

Scoring Guide for the Elementary School You Decide CBA
(Recommended for 5th 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)	States a position on a public issue and concludes with a call to action.	<i>I believe that we should not have to say the Pledge of Allegiance because of the “under God” part. We should write our school board so that they will tell teachers to tell students that they do not have to say the pledge.</i>
3 – Proficient (Meeting Standard)	States a position on a public issue.	<i>I believe that we should not have to say the Pledge of Allegiance because of the “under God” part.</i>
2 (and below) Partial (Not Meeting Standard)	States a position on a public issue that is unclear.	<i>I believe the Pledge of Allegiance should be said but not all parts and not by everybody.</i>

Criterion B – Background		
Score	Rubric Language	Sample Credited Explanation of Stakeholder’s Position
4 – Excellent (Exceeding Standard)	Provides background on the issue by explaining**: <ul style="list-style-type: none">• Three or more stakeholders’ positions on this issue.	<i>Michael Neudow is against the Pledge because he is an atheist and he thinks his daughter should not have to say it just because she goes to public school. He also thinks the Pledge should not be said at all because of the “under God” part.</i> <i>(NOTE: This explains only one credited stakeholder’s position. To reach proficiency, a response would need to explain TWO stakeholders’ positions.)</i>
3 – Proficient (Meeting Standard)	Provides background on the issue by explaining**: <ul style="list-style-type: none">• Two stakeholders’ positions on this issue.	
2 (and below) Partial (Not Meeting Standard)	Provides background on the issue by explaining**: <ul style="list-style-type: none">• One stakeholder’s position on this issue.	

* 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 – Reasons & Evidence		
Score	Rubric Language	Sample Response
4 – Excellent (Exceeding Standard)	<p>Provides reason(s) for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> An explanation of how a right relates to the position on the issue. <p>AND</p> <ul style="list-style-type: none"> An explanation of how the common good relates to the position on the issue. 	<p><i>The Bill of Rights says that the government cannot force people to follow one religion. The “under God” part of the Pledge forces people who don’t believe in God to deal with a religious belief. While I think we should all state a pledge together to show our unity and to build a stronger country, it does not have to have anything about God in it.</i></p>
3 – Proficient (Meeting Standard)	<p>Provides reason(s) for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> An explanation of how a right relates to the position on the issue. <p>OR</p> <ul style="list-style-type: none"> An explanation of how the common good relates to the position on the issue. 	<p><i>The Bill of Rights says that the government cannot force people to follow one religion. The “under God” part of the Pledge forces people who don’t believe in God to deal with a religious belief.</i></p>
2 (and below) Partial (Not Meeting Standard)	<p>Provides reason(s) for the position with supporting evidence but WITHOUT relating the position to a right or the common good.</p>	<p><i>Forcing people to say the “under God” part of the Pledge of Allegiance is unfair because it makes some people feel uncomfortable.</i></p>

Criterion D – Listing Sources		
Score	Rubric Language	Sample Credited Source Reference & Citation
4 – Excellent (Exceeding Standard)	<ul style="list-style-type: none"> Lists three sources including the title, author, type of source, and date of each source. 	<p><i>Klein, J. Is Neudow Right? Time for Kids. March 2003. (online article)</i></p>
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. 	<p>(Note: This list includes only one source. To reach proficiency, students would need to list THREE sources. In addition, it is recommended that teachers have a designated format for listing sources.)</p>
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. 	

Sample Paper #1 – ES You Decide CBA

I think that the new laws about texting or calling someone on a handheld cell phone are good for the community, They will cause less accidents and keep drivers more focused on the road. The new laws will also give people more control of their vehicle. Even if you use a Bluetooth or a phone connected to the car while speeding or getting in an accident, you will be fined.

Comment [c1]: Criterion A – Position: It clearly states a position on a public issue.

Comment [c2]: Criterion C – Reasons & Evidence: The response provides reasons for the position. However, the response does not explain how a right or the common good relates to the position on the issue.

Although I think this of the new cell phone laws, others, including phone and motor companies, disagree. According to AAA’s studies, reaching into a glove compartment or talking to other passengers is more distracting then texting or talking on a cell phone. I say this is only equally distracting.

