



Social Studies

in Washington State

Humans and the Environment

Grades 6 - 8

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..... | 13 |
| Preparation for Administering the Assessment | 13 |
| Recommendations for Time Management | 13 |
| Glossary..... | 14 |
| 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

HUMANS AND THE ENVIRONMENT

An OSPI-Developed Assessment

Social Studies
Grades 6 - 8

Overview

This document contains information that is essential to the administration of *Humans and the Environment*, an OSPI-Developed Assessment for geography. 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 *Humans and the Environment*

Because we all depend on the health of the environment, responsible citizens need to understand how humans affect and are affected by the environment. Students will choose and study two groups of people living in the same or similar environments and will compare and contrast how those groups interact with their environments.

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

Humans and the Environment requires students to demonstrate the ability to read and draw conclusions and state a claim by writing essays or creating presentations in which they develop their claims about how people affect the environment and how the environment affects people. Students will use evidence from a specific culture to support their claims.

- The task requires the student to research a culture from multiple points of view.
- The task requires the student to state a claim and support it with evidence from multiple informational sources.
- The task requires the student to explain the ways that a specific culture affects (or affected) its environment and how the environment affects (or affected) the culture. (cause and effect)
- 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)*.

| | |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| GLE 3.2.1 7 th Grade | Understands how human actions modify the environment and how the environment affects humans in Washington State and world history. |
| GLE 5.4.1 7 th Grade | Analyzes multiple factors, makes generalizations, and interprets primary sources to formulate a thesis in a paper or presentation. |
| GLE 5.4.2 7 th Grade | Uses an appropriate format to create an annotated bibliography or works cited page. |

CCSS Literacy—Reading History/Social Studies (RH) and Speaking and Listening (SL)

**CCSS
RH/SS 1**
6th–8th Grades Cite specific textual evidence** to support analysis of primary and secondary sources.

**CCSS
RH/SS 2**
6th–8th Grades Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**CCSS
RH/SS 8**
6th–8th Grades Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS SL 1
6th–8th Grades Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

*In a cohesive paper***:* CCSS Literacy—Writing History/Social Studies (WHST)

**CCSS
WHST 1**
6th–8th Grades Write arguments focused on discipline-specific content.

**CCSS
WHST 4**
6th–8th Grades Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS
WHST 7**
6th–8th Grades Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**CCSS
WHST 9**
6th–8th Grades Draw evidence** from literary or informational texts to support analysis, reflection, and research.

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

| | |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCSS SL 3 6 th –8 th Grades | Delineate a speaker’s argument and specific claims, evaluating the soundness and sufficiency of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |
| CCSS SL 4 6 th –8 th 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. |

If implemented using technology: CCSS Literacy—Writing History/Social Studies (WHST)

| | |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCSS WHST 6 6 th –8 th Grades | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as interact and collaborate with others. |
| CCSS WHST 8 6 th –8 th Grades | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

*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 and CCSS 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 geography (Grades 6–8). This assessment is called *Humans and the Environment*."
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: *Humans and the Environment* (Grades 6–8)
- assessment rubric
- worksheets and handouts (optional)

Humans and the Environment

Because we all depend on the health of the environment, responsible citizens need to understand how humans affect and are affected by the environment. You will choose and study two groups of people living in the same or similar environments, and you will compare and contrast how those groups interact with their environments.

Your Task

In a cohesive paper or presentation, you will:

- State a claim about two groups' uses of the environment. Your claim should include a thorough evaluation of how the two groups' uses are similar or different.
- Provide background on your claim by explaining one or more plausible alternatives to the groups' uses of the environment; your explanation should address costs and benefits.
- Provide reasons supporting the claim based on evidence. Derive your reasons from your analysis of one or more significant similarities or differences related to the groups' uses of the environment.
- Refer explicitly within the paper or presentation to three or more credible sources that provide relevant information, *and* cite specific textual evidence from at least three different sources that provide relevant information:
 - Cite your sources when you draw information from them: for instance, when you summarize, paraphrase, or quote, and when you refer to facts, figures, and ideas.
 - Provide complete publication information for each source in your bibliography or list of works cited.

