

Social Studies & Educational Technology

Practice Papers Grades 3-5

OSPI-Developed
Assessment



Grades 3 – 5 Social Studies + Educational Technology Assessment Practice Set Introduction

Introduction

This Practice Set provides educators with student exemplars for the grades 3 – 5 Social Studies + Educational Technology assessments. We selected each sample to model the range of scoring for this assessment. There are two components that make up the scoring guide for educational technology— **Attributes of Educational Technology Standards (checklist)** and the **Scoring Rubric for Educational Technology**.

Attributes of Educational Technology Standards. Teachers will use the *attributes* checklist first to determine the number of **attribute points** the student work can earn. The checklist presents a list of characteristics that should be present in student work which meets the standard. The **GLEs** targeted by the assessment are listed in the left column. Each **attribute name**, such as *Gather Information*, is derived directly from the standards (*Gather information using selected digital resources*). Each attribute has one or more **descriptions** which detail what an at-standard performance looks like (*Selects evidence from a digital source that is related directly to the student task*).

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

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

Discussion

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

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

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

Review the Scoring Guide carefully (next two pages) and then the exemplars. Score each sample before using the annotations to review your choices and options for student feedback. Although the samples are for fourth grade work, the same scoring tool applies to all of the social studies + educational technology assessments for grades 3 – 5.

Grades 3 – 5 Social Studies + Educational Technology Assessment 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
Attributes for GLE 1.3.2 should be scored for artifacts related to the research process only.			
1.3.2	Gather Information	Selects evidence from a digital source that is directly related to the student task.	1
		Selects evidence from an additional digital source(s) directly related to the student task.	1
	Organize Information	Uses digital tools to organize information directly related to the topic. <i>For example, Word, Webspiration, MindMeister, Wallwisher</i>	1
		Labels two or more categories based on important characteristics. Scoring Note: <i>This point can only be earned if the student has used a digital tool to organize information.</i>	1
		Uses categories to sort data and information. Scoring Note: <i>This point can only be earned if the student has used a digital tool to organize information.</i>	1
	Record Sources	Records digital source(s) during research. Must include title, author (if known), and type of resource.	1
Attributes for GLE 1.3.3 should be scored for artifacts related to the final product only.			
1.3.3	Ethical Use	Puts results of research into own words.	1
	Synthesize Information	Combines information collected from digital sources to create a presentation or product.	1
		All elements (for example, text, audio, graphics) in the final digital product directly relate to the student task.	1
	Copyright Issues	Properly cites all digital sources within the final product.	1
TOTAL			10

Grades 3 – 5 Social Studies + Educational Technology Assessment
Scoring Guide

Scoring Rubric for Educational Technology

Performance Description	Points
A Level 3 response exceeds the standards and reflects that a student can demonstrate knowledge and ability beyond the requirements for Educational Technology GLEs 1.3.2 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 1.3.2 <i>Locate and organize information from a variety of sources and media</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 develop a paper or presentation.	6 - 8
A Level 1 response reflects that a student is still working toward meeting GLEs 1.3.2 and 1.3.3.	0 - 5

The Social Studies Rubric for this CBA can be found here:
<http://www.k12.wa.us/SocialStudies/CBAs/elementary.aspx>.

Citation for an Internet Article (Required)

Topic: _____

Works Cited Information
Internet Articles

Author of Article: _____ Title of Page or Document: _____

Title of Site: _____ Date Document was written: 1998

Date you visited the site: 12-15-10 URL: _____

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

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

<p>Why they came to America:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>How they came to America:</p> <p>1. In 1792 Jefferson had already started his quest map and explore the land of St. Louis.</p> <p>2. They were on a foot keel boat.</p> <p>3. The route followed the Missouri river west across the plains.</p>
<p>History:</p> <p>1. Jefferson's private Secretary was a man named Meriwether Lewis a Virginian.</p> <p>2. _____</p> <p>3. _____</p>	<p>Challenges they faced:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

Citation for a Book (Required)

Topic: Lewis and Clark Expedition

Author: _____ Title: _____

City of Publication: _____ Publication Company: _____

Copyright Date: _____

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

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

<p>Why they came to America:</p> <ol style="list-style-type: none"> 1. They came to America because Lewis and Clark led over land. 2. Lewis and Clark came because they want to get to the Pacific Ocean. 3. They came to America because they need to accomplish several goals. 	<p>How they came to America:</p> <ol style="list-style-type: none"> 1. Lewis and Clark took the water trail together to Washington. 2. They headed up the Missouri river in keel boat. 3. They came through the Snake and Missouri river.
<p>History:</p> <ol style="list-style-type: none"> 1. Jefferson wants to accomplish several goals. 2. The Expedition end Sept 23, of 1806. 3. On May 14, 1804 Lewis and Clark and 29 men began their journey. 	<p>Challenges they faced:</p> <ol style="list-style-type: none"> 1. If Lewis and Clark and the other men don't cross the Rocky mountains they will die. 2. On the Expedition one person die. 3. The journey was slow and dangerous.



