

WASHINGTON STATE SOCIAL STUDIES *Classroom-Based Assessment*

WHAT'S THE BIG IDEA?

Exemplar Papers Grade 5



Goal II of the Basic Education Act:

"Students will know and apply concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health fitness."

CBA_s

All exemplar papers presented herein are taken from student responses to this assessment. All papers are provided for training purposes only. No endorsement of any particular issue or position is either given or implied.

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SUPERINTENDENT OF PUBLIC INSTRUCTION

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Welcome to the **Social Studies Classroom-Based Assessment Model (CBAs)** training and implementation booklet. These models are a part of the Classroom-Based Assessment program of the Office of Superintendent of Public Instruction (OSPI).

Classroom-based assessments have the unique power to engage students in meaningful work that is authentic to engaged, informed citizenship. We have included one of the Grade 5 classroom-based assessment models for Social Studies in this packet. It is entitled “What’s the Big Idea?” and it is designed to assess student understanding of key social studies skills and concepts. There are also other elementary CBA models available on our website that assess skills and knowledge related to history, geography, civics, and economics (to see them go to <http://www.k12.wa.us/CurriculumInstruct/SocStudies/CBAs.aspx>).

The social studies assessment models were developed at the benchmark levels of grades 5, 8, and 10/11 (high school) for each social studies area (civics, history, geography, economics) by the Social Studies Assessment Leadership Team (SSALT) from April to May 2004. These models were piloted across Washington State in rural, suburban, and urban districts, in all nine Educational Service Districts from October to November 2004. The student samples generated from this pilot went through Range Finding with the SSALT during February 2005. Student samples were selected for the Exemplar Set from over 3,500 student samples from across the state.

The purpose for presenting these student CBA samples is two-fold. The CBA samples do the following:

1. Inform teachers immediately if students know and are able to do what is expected of them to demonstrate their understanding at the benchmark levels of our Social Studies Essential Academic Learning Requirements/Standards (EALRs);
2. Model high quality classroom-based assessments by including:
 - a. clear Directions for Administration for teachers and students;
 - b. rubrics for scoring;
 - c. directions for training in districts and schools;
 - d. support materials;
 - e. information on how to train students to score; and
 - f. exemplars as samples for future development in classrooms and districts.

In order to assist you in your efforts in understanding and using these items, please do not hesitate to access our website at <http://www.k12.wa.us/CurriculumInstruct/SocStudies>.

Sincerely,

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Grade 5
Social Studies
What's the Big Idea? (2005)

WHAT'S THE BIG IDEA?

— History —

GRADE
FIVE
CLASSROOM
BASED
ASSESSMENT

Ideas and technology have enormous impact on the values, beliefs, and/or attitudes of people. You will write an essay or develop a presentation in which you explain how an idea or technology has affected the way people live.

Directions to Students

In an essay or presentation, you will:

- 1) explain the effects of the idea or technology on people's actions, and*
- 2) describe how the technology or idea led to changes in people's values and beliefs.*

In a graphic organizer you will:

- 1) list effects of the idea or technology on the people.*



CBA's

WHAT'S THE BIG IDEA?

Rubric

Note You may also want to use your district's writing rubric to evaluate student responses.

	4 Excellent	3 Proficient	2 Partial	1 Minimal
<p>History EALR 2.1.1 <i>Explain how an idea has affected the way people live.</i></p> <p>Skills EALR 3.1.2d <i>Investigate cause and effect relationships and their impact on people, environments, and economic systems.</i></p>	<p>Clearly and accurately explains at least three effects of the idea or technology on people's actions with specific details to support each explanation.</p>	<p>Clearly and accurately explains two effects of the idea or technology on people's actions with specific details to support each explanation.</p>	<p>Clearly and accurately explains one effect of the idea or technology on people's actions.</p>	<p>Explanations of effects have no specific details to support. OR Explanations are complete but do not clearly and accurately explain at least one effect of the idea or technology on people's actions.</p>
<p>History EALR 2.2.1 <i>Describe instances in which new technology has led to changes in values, beliefs, and attitudes.</i></p>	<p>Clearly and accurately describes how the technology or idea led to two changes in the values and/or beliefs of the people.</p>	<p>Clearly and accurately describes how the technology or idea led to at least one change in the values and/or beliefs of the people.</p>	<p>Describes how the technology or idea led to at least one change in the values and/or beliefs of the people with incomplete or inaccurate descriptions.</p>	<p>Mentions a change in the values and/or beliefs of the people without any descriptive connection to the technology.</p>

Scoring Notes

- To be credited on the first rubric, a response must provide *specific* examples. For instance, saying that “the internet makes it a lot easier to find information” would not be credited, but “the Romans used the pulley, in their catapults, which they used in war” would be acceptable. The response needs specific information to earn credit.