Comment [c3]: Criterion B – Background: Response provides a concrete detail and commentary related to one stakeholder’s position on the issue: that of AAA.

Evidence that inspired the bills to be enforced, include the reason Billy Williams and his mother stood by gov. Chris Gregoire when she signed the two bills. The twelve year old boy was hit by a distracted driver while walking to his bus. He suffered brain damage and was in a coma for nearly a month. The bill was also inspired by two scientists that died in a crash caused by a distracted man driving an overweight logging truck, and a fifty-three year old man was using his BlackBerry, hit a stopped car in traffic, causing a chain reaction that hit three cars and a bus carrying twenty eight passengers. No one was seriously injured though.

Comment [c4]: Criterion B – Background: Response provides a concrete detail and commentary related to one stakeholder’s position on the issue: that of Billy Williams and his mother.

Comment [c5]: Criterion C – Reasons and Evidence: Student provides evidence for the reasons.

After interviewing several members of my family, my classmates, and talking to the superintendent, I have found that there must be many other citizens as well, that find the new law helpful. Although stake-holder have rights to own and use a cell phone, and the right to talk to anyone anytime, the facts I have gotten, prove that the responsibilities of the road are far more important.

Comment [c6]: Criterion B – Background: Response mentions other stakeholders but it is not specific enough to receive additional credit.

In conclusion, the new laws will help keep roads safe from accidents. The text messaging ban will be enforced January 1st, 2008, along with the cellphone law on July 1st, 2008. After the Laws are enforced, any citizen that texts or uses a cell phone while driving a motor vehicle, will receive from \$101 fine, all the way up to a \$250 fine. *

Comment [c7]: Criterion C – Reasons & Evidence: The response references safer roads but this is not sufficient to credit connecting the position to the common good.

Comment [c8]: Criterion D – Sources: no reference to sources.

Scoring Matrix – Elementary – You Decide - Paper: ____1____

CRITERION A

The responses receives a 3 for Position. It clearly states a position on a public issue in the first sentence (I think that the new laws about texting or calling someone on a handheld cell phone are good for the community). However, it does not conclude with a call to action. Hence, the response can earn no more than a 3 for this criterion.

Position –CRITERION A:		
	Yes or No?	Comments
Provides reasons for a possible position		
States a position on a public issue that...	Yes	I think that the new laws about texting or calling someone on a handheld cell phone are good for the community
...is clear	Yes	Clearly stated in the first sentence
...and concludes with a call to action.	No	The law has already been passed.

Score: ____3__

CRITERION B

The response receives a 3 for Background. It provides a concrete detail and commentary related to two stakeholders’ positions on the issue: that of the AAA (referencing the study as its concrete detail) and Billy and his mother (referencing the accident he suffered). The response also mentions other stakeholders (classmates, family) but it is not specific enough to receive additional credit. Hence, it receives a 3 for this criterion.

Background –Stakeholders – CRITERION B:	Yes or No?	Clear Statement of Stakeholder’s Position (Commentary)	Specific Evidence to Support Position (Concrete Detail)	Comments
Provides background on the issue...	Yes			Describes accidents that led up the law
...by explaining: One stakeholder’s position on this issue.	Yes – AAA	States that motor companies are opposed to text ban	Study on driving distractions	AAA – study on driving distractions – anti-text ban

...by explaining: a SECOND stakeholder’s position on this issue.	Yes – Billy and his mother	Stood by the governor	Description of accident	
.....by explaining: a THIRD stakeholder’s position on this issue.	No – other classmates			

Score: 3

CRITERION C

The response earns a 2 for reasons and evidence. The response provides reasons to support the position (e.g., the new law will cause less accidents and keep drivers more focused on the road) and supports these reasons with some evidence to support these reasons (fifty-three year old man using his BlackBerry when he caused an accident). However, the response does not explain in explicit terms how this position relates to a right or the common good. While the response does discuss safer roads, this is not adequately specific or explicit to be credited as an explanation of how the position relates to the common good. Hence, the response earns a 2 for this criterion.