Lewis and Clark Expedition

I. Why in America

- A. Accomplish most of Jefferson's goals
- B. Led overland
- C. Want to find the Pacific Ocean

II. Their History

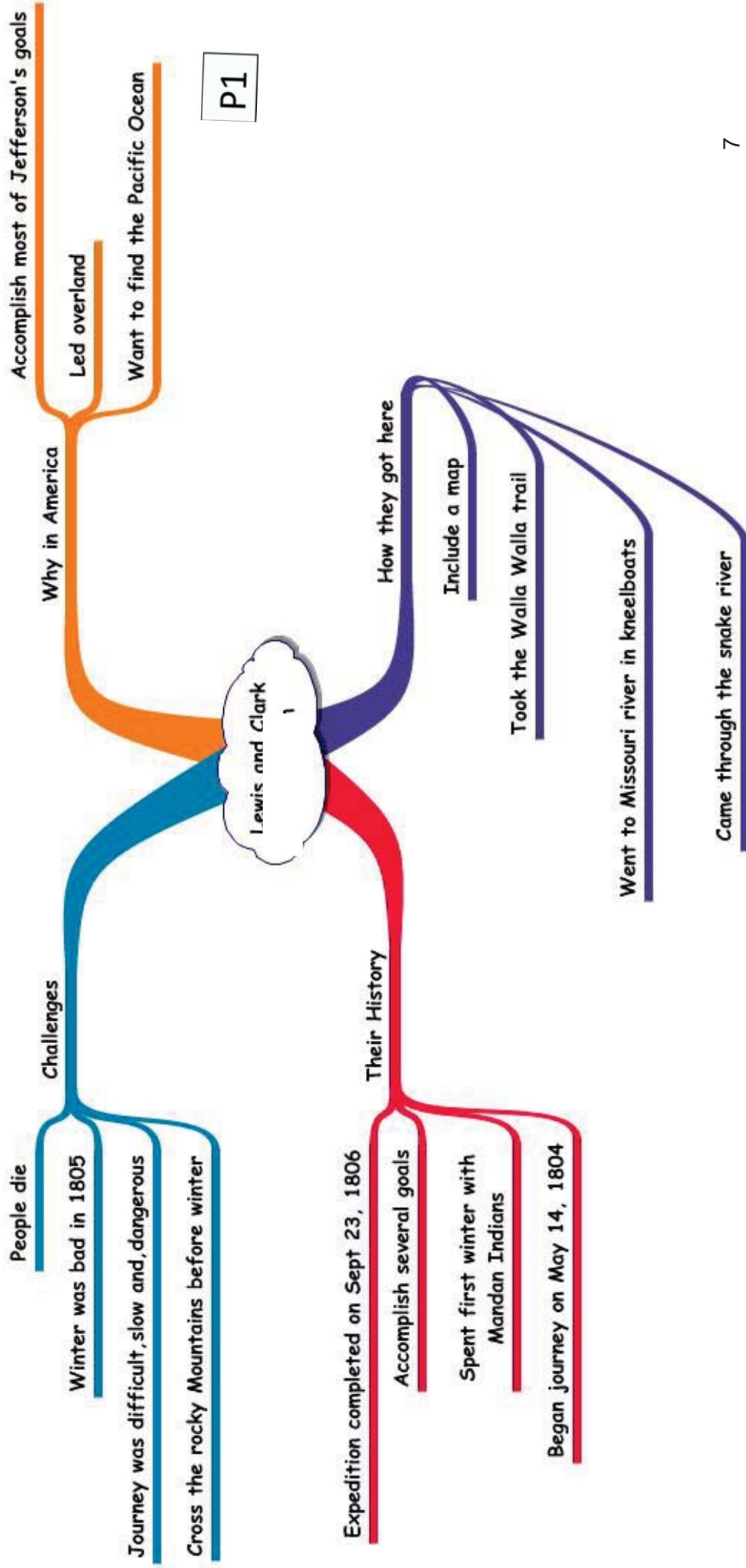
- A. Expedition completed on Sept 23, 1806
- B. Accomplish several goals
- C. Spent first winter with Mandan Indians
- D. Began journey on May 14, 1804

