

### 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 US Foreign Policy CBA**  
(Recommended for 11<sup>th</sup> 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 the chosen foreign policy that outlines reasons in support of the position.  AND Draws a conclusion about why studying this foreign policy helps us to understand current issues and events.	<i>Both the Truman Doctrine and the Marshall Plan were vital in stopping the spread of communism and helping the United States. Europe was a mess and needed help after WWII. The British government was not in an economic position to remain a world power, so by providing funding to Europe after WWII, these policies helped contain communism and prevented the domino theory from occurring. Our success with these foreign policies gives us ideas on how to deal with the developing world today. For example, the United States should have a Marshall Plan for struggling countries in Sub-Saharan Africa to help them fight poverty and the spread of AIDS.</i>
<b>3 – Proficient (Meeting Standard)</b>	States a position on the effectiveness of the chosen foreign policy that outlines reasons in support of the position.	<i>Both the Truman Doctrine and the Marshall Plan were vital in stopping the spread of communism and helping the United States. Europe was a mess and needed help after WWII. The British government was not in an economic position to remain a world power.</i>
2 (and below) Partial (Not Meeting Standard)	States a position on the chosen foreign policy but does not outline reasons in support of the position.	<i>Both the Truman Doctrine and the Marshall Plan were vital in helping the United States.</i>

Criterion B – Reasons and Evidence		
Score	Rubric Language	Sample Credited Perspective
4 – Excellent (Exceeding Standard)	Provides reason(s) for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> <li>• An analysis of why the policy was implemented for national and/or international interests from <b>three</b> or more of the following social science perspectives: <ul style="list-style-type: none"> <li>○ geographic</li> <li>○ cultural</li> <li>○ political</li> <li>○ economic</li> <li>○ sociological</li> </ul> </li> </ul>	<i><u>Politically</u>, the US wanted to promote a government system of democracy and avoid a communist regime which limits individual rights. Implementing the Truman Doctrine led to the creation of NATO. NATO helped limit the influence of communist regimes in Western Europe. Instead, these countries were able to maintain their democratic system of governing themselves.</i>  <i><b>(Note: This analyzes only one perspective. To reach proficiency, a response needs to analyze TWO perspectives.)</b></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.

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<b>3 – Proficient (Meeting Standard)</b>	Provides reason(s) for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> <li>An analysis of why the policy was implemented for national and/or international interests from <b>two</b> of the social science perspectives listed above.</li> </ul>	
2 (and below) Partial (Not Meeting Standard)	Provides reason(s) for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> <li>An analysis of why the policy was implemented for national and/or international interests from <b>one</b> of the social science perspectives listed above.</li> </ul>	

Criterion C – Reasons & Evidence		
Score	Rubric Language	Sample Response
4 – Excellent (Exceeding Standard)	Provides reason(s) for the position supported by evidence. The evidence includes an analysis of the effects of the policy including a discussion of: <ul style="list-style-type: none"> <li>how the policy affected stakeholders in the United States. AND</li> <li>how the policy imposed costs AND provided benefits for other nations.</li> </ul>	<i>Both the Truman Doctrine and the Marshall Plan were effective measures in limiting communism, and instead promoted democracy. The US did have to pay \$20 billion dollars for relief in the Marshall Plan alone which was a cost to the average American taxpayer. However, the plan also ensured that Europe would buy US goods with this money. This resulted in \$13 billion being made in the US from 1947-1953. Many European nations were able to rebuild because of this money, but Stalin thought the program was a trick and refused to participate. This further alienated the Soviets while other European nations were able to rebuild.</i>
<b>3 – Proficient (Meeting Standard)</b>	Provides reason(s) for the position supported by evidence. The evidence includes an analysis of the effects of the policy including a discussion of: <ul style="list-style-type: none"> <li>how the policy affected stakeholders in the United States. AND</li> <li>how the policy imposed costs OR provided benefits for other nations</li> </ul>	<i>Both the Truman Doctrine and the Marshall Plan were effective measures in limiting communism, and instead promoted democracy. While the US did have to pay \$20 billion dollars for relief in the Marshall Plan alone which could hurt the average American citizen, the plan also ensured that Europe would buy US goods with this money. This resulted in \$13 billion being made in the US from 1947-1953. Many European nations were able to rebuild because of this money.</i>
2 (and below) Partial (Not Meeting Standard)	Provides reason(s) for the position supported by evidence. The evidence includes an analysis of the effects of the policy including a discussion of: <ul style="list-style-type: none"> <li>how the policy affected stakeholders in the United</li> </ul>	<i>While the US did have to pay \$20 billion dollars for relief in the Marshall Plan alone which could hurt the average American citizen, the plan also ensured that Europe would buy US goods with this money. This resulted in \$13 billion being made in the US from 1947-1953.</i>

	States. OR <ul style="list-style-type: none"> <li>• how the policy imposed costs AND provided benefits for other nations.</li> </ul>	
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<b>Criterion D – Referencing &amp; Citing Sources</b>		
Score	Rubric Language	Sample Credited Source Reference & Citation
4 – Excellent (Exceeding Standard)	<ul style="list-style-type: none"> <li>• Makes explicit references within the paper or presentation to four or more credible sources that provide relevant information.</li> <li>• Cites sources within the paper, presentation, or bibliography.</li> </ul>	<p><i>In <u>Blueprint for Recovery</u>, it states that Western Europe’s economy boomed due to the Marshall plan (Hogan, 2008).</i></p> <p><i>Works Cited:</i>                      Hogan, Michael J. "Blueprint for Recovery." <u>U.S. Department of State</u>. 28 Aug. 2008                      &lt;<a href="http://usinfo.state.gov/products/pubs/marshallplan/hogan.htm">http://usinfo.state.gov/products/pubs/marshallplan/hogan.htm</a>&gt;.</p> <p><b>(NOTE: This is only one credited source. To reach proficiency, a response would need to cite and reference <b>THREE</b> sources. In addition, it is recommended that teachers have a designated format for referencing and citing sources.)</b></p>
<b>3 – Proficient (Meeting Standard)</b>	<ul style="list-style-type: none"> <li>• Makes explicit references within the paper or presentation to three credible sources that provide relevant information.</li> <li>• Cites sources within the paper, presentation, or bibliography.</li> </ul>	
2 (and below) Partial (Not Meeting Standard)	<ul style="list-style-type: none"> <li>• Makes explicit references within the paper or presentation to two credible sources that provide relevant information.</li> <li>• Cites sources within the paper, presentation, or bibliography.</li> </ul>	

**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](mailto: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.

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\* 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.