



# Social Studies

in Washington State

## Cultural Interactions Grade 11

*OSPI-Developed*

# Assessment

A Component of the  
Washington State Assessment System

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## Introduction

To Washington State Educators of Social Studies:

Welcome to one of our OSPI-Developed Assessments and this implementation and scoring guide. This document is part of the Washington assessment system at the Office of Superintendent of Public Instruction (OSPI).

The assessments have been developed by Washington State teachers and are designed to measure learning for selected components of the Washington State Social Studies Learning Standards. They have been developed for students at the elementary and secondary levels. Teachers from across the state in small, medium, and large districts and in urban, suburban, and rural settings piloted these assessments in their classrooms. These assessments provide an opportunity for teachers to measure and evaluate student growth; they can both help teachers determine if learning goals have been met, and influence how teachers organize their curricula. They also provide an opportunity for students to demonstrate the knowledge and skills they have gained.

These assessments provide:

- Immediate information to teachers regarding how well students have acquired the expected knowledge and skills in their subject areas.
- Information that can lead to continued strengthening of teaching practices.
- Resources that enable students—as part of the learning experience—to participate in measuring their achievements.

This document includes the following parts:

- directions for administration
- the student's copy of the assessment
- scoring rubrics

Our hope is that this assessment will be used as an integral part of your instruction to advance our common goal of ensuring quality instruction for all students.

If you have questions about these assessments or suggestions for improvements, please contact:

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# CULTURAL INTERACTIONS

An OSPI-Developed Assessment

Social Studies  
Grade 11

## Overview

This document contains information that is essential to the administration of *Cultural Interactions* an OSPI-Developed Assessment for history. If this assessment is being used as a summative assessment to determine if specific social studies learning standards have been met, then prior to its administration, all students should have received instruction in the skills and concepts needed to achieve the standards.

This assessment may be used as an integral part of instruction; as such, it may be used as a formative assessment, summative assessment, culminating project, part of an alternative education packet, part of a lesson plan or unit of study, a pre- or post-assessment, or as an individual student portfolio item. In short, OSPI encourages the use of this and other OSPI-Developed Assessments to support deep social studies learning in line with our Washington State Learning Standards and the Common Core State Standards (CCSS).

### Synopsis of *Cultural Interactions*

**A responsible citizen understands the various cultural influences that affect our lives, nation, and world. In this assessment, students choose members of one cultural group that reside, or have resided, in two regions or countries and analyze the contributions they have made, the economic success they have had, and the level of social and political participation they have attained.**

## Test Administration: Expectations

- The skills assessed by this item should be authentically incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised classroom environment following district policy and procedures.
- All industry and district safety policies and standards should be followed in the preparation and administration of any OSPI-Developed Assessment.

- Accommodations based upon a student’s individualized education program (IEP) or 504 Plan may require additional modifications to this assessment.
- Additional modifications to the administration of this assessment may be required to accommodate cultural differences, diversity, and religious mores/rules.

## Description of the Performance Assessment

*Cultural Interactions* requires students to demonstrate the ability to conduct research, analyze information, and develop and support a claim.

- The task requires the student to make a claim and support it with evidence from multiple informational sources.
- The task requires the student to consider the strengths and weaknesses not only of the student’s own position, but also of opposing positions.
- Prior to taking/receiving/administration of this assessment, students must have experience with:
  - Analyzing sources (close reading).
  - Citing sources.
  - Using text-based evidence.
  - Avoiding plagiarism.

If the students have experience with the above skills, the assessment should take 5–10 days. If the assessment is used as a teaching tool, it will take 3–6 weeks.



# Learning Standards

## College, Career, and Civic Life (C3) Framework for Social Studies State Standards

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating and Taking Informed Action
developing questions and planning inquiries	civics economics geography history	gathering and evaluating sources  developing claims using evidence	communicating and critiquing conclusions  taking informed action

### Washington State Standards—Social Studies Essential Academic Learning Requirements (EALRs): Grade Level Expectations (GLEs)\*.