III. Challenges

- A. People die
- B. Winter was bad in 1805
- C. Journey was difficult, slow and, dangerous
- D. Cross the rocky Mountains before winter

IV. How they got here

- A. Include a map
- B. Took the Walla Walla trail
- C. Went to Missouri river in kneelboats
- D. Came through the snake river



P1

Lewis and Clark Expedition

1) Lewis and Clark came to America to accomplish most of Jefferson's goal. He led the overland people to get here.

Jefferson wanted Lewis to find the Pacific Ocean so they can cross.

2) Lewis and Clark began their journey on May 14, 1804 to get to the Pacific Ocean. Lewis and Clark had to spend their first winter with Mandan Indians. Lewis and Clark had to accomplish several goals.

The Expedition ended on Sept 23, 1806 because the funds are ready.

3) People died on the way there.

In 1805 there was a bad winter because the weather was really cold. When Lewis and Clark were traveling the journey was difficult, slow and dangerous. If Lewis and Clark

did not cross the Rocky Mountain they will die.

Lewis and Clark took the Walla Walla trail to get closer to the river. Lewis and Clark

Went in a Keelboat through the
 Missouri river. Lewis and Clark went
 through the Snake river.

SOURCES

Lambert, D. and Lambert, L.
Washington Past and Present.

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Directed meads, 1998.

In erit + studies studybook

Lewis and Clark Expedition

by



Lewis and Clark Expedition

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



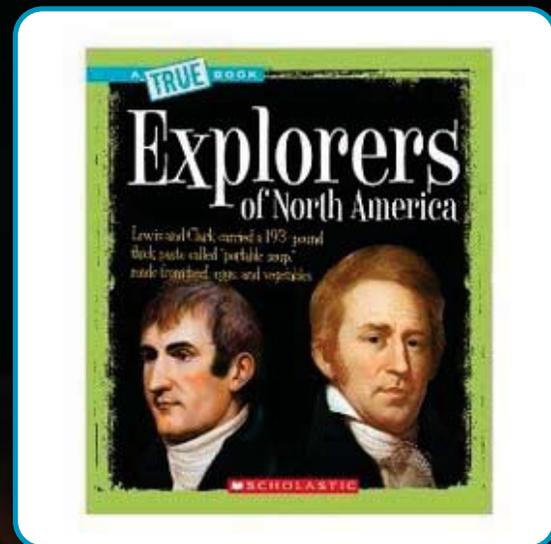
Why in America



- ⇒ Want to find the Pacific Ocean
- ⇒ Led overland
- ⇒ Accomplish most of Jefferson's goals

