



# Social Studies

in Washington State

## People on the Move

# Grade 4

*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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# PEOPLE ON THE MOVE

An OSPI-Developed Assessment

Social Studies  
Grade 4

## Overview

This document contains information that is essential to the administration of *People on the Move*, 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 People on the Move***

**The movement of people has played a large role in shaping our world.**

**Each student will choose a group of people and describe how the group's needs and wants (economic reasons) and location (geography) caused the group to move. The student will also create a map illustrating this movement.**

## 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

*People on the Move* requires the student to demonstrate the ability to read and to draw conclusions in order to write an essay or prepare an oral presentation in which the student describes a group's decision to move based on the costs and benefits of the move. It also requires the student to synthesize learning by making a map.

- The task requires the student to research the movement of a group of people and explain the group's route, including where the group started and the destination.
- The task requires that the student state a claim about how geographic features affected the group's decision to leave the place where the group had been living. The student must include two or more examples.
- The task requires the student to construct a map that shows four of the following:
  - The group's starting location (labeled with a proper name).
  - The group's destination (labeled with a proper name).
  - The group's route.
  - The geographic features that affected the group's route (labeled with proper names).
  - A title, captions, or symbols that describe and/or explain the movement.
- Prior to taking/receiving/administration of this assessment, students must have experience with:
  - Analyzing sources (close reading).
  - Using text-based evidence.

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)\*.

<b>GLE 2.2.1</b> 4 <sup>th</sup> Grade	Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.
<b>GLE 3.1.1</b> 4 <sup>th</sup> Grade	Constructs and uses maps to explain the movement of people.
<b>GLE 3.1.2</b> 4 <sup>th</sup> Grade	Understands the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and counties.
<b>GLE 3.3.1</b> 4 <sup>th</sup> Grade	Understands the physical characteristics and location of places, regions, and spatial patterns on the earth's surface.
<b>GLE 3.3.1</b> 5 <sup>th</sup> Grade	Prepares a list of sources, including the title, author, date published, and publisher for each source.

## CCSS Literacy—Reading Informational Texts (RI)

<b>CCSS RI 1</b> 4 <sup>th</sup> Grade	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>CCSS RI 3</b> 4 <sup>th</sup> Grade	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
<b>CCSS RI 7</b> 4 <sup>th</sup> Grade	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
<b>CCSS RI 9</b> 4 <sup>th</sup> Grade	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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

<b>CCSS W 2</b> 4 <sup>th</sup> Grade	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>CCSS W 4</b> 4 <sup>th</sup> Grade	Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.
<b>CCSS W 7</b> 4 <sup>th</sup> Grade	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<b>CCSS W 8</b> 4 <sup>th</sup> Grade	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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

<b>CCSS SL 1</b> 4 <sup>th</sup> Grade	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-4 topics and texts, building on others' ideas and expressing their own clearly.
<b>CCSS SL 4</b> 4 <sup>th</sup> Grade	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<b>CCSS SL 5</b> 4 <sup>th</sup> Grade	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### ***If implemented using technology: CCSS Literacy—Speaking and Listening (SL)***

<b>CCSS W 6</b> 4 <sup>th</sup> Grade	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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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 and CCSS may need to be adjusted to match the content.

\*\*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-4 Washington OSPI-developed social studies assessment for economics. This assessment is called *People on the Move*."
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: *People on the Move* (Grade 4)
- assessment rubric
- worksheets and handouts (optional)

# People on the Move

The movement of people has played a large role in shaping our world. You will choose a group of people and describe how the group's needs and wants (economic reasons) and location (geography) caused the group to move. You will also create a map to show this movement.

## Your Task

**In a written essay or presentation, you will:**

- ☐ State a claim about how a group of people's needs, wants, and location affected the people's decision to leave the place where they had been living.
- ☐ Explain where the group started, its route, and its destination.
- ☐ Explain how geographic features affected the people's decision to leave the place where they had been living.
- ☐ Use two or more examples to support your claim.
- ☐ List two or more sources, including each source's title, author, type, and date.

**You will also construct a map that shows four of the following:**

- ☐ The group's starting location (labeled with a proper name)
- ☐ The group's destination (labeled with a proper name)
- ☐ The group's route
- ☐ The geographic features that affected the group's route (labeled with proper names)
- ☐ A title, captions, or symbols that describe and/or explain the movement

## ***People on the Move Rubric***

Score	4	3	2	1
Economic Choices	I stated a claim about how a group's needs, wants, and location affected the group's decision to move, <i>and</i> I explained how studying the group's experience helps us understand why people choose to move today.	I stated a claim about how a group's needs, wants, and location affected the group's decision to move.	I stated a claim about a group's decision to move and explained either how needs and wants affected the decision, or how location affected the decision.	I stated a claim about a group's decision to move, but I did not explain how needs, wants, and location affected the decision.
Human Migration	I explained all of the following: Where the group started its route The route The destination When the group moved	I explained all of the following: Where the group started its route The route The destination	I explained two of the following: Where the group started its route The route The destination	I explained one of the following: Where the group started its route The route The destination
Reasoning	I explained how economic features affected the group's decision to move; I used three or more examples.	I explained how economic features affected the group's decision to move; I used two examples.	I explained how economic features affected the group's decision to move; I used one example.	I explained how economic features affected the group's decision to move, but I gave no examples.
Map	I made a map that shows at least four of the following: Starting location (labeled with proper name) Destination (labeled with proper name) The route Geographic features that affected the route (labeled with proper names) Title, captions, or symbols that describe and/or explain the movements	I made a map that shows three of the following: Starting location (labeled with proper name) Destination (labeled with proper name) The route Geographic features that affected the route (labeled with proper names) Title, captions, or symbols that describe and/or explain the movements	I made a map that shows two of the following: Starting location (labeled with proper name) Destination (labeled with proper name) The route Geographic features that affected the route (labeled with proper names) Title, captions, or symbols that describe and/or explain the movements	I made a map that shows one of the following: Starting location (labeled with proper name) Destination (labeled with proper name) The route Geographic features that affected the route (labeled with proper names) Title, captions, or symbols that describe and/or explain the movements

Score	4	3	2	1
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:**

- **Student's Checklist**
- **Works Cited (MLA)**

**Student's Checklist**

- ☐ I stated a claim about how a group of people's needs, wants, and location affected the people's decision to leave the place where they had been living.
- ☐ I explained where the group started, its route, and its destination.
- ☐ I explained how geographic features affected the people's decision to leave the place where they had been living.
- ☐ I used two or more examples to support my claim.
- ☐ I listed two or more sources, including each source's title, author, type, and date.
- ☐ I constructed a map on which I included:
  - The group's starting location (labeled with a proper name).
  - The group's destination (labeled with a proper name).
  - The group's route.
  - The geographic features that affected the group's route (labeled with proper names).
  - A title, captions, or symbols that describe and/or explain the movement.
- ☐ 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 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

**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.

**credible:** reasonable to trust or believe: convincing.

**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.

**impact:** an influence or strong effect.

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

**opposing:** be against.

**perspective:** a way of regarding situations or topics.

**relevant:** appropriate and makes sense at that particular time.

**reliable:** worthy of trust.

**sources:** information taken from documents.

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

### **SOURCE:**

CCSS Tier 2 Vocabulary Terms

# 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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