Scoring Matrix

This sheet is designed to help students break down the parts of the rubric and keep track of their progress.

Student: _____

Effects on People's Actions:

Task	Yes or No?	Clear?	Accurate?	Comments
<i>Explains 1st specific effect of the new idea/technology on people's actions.</i>				
<i>Explains 2nd specific effect.</i>				
<i>Explains 3rd specific effect.</i>				

Score: _____

Changes in Values/Beliefs:

Task	Yes or No?	Clear?	Accurate?	Comments
<i>Describes how the technology led to 1st specific change.</i>				
<i>2nd specific change.</i>				

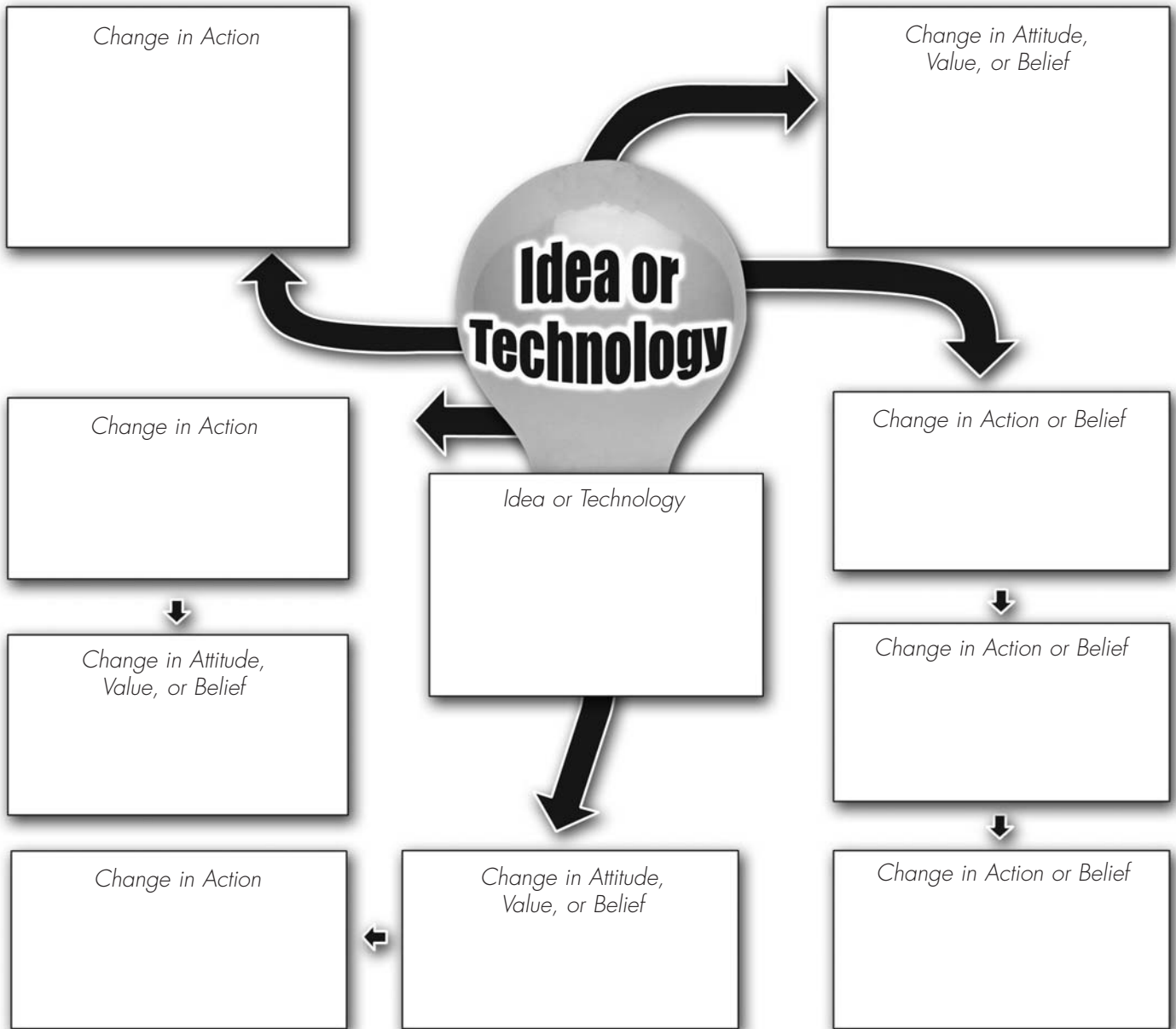
Score: _____



WHAT'S THE BIG IDEA?

