



Social Studies

in Washington State

Cultural Contributions Grade 3

OSPI-Developed

Assessment

A Component of the
Washington State Assessment System

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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:

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CULTURAL CONTRIBUTIONS

An OSPI-Developed Assessment

Social Studies
Grade 3

Overview

This document contains information that is essential to the administration of *Cultural Contributions*, 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 *Cultural Contributions*

Knowing about different cultural groups helps students make connections within the community.

In this assessment, students will develop an explanation of how cultural groups contributed to society. They will compare the contributions that two groups made to the development of local, tribal, or state communities.

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

Cultural Contributions requires that students compare the cultural contributions of two cultural groups.

- The task requires the student to research two cultural groups.
- The task requires the student to draw conclusions about how each group has contributed to the community or the world.
- The task requires the student to compare each group and identify one similarity or difference for each.
- The task requires the student to explain three or more examples of contributions made by the two groups.
- The task requires the student to include a list of the sources used, which includes the name of the author and the title.
- Prior to taking/receiving/administration of this assessment, students must have experience with:
 - Analyzing sources (close reading).
 - Citing sources.
 - Using text-based evidence.
 - Listing events in chronological order.

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.

OSPI recommends that this 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 may need to be adjusted to match the content.

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 3.3.2** Understands the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.
3rd Grade
- GLE 4.2.2** Understands how contributions made by various cultural groups have shaped the history of the community and world.
3rd Grade
- GLE 5.4.1** Draws conclusions using at least two clear, specific, and accurate examples in a paper or presentation.
3rd Grade
- GLE 5.4.2** Prepares a list of resources, including the title and author for each source.
3rd Grade
-

CCSS Literacy—Reading Informational Texts (RI)

-
- CCSS RI 1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3rd Grade
- CCSS RI 7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
3rd Grade
- CCSS RI 9** Compare and contrast the most important points and key details presented in two texts on the same topic.
3rd Grade
-

*In a cohesive paper: CCSS Literacy—Writing** (W)*

-
- CCSS W 2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3rd Grade
- CCSS W 4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
3rd Grade
- CCSS W 8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3rd Grade
-

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

-
- CCSS SL 4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
3rd Grade
-

If implemented using technology: CCSS Literacy—Writing (W); Speaking and Listening (SL)

CCSS W 6
3rd Grade With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CCSS W 8
3rd Grade Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence*** into provided categories.

If implemented using technology: Ed Tech GLEs

GLE 1.3.1
3rd Grade Identify and define authentic problems and significant questions for investigation.

GLE 1.3.2
3rd Grade Locate and organize information from a variety of sources and media.

GLE 1.3.3
3rd Grade Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results.

*Discussion is an important preparation for students and may be a part of the assessment process. The rubric does not score students on their discussion.

**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).

***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.

Assessment Task

Teacher's Instructions to Students

1. Say: "Today you will take the Grade-3 Washington OSPI-developed social studies assessment for geography. This assessment is called *Cultural Contributions*."
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: *Cultural Contributions* (Grade 3)
- assessment rubric
- worksheets and handouts (optional)

Cultural Contributions

Knowing about different cultural groups helps you to make connections within your community, your country, and our world. You will develop an explanation of how cultural groups have contributed to society. You will compare the contributions of two cultural groups to the development of local, tribal, state, or world history.

In a written essay or presentation, you will:

- Introduce the two cultural groups.
- Provide background on the two cultural groups and their contributions by:
 - Comparing or contrasting the contributions of each group.
 - Describing three or more contributions made by the two cultural groups.
- Provide evidence for your explanation that includes three examples of how the contributions helped people of the past or present.
- Cite textual evidence from at least two different sources that provide relevant information.
- List two or more sources, including the title, author, and date of each source.

