



Social Studies

in Washington State

Government Revenue and Responsibility

Grade 12

OSPI-Developed

Assessment

A Component of the
Washington State Assessment System

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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:

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GOVERNMENT REVENUE AND RESPONSIBILITY

An OSPI-Developed Assessment

Social Studies
Grade 12

Overview

This document contains information that is essential to the administration of *Government Revenue and Responsibility* an OSPI-Developed Assessment for economics. 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 *Government Revenue and Responsibility*

Responsible citizenship requires an understanding of how government raises and spends money to implement policies and programs.

In this assessment, students will select a level of government and examine the revenue sources and expenditures related to a particular policy or program.

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

Government Revenue and Responsibility requires students to read source material, state a position, and support that position with reasoning and evidence. The student must prepare a written essay or oral presentation in which the student (1) examines how technology or an idea changed people’s actions, values, and/or beliefs and (2) supports a claim regarding those changes.

- The task requires the student to state a position regarding why a factor (or factors) played a primary role in causing the conflict AND find similarities between this conflict and current conflicts.
- Provide reason(s) for the position that include:
 - An evaluation of factors causing the conflict from two or more of the following social science perspectives: geographic, political, economic, cultural, sociological, and psychological.
 - Relevant information from two or more primary sources to support reasons for the position.
- Make explicit references within the paper or presentation to three or more credible sources that provide relevant information, properly cite sources within the paper or presentation, and list the sources in a bibliography.
- 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 1.2.4 12 th Grade | Understands and evaluates how political systems in the United States operate. |
| GLE 2.3.1 12 th Grade | Evaluates the costs and benefits of governmental fiscal and monetary policies. |
| GLE 5.2.2 12 th Grade | Evaluates the validity, reliability, and credibility of sources while researching an issue or event. |
| GLE 5.4.1 12 th Grade | Evaluates positions and evidence to make one’s own decisions in a paper or presentation. |
| GLE 5.4.2 10 th Grades | Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation. |

CCSS Literacy—Reading History/Social Studies (RH/SS)

**CCSS
RH/SS 1**
11th–12th
Grades

Cite specific textual evidence** to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**CCSS
RH/SS 2**
11th–12th
Grades

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**CCSS
RH/SS 3**
11th–12th
Grades

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**CCSS
RH/SS 9**
11th–12th
Grades

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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

**CCSS
WHST 1**
11th–12th
Grades

Write arguments focused on discipline-specific content.

**CCSS
WHST 4**
11th–12th
Grades

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS
WHST 7**
11th–12th
Grades

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCSS
WHST 8**
11th–12th
Grades

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

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

| | |
|---|---|
| CCSS WHST 9 11 th –12 th Grades | Draw evidence** from informational texts to support analysis, reflection, and research. |
|---|---|

In a presentation: CCSS ELA Standards—Speaking and Listening History/Social Studies (SL)

| | |
|---|---|
| CCSS SL 3 11 th –12 th Grades | Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |
|---|---|

| | |
|---|--|
| CCSS SL 4 11 th –12 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 ELA Standards—Writing History/Social Studies (SL)

| | |
|---|--|
| CCSS WHST 6 11 th –12 th Grades | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
|---|--|

| | |
|---|---|
| CCSS WHST 8 11 th –12 th Grades | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source 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 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 Grade-12 Washington OSPI-developed social studies assessment for economics. This assessment is called *Government Revenue and Responsibility*."
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: *Government Revenue and Responsibility* (Grade 12)
- assessment rubric
- worksheets and handouts (optional)

Government Revenue and Responsibility

Responsible citizenship requires an understanding of how government raises and spends money to implement policies and programs. You will select a level of government and examine the revenue sources and expenditures related to a particular policy or program.

Your Task

In a cohesive paper or presentation, you will:

- State a position evaluating the government collection of revenue and expenditures related to a policy or program and include a conclusion about how studying this policy or program helps us understand other policies or programs.
- Provide reason(s) for your position. Include:
 - A general overview of the policy or program.
 - An analysis of how stakeholders have influenced or attempted to influence the government revenue collection and expenditure related to this policy or program; provide two or more examples.
 - An explanation of who pays for and who benefits from the collection of revenue and expenditures related to the policy or program; provide two or more representative examples (at least one example of each).
- Refer explicitly in the paper or presentation to three or more credible 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.

