



Social Studies

in Washington State

You Decide

Grade 5

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.....	15
Preparation for Administering the Assessment	15
Recommendations for Time Management	15
Glossary.....	16
Appendix	18
Acknowledgements.....	18

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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Overview

This document contains information that is essential to the administration of *You Decide*, an OSPI-Developed Assessment for civics. 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 *You Decide*

Citizens in a democracy have the right and responsibility to make informed decisions.

Students will make an informed decision on a public issue after researching and discussing different perspectives on this issue.

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

You Decide requires students to demonstrate their abilities as effective citizens by writing essays or creating presentations in which they introduce a public issue and ultimately take a position on it.

- The task requires the student to research a chosen issue from multiple points of view.
- The task requires the student to state a claim and support it with evidence from multiple informational texts.
- The task requires the student to consider the strengths and weaknesses not only of the student's own position, but also of opposing positions.

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 5.4.1 5 th Grade	Researches multiple perspectives to take a position on a public or historical issue in a paper or presentation. (EALR 5.4 Creates a product.)
GLE 5.3.1 5 th Grade	Engages others in discussions that attempt to clarify and address multiple viewpoints on public issues based on democratic ideals (EALR 5.3 Deliberates public issues.)
GLE 1.1.2 5 th Grade	Evaluates how a public issue is related to constitutional rights and the common good. (EALR 1.1 Understands key ideals and principles.)
GLE 1.4.1 5 th Grade	Understands that civic participation involves being informed about how public issues are related to rights and responsibilities. (EALR 1.4 Understands civic involvement.)
GLE 5.4.2 5 th Grade	Prepares a list of resources, including the title, author, type of source, date published, and publisher for each source and arranges the sources alphabetically. (EALR 5.4 Creates a product.)

CCSS Literacy—Reading Informational Texts (RI)

CCSS RI 3 5 th Grade	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
CCSS RI 6 5 th Grade	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CCSS RI 9 5 th Grade	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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

CCSS W 1 5 th Grade	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS W 4 5 th Grade	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS W 7 5 th Grade	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CCSS W 9b 5 th Grade	Draw evidence** from informational texts to support analysis, reflection, and research.

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

CCSS SL 1 5 th Grade	Engage effectively in a range of collaborative discussions.*
CCSS SL 4 5 th Grade	Present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.

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

CCSS W 6 5 th Grade	Use technology, including the Internet, to produce and publish writing.
CCSS W 8 5 th Grade	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CCSS SL 5 5 th Grade	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

*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.

**Definition: *Evidence* is used as in the CCSS references to mean 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-5 Washington OSPI-developed social studies assessment for civics. This assessment is called *You Decide*."
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: *You Decide* (Grade 5)
- assessment rubric
- worksheets and handouts (optional)

You Decide

Citizens in a democracy have the right and responsibility to make informed decisions. You will make an informed decision on a public issue after researching and discussing different perspectives on this issue.

Your Task

In a written essay and presentation, you will:

- ☐ Introduce a public issue and state your opinion.
- ☐ Support your opinion with reasons and evidence to form a logical argument.
 - Explain stakeholders' positions on this issue using text-based facts and details.
 - Include an explanation of how a right AND the common good relate to your opinion on the issue.
 - Conclude your essay with a call to action (what you would like your reader to do after reading your essay).
- ☐ List two or more sources, including the title, author, and date of each source.

Vocabulary

- | | |
|-------------------|--------------------|
| 1. call to action | 6. primary sources |
| 2. common good | 7. public issue |
| 3. controversial | 8. rights |
| 4. opinion | 9. stakeholder |
| 5. perspective | |

- | | |
|---|--|
| <input type="checkbox"/> State your opinion | <input type="checkbox"/> Conclusion/call to action |
| <input type="checkbox"/> Support your opinion | <input type="checkbox"/> Source list |
| <input type="checkbox"/> Explain your opinion | |

