

Scoring Guide for the Elementary School Meeting Needs & Wants 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 Credited Conclusion with One Similarity/Difference
4 – Excellent (Exceeding Standard)	Draws a conclusion on how two groups met their needs and wants by: Comparing how the two groups met their needs and wants with two or more similarities and/or differences	<i>The Iroquois and the Quakers met their needs and wants in different ways. The Quakers found land to farm by buying land. The Iroquois did not buy their land. They used the land that their ancestors had and sometimes, they took land by force.</i>
3 – Proficient (Meeting Standard)	Draws a conclusion on how two groups met their needs and wants by: Comparing how the two groups met their needs and wants with one similarity or difference.	<i>(Note: This includes only one difference. To reach “excellent,” a response needs to include TWO similarities and/or differences.)</i>
2 (and below) Partial (Not Meeting Standard)	Draws a conclusion on how two groups met their needs and wants WITHOUT comparing the two groups.	<i>The Iroquois used the land that their ancestors had. The Quakers farmed their land.</i>

Criterion B – Background		
Score	Rubric Language	Sample Credited Examples (2 Examples – one for each group)
4 – Excellent (Exceeding Standard)	Explains four or more examples of how laws, values, or customs influenced the ways the two groups met their needs and wants (at least one example per group).	<i>The way the Quakers met their needs and wants is that they have good soil for growing crops. They grew many things including grain so that they could raise livestock. They also traded the grain they had. The way the Iroquois met their needs and wants is that they hunted. The Iroquois hunted elk and used the elk for food and to make clothes.</i>
3 – Proficient (Meeting Standard)	Explains three examples of how laws, values, or customs influenced the ways the two groups met their needs and wants (at least one example per group).	
2 (and below) Partial (Not Meeting Standard)	Explains two examples of how laws, values, or customs influenced the ways two groups met their needs and wants (at least one example per group).	<i>(Note: This only explains two examples. To reach proficiency, a response would need to explain THREE examples.)</i>
		<i>Example of Uncredited Example(s): The Quakers farmed a lot and sold what they farmed to other people. The Iroquois hunted and ate what they hunted.</i>

Criterion D – Listing Sources		
Score	Rubric Language	Sample Credited Source Reference & Citation:
4 – Excellent	• Lists three sources including the title,	<i>Example: Smith, J. People in Early America. 2002. (online</i>

* 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.

(Exceeding Standard)	author, type of source, and date of each source.	<i>article)</i>
3 – Proficient (Meeting Standard)	<ul style="list-style-type: none"> Lists two sources including the title, author, type of source, and date of each source. 	<i>(Note: This only lists one source. To reach proficiency, a response needs to list TWO sources. In addition, it is recommended that teachers have a designated format for listing sources.)</i>
2 (and below) Partial (Not Meeting Standard)	<ul style="list-style-type: none"> Lists one source including the title, author, type of source, and date of the source. 	

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.