Government Revenue and Responsibility Rubric

| Score | 4 | 3 | 2 | 1 |
|----------------------|---|---|---|---|
| Claim | <p>I stated a position evaluating the government collection of revenue and expenditures related to a policy or program; I included:</p> <p>A conclusion about how studying this policy or program helps us understand other policies or programs.</p> <p>An analysis of how to advocate for this position.</p> | <p>I stated a position evaluating the government collection of revenue and expenditures related to a policy or program.</p> <p>I included a conclusion about how studying this policy or program helps us understand other policies or programs.</p> | <p>I stated a position evaluating the government collection of revenue and expenditures related to a policy or program, but I did not draw a conclusion about how studying this policy or program helps us understand other policies or programs.</p> | <p>I stated a position on a policy or program, but I did not evaluate the government collection of revenue and expenditures related to the policy or program.</p> |
| Evidence & Reasoning | <p>I provided reason(s) for the position, supported by evidence, including:</p> <p>A general overview of the program.</p> <p>An analysis of how stakeholders have influenced or attempted to influence the government revenue collection and expenditure related to this policy or program (with three or more examples).</p> <p>An explanation of who pays for and who benefits from the collection of revenue and expenditures related to the policy or program (with three or more representative examples: at least one example of each).</p> | <p>I provided reason(s) for the position, supported by evidence, including:</p> <p>A general overview of the program.</p> <p>An analysis of how stakeholders have influenced or attempted to influence the government revenue collection and expenditure related to this policy or program (with two examples).</p> <p>An explanation of who pays for and who benefits from the collection of revenue and expenditures related to the policy or program (with two representative examples: at least one example of each).</p> | <p>I provided reason(s) for the position, supported by evidence, including:</p> <p>A general overview of the program.</p> <p>An analysis of how stakeholders have influenced or attempted to influence the government revenue collection and expenditure related to this policy or program (with one example).</p> <p>An explanation of who pays for and who benefits from the collection of revenue and expenditures related to the policy or program (with one representative example).</p> | <p>I provided reason(s) for the position, supported by evidence, including:</p> <p>A general overview of the program.</p> <p>An analysis of how stakeholders have influenced or attempted to influence the government revenue collection and expenditure related to this policy or program (with no examples).</p> <p>An explanation of who pays for and who benefits from the collection of revenue and expenditures related to the policy or program (with no representative examples).</p> |

| Score | 4 | 3 | 2 | 1 |
|-----------|--|---|---|---|
| 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 cited sources within the paper or presentation and listed them in the bibliography. | I cited sources within the paper or presentation and listed them in the bibliography. | I cited sources within the paper or presentation and listed them in the bibliography. | I cited sources within the paper or presentation and listed them in the 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 position evaluating the government collection of revenue and expenditures related to a policy or program.
- I included a conclusion about how studying this policy or program helps us understand other policies or programs.
- I provided reason(s) for my position; I included:
 - A general overview of the program.
 - An analysis of how stakeholders have influenced or attempted to influence the government revenue collection and expenditure related to this policy/program.
 - Two or more examples of how stakeholders have influenced or attempted to influence the government revenue collection and expenditure related to this policy/program.
 - An explanation of who pays for and who benefits from the collection of revenue and expenditures related to the policy/program.
 - Two or more representative examples showing who pays for and who benefits from the collection of revenue and expenditures related to the policy/program (at least one example of each).
- I referred explicitly in the paper or presentation to three or more credible sources that provide relevant information.
- I cited my sources properly within the paper or presentation, and I included a bibliography or list of works cited in which I provided the publication details of each of my sources.
- 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 economics.

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

amendments: changes or additions to a document, such as the U.S. Constitution.

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

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

bureaucracy: the administration of a government through departments managed by officials.

checks and balances: a process that allows each branch of government to limit the power of the other branches.

cite: note, quote, refer to, point out.

civic responsibility: the actions a citizen is required to do for the good of society.

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.

consent of the governed: a theory of government that states that a government's legitimacy comes from the agreement of its citizens.

constituent: a person who is represented by an elected official.

constitutional issue: something that relates to the rights and government powers outlined in the U.S. Constitution. It often involves public disagreement.

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.

credible: capable of being believed.

currency: money or other items used to purchase goods or services.

democracy: a form of government in which people choose leaders by voting.

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

dictator: a person who rules with absolute power and authority.

doctrine: principles or beliefs of a group.

domestic: relating to matters within a country.

empower: to provide someone with authority to take action.

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.

federal: a form of government in which power is divided between a central government and other, more localized governments.

foreign policy: the way a government interacts with other nations.

forms of government: the different methods of ruling a country or group.

framers/founding fathers: delegates to the Constitutional Convention of 1787 and others who helped to establish the government of the United States.

impact: an influence or strong effect.

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

initiative: the practice of allowing voters to propose and pass laws directly.

inquiry: an instance of inquiry.

interest groups: individuals who try to influence laws in favor of a cause they strongly support.

international: involving two or more nations.

lobbyist: a person who tries to influence legislation on behalf of a special interest group.

local: relating to a city or county level.

logically: according to logical reasoning.

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.

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

opposing: be against.

per capita: by or for each person.

perspective: a way of regarding situations or topics.

political parties: organized groups who seek to influence the structure and administration of government policies.

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).

recall: a policy that allows voters to remove an elected official from office.

referendum: a proposed law, which people enact by voting.

reform: improvement made to existing structures or processes.

relevant: appropriate and makes sense at that particular time.

reliable: worthy of trust.

responsibilities: duties.

rights: something to which a person has a lawful claim: civil rights are freedoms guaranteed to citizens; human rights are basic rights to which all people are entitled; individual rights are those belonging to each person; property rights are legal claims to land or other possessions; states' rights are the powers the U.S. Constitution grants to the states.

sources: information taken from documents.

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

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

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; and CCSS Tier 2 Vocabulary Terms.

CCSS Tier 2 Vocabulary Terms

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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.

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