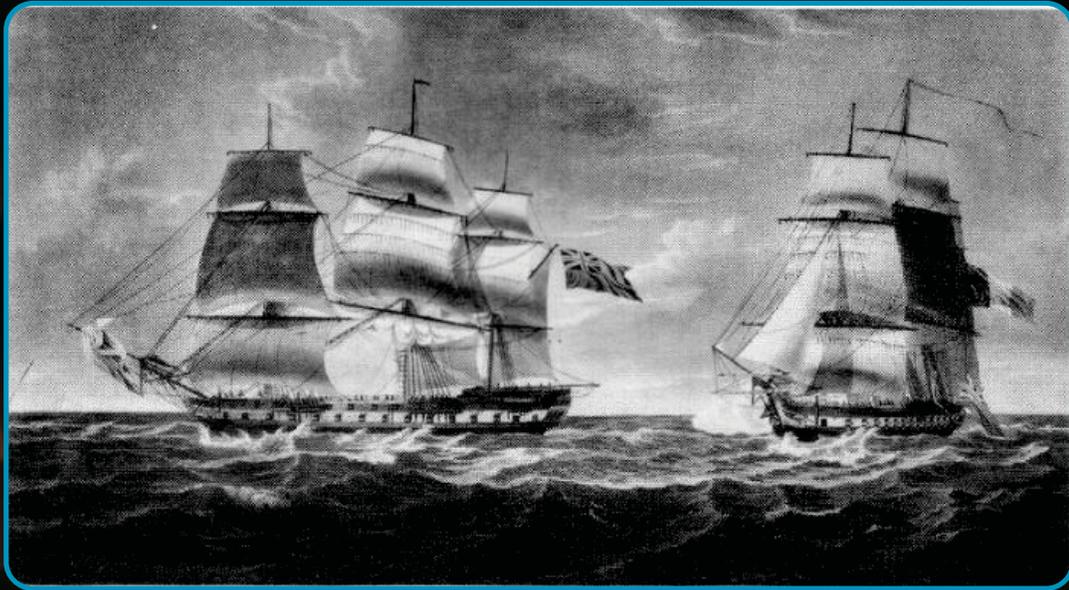
Their History

- ⇒ Expedition completed on Sept 23, 1806
- ⇒ Accomplish several goals
- ⇒ Spent first winter with Mandan Indians



Their History

- ⇒ Began journey on May 14, 1804



Challenges

- ⇒ People die
- ⇒ Winter was bad in 1805
- ⇒ Journey was difficult, slow and, dangerous
- ⇒ Cross the rocky Mountains before winter



How they got here

- ⇒ Include a map
- ⇒ Took the Walla Walla trail
- ⇒ Went to Missouri river in kneelboats
- ⇒ Came through the snake river





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CBA Tech/SS

First name (only)

State the problem: smoking

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

it can kill people quicker

Or: How is the policy or law enforced?

it can cause cancer

Groups involved in the law-making process:	Describe involvement:
teenagers	some teenagers smoke
adults	some adults smoke, too
children	they can get sick from people that do smoke

Do you agree with the law? yes

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

smoking is bad for your health so if your parents smoke, that doesn't mean you should

Sources (at least 2)

Title: RCW 70.160.075 Smoking prohibited within twenty-five feet of public places or places of employment -- Application to modify presumptively reasonable minimum distance.	
Author: WA state	Type of source (book, Web site): website
Date published: November 8, 2005	Publisher: WA state
Notes (What did you learn there?): Smoking is prohibited within a presumptively reasonable minimum distance of twenty-five feet from entrances, exits, windows that open, and ventilation intakes that serve an enclosed area where smoking is prohibited so as to ensure that tobacco smoke does not enter the area through entrances, exits, open windows, or other means. Owners, operators, managers, employers, or other persons who own or control a public place or place of employment may seek to rebut the presumption that twenty-five feet is a reasonable minimum distance by making application to the director of the local health department or district in which the public place or place of employment is located. The presumption will be rebutted if the applicant can show by clear and convincing evidence that, given the unique circumstances presented by the location of entrances, exits, windows that open, ventilation intakes, or other factors, smoke will not infiltrate or reach the entrances, exits, open windows, or ventilation intakes or enter into such public place or place of employment and, therefore, the public health and safety will be adequately protected by a lesser distance.	
Is this source trustworthy? How do you know? yes, because it informs people that they should stop smoking	
Why is the information in your notes useful? they are because now i know to tell people to stay away from windows when they smoke	

Title: RCW 28A.600.480	
Reporting of harassment, intimidation, or bullying -- Retaliation prohibited -- Immunity	
Author: WA state	Type of source (book, Web site): website
Date published:	Publisher: WA state
Notes (What did you learn there?): (1) No school employee, student, or volunteer may engage in reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information about an act of harassment, intimidation, or bullying. (2) A school employee, student, or volunteer who has witnessed, or has reliable information that a student has been subjected to, harassment, intimidation, or bullying, whether verbal or physical, is encouraged to report such incident to an appropriate school official. (3) A school employee, student, or volunteer who promptly reports an incident of harassment, intimidation, or bullying to an appropriate school official, and who makes this report in compliance with the procedures in the district's policy prohibiting bullying, harassment, or intimidation, is immune from a cause of action for damages arising from any failure to remedy the reported incident.	
Is this source trustworthy? How do you know? it tells you that bullying is violent	
Why is the information in your notes useful? now i can tell an adult to stop the bullying	

Title:	
Author:	Type of source (book, Web site):
Date published:	Publisher:
Notes (What did you learn there?):	
Is this source trustworthy? How do you know?	
Why is the information in your notes useful?	



laws and policies in WA

I. no bullying

A. it is violent

II. drinking while driving

A. you can go to jail

III. dangerous dogs are put down

A. they could harm people

IV. speed limits

A. cars could crash

V. no smoking

A. it can cause cancer

VI. texting while driving

A. like speed limits, cars could crash

Citation for a Book (Required)

