

High School
Recommended
for 11th Grade

Constitutional Issues CBA

Citizens in a democracy have the right and responsibility to make informed decisions. You will make an informed decision on a public issue after researching and discussing different perspectives on this issue.

Directions to students¹

In a cohesive paper or presentation², you will:

- State a position on the issue that considers the interaction between individual rights and the common good AND includes an analysis of how to advocate for your position.
- Provide reason(s) for your position that include:
 - An analysis of how the Constitution promotes one specific ideal or principle logically connected to your position on the issue.
 - An evaluation of how well the Constitution was upheld by a court case OR a government policy related to your position on the issue.
 - A fair interpretation of a position on the issue that contrasts with your own.
- Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.

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).

High School - Constitutional Issues CBA Rubric *(Recommended for 11th Grade*)*

		-----PASSING-----		NOT PASSING-----	
	GLE (EALR)	4 - Excellent	3 – Proficient	2 – Partial	1 - Minimal
A	1.4.1. Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good. (11 th Grade) (EALR 1.4. Understands civic involvement)	States a position on the issue that <ul style="list-style-type: none"> Includes a proposal for balancing individual rights and the common good. AND Includes an analysis of how to advocate for this position. 	States a position on the issue that <ul style="list-style-type: none"> Evaluates or considers the interaction between individual rights and the common good AND Includes an analysis of how to advocate for this position. 	States a position on the issue that <ul style="list-style-type: none"> Evaluates or considers the interaction between individual rights and the common good but does NOT Include an analysis of how to advocate for this position. 	States a position on the issue that addresses individual rights OR the common good.
B	1.1.1. Analyzes and evaluates the ways in which the US Constitution and other fundamental documents promote key ideals and principles. (11 th Grade) (EALR 1.1. Understands key ideals and principles...)	Provides reason(s) for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> An analysis of how the Constitution promotes two or more specific ideals or principles logically connected to the issue. 	Provides reason(s) for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> An analysis of how the Constitution promotes one specific ideal or principle logically connected to the issue. 	Provides reason(s) for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> A reference to the Constitution WITHOUT an analysis of how the Constitution logically connects to the issue. 	Provides reason(s) for the position: The evidence includes: <ul style="list-style-type: none"> A reference to the Constitution that is partial or unclear.
C	1.1.2. Evaluates how well court decisions and government policies have upheld democratic ideals and principles in the United States. (11 th Grade) (EALR 1.1. Understands key ideals and principles...)	The evidence for the position includes: <ul style="list-style-type: none"> A detailed evaluation of how well a court case OR a government policy upheld a constitutional principle related to the issue, including: A discussion of competing viewpoints related to the case or policy. 	The evidence for the position includes: <ul style="list-style-type: none"> An evaluation of how well a court case OR a government policy upheld a constitutional principle related to the issue. 	The evidence for the position includes: <ul style="list-style-type: none"> A description of a court case or a government policy WITHOUT an evaluation of how it upheld constitutional principles related to the issue. 	The evidence for the position includes: <ul style="list-style-type: none"> A description of a court case or a government policy that is partial or unclear.
D	5.4.1. Evaluates and interprets other points of view on an issue within a paper or presentation. (EALR 5.4. Creates a product...)	The evidence for the position includes: <ul style="list-style-type: none"> A fair interpretation and a refutation of a position on the issue that contrasts with the student's own. 	The evidence for the position includes: <ul style="list-style-type: none"> A fair interpretation of a position on the issue that contrasts with the student's own. 	The evidence for the position includes: <ul style="list-style-type: none"> A description of a position(s) on the issue with no evaluation. 	The evidence for the position includes: <ul style="list-style-type: none"> A description of another position on the issue that is partial or unclear.
E	5.4.2. Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation. (10 th Grade) (EALR 5.4. Creates a product...) 5.2.2 Evaluates the validity, reliability, and credibility of sources while researching an issue or event. (EALR 5.2: Uses inquiry-based research.)	<ul style="list-style-type: none"> Makes explicit references within the paper or presentation to four or more credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography. 	<ul style="list-style-type: none"> Makes explicit references within the paper or presentation to three credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography. 	<ul style="list-style-type: none"> Makes explicit references within the paper or presentation to two credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography. 	<ul style="list-style-type: none"> Makes explicit references within the paper or presentation to one credible source that provides relevant information. Cites the source within the paper, presentation, or bibliography.

* 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.

** Please also refer to the document "Scoring Notes for Secondary Social Studies CBAs" when evaluating student work.