



# Social Studies

in Washington State

## Whose Rules? Grade 4

*OSPI-Developed*

# Assessment

A Component of the  
Washington State Assessment System

Office of Superintendent of Public Instruction  
May 2018



Office of Superintendent of Public Instruction  
Old Capitol Building  
P.O. Box 47200  
Olympia, WA 98504-7200

For more information about the contents of this document, please contact:

Carol Coe, Social Studies Program Supervisor  
Phone: 360-725-6351, TTY 360-664-3631

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.



Except where otherwise noted, this OSPI-Developed Assessment for Social Studies by the [Office of Superintendent of Public Instruction](#) is licensed under a [Creative Commons Attribution 4.0 International License](#). All logos and trademarks are property of their respective owners.

This work has been created in partnership with teachers representing the diverse communities within Washington. It is aligned to state learning standards and based on research. Please be aware that any adaptations should be considered carefully so as not to impact the thoughtfully-crafted content design.

If this work is adapted, note the substantive changes and re-title, removing any OSPI logos. Provide the following attribution: "This resource was adapted from an OSPI Developed Assessment for Social Studies by the Office of Superintendent of Public Instruction. Access the original work at the [Office of Superintendent of Public Instruction - Social Studies Department](#) website."

# Table of Contents

Introduction.....	iii
Overview .....	1
Test Administration: Expectations .....	1
Description of the Performance Assessment .....	2
Learning Standards .....	3
Assessment Task .....	6
Teacher’s Instructions to Students .....	6
Accommodations .....	6
Student’s Copy of the Task.....	6
Supporting Materials and Resources for Teachers.....	14
Preparation for Administering the Assessment .....	14
Recommendations for Time Management .....	14
Glossary.....	15
Acknowledgements .....	17



## 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:

Carol Coe, Program Supervisor, Social Studies  
360-725-6351, [carol.coe@k12.wa.us](mailto:carol.coe@k12.wa.us)



# WHOSE RULES?

An OSPI-Developed Assessment

Social Studies  
Grade 4

## Overview

This document contains information that is essential to the administration of *Whose Rules?*, an OSPI-Developed Assessment for civics. 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 *Whose Rules?*

**In this assessment, each student must demonstrate the abilities of an effective citizen by writing a researched essay or creating another form of presentation in which the student identifies and explains a public issue, as well as a policy, law, right, or democratic ideal that attempts to solve it.**

## 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

*Whose Rules?* requires that students demonstrate their abilities as effective citizens by writing essays or creating presentations in which they identify a problem and explain how a policy or law attempts to solve that problem.

- The task requires students to research their chosen problems and solutions from multiple points of view.
- The task requires students to evaluate the effectiveness of a law or policy by explaining how it promotes democratic ideals.
- The task requires students to integrate information from multiple texts on the same topic in order to write or speak about the subject knowledgeably.
- The task requires students to provide evidence from multiple informational sources, including the Constitution.
- Prior to taking/receiving/administration of this assessment, students need to 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.
- 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 visual recording of the presentation or an electronic written document).



# 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 1.1.2</b> 4 <sup>th</sup> Grade	Evaluates the effectiveness of a law or policy by explaining how it promotes ideals.
<b>GLE 1.2.2</b> 4 <sup>th</sup> Grade	Understands how and why state or tribal governments make, interpret, and carry out rules and laws.
<b>GLE 5.4.2</b> 4 <sup>th</sup> Grade	Prepares a list of resources, including the title, author, date published, and publisher for each source.

## CCSS Literacy—Reading Informational Texts (RI); Speaking and Listening (SL)

<b>CCSS RI 3</b> 4 <sup>th</sup> Grade	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
<b>CCSS RI 5</b> 4 <sup>th</sup> Grade	Describe the overall structure (e.g., problem/solution) of events, ideas, concepts, or information in a text or part of a text.

---

**CCSS RI 9** Integrate information from two texts on the same topic in order to  
4<sup>th</sup> Grade write or speak about the subject knowledgeably.

---

**CCSS SL 1** Engage effectively in a range of collaborative discussions,  
4<sup>th</sup> Grade building on others' ideas and expressing their own clearly.

