

**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 Humans and the Environment CBA**  
(Recommended for 7<sup>th</sup> 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).

<b>Criterion A – Position</b>		
Score	Rubric Language	Sample Response
4 – Excellent (Exceeding Standard)	States a position on two groups’ uses of the environment that includes: <ul style="list-style-type: none"> <li>• An analysis of how the two groups’ uses are similar or different.</li> <li>• A general statement of how these groups’ experiences helps us understand a current issue or event.</li> </ul>	<i>Turkey, Syria and Iraq all use the Euphrates River as a primary water source and to irrigate their land. All three countries depend on the water. Iraq and Turkey are mostly to blame for the pollution of the water, but Syria and Turkey are using most of the water by building dams and hydroelectric projects. We need to understand each country’s role in this issue because the fighting over the water usage has recently caused the countries to pose military action against each other. I think that all three countries are partially to blame and that they should try to compromise.</i>
<b>3 – Proficient (Meeting Standard)</b>	States a position on two groups’ uses of the environment that includes <ul style="list-style-type: none"> <li>• An analysis of how the two groups’ uses are similar or different.</li> </ul>	<i>Turkey, Syria and Iraq all use the Euphrates River as a primary water source and to irrigate their land. All three countries depend on the water. Iraq and Turkey are mostly to blame for the pollution of the water, but Syria and Turkey are using most of the water by building dams and hydroelectric projects. I think that all three countries are partially to blame and that they should try to compromise.</i>
2 (and below) Partial (Not Meeting Standard)	States a position on two groups affected the environment WITHOUT analyzing how the two groups’ uses are similar or different.	<i>I think that all three countries are partially to blame for the pollution of the water and that they should try to compromise.</i>

<b>Criterion B – Background</b>		
Score	Score	Sample Response
4 – Excellent (Exceeding Standard)	<i>Provides background on the position by:</i> <ul style="list-style-type: none"> <li>• <i>Explaining two plausible alternatives to the groups’ uses of the environment that addresses costs and benefits.</i></li> </ul>	<i>Syria and Iraq have posed military action against Turkey because Turkey is using more than their share of water and is polluting the water by using large amounts of chemicals. Iraq also posed military action against Syria for using too much water. But, Iraq has also polluted that water by dumping oil into the river. So, I think a good compromise is to let Turkey complete their dam and hydroelectric projects, but since Turkey would still be using so much water, they would need to share the food and money from these projects with Syria and Iraq. Iraq would also have to agree to fund oil clean up projects so that the water quality is better. If that doesn’t work, the three countries must share the water equally. Each country would only be able to use 1/3 of the river. They would also have to design their own water clean</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 often not actual sources.

		<i>up projects. Both of these compromises would help fix the pollution in the river, but if each country uses too much water, I worry what might happen to the wildlife.</i>
<b>3 – Proficient (Meeting Standard)</b>	<p>Provides background on the position by:</p> <ul style="list-style-type: none"> <li>Explaining one plausible alternative to the groups’ uses of the environment that addresses costs and benefits.</li> </ul>	<i>Syria and Iraq have posed military action against Turkey because Turkey is using more than their share of water and is polluting the water by using large amounts of chemicals. Iraq also posed military action against Syria for using too much water. But, Iraq has also polluted that water by dumping oil into the river. So, I think a good compromise is to let Turkey complete their dam and hydroelectric projects, but since Turkey would still be using so much water, they would need to share the food and money from these projects with Syria and Iraq. Iraq would also have to agree to fund oil clean up projects so that the water quality is better. This compromise would help fix the pollution in the river, but I still wonder how much water is being used and how that affects the wildlife.</i>
2 (and below) Partial (Not Meeting Standard)	<p>Provides background on the position by:</p> <ul style="list-style-type: none"> <li>Explaining plausible alternatives to the groups’ uses of the environment that addresses only costs OR benefits.</li> </ul>	<i>Syria and Iraq have posed military action against Turkey because Turkey is using more than their share of water and is polluting the water by using large amounts of chemicals. Iraq also posed military action against Syria for using too much water. But, Iraq has also polluted that water by dumping oil into the river. So, I think a good compromise is to let Turkey complete their dam and hydroelectric projects, but since Turkey would still be using so much water, they would need to share the food and money from these projects with Syria and Iraq. If that doesn’t work, the three countries must share the water equally. Each country would only be able to use 1/3 of the river. Both of these compromises would help distribute the benefits of the water supply to all three countries.</i>

<b>Criterion C – Reasons &amp; Evidence</b>		
Score	Score	Sample Response
4 – Excellent (Exceeding Standard)	<p>Provides reasons for the position supported by evidence. The evidence includes:</p> <ul style="list-style-type: none"> <li>An analysis of <b>two</b> significant similarities and/or differences related to the groups’ uses of the environment.</li> </ul>	<i>All three of these countries use the Euphrates River for their <u>primary water source</u> and to irrigate the land. However, <u>Turkey and Syria use much more water than Iraq</u> because of the dams and hydroelectric projects. This limits the amount of water that is then available to Iraq.</i>
<b>3 – Proficient (Meeting Standard)</b>	<p>Provides reasons for the position supported by evidence. The evidence includes:</p> <ul style="list-style-type: none"> <li>An analysis of <b>one</b> significant similarity and/or difference related to groups’ uses of the environment.</li> </ul>	<i>Turkey and Syria use much more water than Iraq because of the dams and hydroelectric projects. This limits the amount of water that is then available to Iraq.</i>
2 (and below) Partial (Not Meeting Standard)	<p>Provides reasons for the position without analyzing a significant similarity or difference related to the groups’ uses of the environment.</p>	<i>Turkey uses 55% of the water supply. Syria uses 35% of the water supply. Iraq uses 10% of the water supply.</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 <b>four or more</b> credible sources that provide relevant information.  Cites sources within the paper, presentation, or bibliography.	<i>In the book <u>The Conflict over the Euphrates River</u>, Ted Maine says that Syria and Iraq have posed military action against Turkey because Turkey is using more than their share of water and is polluting the water by using large amounts of chemicals (2006).</i>  <i>Works Cited</i> <i>Maine, Ted. <u>The Conflict over the Euphrates River</u>. Seattle: Anchors Publishing, 2006.</i>
<b>3 – Proficient (Meeting Standard)</b>	Makes explicit references within the paper or presentation to <b>three</b> 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 <b>THREE</b> 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)	Makes explicit references within the paper or presentation to <b>two</b> 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](mailto: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.

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\* 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.