

Elementary
School
Recommended
for 4th Grade

Dig Deep CBA

To be an effective citizen, you need to know how to use evidence from different sources. Using artifacts and primary sources as evidence, you will draw conclusions about a historical question you have been studying in your classroom.

Directions to Students¹

In a cohesive paper or presentation², you will:

- Develop a question to guide an investigation of a time period after looking at primary sources.
- Draw one or more conclusions about the question referencing two or more primary sources.
- List two or more sources including the title, author, type of source, and date of each source.

You will also:

- Develop a timeline OR a description of the time period that includes 3 or more events or details.

¹ This directions page guides students towards the “proficient” level (level “3”) for this CBA. To help students reach “excellent” (level “4”), please refer to the rubric or, if available, the graphic organizer.

² Students may do a paper or presentation in response to the CBA provided that for either format, there is documentation of this response that someone outside their classroom could easily understand and review using the rubric (e.g., a videotaped presentation, an electronic written document).

Elementary – Dig Deep CBA Rubric (Recommended for 4th Grade*)

←-----PASSING-----NOT PASSING-----→				
GLE (EALR)	4 - Excellent	3 – Proficient	2 - Partial	1 - Minimal
5.2.1. Creates and uses a research question to conduct research on an issue or event.. (4 th Grade) (EALR 5.2. Uses inquiry-based research.)	Develops two or more questions to guide an investigation of a time period after looking at primary sources.	Develops a question to guide an investigation of a time period after looking at primary sources.	Develops one or more questions on a time period without any evidence of having looked at a primary source.	Describes a time period but does not develop any questions to guide an investigation of the time period.
4.3.1. Understands that there are multiple perspectives regarding the interpretation of historical events and creates an historical account using multiple sources. (4 th Grade) (EALR 4.3. Understands that there are multiple perspectives and interpretations of historical events.) 5.2.2. Understands the main ideas from an artifact, primary source, or secondary source in order to gather accurate information on an issue or historical event. (4 th Grade) (EALR 5.2. Uses inquiry-based research.) 5.4.1. Draws clear, well-reasoned conclusions and provides explanations that are supported by artifacts and/or primary sources in a paper or presentation. (4 th Grade) (EALR 5.4. Creates a product...)	Draws one or more conclusions about the question(s) referencing three or more primary sources.	Draws one or more conclusions about the question(s) referencing two primary sources.	Draws one or more conclusions about the question(s) referencing one primary source.	Draws one or more conclusions about the question(s) WITHOUT referencing a primary source.
4.1.1. Understands and creates timelines to show how historical events are organized into time periods and eras. (4 th Grade) (EALR 4.1. Understands historical chronology.)	Develops a timeline OR a description of the time period that includes 5-6 events or details.	Develops a timeline OR a description of the time period that includes 3-4 events or details.	Develops a timeline OR a description of the time period that includes 1-2 events or details.	A timeline of events or description of the time was attempted with several inaccuracies or sequence problems.
5.4.2. Prepares a list of resources including the title, author, type of source, date published, and publisher for each source. (4 th Grade) (EALR 5.4. Creates a product...)	Lists three sources including the title, author, type of source, and date of each source.	Lists two sources including the title, author, type of source, and date of each source.	Lists one source including the title, author, type of source, and date of the source.	Lists source(s) but does not include the title, author, type of source, and date of the source for any of them.

*OSPI recommends that this CBA be used at a particular grade level and thus, the GLEs included in the rubric are for that grade. However, if the CBA is used at another grade level within the grade band (3-5, 6-8, or 9-12), the GLEs may need to change to match the appropriate content.