Topic: The Oregon trail

Author: Dale and Laura Lambert, Title: Washington Past & Present

City of Publication: East Wenatchee, WA Publication Company: Directed media

Copyright Date: 1998

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

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

<p>Why they came to America:</p> <ol style="list-style-type: none"> 1. <u>They would get 160 acre for someone to move west.</u> 2. <u>They could live where they wanted.</u> 3. <u>They moved here for more acres especially the farmers no need to grow crops.</u> 	<p>How they came to America:</p> <ol style="list-style-type: none"> 1. <u>Some could not get nothing to travel so went by foot.</u> 2. <u>Some started by wagon</u> 3. <u>lots of them came by horses</u>
<p>History:</p> <ol style="list-style-type: none"> 1. <u>The first overland route from Saint Louis to the Pacific ocean was found by Lewis and Clark.</u> 2. <u>Early Pioneers began searching for the shortest, quickest, and safest route to the Oregon country.</u> 3. <u>In 1837, many people lost their jobs when an economic depression hit the United States.</u> 	<p>Challenges they faced:</p> <ol style="list-style-type: none"> 1. <u>They had to give their homes and farm to go through the Oregon trail.</u> 2. <u>They didn't get big meals when they were on the Oregon trail.</u> 3. <u>It would take months on the Oregon trail</u>

Citation for an Internet Article (Required)

Topic: The Oregon

Works Cited Information

Internet Articles

Author of Article: Mike Trinklein & Steve Boettcher Title of Page or Document: The Oregon trail

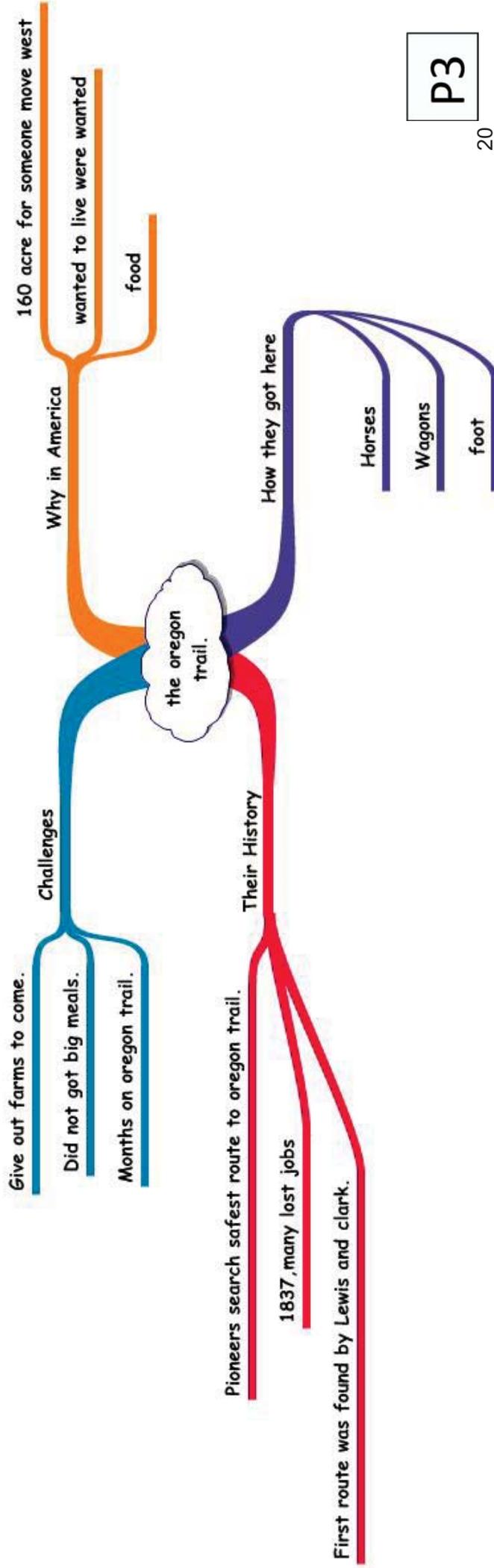
Title of Site: Oregontrail Date Document was written: Unknown

Date you visited the site: 12/16/10 URL: http://www.isu.edu/~frnmich/oregontrail.html

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

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

<p>Why they came to America:</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p>	<p>How they came to America:</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p>
<p>History:</p> <p>1. <u>The Oregon trail was much more than a pathway to the state of Oregon.</u></p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p>	<p>Challenges they faced:</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p>



~~The Oregon trail~~

Pioneers & Settlers

Came here Cause they would get 160 acre for someone to move west. Pioneers & Settlers also came to America to live were they wanted. They also move here for more Oceans aspecially the farmers no need to grow crops.