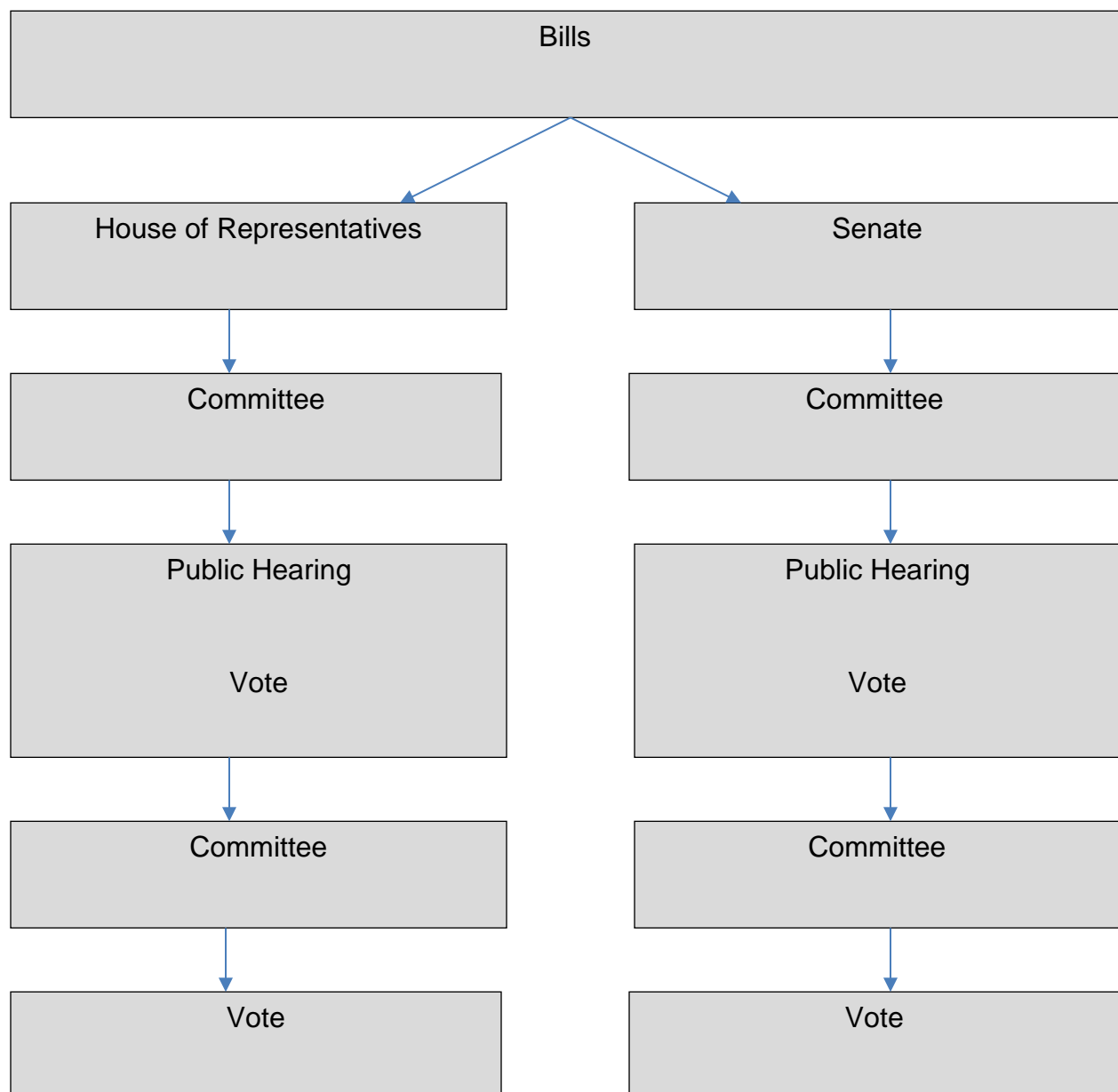
You Decide Rubric

Score	4	3	2	1
Opinion	I clearly stated an opinion on a public issue I concluded with a call to action	I clearly stated an opinion on a public issue.	I stated an opinion on a public issue.	I did not state an opinion.
Stakeholders	I explained stakeholders' positions on this issue using text-based facts and details: Three or more stakeholders' positions on this issue.	I explained stakeholders' positions on this issue using text-based facts and details: Two stakeholders' positions on this issue.	I explained stakeholders' positions on this issue using text-based facts and details: One stakeholder's positions on this issue.	I provided text-based facts and details without explaining any stakeholders' position on the issue.
Evidence	I provided logically ordered reasons for my opinion supported by evidence from primary source documents. The facts and details (evidence) include: An explanation of how a right relates to my opinion on the issue. AND An explanation of how the common good relates to my opinion on the issue.	I provided logical reasons for my opinion supported by evidence from primary source documents. The facts and details (evidence) include: An explanation of how a right relates to my issue. OR An explanation of how the common good relates to my opinion on the issue.	I provided reasons for my opinion. AND I provided evidence (facts and details) from primary source documents. My evidence did not support my opinion.	I provided reasons for my opinion without any supporting evidence (facts and details). OR I provided evidence (facts and details) without any reasons.
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 did not include both the title and author of each source.
ELA Citations	I can cite three or more sources within the paper or presentation from the works cited page.	I can cite two sources within the paper or presentation from the works cited page.	I can cite one source within the paper or presentation from 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:

- How Laws Are Made (diagram)
- Public Issue Graphic Organizer
- Handout: Democratic Ideals for Kids
- Handout: Summary of the Bill of Rights
- Student's Checklist
- Works Cited (MLA)
- Glossary