Vocabulary

- | | |
|-----------------|----------------|
| 1. community | 5. culture |
| 2. compare | 6. perspective |
| 3. contrast | 7. summary |
| 4. contribution | |

Structure

- Introduce your topic.
- Summarize their contributions.
- Provide evidence to support your summary.
- Provide a concluding statement.
- Bibliography

Cultural Contributions Rubric

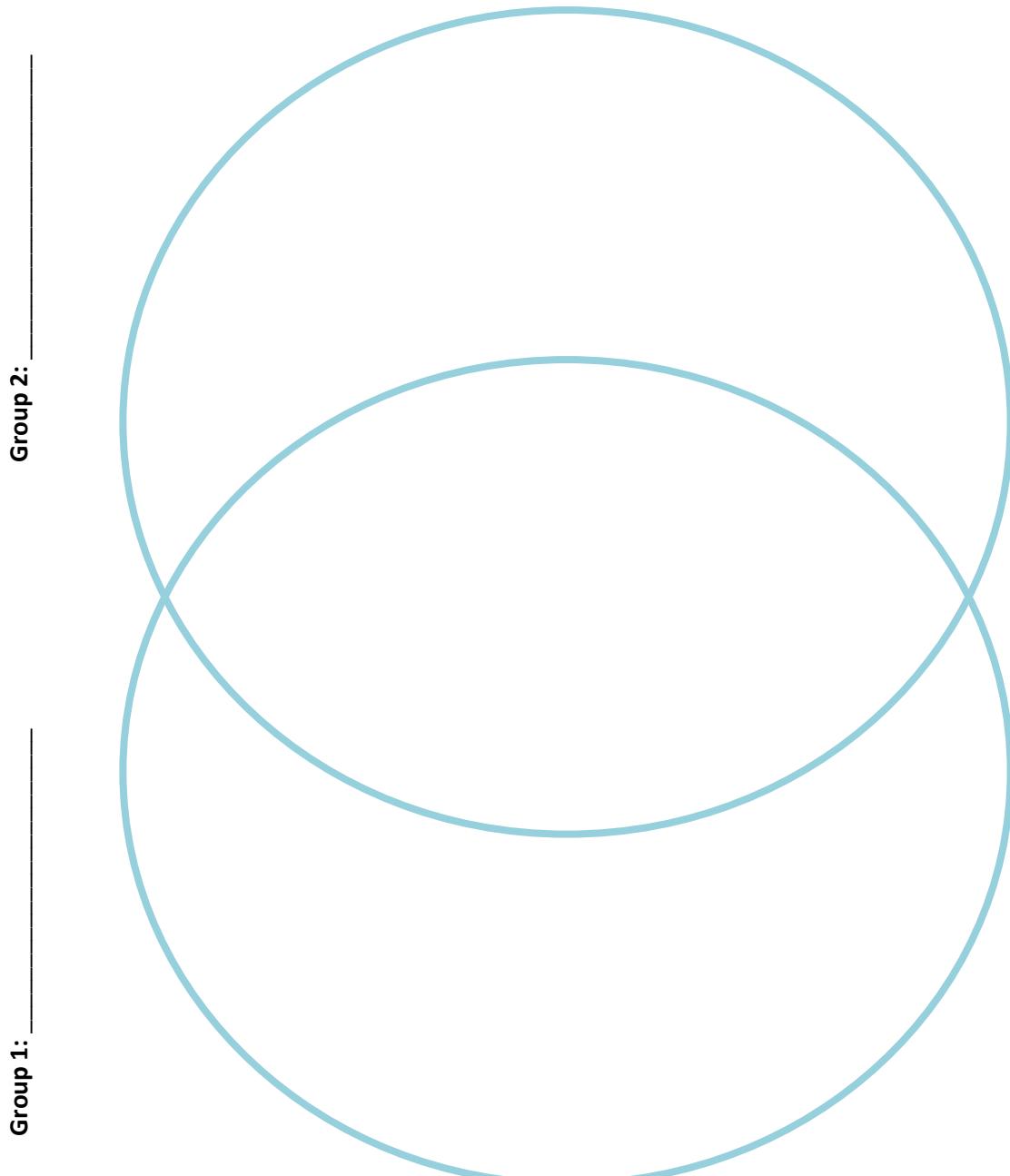
Score	4	3	2	1
Summary	I can draw a conclusion about the cultural contributions made by two cultural groups to my community, state, or country, based on a comparison of two or more similarities and differences between the contributions made by each group.	I can draw a conclusion about the cultural contributions made by two cultural groups to my community, state, or country, based on a comparison of one similarity and one difference between the contributions made by each group.	I can draw a conclusion about the cultural contributions made by two cultural groups to my community, state, or country, without comparing the contributions of each group.	I can list the contributions of the cultural groups, without drawing a conclusion or making any comparisons.
Contributions	I can explain four or more examples of contributions made by the two cultural groups (at least one per group).	I can explain three examples of contributions made by the two cultural groups (at least one per group).	I can explain two examples of contributions made by the two cultural groups (one each).	I can explain one example of a contribution made by one of the groups.
Sources	I can list three or more sources, including the title, author, publisher, city, date, and URL (if digital) of each source.	I can list two sources, including the title and author of each source.	I can list one source, including the title and author.	I can list the sources, but I did not include the title <i>and</i> author of each source.
ELA Citations	I can cite three or more sources within the paper or presentation; the sources are listed on the works-cited page.	I can cite two sources within the paper or presentation; the sources are listed on the works-cited page.	I can cite one source within the paper or presentation; the source is listed on the works-cited page.	I vaguely referred to sources within the paper or presentation.

