	Share Learning	Creates a multimedia product.	1	1
TOTAL			10	9
A Level 3 response (9 - 10 points) exceeds the standards and reflects that a student can demonstrate knowledge and ability beyond the requirements for Educational Technology GLEs 1.2.1, 1.3.2, and 1.3.3.				L3

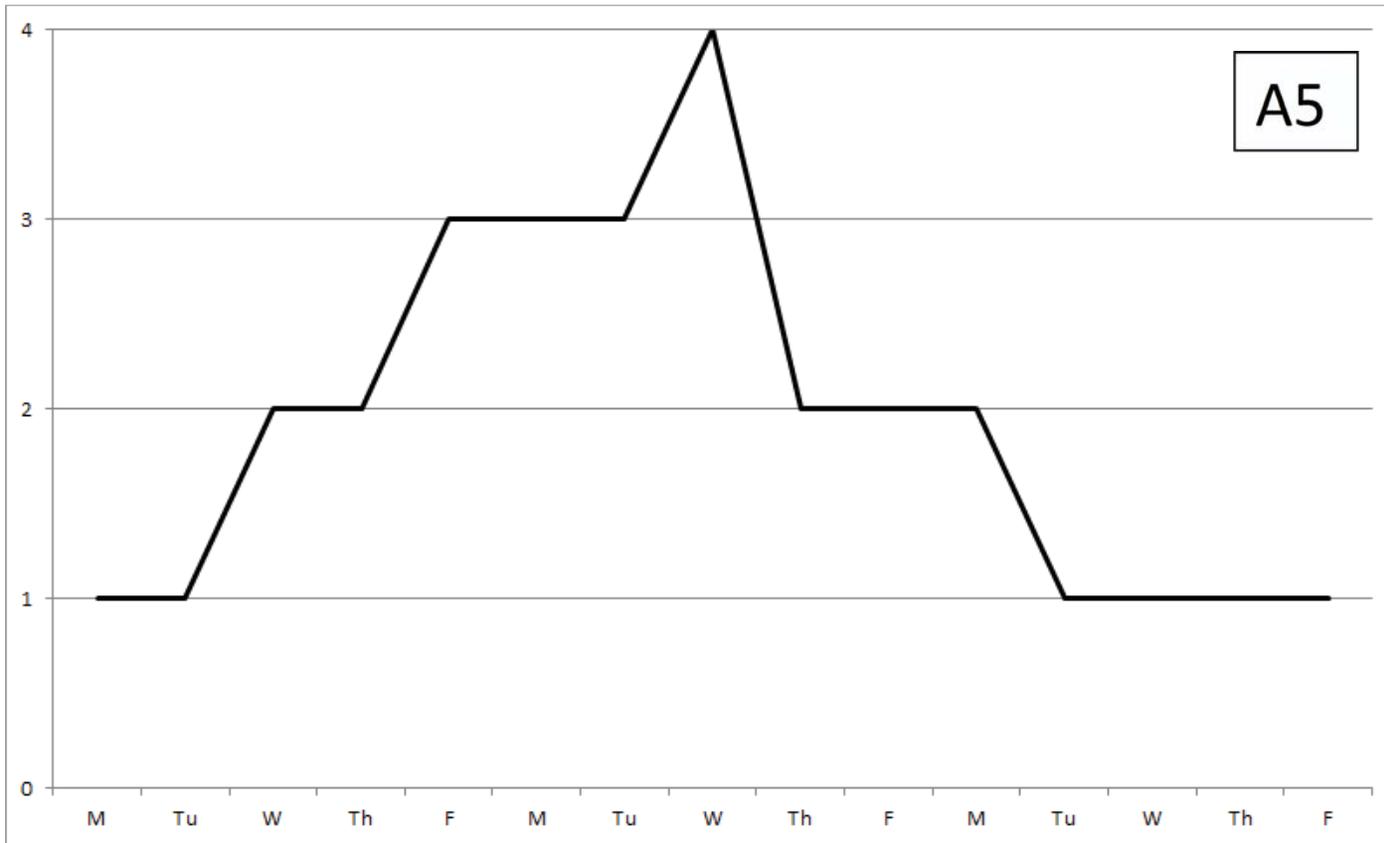
Sources Used in Class

Video from Discovery Education Streaming:

- Math Monsters: Data Collection
- Mathematica's MathShop: Super Gnome—1 segment
- Reading Rainbow: Germs Make Me Sick
(<http://vimeo.com/groups/wvpt/videos/6240326>)
- Germs

Trade Books:

- Lemonade for Sale by Stuart J. Murphy and Tricia Tusa
- The Great Graph Contest by Loreen Leedy



Evidence Competition

A5

Hello Mrs. Garcia,

This is _____

from _____ Elementary School.

I am calling

because I know why Paul is sick

I think Paul was sick because Some body who

was sick touch the book including
germs when Paul was sick. More
people were sick and after that less

Kids were sick

Paul can stay healthy

by eating soup Drinking water
washing your hands

Thank You

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A5

Discussion

Sample A5 represents work which exceeds the standards. The student uses the available sources, including the class graph, to create a multimedia product which states the problem (“the books had germs and Paul touched them”) and a solution (“washing his hands”). Information from the graph is incorporated, along with some reasoning about why the solution would solve the problem. The student states: *There’s **three more people when Paul was sick, and then people start taking care of themselves and then they started staying home so less people got sick.*** This is a very sophisticated inference about the graph and its relationship to the problem.

Transcript of Student Work

Notes:

Hello Mrs. Garcia, This is — from — Elementary School. I am calling because I know why Paul is sick. I think Paul is sick because somebody who was sick touched the book. I’m studying germs. When Paul was sick, three more people were sick and after that, less kids were sick. Paul can stay healthy at school by eating soup, drinking water, and washing your hands. Thank you.

Audio:

This is — from — Elementary School. I am calling because I know why Paul is sick. Somebody who was sick touched the book before Paul did and then the books had germs and then Paul touched them. There were three more...There’s three more people when Paul was sick, and then people start taking care of themselves and then they started staying home so less people got sick. Paul can stay healthy by eating soup, drinking water, washing your hands...washing his hands.

Click the icon below to hear the audio for this student sample.

