

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 Enduring Cultures CBA
(Recommended for 6th 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 how two groups responded to challenge(s) that: <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. 	<i>People living in both Ancient Egypt and the Ancient China responded to devastating floods by creating ways of measuring the seasons through calendars and taking advantage of land fertilized by the floods for farming. However, those living in Ancient Egypt were more successful in planning for the floods than China where floods sometimes led to the overthrow of the government. Floods continue to be a problem today and we can learn from the experiences of Ancient Egyptians and Chinese in planning for future floods. For example, both of these groups teach us that it is not smart to settle in areas that flood repeatedly. If we had followed lessons from Ancient Egypt and China more closely, maybe fewer people would have settled in New Orleans and Hurricane Katrina would have not been as great a tragedy as it was.</i>
3 – Proficient (Meeting Standard)	States a position on how two groups responded to challenge(s) that <ul style="list-style-type: none"> Analyzes how the two groups’ responses are similar or different. 	<i>People living in both Ancient Egypt and the Ancient China responded to devastating floods by creating ways of measuring the seasons through calendars and taking advantage of land fertilized by the floods for farming. However, those living in Ancient Egypt were more successful in planning for the floods than China where floods sometimes led to the overthrow of the government.</i>
2 (and below) Partial (Not Meeting Standard)	States a position on how two groups responded to challenge(s) WITHOUT analyzing how the two groups’ responses are similar or different.	<i>People living in Ancient Egypt and Ancient China both had to respond to floods to survive. Those in Ancient Egypt responded by creating calendars to predict the floods. Those in Ancient China moved away from the rivers.</i>

Criterion B – Background		
Score	Rubric Language	Sample Credited Example
4 – Excellent (Exceeding Standard)	Provides background on the position by: Explaining how the two groups responded to a similar challenge with three or more examples (at least one example for each group).	<i>People living in both Ancient Egypt and the Ancient China responded to devastating floods by creating ways of measuring the seasons through calendars and taking advantage of land fertilized by the floods for farming. The Pharaohs in Ancient Egypt promoted the development of an annual calendar to help those living in their kingdom to plan for the floods.</i>
3 – Proficient	Provides background on the position by:	<i>(Note: This explains only one example. To reach proficiency, a response needs to explain TWO examples.)</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.

(Meeting Standard)	Explaining how the two groups responded to a similar challenge with two examples (at least one example for each group).	
2 (and below) Partial (Not Meeting Standard)	Provides background on the position by: Explaining how the groups responded to a similar challenge with one example.	

Criterion C – Reasons & Evidence		
Score	Rubric Language	Sample Credited Similarity/Different Supporting the Position
4 – Excellent (Exceeding Standard)	Provides reasons for the position supported by evidence. The evidence includes: An analysis of two significant similarities and/or differences related to their responses to the challenge(s).	<i>Egypt were more successful in planning for the floods than China where floods sometimes led to the overthrow of the government. The Pharaohs in Egypt used the floods to establish their power. They helped the people plan for the floods through the development of the calendar and in turn, the people supported them. By contrast, floods in Ancient China caused the government to lose power. For example, horrible flooding along the Yellow River cause the Sui Dynasty to fall. (Wang, 1998)</i>
3 – Proficient (Meeting Standard)	Provides reasons for the position supported by evidence. The evidence includes: An analysis of one significant similarity and/or difference related to their responses to the challenge(s).	<i>(Note: This analyzes one difference. To reach “excellent,” a response needs to analyze TWO similarities and/or differences.)</i>
2 (and below) Partial (Not Meeting Standard)	Provides reasons for the position without analyzing a significant similarity or difference related to challenge(s) and responses of each group.	

Criterion E – Referencing & Citing Sources		
Score	Rubric Language	Sample Credited Source Reference & Citation
4 – Excellent (Exceeding Standard)	<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. 	<i>By contrast, floods in Ancient China caused the government to lose power. For example, horrible flooding along the Yellow River cause the Sui Dynasty to fall. (Wang, 1998)</i> <i>Works Cited</i> <i>Wong, H. (1998). Ancient China. New Visions Press: New York.</i>
3 – Proficient (Meeting Standard)	<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. 	<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>
2 (and below) Partial (Not Meeting Standard)	<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. 	

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.