Some Pioneers & Settlers could not get nothing to travel so went by foot. lots started coming by wagons. little came by horses.

One of Pioneers History is the first overland route from Saint Louis to Pacific ocean was found by Lewis & Clark. Early Pioneers began searching for the Shortest, quichest, Safest route through the Oregon country. In 1837, many people lost their jobs when a economic depression hit the United States.

One of their challenges was they had to give out their homes and farm to go through the Oregon trail. Also they didn't get big meals when they were on the Oregon trail. Hardest part was they took months on the Oregon trail.

Lambert, D. and Lambert, L.
Washington Past and Present.
East Wenatchee's Directed
Media, 1998.

The Oregon Trail.

by

The oregon trail.

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

Why in America

- ⇒ 160 acre for someone move west
- ⇒ wanted to live were wanted
- ⇒ food



Their History

- ⇒ Pioneers search safest route to oregon trail.
- ⇒ 1837, many lost jobs
- ⇒ First route was found by Lewis and clark.

Challenges

- ⇒ Give out farms to come.
- ⇒ Did not got big meals.
- ⇒ Months on oregon trail.

How they got here

- ⇒ Include a map
- ⇒ Horses
- ⇒ Wagons
- ⇒ foot

Citation for a Book (Required)

Topic: _____

Author: Dale Chamberlain Title: Washington Past and Present

City of Publication: East Weymouth, MA Publication Company: _____

Copyright Date: _____

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

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

<p>Why they came to America:</p> <ol style="list-style-type: none"> <u>to start a New Life</u> <u>came for freedom</u> _____ 	<p>How they came to America:</p> <ol style="list-style-type: none"> <u>By a wagon</u> <u>with an ox</u> _____
<p>History:</p> <ol style="list-style-type: none"> <u>these people wanted to start a new life in the west.</u> <u>1000 pioneers began their journey on the Oregon trail.</u> <u>500,000 pioneers headed west during the Great Migration.</u> 	<p>Challenges they faced:</p> <ol style="list-style-type: none"> <u>Pioneers were dying</u> <u>Some people lost their homes and farms</u> <u>Pioneers sold their homes and farms.</u>

Pioneers and Early Settlers

I. Why in America

A. New Life

B. Freedom

C.