Humans and the Environment Rubric

| Score | 4 | 3 | 2 | 1 |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Claim | I stated a claim regarding two groups' interactions with the environment, <i>and</i> I made a general statement concerning how these groups' experiences help us understand a current issue or event. | I stated a claim regarding two groups' interactions with the environment. | I stated a claim regarding one group's interactions with the environment. | I stated a claim that is vague, implausible, or inaccurate. |
| Concepts | In support of my claim, I provided reasons based on evidence, including: An explanation of the interactions. An analysis of <i>at least two</i> similarities and differences between stakeholders' interactions. | In support of my claim, I provided reasons based on evidence, including: An explanation of the interactions. An analysis of <i>one</i> similarity or difference between stakeholders' interactions. | In support of my claim, I provided reasons based on evidence, including: An explanation of the interactions. | The reasons that I provided in support of the claim are incomplete or inaccurate. |
| Evidence/Reasoning | I provided: An analysis of the costs and benefits of the interactions. AND At least <i>two</i> plausible alternatives to the stakeholders' interactions. | I provided: An analysis of the costs and benefits of the interactions. AND <i>One</i> plausible alternative to the stakeholders' interactions. | I provided an analysis of the costs <i>and</i> benefits of the interactions. | I provided an analysis of the costs <i>or</i> benefits of the interactions. |
| Sources | 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. |
| Citations | I properly cited sources in the paper, presentation, and bibliography, using a specific format. | I adequately cited sources in the paper, presentation, and bibliography. | I minimally cited sources in the paper, presentation, and bibliography. | I incorrectly cited sources in the paper, presentation, and bibliography. |

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:

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

BACKGROUND:

REASON / evidence #1:

REASON / evidence #2:

REASON / evidence #3:

COUNTERCLAIM:

CONCLUSION:

Student's Checklist

- I stated a claim about two groups' uses of the environment. My claim includes a thorough evaluation of how the two groups' uses are similar or different.
- I provided background by explaining one or more plausible alternatives to the groups' uses of the environment; my explanation addresses costs and benefits.
- I gave reasons—based on evidence—that support the claim. I developed my reasons from my analysis of one or more significant similarities or differences related to the groups' uses of the environment.
- I referred explicitly within the paper or presentation to three or more credible sources that provide relevant information, and I cited specific textual evidence from at least three different sources that provide relevant information.
- I cited sources correctly within the paper or presentation and 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 geography.

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

agricultural: engaged in or concerned with farming.

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

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

beliefs: a feeling that something is good, right, or valuable.

benefits: a good or helpful result or effect.

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.

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

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.

cost: something that is lost, damaged, or given up in order to achieve or get something.

credible: capable of being believed.

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

doctrine: principles or beliefs of a group.

domestic: relating to matters within a country.

emigrate: to leave one country to live in another.

empower: to provide someone with authority to take action.

environment: the conditions in nature that surround someone or something; the conditions and influences that affect the growth, health, progress, etc., of a someone or 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.

goods: an item that is produced and consumed.

immigrate: to move to another country to live there.

impact: an influence or strong effect.

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

inquiry: an instance of inquiry.

local: relating to a city or county level.

manufacturing: the process of making products, especially with machines in factories.

migration: the movement of people.

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.

needs: goods or services that are necessary. This would include the needs for food, clothing, shelter, and health care.

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

opposing: be against.

perspective: a way of regarding situations or topics.

plausible: possibly true; reasonable or realistic.

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).

region: a part of a country, of the world, etc., that is different or separate from other parts in some way.

relevant: appropriate and makes sense at that particular time.

reliable: worthy of trust.

resource: production factor in creating goods; the main categories of resources are land, labor, and capital.

responsibilities: duties.

scarcity: a very small supply of a good or resource.

societies: people in general thought of as living together in organized communities with shared laws, traditions, and values.

sources: information taken from documents.

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

supply: the amount of goods or services that are produced to fill the needs and wants of consumers.

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

wants: goods and services that are not required but desired by consumers.

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.

Merriam-Webster. Merriam-Webster, n.d. Web. 11 Aug. 2016.

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