

Scoring Notes for Secondary Social Studies CBAs (Grades 6-12)

The following rules apply when scoring any of the Social Studies Classroom-Based Assessments (CBAs) for grades 6-12.

1. **Position:** All CBA responses should include a position. In some cases, such as the “Constitutional Issues” CBA, this position is meant to be persuasive. For other CBAs, such as the “Enduring Cultures” CBA, it is the well-reasoned conclusion that the student has drawn about the cultures being examined. In both cases, however, the response must do more than simply restate information. Instead, every CBA response should make a case or argument for looking at a particular issue, topic, or event in a particular way.
2. **Explanation and Analysis for Background, Reasons, or Evidence:** Any required explanation or analysis should include at least one specific detail or example as well as the student’s commentary on how the detail or example relates to the position, issue, or topic being addressed in the CBA response. Just providing commentary or just listing specific details is not adequate to earn a response credit for explaining or analyzing something.
3. **Sources:** All CBAs for grades 6-12 require responses to use and cite 3 or more sources. To be credited for the use and citation of a source, the response must explicitly address the source within the text and provide enough bibliographic information so that an outside reviewer could find the source (e.g., author, title, and url for an online article) or, at least, be able to corroborate the existence of the source (e.g., informal interviews). The only source for which a student does not need to provide bibliographic information is the U.S. Constitution.
4. **A.C.C.E.:** There are four qualities that any CBA response must have to earn credit. In short, they must be accurate, clear, cohesive, and explicit in addressing the relevant concepts.
 - a. **Cohesive:** All parts, paragraphs, or sections of a CBA response must fit together in one cohesive whole. If it is so disjointed that an outside reviewer would not be able to gather the overall position, it cannot earn credit.
 - b. **Clear:** If an outside reviewer cannot follow the points made in a CBA response due to lack of clarity, it cannot be credited.
 - c. **Explicit:** Responses should address concepts and elements required by the rubric in explicit terms. For example, if the rubric requires the response to include a discussion of a particular perspective, it should be clear to an outside reviewer where that discussion is in the response. Credit should not be given to points that require inferences to be made.
 - d. **Accurate:** For a response to earn any credit, the information provided for a particular criterion must be accurate. The following is a supplemental criterion to be used in conjunction with CBA’s rubric when the response contains inaccuracies. In sum, a response should earn no more than a “3” for a particular criterion if there are some minor inaccuracies and no more than a “2” for a particular criterion if there are any major inaccuracies.

4 – Excellent	3 – Proficient	2 – Partial	1 - Minimal
The response contains no inaccuracies	The response contains a few minor inaccuracies that do not contradict or weaken the overall response.	The response contains several minor inaccuracies or one or more major inaccuracies that contradict or weaken the overall response.	The response is largely inaccurate.

5. **Writing:** Conventions, organization, and style are not formally evaluated when using the CBA rubric alone. However, OSPI recommends that teachers use a writing rubric to supplement the scoring of responses to the CBAs.

Scoring Guide for the Middle School Dig Deep/Analyzing Primary Sources CBA
(Recommended for 7th 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)	<ul style="list-style-type: none"> Develops a historical question. States a position on the question States why studying this historical question helps us to understand current issues and events. 	<p><i>Why were Japanese Americans sent to relocation camps during WWII?</i></p> <p><i>After the Attack of Pearl Harbor, many Americans were afraid that Japanese Americans were spying against the United States. Succumbing to this fear, they forced people of Japanese descent to live in relocation camps. It’s important to understand why Americans were afraid of the Japanese so that people’s rights are not violated during future wars in the name of national security.</i></p>
3 – Proficient (Meeting Standard)	<ul style="list-style-type: none"> Develops a historical question. States a position on the question. 	<p><i>Why were Japanese Americans sent to relocation camps during WWII?</i></p> <p><i>After the Attack of Pearl Harbor, many Americans were afraid that Japanese Americans were spying against the United States. Succumbing to this fear, they forced people of Japanese descent to live in relocation camps.</i></p>
2 (and below) Partial (Not Meeting Standard)	<ul style="list-style-type: none"> Develops a historical question WITHOUT stating a position. 	<p><i>Why were Japanese Americans sent to relocation camps during WWII?</i></p>