II. Their History

A. Start new life

1. Began journey on Oregon trail

a. Headed west during migration

III. Challenges

A. Where going

1. Lost home's

a. sold home's

IV. How they got here

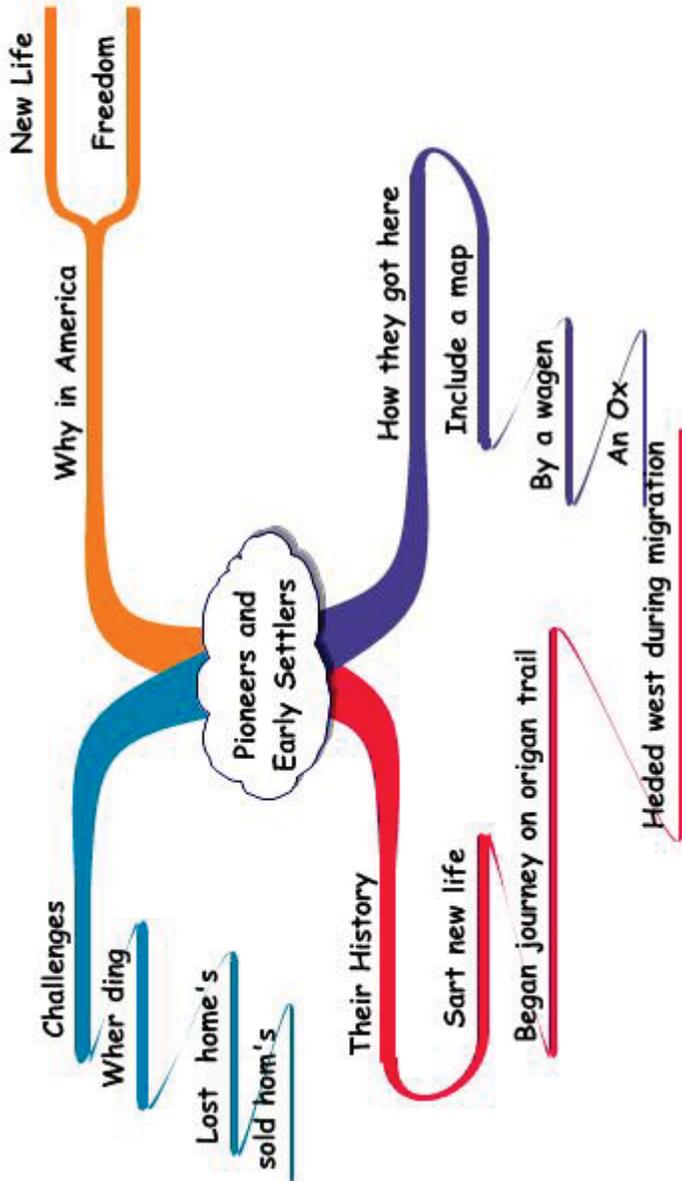
A. Include a map

1. By a wagon

a. An Ox

I. Start n

P4



Pioneers wanted new life for their family. Also because they wanted freedom for their families.

Most pioneers began their journey on the Oregon trail. They needed trust during the migration.

Pioneers were doing. Lots of pioneers lost their homes, and some sold their homes.

They came with a wagon, and they also came with an ox. Most settlers were either farmers, miners, fishers, or loggers. They had to clear the forest, then plant their crops. In 1877, the government passed the desert land act. Many settlers moved to eastern Washington to get this land.

Sources

Lambert, D. and Lambert, L. Washington Past and Present East Wauatchee, Director Media 1998



Citation for a Book (Required)

Topic: Japanese Immigrant

Author: Dall and Loma Title: Washington Past and Present

City of Publication: East Wenatchee WA Publication Company: Directed Media

Copyright Date: 1998

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

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

where they started
Route - desc

<p>Why they came to America:</p> <p>1. <u>Many from Western Washington were taken to the fishing grounds at Puyallup</u></p> <p>2. <u>Some went to other parts of the</u></p> <p>3. _____</p>	<p>How they came to America:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p>History:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>Challenges they faced:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

what happened in their past

Citation for an Internet Article (Required)

Topic: _____

**Works Cited Information
Internet Articles**

Author of Article: Laura Ichise Title of Page or Document: _____
 Title of Site: KCC Alternatv Home Date Document was written: unknown
 Date you visited the site: 12-14-10 URL: http://www.hawaii.edu/stford/alternatv/sos/laura/history.htm

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

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

<p>Why they came to America:</p> <ol style="list-style-type: none"> _____ _____ _____ 	<p>How they came to America:</p> <ol style="list-style-type: none"> _____ _____ _____
<p>History:</p> <ol style="list-style-type: none"> <u>About 9,000 Japanese and Japan had a war</u> <u>America's mid-19th century manifest destiny</u> <u>In 1900 the United States sent troops for war</u> 	<p>Challenges they faced:</p> <ol style="list-style-type: none"> <u>The Japanese had already suffered some persucution and segregation</u> <u>The boom of Hawaiian in 1870</u> _____

Japanese immigrants**~~I.~~ Why in America**

- ~~A.~~ Taken to fairgrounds
- ~~B.~~ other parts mountains
- ~~C.~~ Some less quality