Graphic Organizer

This is a sample. You may want to draw additional arrows or boxes as needed.



What's The Big Idea • Student Checklist

In order to write a successful essay, you will need to follow the steps below.

Essential Question

- Choose an idea or technology.
- Examine how that idea or technology has led to changes in values, beliefs, and/or attitudes (i.e., their thinking) and affected the way people live (i.e., their actions).
- Develop an essential question analyzing how ideas and technology have led to changes in values, beliefs, and/or attitudes (i.e., their thinking) and affected the way people live (i.e., their actions). An essential question is a question that helps you think about why a particular topic is important.

Researching

- Locate primary and secondary sources from a variety of viewpoints that address the essential question.
- Analyze sources relevant to the idea or technology:
 - Carefully examine each source.
 - Analyze each source using a strategy approved by your teacher.
- Prepare a list of resources.

Preparing

- Organize information using a graphic organizer to examine how ideas and technology affect the way people live.

Reporting

- Explain the effects of the idea or technology on people's actions.
- Describe how the technology or idea led to changes in people's values and beliefs.
- Include a list of resources.

As you examine each source, ask yourself these questions and record the information for your list of resources.

- What is the title of the source?
- Who wrote or created the source?
- What kind of source is it (book, magazine, interview, etc.)?
- When was the source created?
- What information did the source give you?

Use the rubric below to guide you when constructing your annotated bibliography.

	Excellent	Proficient	Partial	Minimal
Social Studies Skills 1.1.1d <i>Locate particular facts in social studies documents identify the main idea.</i>	List of resources thoroughly examines six or more sources.	List of resources thoroughly examines five sources.	List of resources thoroughly examines three or four sources; OR list of resources contains at least five sources.	List of resources thoroughly examines one or two sources; OR list of resources contains one to four sources.

Sources

* Feel free to attach more sheets as needed. *

Document: _____
Author: _____
Date: _____ Type: _____
Evidence: _____

Document: _____
Author: _____
Date: _____ Type: _____
Evidence: _____

Document: _____
Author: _____
Date: _____ Type: _____
Evidence: _____

Document: _____
Author: _____
Date: _____ Type: _____
Evidence: _____

Document: _____
Author: _____
Date: _____ Type: _____
Evidence: _____



WHAT'S THE BIG IDEA?

Directions for Administration

Student Performance Steps

Teacher Instructional Steps

E S S E N T I A L Q U E S T I O N

- Choose an idea or technology.
- Examine how the idea or technology has led to changes in values, beliefs, and/or attitudes (i.e., their thinking) and affected the way people live (i.e., their actions).
- Develop an essential question analyzing how ideas and technology affect the way people live. An essential question is a question that helps you think about why a particular topic is important.

- Explain the purpose of the activity, which is to understand the interrelationships between people and the environment.
- Select and teach activities designed to introduce and reinforce how ideas and technology affect the way people interact with their environment.
- Guide students in a brainstorm to identify different ideas and technology that affect the way people interact with their environment.
- Review the appropriate rubrics.
- Explain the relationship of the assessment to the History EALRs 2.1.1 and 2.2.1, and Social Studies Skills EALR 3.1.2d.
- Guide students in developing an essential question analyzing how ideas and technology affect the way people interact with their environment.

R E S E A R C H I N G

- Locate primary and secondary sources from a variety of viewpoints that address the essential question.
- Analyze sources relevant to the idea or technology.
 - ✓ Carefully examine each source.
 - ✓ Analyze each source using a strategy approved by your teacher.
- Prepare a list of resources.

- Gather sources for research. Resources may include a variety of online sources, encyclopedias, books, maps, etc.
- Help students gather information from discussions and resources.
- Review applicable Reading GLEs (2.1, 2.2, 2.3, 2.4, and 3.1) online at <http://www.k12.wa.us/CurriculumInstruct/Reading>.
- Explain the purpose of and demonstrate how to create a list of resources.
- Review the selection, evaluation, and use of primary and secondary sources.

