



# Social Studies

in Washington State

## Technology through the Ages

# Grades 9 - 10

*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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# TECHNOLOGY THROUGH THE AGES

Social Studies  
Grades 9-10

An OSPI-Developed Assessment

## Overview

This document contains information that is essential to the administration of *Technology through the Ages*, an OSPI-Developed Assessment for history. 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 *Technology through the Ages*

Responsible citizens need to understand historical developments and their economic impacts in order to make informed decisions about their lives, the nation, and the world today.

Using appropriate historical research practices, students will write analyses of how a technological change that occurred in history impacts our lives today.

## 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

*Technology through the Ages* requires students to demonstrate the ability 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) make and support a claim regarding those changes.

- The task requires the student to make a claim in response to an historical question about the effects of a significant idea or technological development that impacts our lives today.
- The task requires the student to provide evidence to support the claim, taking into consideration multiple social science perspectives; for example:
  - geographic
  - political
  - economic
  - cultural
  - sociological
  - psychological
- Prior to taking/receiving/administration of this assessment, students need to 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)\*.

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**GLE 4.2.3** Analyzes and evaluates how technology and ideas have shaped world history (1450-present).  
9<sup>th</sup>–10<sup>th</sup> Grades

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**GLE 4.3.1** Analyzes and interprets historical materials from a variety of perspectives in world history (1450—present).  
9<sup>th</sup>–10<sup>th</sup> Grades

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**GLE 5.2.2** Evaluates the validity, reliability, and credibility of sources when researching an issue or event.  
11<sup>th</sup> Grade

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**GLE 5.4.1** Evaluates and interprets other points of view on an issue within a paper or presentation.  
9<sup>th</sup>–10<sup>th</sup> Grades

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**GLE 5.4.2** Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.  
10<sup>th</sup> Grade

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

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**CCSS  
RH/SS 1**  
11<sup>th</sup>–12<sup>th</sup>  
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.

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**CCSS  
RH/SS 2**  
11<sup>th</sup>–12<sup>th</sup>  
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.

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**CCSS  
RH/SS 6**  
11<sup>th</sup>–12<sup>th</sup>  
Grades

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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**CCSS  
RH/SS 9**  
11<sup>th</sup>–12<sup>th</sup>  
Grades

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

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

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**CCSS  
WHST 1**  
11<sup>th</sup>–12<sup>th</sup>  
Grades

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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**CCSS  
WHST 7**  
11<sup>th</sup>–12<sup>th</sup>  
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.

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

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### **CCSS SL 4**

11<sup>th</sup>–12<sup>th</sup>  
Grades

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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\*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 Washington OSPI-developed social studies assessment for history (Grades 9–10). This assessment is called *Technology through the Ages*."
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: *Technology through the Ages* (Grades 9–10)
- assessment rubric
- worksheets and handouts (optional)

# Technology through the Ages

Responsible citizens need to understand historical developments and their economic impacts in order to make informed decisions about their lives, the nation, and the world today. Using appropriate historical research practices, you will write an analysis of how a technological change that occurred in history impacts our lives today.

## Your Task

In a cohesive paper or presentation, you will:

- State a claim in response to an historical question about the effects of a significant idea or technological development that impacts our lives today.
- Provide evidence to support your claim, taking into consideration multiple social science perspectives; for example:
  - geographic
  - political
  - economic
  - cultural
  - sociological
  - psychological
- 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.