~~II.~~ Their History

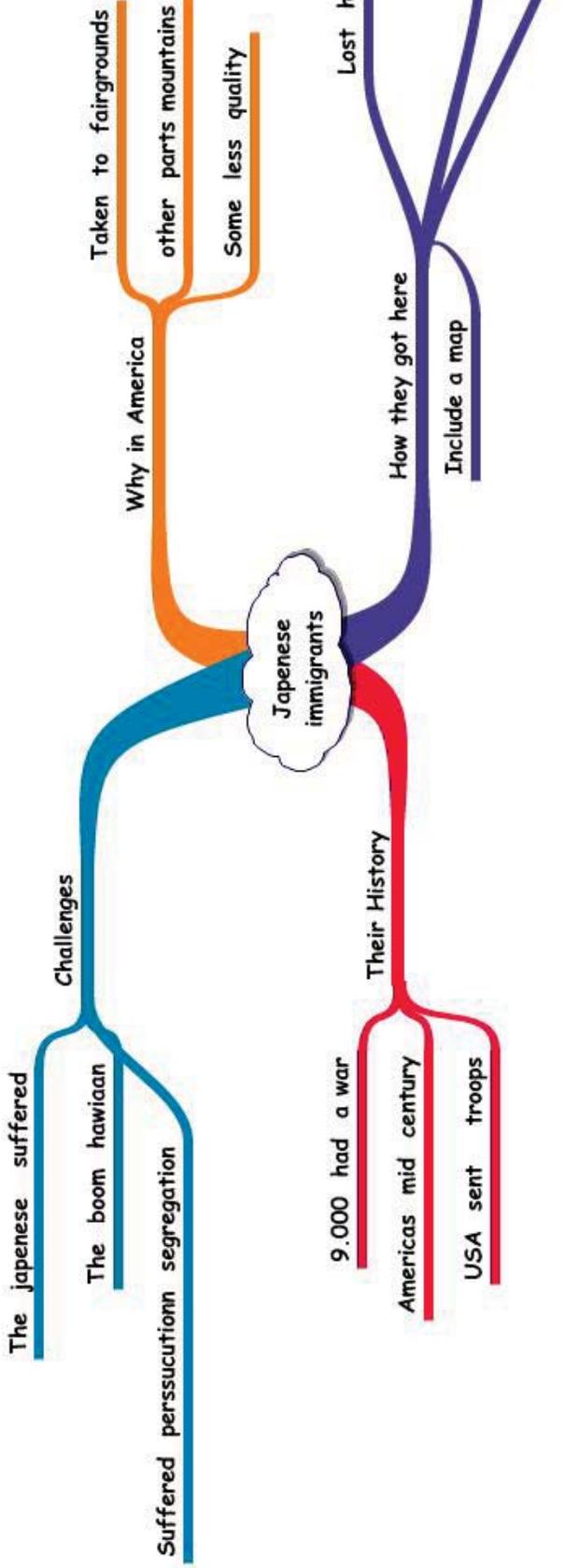
- ~~A.~~ 9.000 had a war
- ~~B.~~ Americas mid century
- ~~C.~~ USA sent troops

~~III.~~ Challenges

- ~~A.~~ The japenese suffered
- ~~B.~~ The boom hawiaan
- ~~C.~~ Suffered perssucutionn segregation

IV. How they got here

- A. Include a map
- B. bussinessi were closed
- C. Bank accounts inspanded
- D. Lost homes money



Japanese Immigrants

The Japanese immigrants were taken to the fair grounds. They went on other parts of mountains. Some of the stuff were less quality of a lot of things.

Some of the people went to wars. 9000 of the people were in the war. Americas went to the mid century. The army sent troops for the war.

The Japanese suffered a lot. The boomed the state of Hawaii.

Suffered persecution segregation so bad.

A lot of bussiness were closing down. Banks accounts inspanded.

A lot of people lost homes and money

Some people lost farms and the all the land they had.

Sources

Lambert D. and Lambert, L. Washington Past and Present. East Wenatchee. Directed Media, 1998.

Japanese Immigrants

By



Japanese immigrants

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



Why in America

- Taken to fairgrounds
- Other parts mountains
- Some less quality



Their History

- 9.000 had a war
- Americas mid century
- USA sent troops



Challenges

- The Japanese suffered
- The boom Hawaiian
- Suffered persecution segregation

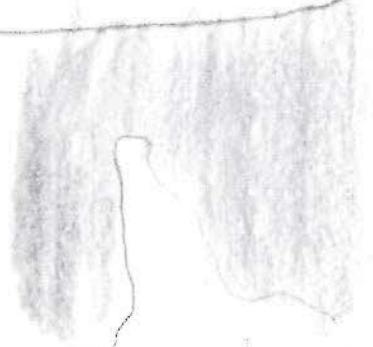


How they got here

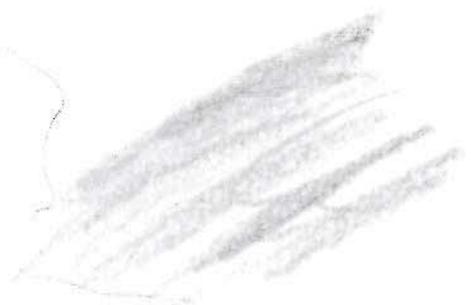
- Include a map
- businesses were closed
- Bank accounts insubstantial
- Lost homes money



United
States
of America



Asia



China