<b>GLE 2.2.1</b> 11 <sup>th</sup> Grade	Analyzes and evaluates the advantages and disadvantages of different economic systems for countries and groups of people.
<b>GLE 3.2.2</b> 11 <sup>th</sup> Grade	Understands human interaction with the environment.
<b>GLE 5.2.2</b> 11 <sup>th</sup> Grade	Evaluates the validity, reliability, and credibility of sources when researching an issue or event.
<b>GLE 5.4.1</b> 11 <sup>th</sup> Grade	Evaluates positions and evidence to make one’s own decisions in a paper or presentation.
<b>GLE 5.4.2</b> 11 <sup>th</sup> Grade	Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.

## CCSS Literacy—Reading History/Social Studies (RH/SS)

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**CCSS  
RH/SS 1** Cite specific textual evidence\*\* to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  
11<sup>th</sup>–12<sup>th</sup> Grades

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**CCSS  
RH/SS 2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  
11<sup>th</sup>–12<sup>th</sup> Grades

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**CCSS  
RH/SS 3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.  
11<sup>th</sup>–12<sup>th</sup> Grades

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**CCSS  
RH/SS 9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  
11<sup>th</sup>–12<sup>th</sup> Grades

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## *In a cohesive paper\*\*\**: CCSS ELA Standards—Writing History/Social Studies (WHST)

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**CCSS  
WHST 1** Write arguments focused on discipline-specific content.  
11<sup>th</sup>–12<sup>th</sup> Grades

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**CCSS  
WHST 4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
11<sup>th</sup>–12<sup>th</sup> Grades

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**CCSS  
WHST 7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  
11<sup>th</sup>–12<sup>th</sup> Grades

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**CCSS  
WHST 8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.  
11<sup>th</sup>–12<sup>th</sup> Grades

---

**CCSS  
WHST 9** Draw evidence\*\* from informational texts to support analysis, reflection, and research.  
11<sup>th</sup>–12<sup>th</sup> Grades

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## ***In a presentation: CCSS ELA Standards—Speaking and Listening History/Social Studies (SL)***

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### **CCSS SL 3**

11<sup>th</sup>–12<sup>th</sup>  
Grades

Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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### **CCSS SL 4**

11<sup>th</sup>–12<sup>th</sup>  
Grades

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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## ***If implemented using technology: CCSS ELA Standards—Writing History/Social Studies (SL)***

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### **CCSS WHST 6**

11<sup>th</sup>–12<sup>th</sup>  
Grades

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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### **CCSS WHST 8**

11<sup>th</sup>–12<sup>th</sup>  
Grades

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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\*OSPI recommends that this classroom-based assessment be used at a particular grade level. If the assessment is used at another grade level within the grade band (3–5, 6–8, 9–12), the GLEs may need to be adjusted to match the content.

\*\*Definition: *Evidence* in the CCSS refers to facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline.

\*\*\*Students may do either a paper or a presentation in response to the assessment, provided that for either format, the response is documented in such a way that someone outside of the classroom can easily understand and review it using the rubric (e.g., a video recording of the presentation or an electronic written document).

# Assessment Task

## Teacher's Instructions to Students

1. Say: "Today you will take the Washington OSPI-developed social studies assessment for history (Grade 11). This assessment is called *Cultural Interactions*."
2. Provide the class with copies of the student's section of the assessment (which may include the student's task, response sheets, rubrics, templates, and glossary), along with any other required materials.
3. Tell the students that they may highlight and write on these materials during the assessment.
4. Have the students read the directions to themselves as you read them aloud. We also encourage you to review the glossary and scoring rubric with the students.
5. Answer any clarifying questions the students may have before you instruct them to begin.

## Accommodations

Refer to the student's IEP or 504 plan.

## Student's Copy of the Task

The following section contains these materials for students:

- the student's task: *Cultural Interactions* (Grade 11)
- assessment rubric
- worksheets and handouts (optional)

# Cultural Interactions

A responsible citizen understands the various cultural influences that affect our lives, nation, and world today. You will choose members of one cultural group that reside, or have resided, in two regions or countries and analyze the contributions they have made, the economic success they have had, and the level of social and political participation they have attained.