## ***Technology through the Ages Rubric***

Score	4	3	2	1
Claim	I stated a claim regarding the issue; my claim is clear, specific, and arguable; and I addressed an historical question about the effects of a significant idea or technological development and its impact on our lives today.	I stated a claim regarding the issue; my claim is clear and arguable, but either is not specific, or does not address the impact on our lives today.	I stated a claim regarding the issue; my claim is clear and arguable, but also general or vague.	I stated a claim regarding the issue; my claim is confusing, vague, and/or not arguable.
Concepts	I provided analysis of three or more social science perspectives*, and my analysis supports my claim regarding how an idea or technological development impacts our lives today.	I provided analysis of two social science perspectives, and my analysis supports my claim regarding how an idea or technological development impacts our lives today.	I provided analysis of one social science perspective, and my analysis supports my claim regarding how an idea or technological development impacts our lives today.	I provided analysis of one social science perspective, but my analysis does not support my claim regarding how an idea or technological development impacts our lives today.
Reasoning	I provided coherent reasoning that connects the evidence to the claim; AND I included a thorough and convincing analysis of how the idea or technological development impacts our lives today.	I provided coherent reasoning that connects the evidence to the claim; AND I included an adequate analysis of how the idea or technological development impacts our lives today.	I provided reasoning for the claim, including how the idea or technological development impacts our lives today; BUT I did not connect the evidence to the claim.	I provided reasoning for the claim, but I didn't explain how the idea or technological development impacts our lives today; AND I did not connect the evidence to the claim.
Evidence	I provided thorough and convincing evidence for the claim. I provided clear, coherent reasoning that makes explicit connections between corroborating evidence.	I provided adequate evidence for the claim. I provided mostly clear, coherent reasoning that connects the evidence to the claim. I presented corroborating evidence, but without making explicit connections.	I provided uneven, cursory evidence for the claim. Some of the reasoning that connects the evidence to the claim has flaws in logic. I presented no corroborating evidence.	I provided minimal and/or irrelevant evidence for the claim, including few or no facts and details from sources. Most of the reasoning that connects the evidence to the claim has flaws in logic. I presented no corroborating evidence.

Score	4	3	2	1
Citations	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.
Sources	My sources are varied and represent more than one point of view.	My sources are varied and represent more than one point of view.	My sources are not varied, and they represent one point of view far more than another.	My sources are not varied, and I rely too much on one source for my evidence.

**No Score (NS)** is given if the work is unintelligible; in a language other than English; off topic; off purpose; or copied.

\*Social science perspectives are the lens of the social studies disciplines; examples include geographic, economic, political, and cultural perspectives.

In this section, you'll find:

- Outline for an Persuasive Essay
- Student's Checklist
- Works Cited (MLA)

## Outline for a Persuasive Essay

TOPIC:

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

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BACKGROUND:

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REASON / evidence #1:

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REASON / evidence #2:

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REASON / evidence #3:

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COUNTERCLAIM:

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CONCLUSION:

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## List of Possible Topics

The following are ideas and inventions from the Industrial Revolution that could serve as topics for a paper or presentation.

<b>PERSON</b>	<b>INVENTION</b>	<b>DATE</b>
James Watt	first reliable steam engine	1775
Eli Whitney	cotton gin interchangeable parts for muskets	1793; 1798
Robert Fulton	regular steamboat service on the Hudson River	1807
Samuel F. B. Morse	telegraph	1836
Elias Howe	sewing machine	1844
Isaac Singer	improves and markets Howe's sewing machine	1851
Cyrus Field	transatlantic cable	1866
Alexander Graham Bell	telephone	1876
Thomas Edison	phonograph; first long-lasting incandescent light bulb	1877; 1879
Nikola Tesla	induction electric motor	1888
Rudolf Diesel	diesel engine	1892
Orville and Wilbur Wright	first airplane	1903
Henry Ford	Model T Ford; large-scale moving assembly line	1908; 1913

SOURCE: <http://americanhistory.about.com/od/industrialrev/fl/Industrial-Revolution-Inventers-Chart.htm>

## Student's Checklist

- I stated a claim in response to an historical question about the effects of a significant idea or technological development.
- I included analysis of evidence with a clear, specific, and arguable claim; my analysis includes three or more social science perspectives and addresses the impact of the idea or technological development on our lives today.
- I referred explicitly in the paper or presentation to four or more credible sources that provide relevant information.
- I cited sources 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 history.

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.

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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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