---

***In a cohesive paper\*\*:* CCSS Literacy—Writing (W)**

---

**CCSS W 2** Write informative/explanatory texts to examine a topic and  
4<sup>th</sup> Grade convey ideas and information clearly.

---

**CCSS W 4** Produce clear and coherent writing in which the development  
4<sup>th</sup> Grade and organization are appropriate to task, purpose, and audience.

---

**CCSS W 7** Conduct short research projects that use several sources to build  
4<sup>th</sup> Grade knowledge through investigation of different aspects of a topic.

---

**CCSS W 8** Recall relevant information from experiences or gather relevant  
4<sup>th</sup> Grade information from print and digital sources; take notes and  
categorize information, and provide a list of sources.

---

**CCSS W 9b** Draw evidence\*\*\* from informational texts to support analysis,  
4<sup>th</sup> Grade reflection, and research.

---

***In a presentation:* CCSS Literacy—Speaking and Listening (SL)**

---

**CCSS SL 4** Present an opinion, sequencing ideas logically and using  
4<sup>th</sup> Grade appropriate facts and relevant, descriptive details to support  
main ideas or themes.

---

***If implemented using technology: CCSS Literacy—Writing (W); Speaking and Listening (SL)***

---

<b>CCSS W 6</b> 4 <sup>th</sup> Grade	Use technology, including the Internet, to produce and publish writing.
<b>CCSS W 8</b> 4 <sup>th</sup> Grade	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>CCSS SL 5</b> 4 <sup>th</sup> Grade	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

---

\*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.

\*\*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 visual recording of the presentation or an electronic written document).

\*\*\*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.

# Assessment Task

## Teacher's Instructions to Students

1. Say: "Today you will take the Grade-4 Washington OSPI-developed social studies assessment for civics. This assessment is called *Whose Rules?*"
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: *Whose Rules?* (Grade 4)
- assessment rubric
- worksheets and handouts (optional)

# Whose Rules?

Citizens in a democracy have the right and responsibility to make informed decisions. You will introduce a problem and a policy or law that attempts to solve the problem. You will explain multiple viewpoints on the effectiveness of the solution and use evidence from primary sources, secondary sources, and discussions to prove how it promotes a right or democratic ideal.

## Your Task

**In a cohesive paper or presentation, you will:**

- Research a problem.
- Identify a policy or law that attempts to solve the problem.
- Consider and explain multiple perspectives on the effectiveness of the policy or law.
- Explain how the policy or law is effective in relation to a right or democratic ideal.
- Provide and cite specific textual evidence from at least three different sources that provide relevant information.
- List two or more sources, including the title, author, URL, publisher, and date of each source.

