



Social Studies

in Washington State



Dig Deep

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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Overview

This document contains information that is essential to the administration of *Dig Deep*, 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 *Dig Deep*

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

In this assessment, students use evidence from primary sources, secondary sources, and discussions to create and respond to a historical question.

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

Dig Deep requires students to demonstrate their abilities as effective citizens by writing essays or creating presentations in which they use evidence gathered from primary sources to create and respond to a historical question.

- The task requires the student to conduct research, using multiple sources of a time period.
- The task requires the student to develop a question to guide an investigation.
- The task requires the student to draw one or more conclusions about the question, referencing two or more primary sources.
- Prior to taking/receiving/administration of this assessment, students must have experience with:
 - Analyzing primary sources (close reading).
 - Comparing and contrasting firsthand and secondhand accounts of the same event or topic.
 - Citing sources.
 - Using text-based evidence.
 - Listing events in chronological order.
 - 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 4.1.1 4 th Grade	Understands and creates timelines to show how historical events are organized into time periods and eras.
GLE 4.3.1 4 th Grade	Understands that there are multiple perspectives regarding the interpretation of historical events and creates an historical account using multiple sources.
GLE 5.2.1 4 th Grade	Creates and uses a research question to conduct research on an issue or event.
GLE 5.2.2 4 th Grade	Understands the main ideas from an artifact, primary source, or secondary source in order to gather accurate information on an issue or historical event.
GLE 5.4.1 4 th Grade	Draws clear, well-reasoned conclusions and provides explanations that are supported by artifacts and/or primary sources in a paper or presentation.
GLE 5.4.2 4 th Grade	Prepares a list of resources, including the title, author, type of source, date published, and publisher for each source.

CCSS Literacy—Reading Informational Texts (RI)

CCSS RI 1 4 th Grade	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS RI 3 4 th 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.
CCSS RI 7 4 th Grade	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CCSS RI 9 4 th 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)

CCSS W 1 4 th Grade	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a–d)
CCSS W 2 4 th Grade	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS W 4 4 th Grade	Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.
CCSS W 8 4 th 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.
CCSS W 9 4 th Grade	Draw evidence*** from literary or informational texts to support analysis, reflection, and research.

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

CCSS SL 1 4 th 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.
CCSS SL 4 4 th 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.

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

CCSS W 6 4 th 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.
CCSS W 8 4 th 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.
CCSS SL 5 4 th Grade	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
CCSS SL 5 5 th Grade	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

If implemented using technology: Ed Tech GLEs

GLE 1.3.1 4 th Grade	Identify and define authentic problems and significant questions for investigation.
GLE 1.3.2 4 th Grade	Locate and organize information from a variety of sources and media.
GLE 1.3.3 4 th Grade	Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results.

*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).

***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.

Assessment Task

Teacher's Instructions to Students

1. Say: "Today you will take the Grade-4 Washington OSPI-developed social studies assessment for history. This assessment is called *Dig Deep*."
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: *Dig Deep* (Grade 4)
- assessment rubric
- worksheets and handouts (optional)

Dig Deep

To be an effective citizen, you need to know how to use evidence from different sources. Using artifacts and primary sources as evidence, you will draw conclusions about a historical question you have been studying in your classroom.

Your Task

In a written essay or presentation, you will:

- ☐ Develop a question to guide an investigation of a time period, after looking at primary sources.
- ☐ Draw one or more conclusions about the question, referencing two or more primary sources.
- ☐ List two or more sources, including the title, author, and date of each source.

You will also:

- ☐ Develop either a timeline, or a description of the time period that includes three or more events or details.

Structure

- ☐ Introduce your topic.
- ☐ State your conclusion.
- ☐ Provide analysis of primary sources.
- ☐ Provide evidence to support your conclusion.
- ☐ Provide a concluding statement.
- ☐ Include a bibliography/list of works cited.

