

Scoring Notes for Secondary Social Studies CBAs (Grades 6-12)

The following rules apply when scoring any of the Social Studies Classroom-Based Assessments (CBAs) for grades 6-12.

1. **Position:** All CBA responses should include a position. In some cases, such as the “Constitutional Issues” CBA, this position is meant to be persuasive. For other CBAs, such as the “Enduring Cultures” CBA, it is the well-reasoned conclusion that the student has drawn about the cultures being examined. In both cases, however, the response must do more than simply restate information. Instead, every CBA response should make a case or argument for looking at a particular issue, topic, or event in a particular way.
2. **Explanation and Analysis for Background, Reasons, or Evidence:** Any required explanation or analysis should include at least one specific detail or example as well as the student’s commentary on how the detail or example relates to the position, issue, or topic being addressed in the CBA response. Just providing commentary or just listing specific details is not adequate to earn a response credit for explaining or analyzing something.
3. **Sources:** All CBAs for grades 6-12 require responses to use and cite 3 or more sources. To be credited for the use and citation of a source, the response must explicitly address the source within the text and provide enough bibliographic information so that an outside reviewer could find the source (e.g., author, title, and url for an online article) or, at least, be able to corroborate the existence of the source (e.g., informal interviews). The only source for which a student does not need to provide bibliographic information is the U.S. Constitution.
4. **A.C.C.E.:** There are four qualities that any CBA response must have to earn credit. In short, they must be accurate, clear, cohesive, and explicit in addressing the relevant concepts.
 - a. **Cohesive:** All parts, paragraphs, or sections of a CBA response must fit together in one cohesive whole. If it is so disjointed that an outside reviewer would not be able to gather the overall position, it cannot earn credit.
 - b. **Clear:** If an outside reviewer cannot follow the points made in a CBA response due to lack of clarity, it cannot be credited.
 - c. **Explicit:** Responses should address concepts and elements required by the rubric in explicit terms. For example, if the rubric requires the response to include a discussion of a particular perspective, it should be clear to an outside reviewer where that discussion is in the response. Credit should not be given to points that require inferences to be made.
 - d. **Accurate:** For a response to earn any credit, the information provided for a particular criterion must be accurate. The following is a supplemental criterion to be used in conjunction with CBA’s rubric when the response contains inaccuracies.

4 – Excellent	3 – Proficient	2 – Partial	1 - Minimal
The response contains no inaccuracies	The response contains a few minor inaccuracies that do not contradict or weaken the overall response.	The response contains several minor inaccuracies or one or more major inaccuracies that contradict or weaken the overall response.	The response is largely inaccurate.

5. **Writing:** Conventions, organization, and style are not formally evaluated when using the CBA rubric alone. However, OSPI recommends that teachers use a writing rubric to supplement the scoring of responses to the CBAs.

Scoring Guide for the High School Dig Deep/Analyzing Sources CBA

(Recommended for 11th Grade)

The following document outlines only some of the many ways students could reach proficiency in responding to this particular CBA. It is meant to provide abbreviated examples* of how the rubric works. It is recommended that for each criterion, you begin with Score Point 3 (“Meeting Standard): it is highlighted because the purpose of the task is to see if students can meet standard (i.e., reach proficiency).

Criterion A – Position		
Score	Rubric Language	Sample Response
4 – Excellent (Exceeding Standard)	States a position on a historical question that outlines a reason(s) in support of the position. States why studying this historical question helps us to understand current issues and events.	<i>Was the United States correct in using the Atomic Bomb to end the war with Japan in 1945?</i> <i>The United States made the wrong decision by dropping the Atomic bombs on Japan in 1945. The nuclear bombing of Japan ended the war between the US and Japan, but at the costs of too many innocent lives. It also caused major friction between the US and other countries in the world, primarily Eastern Europe and Asia. Understanding the long term effects of this weapon are important so that the US or other countries do not a make similar mistake in future conflicts. Some people have even advocated that the United States use nuclear weapons in more recent wars, such as the one in Iraq, but studying what happened in 1945 helps us understand why this would be a bad idea.</i>
3 – Proficient (Meeting Standard)	States a position on a historical question that outlines a reason(s) in support of the position.	<i>Was the United States correct in using the Atomic Bomb to end the war with Japan in 1945?</i> <i>The United States made the wrong decision by dropping the Atomic bombs on Japan in 1945. The nuclear bombing of Japan ended the war between the US and Japan, but at the costs of too many innocent lives. It also caused major friction between the US and other countries in the world, primarily Eastern Europe and Asia.</i>
2 (and below) Partial (Not Meeting Standard)	States a position on a historical question but does not outline a reason(s) in support of the position OR States a position on a historical question that is unclear or vague.	<i>Was the United States correct in using the Atomic Bomb to end the war with Japan in 1945?</i>

Criterion B – Reasons and Evidence		
Score	Rubric Language	Sample Credited Perspective
4 – Excellent (Exceeding Standard)	Provides evidence for the position using three or more of the following social science perspectives: <ul style="list-style-type: none"> • geographic • cultural 	<i><u>Politically</u>, US relations with Europe were damaged due to the use of this weapon. <u>Major Myron L. Hampton</u> states that while the US’s use of the atomic bomb in Japan made our country powerful in the world, “the relationship with Eastern Europe would be</i>

* Note: The source references and citations used in the sample credited responses are only meant to serve as illustrations of how the rubric works. They are often not actual sources.