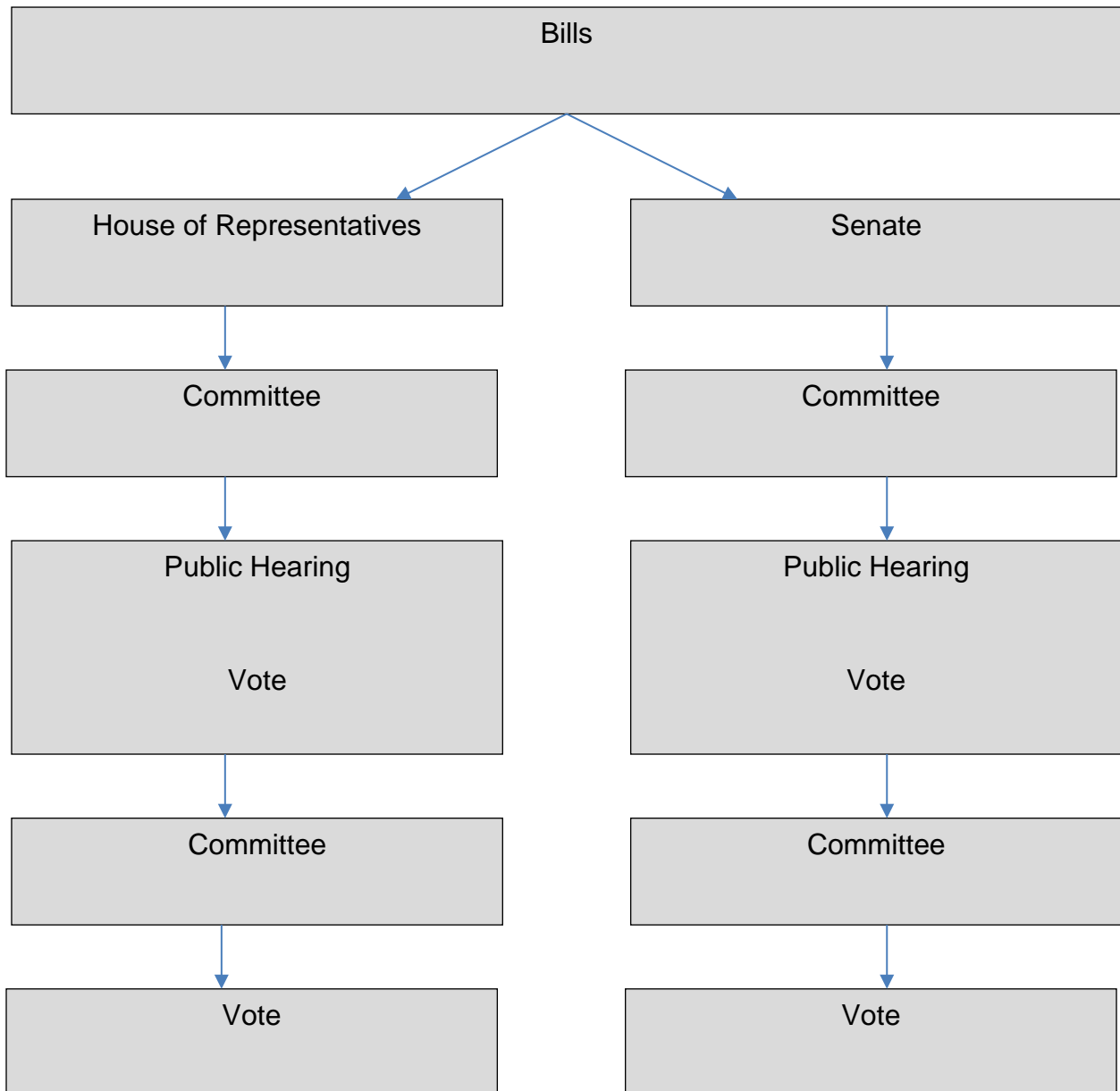
## Whose Rules? Rubric

Score	4	3	2	1
Policy/Law	I described a problem and a policy/law that attempts to solve it. AND I explained one way that the policy/law attempts to solve it, and one way that the policy/law is or could be enforced.	I described a problem and a policy/law that attempts to solve it. AND I explained either one way that the policy/law attempts to solve it, or one way that the policy or law is or could be enforced.	I described a problem and a policy or law that attempts to solve it. AND Either my explanation of how the policy/law attempts to solve it is unclear, or my explanation of how the policy/law is or could be enforced is unclear.	I identified a problem and/or a policy or law.
Participants	I identified individuals/groups with varying perspectives who participated in the policy- or law-making process, and I explained how they participated.	I identified individuals/groups who participated in the policy- or law-making process, and I explained how they participated.	I either identified individuals/groups who participated in the policy- or law-making process, or I explained how they participated.	I was unclear about the participating individuals/groups in the policy- or law-making process, or I did not explain clearly how they participated.
Reasoning	I provided thorough and convincing reasons for agreeing and disagreeing with the law or policy, and I included evidence to explain how the policy or law impacts rights or democratic ideals.	I provided adequate reasons for agreeing and disagreeing with the law or policy, and I included evidence to explain how the policy/law impacts rights or democratic ideals.	My reasons for agreeing or disagreeing with the law or policy were unclear, and I made limited use of evidence to explain how the policy/law impacts rights or democratic ideals.	I gave reasons for agreeing or disagreeing with the law/policy, but I was unclear about how it promotes a right or democratic ideal; and/or I used little or no evidence to support my reasons.
Evidence	I provided relevant and credible evidence (facts and details) from at least three primary and secondary sources.	I provided relevant and credible evidence from at least two primary and secondary sources.	I provided minimal/ weak evidence from two or fewer relevant and credible sources; the evidence came from primary or secondary sources, but not both.	I provided minimal/ weak evidence that was not relevant or credible; I provided no evidence from primary sources.
Sources	I can list three or more sources, including the title, author, publisher, city, date, and URL (if digital) of each source.	I can list two sources, including the title and author of each source.	I can list one source, including the title and author.	I can list the sources, but did not include both the title and author of each source.
ELA Citations	I can cite three or more sources within the paper or presentation from the works cited page.	I can cite two sources within the paper or presentation from the works cited page.	I can cite one source within the paper or presentation from the works cited page.	I vaguely referred to sources within the paper or presentation.