## Your Task

In a cohesive paper or presentation, you will:

- Introduce the concept of how cultural influences affect our lives.
- Provide background on the cultural group by explaining how people from that group have come to live in two places.
- State a claim about why the people in one subset of the cultural group fared better in one region over another.
- Provide reasons for your claim, supported by evidence, including:
  - A comparison of the cultural group's economic success in each region/country, with one or more similarities and/or differences.
  - A comparison of the cultural group's political status in each region/country, with one or more similarities and/or differences.
  - A comparison of the cultural group's social conditions in each region/country, with one or more similarities and/or differences.
- Cite specific textual evidence from at least three credible sources that provide relevant information.

## Cultural Interactions Rubric

Score	4	3	2	1
Background	I thoroughly introduced the concept of how cultural influences affect our lives, and I provided background on a cultural group by explaining how people from that group came to live in two places.	I accurately introduced the concept of how cultural influences affect our lives, and I provided background on a cultural group by explaining how people from that group came to live in two places.	I accurately introduced the concept of how cultural influences affect our lives, or I provided background on a cultural group by explaining how people from that group came to live in two places.	I included, but did not accurately introduce, the concept of how cultural influences affect our lives, or I provided background on a cultural group by explaining how people from that group came to live in two places.
Claim	I thoroughly stated a claim about why people in one subset of the cultural group fared better in one region over another.	I accurately stated a claim about why people in one subset of the cultural group fared better in one region over another.	I stated a claim about only one subset of the cultural group.	I explained differences between the two subsets of the cultural group, but I didn't state a claim about why people in one subset fared better in one region over another.
Evidence & Reasoning	<p>I provided reason(s) for the claim, supported by evidence; I included:</p> <ul style="list-style-type: none"> <li>A comparison of the cultural group's economic success in each region or country, with two or more similarities and/or differences.</li> <li>A comparison of the cultural group's political status in each region or country, with two or more similarities and/or differences.</li> <li>A comparison of the cultural group's social conditions in each region or country, with two or more similarities and/or differences.</li> </ul>	<p>I provided reason(s) for the claim, supported by evidence; I included:</p> <ul style="list-style-type: none"> <li>A comparison of the cultural group's economic success in each region or country, with at least one similarity and/or difference.</li> <li>A comparison of the cultural group's political status in each region or country, with at least one similarity and/or difference.</li> <li>A comparison of the cultural group's social conditions in each region or country, with at least one similarity and/or difference.</li> </ul>	<p>I provided reason(s) for the claim, supported by evidence; I included two of the following:</p> <ul style="list-style-type: none"> <li>A comparison of the cultural group's economic success in each region or country, with one or more similarities and/or differences.</li> <li>A comparison of the cultural group's political status in each region or country, with one or more similarities and/or differences.</li> <li>A comparison of the cultural group's social conditions in each region or country, with one or more similarities and/or differences.</li> </ul>	<p>I provided reason(s) for the claim, supported by evidence; I included one of the following:</p> <ul style="list-style-type: none"> <li>A comparison of the cultural group's economic success in each region or country, with one or more similarities and/or differences.</li> <li>A comparison of the cultural group's political status in each region or country, with one or more similarities and/or differences.</li> <li>A comparison of the cultural group's social conditions in each region or country, with one or more similarities and/or differences.</li> </ul>

Score	4	3	2	1
Citations	I referred explicitly in the paper or presentation to four or more credible sources that provide relevant information.	I referred explicitly in the paper or presentation to three credible sources that provide relevant information.	I referred explicitly in the paper or presentation to two credible sources that provide relevant information.	I referred explicitly in the paper or presentation to one credible source that provides relevant information.
Sources	My sources are varied (primary and secondary) and represent more than one point of view.	My sources are varied (primary and secondary) and represent more than one point of view.	My sources are not varied, and they represent one point of view far more than another.	My sources are not varied, and I rely too much on one source for my evidence.