	<ul style="list-style-type: none"> • political • economic • sociological • psychological. 	<p><i>strained for years to come.” Even though the US had just defeated the Axis Powers, using the atomic bomb weakened the US political standing in Eastern Europe. The Soviet Union and countries in Eastern Europe mistrusted the US, in part, because they were willing to use nuclear weapons and this mistrust helped cause the start of the Cold War.</i></p> <p><i>(Note: This is only one perspective. To reach proficiency, a response needs to provide evidence from TWO perspectives.)</i></p>
3 – Proficient (Meeting Standard)	<p>Provides evidence for the position using two of the following social science perspectives:</p> <ul style="list-style-type: none"> • geographic • cultural • political • economic • sociological • psychological. 	
2 (and below) Partial (Not Meeting Standard)	<p>Provides evidence for the position using one of the following social science perspectives:</p> <ul style="list-style-type: none"> • geographic • cultural • political • economic • sociological • psychological. 	

Criterion C – Reasons & Evidence		
Score	Rubric Language	Sample Response
4 – Excellent (Exceeding Standard)	The evidence for the position includes: An evaluation of how well four or more sources support the reasons for the position including primary AND secondary sources.	<i>Major Myron L. Hampton stated in his book <u>Racism and the Atomic Bomb</u>, “The relationship with Western Europe was solid, but the relationship with Eastern Europe would be strained for years to come.” This reflection on history accurately describes the strained relationship due to the use of the Atomic bomb, but the question is whether the US intended for this to happen. In June 1945, <u>Oppenheimer wrote a memo</u> on his recommendations for the use of the atomic bomb. He advises the President to consult with and “welcome suggestions on how we can cooperate in making this development contribute to improved international relations” with Russia as well as other allies. While the President did reveal on July 24, 1945 that a weapon had been developed, he didn’t exactly look to cooperate with the Soviets or other countries. <u>Soviet Marshal Georgii Zhukov’s</u> witnessed the conversation and said “It was clear already then that the US Government intended to use the atomic weapon for the purpose of achieving its Imperialist goals from a position of strength in “the cold war.” This evidence clearly supports <u>Historian “A’s”</u> view that the use of this weapon was a choice not only about ending the war, but also one about gaining power.</i>
3 – Proficient (Meeting Standard)	The evidence for the position includes: An evaluation of how well three sources	<i>In June 1945, <u>Oppenheimer wrote a memo</u> on his recommendations for the use of the atomic bomb. He</i>

Standard)	support the reasons for the position including primary AND secondary sources.	<i>advises the President to consult with and “welcome suggestions on how we can cooperate in making this development contribute to improved international relations” with Russia as well as other allies. While the President did reveal on July 24, 1945 that a weapon had been developed, he didn’t exactly look to cooperate with the Soviets or other countries. <u>Soviet Marshal Georgii Zhukov’s</u> witnessed the conversation and said “It was clear already then that the US Government intended to use the atomic weapon for the purpose of achieving its Imperialist goals from a position of strength in “the cold war.” This evidence clearly supports <u>Historian “A’s”</u> view that the use of this weapon was a choice not only about ending the war, but also one about gaining power.</i>
2 (and below) Partial (Not Meeting Standard)	The evidence for the position includes: An evaluation of how well two sources support the reasons for the position including primary OR secondary sources.	<i>In June 1945, <u>Oppenheimer wrote a memo</u> on his recommendations for the use of the atomic bomb. He advises the President to consult with and “welcome suggestions on how we can cooperate in making this development contribute to improved international relations” with Russia as well as other allies. While the President did reveal on July 24, 1945 that a weapon had been developed, he didn’t exactly look to cooperate with the Soviets or other countries. <u>Soviet Marshal Georgii Zhukov’s</u> witnessed the conversation and said “It was clear already then that the US Government intended to use the atomic weapon for the purpose of achieving its Imperialist goals from a position of strength in “the cold war.” The United States clearly intended become a military superpower by using this weapon.</i>

Criterion D – Referencing & Citing Sources		
Score	Rubric Language	Sample Credited Source Reference & Citation
4 – Excellent (Exceeding Standard)	<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. 	<p><i>Major Myron L. Hampton stated in his executive summary <u>Racism and the Atomic Bomb</u>, “The relationship with Western Europe was solid, but the relationship with Eastern Europe would be strained for years to come” (1990).</i></p> <p><i>Works Cited</i></p>
3 – Proficient (Meeting Standard)	<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. 	<p><i>Hampton, Myron. <u>Racism and the Atomic Bomb</u>. 1990. <u>Global Security.org</u>. 2 Sept. 2008</i></p> <p><i><http://globalsecurity.org/wmd/library/report/1990/HML.htm>.</i></p>
2 (and below) Partial (Not Meeting Standard)	<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. 	<p><i>(NOTE: This is only one credited source. To reach proficiency, a response would need to cite and reference THREE sources. In addition, it is recommended that teachers have a designated format for referencing and citing sources.)</i></p>

Scored Student Samples: TO BE ADDED*

Note: If you are interested in sharing samples of student responses to this CBA, please email Caleb Perkins (Caleb.Perkins@k12.wa.us). We are particularly interested in posting proficient responses in a variety of formats (e.g., essays, videotaped presentations, etc.). Your help is greatly appreciated.

* If you are interested in seeing sample responses to this CBA, please click on the link for the “Archived Anchor Sets.” However, please note that the “Archived Anchor Sets” are scored using a previous version of the CBA rubric. They are meant only to provide a basic sense of what the CBA is asking and how students could respond to this assessment.