

Elementary  
School  
Recommended  
for 5<sup>th</sup> Grade

# What's the Big Idea? CBA

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.

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## *Directions to Students<sup>1</sup>*

**In a cohesive paper or presentation<sup>2</sup>, you will:**

- State a position on how an idea or technology affected people's lives.
- Explain how the technology or idea led to **two or more** changes in people's actions.
- Explain how the technology or idea led to **one or more** changes in people's values and/or beliefs.
- List two sources including the title, author, type of source, and date of each source.

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<sup>1</sup> 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.

<sup>2</sup> 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 – What’s the Big Idea? CBA Rubric** *(Recommended for 5<sup>th</sup> Grade\*)*

GLE (EALR)	←-----PASSING		NOT PASSING -----→	
	4 - Excellent	3 – Proficient	2 - Partial	1 - Minimal
5.4.1. Researches multiple perspectives to take a position on a public or historical issue in a paper or presentation. (5 <sup>th</sup> Grade) (EALR 5.4. Creates a product...)	States a position on how an idea or technology affected people’s lives AND Makes a general statement about how technology or ideas affect our lives.	States a position on how an idea or technology affected people’s lives.	States a position on how an idea or technology affected people’s lives that is unclear.	Provides reasons for a possible position but does not state a position.
4.2.3 Understands how technology and ideas affected the way people lived and changed their values, beliefs, and attitudes.	Provides reason(s) for the position supported by evidence.  The evidence includes: • An explanation of how the technology or idea led to <b>three or more</b> changes in people’s actions.	Provides reason(s) for the position supported by evidence.  The evidence includes: • An explanation of how the technology or idea led to <b>two</b> changes in people’s actions.	Provides reason(s) for the position supported by evidence.  The evidence includes: • An explanation of how the technology or idea led to <b>one</b> change in people’s actions.	Provides reason(s) for the position without any supporting evidence.
	Provides reason(s) for the position supported by evidence.  The evidence includes: • An explanation of how the technology or idea led to <b>two</b> changes in the values and/or beliefs of the people.	Provides reason(s) for the position supported by evidence.  The evidence includes: • An explanation of how the technology or idea led to <b>one</b> change in the values and/or beliefs of the people.	Provides reason(s) for the position supported by evidence.  The evidence includes: • An explanation of how the technology or idea led to changes in the values and/or beliefs of the people without any specific examples.	Provides reason(s) for the position without any supporting evidence.
5.4.2. Prepares a list of resources including the title, author, type of source, date published, and publisher for each source and arranges the sources alphabetically. (5 <sup>th</sup> Grade) (EALR 5.4. Creates a product...)	Lists <b>three</b> sources including the title, author, type of source, and date of each source.	Lists <b>two</b> sources including the title, author, type of source, and date of each source.	Lists <b>one</b> 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.