**No Score (NS)** is given if the work is unintelligible; in a language other than English; off topic; off purpose; or copied.

**In this section, you'll find:**

- **Outline for an Argumentative Essay**
- **Student's Checklist**
- **Works Cited (MLA)**

## Outline for an Argumentative Essay

TOPIC:

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THESIS (includes your claim and supporting evidence, without explaining it yet):

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BACKGROUND:

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REASON / evidence #1:

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REASON / evidence #2:

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REASON / evidence #3:

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COUNTERCLAIM:

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CONCLUSION:

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## Student's Checklist

- I introduced the two cultural groups.
- I provided background by comparing the contributions of each group (including one similarity and one difference).
- I provided background by describing three or more contributions made by the two cultural groups (at least one contribution per group).
- I stated a claim and supported it with evidence; I included at least three examples.
- I cited specific textual evidence from at least two relevant sources.
- I provided the publication details of each source in a bibliography or list of works cited.
- I did not plagiarize.

# Works Cited (MLA)

## Source #1

\_\_\_\_\_, \_\_\_\_\_ " \_\_\_\_\_ "

Author (Last name, First name) Title of Article (web sources, magazines, reference books)

\_\_\_\_\_ . \_\_\_\_\_

*Title of Source (Italicized – Underline only if written by hand)* Date

\_\_\_\_\_ . \_\_\_\_\_ . \_\_\_\_\_

Page Number(s) Type of Source Date Accessed (website only)

## Source #2

\_\_\_\_\_, \_\_\_\_\_ " \_\_\_\_\_ "

Author (Last name, First name) Title of Article (web sources, magazines, reference books)

\_\_\_\_\_ . \_\_\_\_\_

*Title of Source (Italicized – Underline only if written by hand)* Date

\_\_\_\_\_ . \_\_\_\_\_ . \_\_\_\_\_

Page Number(s) Type of Source Date Accessed (website only)

## Source #3

\_\_\_\_\_, \_\_\_\_\_ " \_\_\_\_\_ "

Author (Last name, First name) Title of Article (web sources, magazines, reference books)

\_\_\_\_\_ . \_\_\_\_\_

*Title of Source (Italicized – Underline only if written by hand)* Date

\_\_\_\_\_ . \_\_\_\_\_ . \_\_\_\_\_

Page Number(s) Type of Source Date Accessed (website only)

# Supporting Materials and Resources for Teachers

## Preparation for Administering the Assessment

### Tools & Materials

Teachers will need the following materials and resources to administer this assessment:

- copies of the task (one for each student)
- copies of the rubric, handouts, worksheets, and glossary (one set for each student)

### Guidelines

You can approach this assessment in any number of ways; however, the assessment is well suited to be a culminating activity of classroom instruction in history.

While the essay format is often used for this assessment, it is not required. Students may make projects or PowerPoint presentations. Please note, however, that the final product must demonstrate that the student is able to complete the project individually; therefore, a group project is not an appropriate use of this assessment.

You should expose the students to primary source documents prior to administering this assessment.

You should also introduce students to a number of analytical methods before engaging them in the assessment; these include, but are not limited to:

- How to evaluate reliable and unreliable sources.
- How to formulate a claim.
- How to cite sources properly within a paper or presentation and in a bibliography, including instruction in APA, MLA, or Chicago citation methods.

## Recommendations for Time Management

Time requirements for this assessment will vary widely based on your students' prior knowledge, chosen topics, and access to technology. If your students are completing the assessment as a culminating activity, expect to spend several days on research, collection of evidence, and outlining prior to the writing process. Writing and completion of projects can take from one day to a week depending on the prescribed format and pacing of your students.

## Glossary

**amendments:** changes or additions to a document, such as the U.S. Constitution.

**argue:** to present reasons and evidence about a stance or opinion.

**balance:** harmonious arrangement or relation of parts within a whole.

**bureaucracy:** the administration of a government through departments managed by officials.

**checks and balances:** a process that allows each branch of government to limit the power of the other branches.

**cite:** note, quote, refer to, point out.

**civic responsibility:** the actions a citizen is required to do for the good of society.

**claim:** state to be true or existing.

**common good:** for the advantage or benefit of all people in society or in a group.

**compromise:** a settlement of differences in which all sides give up part of what they want in order to reach an agreement.

