



Social Studies

in Washington State



Humans and the Environment Grade 3

OSPI-Developed

Assessment

A Component of the
Washington State Assessment System

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Introduction

To Washington State Educators of Social Studies:

Welcome to one of our OSPI-Developed Assessments and this implementation and scoring guide. This document is part of the Washington assessment system at the Office of Superintendent of Public Instruction (OSPI).

The assessments have been developed by Washington State teachers and are designed to measure learning for selected components of the Washington State Social Studies Learning Standards. They have been developed for students at the elementary and secondary levels. Teachers from across the state in small, medium, and large districts and in urban, suburban, and rural settings piloted these assessments in their classrooms. These assessments provide an opportunity for teachers to measure and evaluate student growth; they can both help teachers determine if learning goals have been met, and influence how teachers organize their curricula. They also provide an opportunity for students to demonstrate the knowledge and skills they have gained.

These assessments provide:

- Immediate information to teachers regarding how well students have acquired the expected knowledge and skills in their subject areas.
- Information that can lead to continued strengthening of teaching practices.
- Resources that enable students—as part of the learning experience—to participate in measuring their achievements.

This document includes the following parts:

- directions for administration
- the student's copy of the assessment
- scoring rubrics

Our hope is that this assessment will be used as an integral part of your instruction to advance our common goal of ensuring quality instruction for all students.

If you have questions about these assessments or suggestions for improvements, please contact:

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HUMANS AND THE ENVIRONMENT

An OSPI-Developed Assessment

*Social Studies
Grades 3*

Overview

This document contains information that is essential to the administration of *Humans and the Environment*, an OSPI-Developed Assessment for geography. If this assessment is being used as a summative assessment to determine if specific social studies learning standards have been met, then prior to its administration, all students should have received instruction in the skills and concepts needed to achieve the standards.

This assessment may be used as an integral part of instruction; as such, it may be used as a formative assessment, summative assessment, culminating project, part of an alternative education packet, part of a lesson plan or unit of study, a pre- or post-assessment, or as an individual student portfolio item. In short, OSPI encourages the use of this and other OSPI-Developed Assessments to support deep social studies learning in line with our Washington State Learning Standards and the Common Core State Standards (CCSS).

Synopsis of *Humans and the Environment*

Understanding how the environment affects our lives and how we affect the environment helps us understand cause and effect of human culture in our world. Using evidence from a specific culture, the student will develop and support a claim about how people affect the environment and how the environment affects people.

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

Humans and the Environment requires the student to demonstrate the ability to read, draw conclusions, and make a claim by preparing a written essay or oral presentation in which the student develops a claim about how people affect the environment and how the environment affects people. The student will use evidence from a specific culture to support the claim.

- The task requires the student to research the chosen culture from multiple points of view.
- The task requires the student to state a claim and support it with evidence from at least two informational sources.
- The task requires the student to explain the ways that a specific culture affects (or affected) its environment and how the environment affects (or affected) the culture. (cause and effect)
- 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 3.1.1 3 rd Grade	Understands and applies how maps and globes are used to display the regions of North America in the past and present.
GLE 3.2.1 3 rd Grade	Understands how the environment affects cultural groups and how cultural groups affect the environment.
GLE 3.2.2 3 rd Grade	Understands the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.
GLE 5.4.1 3 rd Grade	Draws conclusions using at least two clear, specific, and accurate examples in a paper or presentation.
GLE 5.4.2 3 rd Grade	Prepares a list of resources, including the title and author for each source.

CCSS Literacy—Reading Informational Texts (RI) and Speaking and Listening (SL)

CCSS RI 1 3 rd Grade	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS RI 7 3 rd Grade	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
CCSS RI 9 3 rd Grade	Compare and contrast the most important points and key details presented in two texts on the same topic.
CCSS SL 1 3 rd Grade	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-3 topics and texts, building on others' ideas and expressing their own clearly.

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

CCSS W 2 3 rd Grade	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS W 4 3 rd Grade	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCSS W 7 3 rd Grade	Conduct short research projects that build knowledge about a topic.