Student Performance Steps**Teacher Instructional Steps****P R E P A R I N G**

- Organize information from notes using a graphic organizer to examine how ideas and technology affect the way people live.

- Model ways to organize information using a graphic organizer.
- Provide opportunities for students to clarify their understanding of the effects of ideas and technology.
- Help students prepare to achieve proficiency in the writing task in each area of the rubric.

R E P O R T I N G

- Explain the effects of the idea or technology on people's actions.
- Describe how the technology or idea led to changes in people's values and beliefs.
- Include a list of resources.

- Review the appropriate Writing EALRs (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5) and supporting documents at <http://www.k12.wa.us/CurriculumInstruct/Writing>.
- Review the writing process with students including prewriting, rough draft, editing, and final draft.
- Provide opportunities for the writing process to take place.
- Provide opportunities for students to draft, receive feedback, and revise written essays.

P R E S E N T A T I O N

- Create a presentation and display to share work with people outside of the classroom, such as other classrooms, parents, PTA, Kiwanis, etc.





Suggested Topics

This list is not meant to be comprehensive. It serves as a sample of possible topics. If you would like to find more topics, please review the Social Studies Frameworks.

Ideas:

- *Manifest Destiny*
- *Democratic Ideals*
- *Universal Suffrage*
- *Universal Education*
- *Immigration*
 - *Melting Pot*
 - *“Salad Bowl”*
- *Corporation*
- *Abolition*
- *Temperance*
- *Tolerance*

Technology:

- *Industrialization*
 - *Cotton Gin*
 - *Interchangeable Parts*
 - *Factory System*
 - *Steam Engine*
 - *Power Loom*
 - *Assembly Line*
 - *Vulcanization of Rubber*
 - *Bessemer Steel Process*
 - *Sewing Machine*
- *Transportation*
 - *Caravel*
 - *National Road*
 - *Erie Canal*
 - *Steamboat*
 - *Locomotive*
 - *Transcontinental Railroad*
 - *Internal Combustion Engine*
 - *Automobile*
- *Computers*
- *Music (Cassettes, CDs, etc.)*
- *Germ Theory*
- *Vaccinations*
- *Printing Press*



Suggested Resource List

This list is not meant to be comprehensive. It serves only as a list of resources that may be helpful.

National Organizations:

- Washington State Historical Society: <http://www.wshs.org>
– History Lab: <http://www.historylab.org/teachers.htm>
- Washington State Archives: <http://www.secstate.wa.gov/archives>
- National Park Service—Cultural Groups: <http://www.cr.nps.gov/cultural.htm>
- National Archives: <http://www.archives.gov> & <http://www.ourdocuments.gov>
- History Link: <http://www.historylink.org>
- Local Museums (e.g., Burke, Museum of History and Industry): <http://www.seattlehistory.org>
- Annenberg Foundation: <http://www.learner.org/search/browse.html?sj=SS>
- National Center for History in the Schools: <http://www.sscnet.ucla.edu/nchs>
- American Memory: <http://memory.loc.gov>
- Public Broadcasting System: <http://www.pbs.org>
- Department of Interior—Teaching with Historic Places: <http://www.cr.nps.gov/nr/twhp>
- History Day Materials: <http://www.NationalHistoryDay.org>
- Smithsonian Institution: <http://www.si.edu>
- History Matters: <http://historymatters.gmu.edu>
- American Social History project: <http://www.ashp.cuny.edu>
- The Valley of the Shadow (Civil War): <http://jefferson.village.virginia.edu/vshadow2/contents.html>
- Colonial Williamsburg: <http://www.history.org>
- National Council on Economic Education: <http://www.ncee.net>
- Junior Achievement: <http://seattle.ja.org>

International Organizations:

- World Affairs Council: <http://www.world-affairs.org/classroom.html>
- Facing the Future: <http://www.teacherscorner.org>
- United Nations Association: <http://www.unaseattle.org>
- International Education Coalition: <http://internationaledwa.org>
- Jackson School of International Studies: <http://jsis.artsci.washington.edu>
- Middle East Studies, UW: <http://jsis.artsci.washington.edu/programs/mideast/index.htm>
- World Trade Organization: <http://www.wto.org>
- Choices for the 21st Century: <http://www.choices.edu>