Dig Deep: Analyzing Sources Rubric

Score	4	3	2	1
Question	I developed a well defined question to guide an investigation of a time period, using evidence collected from primary sources.	I developed a general question to guide an investigation of a time period, using evidence collected from primary sources.	I developed a question concerning a time period, but without using evidence collected from primary sources.	I described a time period, but I did not develop a question to guide an investigation of the time period.
Evidence	I drew two or more logical conclusions about the question and referenced three or more primary sources.	I drew two or more clear conclusions about the question and referenced two or more primary sources.	I drew one or more conclusions about the question and referenced one primary source.	I drew one or more conclusions, but I did not reference a primary source.
Timeline	I developed a timeline <i>or</i> a description of the time period that includes 5–6 events or details.	I developed a timeline <i>or</i> a description of the time period that includes 3–4 events or details.	I developed a timeline <i>or</i> a description of the time period that includes 1–2 events or details.	I developed a timeline of events <i>or</i> a description of the time period, but there are several inaccuracies or sequencing errors.
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:

- Guidelines for Structuring an Essay
- Framework for Outlining the Essay
- Student's Checklist
- Works Cited (MLA)

Guidelines for Structuring an Essay

HISTORICAL QUESTION	Develop a question to guide an investigation of a historical period or topic.
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INTRODUCTION 1 paragraph	Contains an opening statement developed from research that is guided by a historical question.
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SUPPORTING EVIDENCE #1 1–2 paragraphs	Includes a detailed description of the primary source and a clear conclusion about how it relates to the guiding question.
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SUPPORTING EVIDENCE #2 1–2 paragraphs	Includes a detailed description of the primary source and a clear conclusion about how it relates to the guiding question.
---	--

CONCLUSION 1 paragraph	Provides a response to the historical question, based on the evidence from the primary sources.
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Framework for Outlining the Essay

CLAIM OR TOPIC:

INTRODUCTION:

EVIDENCE #1:

EVIDENCE #2:

CONCLUSION:

Student's Checklist

- ☐ I developed a question to guide an investigation of a historical period or topic.
- ☐ I referred to primary sources within my paper/presentation.
- ☐ I included a correctly formatted bibliography/works-cited page that lists all sources used.
- ☐ I created a timeline or description of a time period that included three or more events or details.
- ☐ I provided one or more conclusions based on the evidence from the primary sources.
- ☐ I did not plagiarize.

Works Cited (MLA)

Source #1

_____	“	_____	“
Author (Last name, First name)	.	Title of Article (web sources, magazines, reference books)	
_____		_____	
Title of Source (<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 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

affect: to produce a change in or influence something.

chronological order: arranging events in the order they occurred.

cite: quote, paraphrase, or refer to, OR give credit to a source.

claim: state or assert a position that can be supported by evidence.

conclusion: a result, reason, or outcome based on evidence.

credible: reasonable to trust or believe: convincing.

culture: the way a particular group of people live within a time period or community.

effect: a change that is a result or consequence of an action.

evidence: something which shows something else to be true; something presented in support of the truth or to show the accuracy of a claim.

explain: to make something clear or easy to understand: to tell or show.

explicit: very clear and complete: leaving no doubt about the meaning.

fact: a piece of information used as evidence.

idea: a thought existing in the mind, a plan of action.

infer: draw a conclusion not directly stated but based on reasoning and evidence.

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

interpret: explain the meaning of something.

opinion: a personal view or judgment not necessarily based on facts or knowledge.

perspective: a position or point of view from which something is considered or evaluated.

plagiarism: to use someone else's work or ideas and claim them as your own.

point of view: a position or perspective from which something is considered or evaluated.

primary source: a document or object written or created during the time under study.

reason: a statement supporting a belief or action.

recall: to remember information in order to recount it to others.

relevant: closely connected to the subject or topic.

reliable: worthy of trust: likely to be true or correct.

research: to investigate and study materials and sources in order to establish facts and reach conclusions.

reveal: to make something known to others that was previously unknown or secret.

source list: list of documents, books, websites, etc., used to gather information.

summarize: putting the main idea in your own words.

support: to provide evidence agreeing with a claim or opinion.

technology: the application of scientific knowledge to invent useful things or to solve problems.

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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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