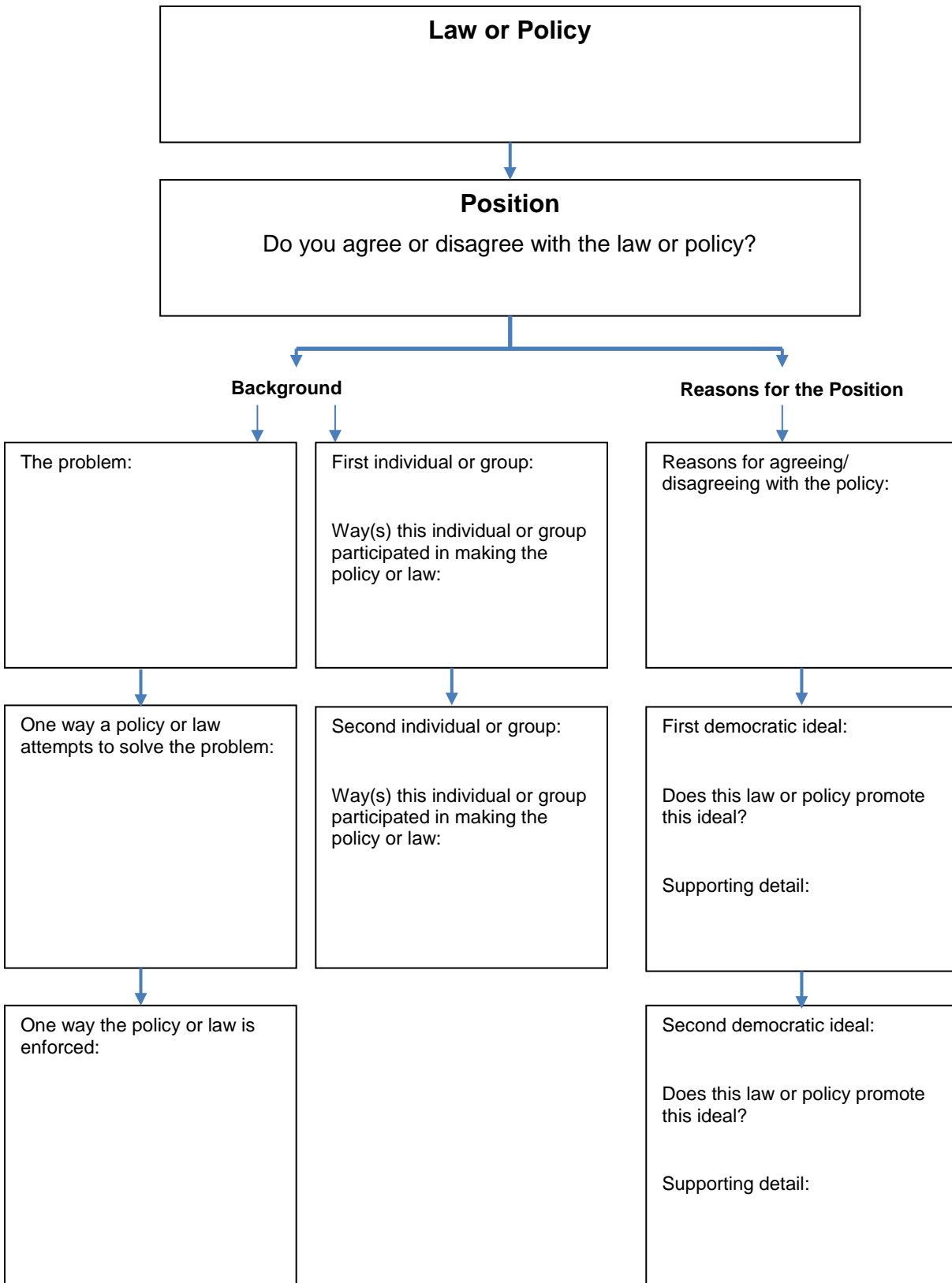
**No Score (NS)** is given if the work is unintelligible, in a language other than English, off topic, off purpose, or copied.