**consent of the governed:** a theory of government that states that a government's legitimacy comes from the agreement of its citizens.

**constituent:** a person who is represented by an elected official.

**constitutional issue:** something that relates to the rights and government powers outlined in the U.S. Constitution. It often involves public disagreement.

**controversial:** something that produces public disagreement between individuals or groups holding opposing viewpoints.

**core values:** the basic principles or beliefs of a person or group.

**credible:** capable of being believed.

**currency:** money or other items used to purchase goods or services.

**democracy:** a form of government in which people choose leaders by voting.

**demographic:** identifying characteristics of human populations, such as age, gender, and nationality.

**dictator:** a person who rules with absolute power and authority.

**doctrine:** principles or beliefs of a group.

**domestic:** relating to matters within a country.

**empower:** to provide someone with authority to take action.

**evidence:** knowledge on which to base a belief; facts or information helpful in forming a conclusion or judgment; details that support an assumption.

**explain:** tell about something so people understand it.

**explicit:** fully and clearly expressed.

**federal:** a form of government in which power is divided between a central government and other, more localized governments.

**foreign policy:** the way a government interacts with other nations.

**forms of government:** the different methods of ruling a country or group.

**framers/founding fathers:** delegates to the Constitutional Convention of 1787 and others who helped to establish the government of the United States.

**impact:** an influence or strong effect.

**incentives:** promises of rewards or punishments that encourage people to act.

**initiative:** the practice of allowing voters to propose and pass laws directly.

**inquiry:** an instance of inquiry.

**interest groups:** individuals who try to influence laws in favor of a cause they strongly support.

**international:** involving two or more nations.

**lobbyist:** a person who tries to influence legislation on behalf of a special interest group.

**local:** relating to a city or county level.

**logically:** according to logical reasoning.

**multicultural:** relating to or made up of people having different ways of life.

**national interest:** the collective needs of people when developing economic, social, or political policies.

**negotiate:** to discuss a matter in order to reach an agreement.

**opposing:** be against.

**per capita:** by or for each person.

**perspective:** a way of regarding situations or topics.

**political parties:** organized groups who seek to influence the structure and administration of government policies.

**popular culture:** parts of a culture, such as arts, entertainment, music, sports, fashions, and fads.

**precedent:** an act or decision that provides an example for later actions or decisions.

**pros and cons:** arguments in favor of and against a position or course of action.

**public goods:** goods intended for the benefit of all members of a society (e.g., roads and bridges).

**public services:** services intended for the benefit of all members of a society (e.g., fire protection).

**recall:** a policy that allows voters to remove an elected official from office.

**referendum:** a proposed law, which people enact by voting.

**reform:** improvement made to existing structures or processes.

**relevant:** appropriate and makes sense at that particular time.

**reliable:** worthy of trust.

**responsibilities:** duties.

**rights:** something to which a person has a lawful claim: civil rights are freedoms guaranteed to citizens; human rights are basic rights to which all people are entitled; individual rights are those belonging to each person; property rights are legal claims to land or other possessions; states' rights are the powers the U.S. Constitution grants to the states.

**sources:** information taken from documents.

**stakeholders:** people who hold an interest in a business or project.

**support:** agreeing with or approving of a cause, person.

### **SOURCES:**

“Constitutional Issues: Civil Liberties, Individuals, and the Common Good.” *Densho Civil Liberties Curriculum* v. 1.0 CD-ROM. Densho, the Japanese American Legacy Project, Seattle, WA. 2007; and CCSS Tier 2 Vocabulary Terms.

CCSS Tier 2 Vocabulary Terms

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- Washington State Social Studies Learning Standards: the Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs).
- OSPI-developed classroom-based assessments.
- Intentional connections with the Common Core State Standards for English Language Arts & Literacy in History/Social Studies.

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