Reasons/Evidence – Rights & Common Good - CRITERION C:	Yes or No?	Accurate?	Comments
Provides reason(s) for the position...	Yes		First paragraph - Will cause less accidents and keep drivers more focused on the road. The new laws will also give people more control of their vehicle
...Supported by evidence	Yes		fifty-three year old man was using his BlackBerry when he caused an accident
The evidence includes... ...An explanation of how a right relates to the position on the issue.	No		
... An explanation of how the common good relates to the position on the issue.	No		Reference to safer roads is not sufficiently explicit or specific

Score: 2

CRITERION D

The response receives a 0 for sources. It does not list any sources and thus, cannot receive any credit for this criterion.

Sources – CRITERION D	Yes/ No?	Paraphrases/ Quotes Source?	Relevant/ Supportive?	Comments
Lists sources.	No			
Includes the title, author, type of source, and date of ONE source.				
Includes the title, author, type of source, and date of a SECOND source.				
Includes the title, author, type of source, and date of THIRD source.				
OTHER SOURCES				

Score: _0_

Sample Paper #2 – ES You Decide CBA

Do you watch the news on TV when you get home from school, from work or from your trip to Hawaii to catch up on information? Well if you have then you probably been hearing about the gas prices going up or the most recent car accident on the highway. For me I focus on the news around the world like the build-up of more troops for the war in Iraq and what President Bush and Howard Dean have to say about that topic. A lot of people, including me, are not for the war. There are people like President Bush, who do support more troops in Iraq. It's such a controversial idea it makes me wonder why there really is a war.

Comment [c9]: Criterion A – Position: Response states a clear position.

One stakeholder that is against the war is Howard Dean. Dean is part of the Democratic Party and Governor of Vermont. He feels that the president is spending too much time on the war and must do more on more important issues like the environment along with pollution. Howards believes it's his patriot duty to urge a different path to protecting America's security. Dean has a great deal of concern when the NGT (National Guard Troops) are being take off the Mexico/Arizona boarder to go train Iraqi troops in Iraq. Also, on a USA Today about if we should send more troops to Iraq, 61% say we should have never invaded Iraq. Also did you know that Howard Dean also believes that everyone in the United States and Iraq have the right to peace and tranquility. He believes that because when the troops go to Iraq and cause disruption it takes away all the peace and tranquility we have.

Comment [c10]: Criterion B – Background: Response provides a concrete detail and commentary related to Howard Dean's position.

Comment [c11]: Criterion C – Reasons and Evidence: Response references how Dean's position against the war and more troops relates to the right to peace and tranquility but this is not connected to the student's position.

One of the biggest reasons we are in war is because of President George W. Bush. He is a huge part of the war and one of his beliefs is that the price of giving up on the war would be paid in the American lives now and in the years to come. Therefore, he wants the war to be made in peace when it is over. He also says that after we build the troops and make things safer for the Iraqis he would agree to start pulling out the American troops slowly. He needs more troops to secure the capital of Baghdad, curtails violence and train U.S. troops. He also needs our troops to train Iraqi troops to guard the country's borders and to pursue Al Qaeda. His opinion about this public issue could fall under the category of a democratic ideal of freedom. He thinks from sending more troops to Iraq it will keep the Iraqis free.

Comment [c12]: Criterion B – Background: Response provides commentary related to George W Bush's position.

Comment [c13]: Criterion B – Background: Response provides a concrete detail related to George W Bush's position.

And last, my opinion, on the troop build up in Iraq. It is that we, the USA, shouldn't keep sending more troops to Iraq. One reason I think that is if the president does decide to send more troops then that will mean higher taxes to pay for guns, uniforms etc. and more lives at risk. Another reason is the same as Howard Dean's which is that President Bush should focus on more important issues. For example, he should be paying more attention to the environment and pollution. Do you agree with me that ever since the war started there has been madness? Well then the solution to stopping all the madghs is to stop the war, too. My opinion about this public issue is supported by the right to freedom of belief. I think sending more troops is wrong and I can think what I want to think.

Comment [c14]: Criterion C – Reasons and Evidence: Response provides reasons and evidence for the position.

Comment [c15]: Criterion A – Position: Response comes close but does not actually give a call to action.

I became interested in this topic because I have seen it all over the news and in newspapers, too. I noticed that this is a very controversial subject and many different opinions and that is what made me so interested in it. Before researching I thought that the USA shouldn't keep sending troops to Iraq. Now after researching I still feel the same way but have learned that the people with different opinions have very good reasons for what they believe. We as citizens of the USA have the right to freedom of speech and belief and that is why there are many different people and opinions about this country.