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

- How Laws Are Made (diagram)
- Law or Policy (diagram)
- Handout: Democratic Ideals
- Student's Checklist
- Works Cited (MLA)
- Glossary

**How Laws Are Made**

## Law or Policy





## Handout: Democratic Ideals

Below is a list of briefly defined democratic ideals. The children's picture book *We the Kids: The Preamble to the Constitution of the United States* by David Catrow is a kid-friendly resource for teaching about democratic ideals.

- **Common good:** Working together for the benefit of everyone in our community promotes the welfare of everyone.
- **Diversity:** You have the right to be different and to enjoy others' differences. The United States is a mixture of many cultures with different traditions and beliefs, yet we all share the same rights under the law.
- **Equality:** Regardless of gender, race, or religion, you have the same rights as every other citizen.
- **Justice:** You have the right to expect fairness from others, including our leaders.
- **Liberty:** You have the right to think, say, and believe what you want without government interference.
- **Life:** You have the right to live without the fear of injury or of being killed by others.
- **Patriotism:** The personal display of love and devotion to our country, its values, and its principles.
- **Popular sovereignty:** This is the idea that the power of our government comes from "We the People." The American people, through their votes, rule the United States.
- **Pursuit of happiness:** You have the right to pursue (seek out) personal happiness as long as you do not infringe on another's rights to do the same.
- **Truth:** American democracy depends on our government and its citizens telling the truth. We expect our government and its leaders to be truthful to us, and they expect the same.

## Student's Checklist

- I provided background on the problem by explaining what the problem is.
- I provided background and explained the policy or law that attempts to solve the problem.
- I explained multiple viewpoints on the effectiveness of the policy or law.
- I provided reason(s) for these multiple viewpoints and supported the reasons with evidence.
- My evidence includes an accurate explanation of how the policy or law relates to a democratic ideal.
- I made explicit references within the paper or presentation to three credible sources that provide relevant information.
- I cited all of my sources within the paper/presentation and/or bibliography.
- 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 civics.

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.

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

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

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

**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.

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

**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.

**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.

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

**inquiry:** the act of asking questions in order to gather and collect information.

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

**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.

**opposing:** be against.

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

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

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

**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.

**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.

CCSS Tier 2 Vocabulary Terms

# Acknowledgements

The revision of OSPI Social Studies Assessments has been accomplished because of the dedication and determination of the Washington State Social Studies Cadre of Educators. During the past two years, cadre members have met to review and revise statewide social studies resources and materials, specifically focusing on:

- 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.

## ***Special thanks to the members of the Washington State Social Studies Cadre:***

Ron Baltazar: Puyallup School District  
Molly Berger: ESD 105  
Debbie Blodgett-Goins: Yakima School District  
Leslie Brown: Toppenish School District  
Carolyn (Suz) Clark-Bennett: Stevenson-Carson School District  
Julie Conkle: Tonasket School District  
Steven Cross: Marysville School District  
Bryan Dibble: Selah School District  
Beth Dunbar: Selkirk School District  
Donnetta Elsasser: Touchet School District  
Melissa Finn: Kent School District  
Tara Gray: Bellevue School District  
Trish Henry: Mead School District  
Kelly Jacobsen: Ocean Beach School District  
Amy Johnson: Longview School District  
Tim Kilgren: Union Gap School District  
Nancy Lenihan: Sumner School District  
Eric Low: Winlock School District

Brad Ludwig: Walla Walla School District  
Sue Metzler: Mukilteo School District  
Karen Morley-Smith: Evergreen School District  
John Mumma: Mount Baker School District  
Steven Perez: Richland School District  
Chris Perkins: Ferndale School District  
Jerry Price: Yelm School District  
Eric Roal: Central Valley School District  
Lisa Roberts: North Mason School District  
Ben Suhrbier: Castle Rock School District  
Ryan Theodoriches: Evergreen School District  
Jean Tobin: Walla Walla School District  
Dawn Wood: Wenatchee School District  
Mary Ziegert, North Thurston School District