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:

- **Handout: Venn Diagram**
- **Guidelines for Structuring an Essay**
- **Framework for Outlining the Essay**
- **Student's Checklist**
- **Works Cited (MLA)**

Handout: Venn Diagram



Guidelines for Structuring an Essay

INTRODUCTION 1 paragraph	Contains an opening statement that includes information about the cultural contributions made by the two cultures being studied.
CULTURE 1 1–2 paragraphs	Includes a detailed description of the contributions made by this culture, including similarities and/or differences between this group and the other cultural group.
CULTURE 2 1–2 paragraphs	Includes a detailed description of the contributions made by this culture, including similarities and/or differences between this group and the previous cultural group.
CONCLUSION 1 paragraph	Provides a summary of the two cultural groups' contributions to the community, state, or country.

Framework for Outlining the Essay

TOPIC:

INTRODUCTION:

CULTURE 1:

CULTURE 2:

SUMMARY:

Student's Checklist

- I chose two cultures to study:

1. _____

2. _____

- I identified similarities and/or differences between the contributions that each culture made:

1. _____
(similarity/difference)

2. _____
(similarity/difference)

3. _____
(similarity/difference)

4. _____
(similarity/difference)

- I explained the cultures' impacts on my community, state, or country, based on the contributions that they made.
- I included a correctly formatted bibliography/works-cited page on which I listed all of the sources that I used.
- I did not plagiarize.

Works Cited (MLA)

Source #1

_____, _____ “	Author (Last name, First name)	_____ “	Title of Article (web sources, magazines, reference books)
_____ “ <i>Title of Source (Italicized – Underline only if written by hand)</i>		_____ “	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)
_____ “ <i>Title of Source (Italicized – Underline only if written by hand)</i>		_____ “	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)
_____ “ <i>Title of Source (Italicized – Underline only if written by hand)</i>		_____ “	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

affect: to produce a change in or influence something.

chronological order: arranging events in the order they occurred.

cite: quote, paraphrase, or refer to, OR give credit to a source.

conclusion: a result, reason, or outcome based on evidence.

credible: reasonable to trust or believe: convincing.

culture: the way a particular group of people lived within a time period or community.

effect: a change that is a result or consequence of an action.

evidence: something presented in support of the truth or to show the accuracy of a claim.

explain: to make something clear or easy to understand: to tell or show.

explicit: very clear and complete: leaving no doubt about the meaning.

fact: a piece of information used as evidence.

idea: a thought existing in the mind, a plan of action.

infer: draw a conclusion not directly stated but based on reasoning and evidence.

inquiry: the act of asking questions in order to gather and collect information.

interpret: explain the meaning of something.

opinion: a personal view or judgment not necessarily based on facts or knowledge.

perspective: a position or point of view from which something is considered or evaluated.

plagiarism: to use someone else's work or ideas and claim them as your own.

point of view: a position or perspective from which something is considered or evaluated.

primary source: a document or object written or created during the time under study.

reason: a statement supporting a belief or action.

recall: to remember information in order to recount it to others.

relevant: closely connected to the subject or topic.

reliable: worthy of trust: likely to be true or correct.

research: to investigate and study materials and sources in order to establish facts and reach conclusions.

reveal: to make something known to others that was previously unknown or secret.

source list: list of documents, books, websites, etc., used to gather information.

summarize: putting the main idea in your own words.

support: to provide evidence agreeing with a claim or opinion.

technology: the application of scientific knowledge to invent useful things or to solve problems.

Acknowledgements

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- 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.

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