Comment [c16]: Criterion C – Reasons and Evidence: Criterion C – Reasons and Evidence: Response references how the student's position against the war and more troops relates to the right to the freedom of belief but the explanation of how this right supports the position is unclear.

References

Comment [c17]: Criterion D – Sources: Response provides a list of sources but does not provide author, date, or type of source for these references.

1. <http://www.whitehouse.gov/infocus/irag/>
2. <http://www.msnbc.msn.com/is/18654101/>
3. http://news.yahoo.com/s/ap/20070511/ap_on_re_eu/britain_iraw_talabani
4. http://usatoday.com/news/washington/2007-01-08-gallup-poll_x.htm
5. http://www.thruth.org/docs_2006/043007K.shtml
6. <http://www.latimes.com/news/nationworld/nation/la-na-bush25may25,1,2545903.story?tra>

Scoring Matrix – Elementary – You Decide – Paper #2

CRITERION A

The responses receives a 3 for Position. It clearly states a position on a public issue in the first paragraph (I am against the war...and we shouldn't keep sending more troops). However, it does not conclude with a call to action. Hence, the response can earn no more than a 3 for this criterion.

Position –CRITERION A:		
	Yes or No?	Comments
Provides reasons for a possible position		
States a position on a public issue that...	Yes	I am against the war... and we shouldn't keep sending more troops
...is clear	Yes	Clearly stated in the first paragraph
...and concludes with a call to action.	No	Then the solution to stopping all the madness is to stop the war, too

Score: 3

CRITERION B

The response receives a 3 for Background. It provides a concrete detail and commentary related to two stakeholders' positions on the issue: that of Howard Dean (referencing his belief that troops should be working on the border in the US as its concrete detail) and George W. Bush (referencing his belief in the need to pursue Al Qaeda). Hence, it receives a 3 for this criterion.

Background –Stakeholders – CRITERION B:	Yes or No?	Clear Statement of Stakeholder's Position (Commentary)	Specific Evidence to Support Position (Concrete Detail)	Comments
Provides background on the issue...	Yes			
...by explaining: One stakeholder's position on this issue.	Yes – Howard Dean	He feels that the president is spending too much time on the war...	troops should be working on the border in the US	
...by explaining: a SECOND stakeholder's	Yes – George W.	Send more troops	to pursue Al Qaeda	

position on this issue.	Bush			
.....by explaining: a THIRD stakeholder’s position on this issue.	No			

Score: 3

CRITERION C

The response earns a 2 for reasons and evidence. The response provides reasons to support the position (e.g., more troops will mean higher taxes to pay for guns, uniforms etc. and more lives at risk) and supports these reasons with some evidence to support these reasons (Howard Dean’s argument about the need to use troops at home). The response also references how Dean’s position against the war and more troops relates to the right to peace and tranquility but this is not connected to the student’s position. In addition, it references how the student’s position against the war and more troops relates to the right to the freedom of belief but the explanation of how this right supports the position is not adequately explained. Hence, the response earns a 2 for this criterion.

Reasons/Evidence – Rights & Common Good - CRITERION C:	Yes or No?	Accurate?	Comments
Provides reason(s) for the position...	Yes		more troops will mean higher taxes to pay for guns, uniforms etc. and more lives at risk.
...Supported by evidence	Yes		Howard Dean’s argument about use of troops
The evidence includes... ...An explanation of how a right relates to the position on the issue.	No		Reference to how the “right to freedom of belief” is related to the student’s position is not adequately explained
... An explanation of how the common good relates to the position on the issue.	No		

Score: 2

CRITERION D

The response receives a 1 for sources. While it includes a list of several references at the end of the essay, it does not include the author, date, or type of source for each reference. Hence, the response earns a 1 for this criterion.

Sources – CRITERION D	Yes/ No?	Paraphrases/ Quotes Source?	Relevant/ Supportive?	Comments
Lists sources.	Yes			List of references
Includes the title, author, type of source, and date of ONE source.	No			
Includes the title, author, type of source, and date of a SECOND source.				
Includes the title, author, type of source, and date of THIRD source.				
OTHER SOURCES				

Score: 1