Criterion B – Reasons & Evidence		
Score	Score	Sample Response
4 – Excellent (Exceeding Standard)	Provides one or more reasons for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> An explanation of how three or more primary sources supports the reason(s). 	<p><i>After Pearl Harbor, the Americans were afraid that the US would be attacked again. President Roosevelt issued <u>Executive Order 9066</u> on February 19, 1942. This order made Japanese-Americans go to relocation camps to protect the United States “against espionage and against sabotage”. <u>Signs</u> were posted in San Francisco in April 1942 that forced “all people of Japanese ancestry” out of their homes and into relocation camps. It didn’t matter how long they lived in the US or if they even had ties to people in Japan. In the “<u>Don’t Talk</u>” poster it tells people not to share information about military movements because Japanese could be listening. Americans were scared and didn’t want another attack to happen, so sending the Japanese to these</i></p>

* 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.

		<i>camps helped make them feel safe.</i>
3 – Proficient (Meeting Standard)	Provides one or more reasons for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> An explanation of how two primary sources supports the reason(s). 	<i>After Pearl Harbor, the Americans were afraid that the US would be attacked again. President Roosevelt issued Executive Order 9066 on February 19, 1942. This order made Japanese-Americans go to relocation camps to protect the United States “against espionage and against sabotage”. Signs were posted in San Francisco in April 1942 that forced “all people of Japanese ancestry” out of their homes and into relocation camps. It didn’t matter how long they lived in the US or if they even had ties to people in Japan. Americans were scared and didn’t want another attack to happen, so sending the Japanese to these camps helped make them feel safe.</i>
2 (and below) Partial (Not Meeting Standard)	Provides one or more reasons for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> An explanation of how one primary source supports the reason(s). 	<i>After Pearl Harbor, the Americans were afraid that the US would be attacked again. President Roosevelt issued Executive Order 9066 on February 19, 1942. This order made Japanese-Americans go to relocation camps to protect the United States “against espionage and against sabotage”. Americans were scared and didn’t want another attack to happen, so sending the Japanese to these camps helped make them feel safe.</i>

Criterion C – Reasons & Evidence		
Score	Score	Sample Credited Perspective
4 – Excellent (Exceeding Standard)	Provides evidence for the position using two of the following social science perspectives: geographic cultural political economic sociological psychological	<i>From a <u>political perspective</u>, by issuing Executive Order 9066, President Roosevelt was attempting to protect the United States from further attacks as well as protect himself. The President must protect the Country and if another attack was to take place in the US, he feared that some may blame the President and he may not be re-elected.</i> <i>(NOTE: This provides evidence from only one perspective. To reach “excellent,” a response would need to provide evidence from TWO perspectives.)</i>
3 – Proficient (Meeting Standard)	Provides evidence for the position using one of the following social science perspectives: geographic cultural political economic sociological psychological	
2 (and below) Partial (Not Meeting Standard)	Provides evidence for the position without using any specific social science perspectives.	<i>Executive Order 9066 was an attempt to protect American soil.</i>

Criterion D – Referencing & Citing Sources		
Score	Score	Sample Credited Source Reference & Citation
4 – Excellent (Exceeding Standard)	Makes explicit references within the paper or presentation to four or more credible sources that provide relevant information.	<i>According to the PBS website, the relocation camps were open for over three years (Children of the Camps, http://www.pbs.org/childofcamp/history/documents.html).</i>

	<ul style="list-style-type: none"> • Cites sources within the paper, presentation, or bibliography. 	<p><i>"Children of the Camps: Internment History." PBS. 2 Sept. 2008<http://www.pbs.org/childofcamp/history/documents.html>.</i></p> <p><i>(NOTE: This is only one credited source. To reach proficiency, a response would need to cite and reference THREE sources. In addition, it is recommended that teachers have a designated format for referencing and citing sources.)</i></p>
<p>3 – Proficient (Meeting Standard)</p>	<p>Makes explicit references within the paper or presentation to three credible sources that provide relevant information.</p> <p>Cites sources within the paper, presentation, or bibliography</p>	
<p>2 (and below) Partial (Not Meeting Standard)</p>	<p>Makes explicit references within the paper or presentation to two credible sources that provide relevant information.</p> <p>Cites sources within the paper, presentation, or bibliography.</p>	

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.