

Scoring Guide for the Elementary School Humans and the Environment CBA
(Recommended for 3rd Grade)

The following document outlines only some of the many ways students could reach proficiency in responding to this particular CBA. It is meant to provide abbreviated examples* of how the rubric works. It is recommended that for each criterion, you begin with Score Point 3 (“Meeting Standard”): it is highlighted because the purpose of the task is to see if students can meet standard (i.e., reach proficiency).

Criterion A – Position		
Score	Rubric Language	Sample Response
4 – Excellent (Exceeding Standard)	Draws a conclusion about how people affect the environment and how the environment affects people. AND Explains how studying how people interact with the environment helps us understand a current issue.	<i>The Makah tribe’s traditions depend on the red cedar tree for canoes and hunting Grey whales. But the Grey whales became in endangered in 1920 and the lack of whales forced the Makah tribe to stop hunting these whales. The Makah tribe did get some rights back to be able to hunt these whales, but there is still an argument between the Makah tribe and the people of Washington about what is right for the environment.</i>
3 – Proficient (Meeting Standard)	Draws a conclusion about how people affect the environment and how the environment affects people.	<i>The Makah tribe’s traditions depend on the red cedar tree for canoes and hunting Grey whales. But the Grey whales became in endangered in 1920 and the lack of whales forced the Makah tribe to stop hunting these whales.</i>
2 (and below) Partial (Not Meeting Standard)	Draws a conclusion about how people affect the environment OR how the environment affects people.	<i>The Makah tribe’s traditions depend on the red cedar tree for canoes and hunting Grey whales.</i>

Criterion B – Background		
Score	Rubric Language	Sample Response
4 – Excellent (Exceeding Standard)	Explains three or more ways people affect their environment as they meet their needs.	<i>When the Makah tribe cut down red cedar trees to make canoes, tepees, hunting things and other everyday tools they are <u>reducing the number of trees</u> in Washington. Also, the Makah used to hunt about ten Grey Whales per year. Unfortunately, in 1920 the <u>Grey Whales became endangered</u>, so the United States stopped them from hunting. The Makah are still fighting for their rights to hunt. (Note: This response includes only two ways. To reach “excellent,” students would need to list THREE ways.)</i>
3 – Proficient (Meeting Standard)	Explains two ways people affect their environment as they meet their needs.	
2 (and below) Partial (Not Meeting Standard)	Explains one way people affect their environment as they meet their needs	

* Note: The source references and citations used in the sample credited responses are only meant to serve as illustrations of how the rubric works. They are not actual sources.

Criterion C – Background		
Score	Rubric Language	Sample Response
4 – Excellent (Exceeding Standard)	Explains how the environment influences the development of a culture’s lifestyle, traditions, and beliefs with three or more examples.	<i>Because the Makah tribe has the tradition to hunt Grey Whales, the tribe depends on the whale parts by using <u>bones to hold up teepees</u>, <u>baleen for tools</u>, <u>blubber for oil</u>, and the rest for <u>meat</u>. Without the Grey Whale, the tribe would not be as advanced in the way they live.</i>
3 – Proficient (Meeting Standard)	Explains how the environment influences the development of a culture’s lifestyle, traditions, and beliefs with two examples.	<i>Because the Makah tribe has the tradition to hunt Grey Whales, the tribe depends on the whale parts by using <u>bones to hold up teepees</u> and uses the <u>meat for food</u>. Without the Grey Whale, the tribe would not be as advanced in the way they live.</i>
2 (and below) Partial (Not Meeting Standard)	Explains how the environment influences the development of a culture’s lifestyle, traditions, and beliefs with one example.	<i>Because the Makah tribe has the tradition to hunt Grey Whales, the tribe depends on the whale parts by using <u>bones to hold up teepees</u>. Without the Grey Whale, the tribe would not be as advanced in the way they live.</i>

Criterion D – Listing Sources		
Score	Rubric Language	Sample Credited Source Reference & Citation:
4 – Excellent (Exceeding Standard)	<ul style="list-style-type: none"> • Uses a map to explain the interaction between people and their environment. AND <ul style="list-style-type: none"> • Lists two other sources including the title and author of each source that provide information on the interaction between people and the environment. 	<p><i>According to Map “A”, they live in a pretty low elevation area, about 2000 feet and below. They live near the water, so whaling and using eating other fish would be their main diet.</i></p> <p><i>Example sources:</i></p>
3 – Proficient (Meeting Standard)	<ul style="list-style-type: none"> • Uses a map to explain the interaction between people and their environment. AND <ul style="list-style-type: none"> • Lists one other source including the title and author of each source that provide information on the interaction between people and the environment. 	<p><i>Jones, T. Makah Cultural and Resource Center and Makah Fisheries Management. “Makah.com: Whaling” May 18, 2006. <http://www.makah.com/whaling.htm>. (website)</i></p> <p><i>(Note: This list includes only one source. To reach “excellent,” students would need to list TWO sources. In addition, it is recommended that teachers have a designated format for listing sources.)</i></p>
2 (and below) Partial (Not Meeting Standard)	<ul style="list-style-type: none"> • Uses a map to explain the interaction between people and their environment. OR <ul style="list-style-type: none"> • Lists one source including the title and author of the source that provide information on the interaction between people and the environment. 	

Scored Student Samples: *TO BE ADDED**

Note: If you are interested in sharing samples of student responses to this CBA, please email Caleb Perkins (Caleb.Perkins@k12.wa.us). We are particularly interested in posting proficient responses in a variety of formats (e.g., essays, videotaped presentations, etc.). Your help is greatly appreciated.

* If you are interested in seeing sample responses to this CBA, please click on the link for the “Archived Anchor Sets.” However, please note that the “Archived Anchor Sets” are scored using a previous version of the CBA rubric. They are meant only to provide a basic sense of what the CBA is asking and how students could respond to this assessment.