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

CCSS SL 4 3 rd Grade	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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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-3 Washington OSPI-developed social studies assessment for geography. This assessment is called *Humans and the Environment*."
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: *Humans and the Environment* (Grade 3)
- assessment rubric
- worksheets and handouts (optional)

Humans and the Environment

Studying how the environment affects our lives and how we affect the environment will help you understand the cause and effect of our cultures in the world. You will develop explanations about how people affect the environment and how the environment affects people. You will use evidence from a specific culture to support your explanation.

Your Task

In a written essay or presentation, you will:

- ☐ Introduce how people affect the environment and the environment affects people.
- ☐ Explain how people affect the environment and the environment affects people.
- ☐ Support your explanation by providing evidence from a specific culture:
 - ☐ Explain two or more ways that people affect their environment as they meet their needs.
 - ☐ Present and explain two or more examples of how the environment influences the development of a culture's lifestyle, traditions, and beliefs.
 - ☐ Use a map to explain the interaction between people and their environment. (Map may be provided by the teacher.)
- ☐ Cite specific textual evidence from at least two different sources that provide relevant information. (Sources may be provided by the teacher.)
- ☐ List two or more sources, including the title, author, and date of each source.

Humans and the Environment Rubric

Score	4	3	2	1
Explanation	I can accurately explain how people affect the environment and the environment affects people, and I include a proposal for action.	I can accurately explain how people affect the environment and the environment affects people.	I can accurately explain either how people affect the environment, or how the environment affects people.	I did not address how people affect the environment and the environment affects people.
Evidence & Reasoning	<p>I provided reason(s), supported by evidence, including:</p> <p>Three or more ways that people affect their environment as they meet their needs.</p> <p>Three or more examples of how the environment influences the development of a culture's lifestyle, traditions, and beliefs.</p> <p>Use of a map and other illustration to explain the interaction between people and their environment.</p>	<p>I provided reason(s), supported by evidence, including:</p> <p>To ways that people affect their environment as they meet their needs.</p> <p>Two examples of how the environment influences the development of a culture's lifestyle, traditions, and beliefs.</p> <p>Use of a map and other illustration to explain the interaction between people and their environment.</p>	<p>I provided reason(s), supported by evidence, including:</p> <p>One way that people affect their environment as they meet their needs.</p> <p>One example of how the environment influences the development of a culture's lifestyle, traditions, and beliefs.</p> <p>Use of a map and other illustration to explain the interaction between people and their environment.</p>	I provided reason(s) without any supporting evidence.
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:

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

Outline for an Essay

TOPIC:

INTRODUCTION:

CULTURE GROUP AND BACKGROUND:

TWO WAYS THAT THESE PEOPLE AFFECT THE ENVIRONMENT:

TWO WAYS THAT THE ENVIRONMENT AFFECTS THESE PEOPLE:

USE A MAP TO EXPLAIN THE INTERACTION BETWEEN THESE PEOPLE AND THE ENVIRONMENT:

CONCLUSION:

Student's Checklist

- ☐ I introduced the idea that people affect the environment and the environment affects people.
- ☐ I explained how people affect the environment and the environment affects people.
- ☐ I supported my explanation by providing evidence from a specific culture:
 - ☐ I explained two or more ways that people affect their environment as they meet their needs.
 - ☐ I presented and explained two or more examples of how the environment influences the development of a culture's lifestyle, traditions, and beliefs.
 - ☐ I used a map to explain the interaction between people and their environment.
- ☐ I cited specific textual evidence from at least two different sources that provide relevant information.
- ☐ 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 geography.

While the essay format is often used for this assessment, it is not required. Students may make projects or PowerPoint presentations. Please note, however, that the final product must demonstrate that the student is able to complete the project individually; therefore, a group project is not an appropriate use of this assessment.

You should expose the students to primary source documents prior to administering this assessment.

You should also introduce students to a number of analytical methods before engaging them in the assessment; these include, but are not limited to:

- How to evaluate reliable and unreliable sources.
- How to formulate a claim.
- How to cite sources properly within a paper or presentation and in a bibliography, including instruction in APA, MLA, or Chicago citation methods.

Recommendations for Time Management

Time requirements for this assessment will vary widely based on your students' prior knowledge, chosen topics, and access to technology. If your students are completing the assessment as a culminating activity, expect to spend several days on research, collection of evidence, and outlining prior to the writing process. Writing and completion of projects can take from one day to a week depending on the prescribed format and pacing of your students.

Glossary

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: capable of being believed; 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: an investigation.

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

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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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