How Laws Are Made

Public Issue Graphic Organizer

Public Issue		
Position Do you support or disagree with the issue?		
Background		Reasons for the Position
The problem:	First stakeholder: This individual's or group's position on this issue:	Reasons for agreeing/ disagreeing with the issue:
One way a policy or law attempts to solve the problem:	Second stakeholder: This individual's or group's position on this issue:	Right or democratic deal: How does this issue relate to this right or ideal? Supporting detail:
Call to action	Third stakeholder: This individual's or group's position on this issue:	Common good: How does the common good relate to your opinion on this issue? Supporting detail:

Handout: Democratic Ideals for Kids

Below is a list of briefly defined democratic ideals. The children's picture book *We the Kids: The Preamble to the Constitution of the United States* by David Catrow is a kid-friendly resource for teaching about democratic ideals and the Bill of Rights.

- **Common good:** Working together for the benefit of everyone in our community promotes the common good of everyone.
- **Diversity:** You have the right to be different and to enjoy others' differences. The United States is a mixture of many cultures with different traditions and beliefs, yet we all share the same rights under the law.
- **Equality:** Regardless of gender, race, or religion, you have the same rights as every other citizen.
- **Justice:** You have the right to expect fairness from others, including our leaders.
- **Liberty:** You have the right to think, say, and believe what you want without government interference.
- **Life:** You have the right to live without the fear of injury or of being killed by others.
- **Patriotism:** The personal display of love and devotion to our country, its values, and its principles.
- **Popular sovereignty:** This is the idea that the power of our government comes from "We the People." The American people, through their votes, rule the United States.
- **Pursuit of happiness:** You have the right to pursue (seek out) personal happiness as long as you do not infringe on another's rights to do the same.
- **Truth:** American democracy depends on our government and its citizens telling the truth. We expect our government and its leaders to be truthful to us, and they expect the same.

Handout: Summary of the Bill of Rights

The United States Constitution has 27 Amendments. The first 10 Amendments to the Constitution are called the Bill of Rights.

The Bill of Rights was ratified, or approved, in 1791. It outlines the basic rights and freedoms of American citizens.

Amendment 1

The First Amendment protects the rights of every American. It defines the freedoms of religion, speech, and press. Most Americans believe that the First Amendment guarantees their most important rights.

Amendment 2

The Second Amendment guarantees Americans the right to bear arms, or own guns.

Amendment 3

The Third Amendment prevents the government from forcing citizens to shelter soldiers in their homes.

Amendment 4

The Fourth Amendment protects the privacy of American citizens. It prohibits, or prevents, unnecessary or unreasonable searches of a person's property.

Amendment 5

In the Fifth Amendment, all Americans are guaranteed the right to a fair and legal trial. It also protects someone from testifying against him- or herself under oath.

Amendment 6

A right to a speedy trial is guaranteed in the Sixth Amendment.

Amendment 7

The Seventh Amendment guarantees the right to trial by jury in civil, or private, legal cases where damages are more than \$20. Civil cases solve disputes between citizens.

Amendment 8

Unreasonable bail or fines and cruel and unusual punishment are prohibited in the Eighth Amendment.

Amendment 9

The Ninth Amendment recognizes that Americans have rights that are not listed in the Constitution.

Amendment 10

The Tenth Amendment says that the powers not given to the United States government by the Constitution belong to the states or to the people.

Visit the following websites for more information about our Constitution and the rights of American Citizens, go to [iCivics](http://www.icivics.org) at (www.icivics.org); to see a transcription of the [Bill of Rights](http://www.archives.gov/founding-docs/bill-of-rights-transcript), visit the [National Archives](http://www.archives.gov/founding-docs/bill-of-rights-transcript) at (www.archives.gov/founding-docs/bill-of-rights-transcript).

Student's Checklist

- ☐ I provided background on the issue by explaining what the issue is.
- ☐ I stated my opinion on the issue and supported it with reasons and evidence.
- ☐ I used text-based facts and details to explain stakeholders' positions on the issue.
- ☐ I explained how a right and the common good relate to my opinion on the issue.
- ☐ I concluded my essay with a call to action (what I would like my reader to do after reading my essay).
- ☐ I listed two or more sources, including the title, author, and date of each source.
- ☐ I cited all of my sources within the paper/presentation and/or bibliography.
- ☐ 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 (<i>Italicized</i> – 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 (<i>Italicized</i> – 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 (<i>Italicized</i> – 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 civics.

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.

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

claim: state to be true or existing.

common good: for the advantage or benefit of all people in society or in a group.

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.

doctrine: principles or beliefs of a group.

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.

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.

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

inquiry: an instance of inquiry.

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.

opposing: be against.

perspective: a way of regarding situations or topics.

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

pros and cons: arguments in favor of and against a position or course of action.

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.

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

Appendix

Acknowledgements

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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