

Middle School
Recommended
for 6th Grade

Enduring Cultures CBA

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

Directions to students¹

In a cohesive paper or presentation², you will:

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

¹ This directions page guides students towards the "proficient" level (level "3") for this CBA. To help students reach "excellent" (level "4"), please refer to the rubric or, if available, the graphic organizer.

² Students may do a paper or presentation in response to the CBA provided that for either format, there is documentation of this response that someone outside their classroom could easily understand and review using the rubric (e.g., a videotaped presentation, an electronic written document).

Middle School – Enduring Cultures CBA Rubric (Recommended for 6th Grade*)

←-----PASSING NOT PASSING-----→				
GLE (EALR)	4 - Excellent	3 - Proficient	2 - Partial	1 - Minimal
<p>5.4.1 Analyzes multiple factors, generalizes and connects past to present to formulate a thesis in a paper or presentation.</p> <p>4.2.2 Understands and analyzes how cultures and cultural groups contributed to world history.</p>	<p>States a position on how two groups responded to challenge(s) that:</p> <ul style="list-style-type: none"> Analyzes how the two groups' responses are similar or different. Includes a general statement of how these groups' experiences helps us understand a current issue or event. 	<p>States a position on how two groups responded to challenge(s) that</p> <ul style="list-style-type: none"> Analyzes how the two groups' responses are similar or different. 	<p>States a position on how two groups responded to challenge(s) WITHOUT analyzing how the two groups' responses are similar or different.</p>	<p>States a position that is vague, implausible, or inaccurate.</p>
<p>4.2.2 Understands and analyzes how cultures and cultural groups contributed to world history.</p>	<p>Provides background on the position by:</p> <ul style="list-style-type: none"> Explaining how the two groups responded to a similar challenge with three or more examples (at least one example for each group). 	<p>Provides background on the position by:</p> <ul style="list-style-type: none"> Explaining how the two groups responded to a similar challenge with two examples (at least one example for each group). 	<p>Provides background on the position by:</p> <ul style="list-style-type: none"> Explaining how the groups responded to a similar challenge with one example. 	<p>Describes challenges the groups faced without explaining the groups' responses.</p>
	<p>Provides reasons for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> An analysis of two significant similarities and/or differences related to their responses to the challenge(s). 	<p>Provides reasons for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> An analysis of one significant similarity and/or difference related to their responses to the challenge(s). 	<p>Provides reasons for the position without analyzing a significant similarity or difference related to challenge(s) and responses of each group.</p>	<p>Describes similarities and differences without specific examples or without connecting them to the position.</p>
<p>5.4.2. Creates annotated bibliography, or works cited page using an appropriate format. (7th Grade) (EALR 5.4. Creates a product...)</p>	<ul style="list-style-type: none"> Makes explicit references within the paper or presentation to four or more credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography. 	<ul style="list-style-type: none"> Makes explicit references within the paper or presentation to three credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography. 	<ul style="list-style-type: none"> Makes explicit references within the paper or presentation to two credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography. 	<ul style="list-style-type: none"> Makes explicit references within the paper or presentation to one credible source that provides relevant information. Cites sources within the paper, presentation, or bibliography.

* OSPI recommends that this CBA be used at a particular grade level and thus, the GLEs included in the rubric are for that grade. However, if the CBA is used at another grade level within the grade band (3-5, 6-8, or 9-12), the GLEs may need to change to match the appropriate content.

** Please also refer to the document "Scoring Notes for Secondary Social Studies CBAs" when evaluating student work.