



Social Studies

in Washington State



What's the Big Idea? Grade 5

OSPI-Developed

Assessment

A Component of the
Washington State Assessment System

Office of Superintendent of Public Instruction
May 2018



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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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WHAT'S THE BIG IDEA?

An OSPI-Developed Assessment

Social Studies
Grade 5

Overview

This document contains information that is essential to the administration of *What's the Big Idea?*, 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 *What's the Big Idea?*

Ideas and technology have enormous impact on the values, beliefs, and attitudes of people.

In this assessment, students explain how an idea or technology has affected people's actions.

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

What's the Big Idea? requires the student to demonstrate the ability to read source material, state a position, and support that position with reasoning and evidence.

- The task requires the student to prepare a written essay or oral presentation in which the student:
 - Examines how technology or an idea changed people's actions, values, and/or beliefs.
 - Supports the student's own claim regarding those changes.
- Prior to taking/receiving/administration of this assessment, students must have experience with:
 - Comparing and contrasting firsthand and secondhand accounts of the same event or topic.
 - 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 4.2.3 5 th Grade	Understands how technology and ideas affected the way people lived and changed their values, beliefs, and attitudes.
GLE 5.4.1 5 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 5 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 3

5th 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 9

5th 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 2

5th Grade

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS W 4

5th Grade

Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.

CCSS W 7

5th Grade

Conduct short research projects that build knowledge about a topic.

CCSS W 8

5th Grade

Recall relevant information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence*** into provided categories.

CCSS W 9

5th 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

5th Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS SL

4

5th 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 final product is a presentation.)

If implemented using technology: 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 6 5 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 two pages in a single sitting.
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.

If implemented using technology: Ed Tech GLEs

GLE 1.1.3 5 th Grade	Identify and define authentic problems and significant questions for investigation.
GLE 1.3.2 5 th Grade	Locate and organize information from a variety of sources and media.
GLE 1.3.3 5 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-5 Washington OSPI-developed social studies assessment for history. This assessment is called *What's the Big Idea?*"
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: *What's the Big Idea?* (Grade 5)
- assessment rubric
- worksheets and handouts (optional)

What's the Big Idea?

Ideas and technology have enormous impact on the values, beliefs, and attitudes of people. You will write an essay or develop a presentation in which you explain how an idea or technology has affected the way that people live.

Your Task

In a written essay or presentation, you will:

- ☐ State a claim regarding how an idea or technology affected people's lives.
- ☐ Explain how the technology or idea led to two or more changes in people's actions.
- ☐ Explain how the technology or idea led to one or more changes in people's values and/or beliefs.
- ☐ List two or more sources, including the title, author, and date of each source.
- ☐ Cite two or more sources within your essay or presentation.

What's the Big Idea? Rubric

Score	4	3	2	1
Claim	I can make a claim about how an idea or technology affected people's lives, AND I can also state an opinion about how technology or ideas have affected our lives.	I can make a claim about how an idea or technology affected people's lives.	I can make a claim about how an idea or technology affected people's lives, but the position is unclear.	I can state an opinion on how an idea or technology affected people's lives, but I do not state my claim.
Reasoning and Evidence	I can provide reasons for my claim, and the reasons are supported by evidence and examples; this includes ways that technology or an idea has led to: Three or more changes in people's actions. Two changes in people's values and/or beliefs.	I can provide reasons for my claim, and the reasons are supported by evidence and examples; this includes ways that technology or an idea has led to: Two changes in people's actions. One change in people's values and/or beliefs.	I can provide reasons for my claim, and the reasons are supported by evidence; this includes ways that technology or an idea has led to: One change in people's actions. One change in people's values and/or beliefs, but I gave no specific examples.	I can provide reasons for my opinion or claim, but I gave no 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:

- Framework for Outlining the Essay
- Graphic Organizer
- Student's Checklist
- Works Cited (MLA)

Framework for Outlining the Essay

CLAIM OR TOPIC:

INTRODUCTION:

EVIDENCE #1:

EVIDENCE #2:

CONCLUSION:

Graphic Organizer

Idea or Technology	
My claim:	
Change in action:	Change in attitude, value, or belief:
1 st specific effect of the new idea or technology on people's actions:	1 st specific effect of the new idea or technology on people's values or beliefs:
2 nd specific effect of the new idea or technology on people's actions:	2 nd specific effect of the new idea or technology on people's values or beliefs:
3 rd specific effect of the new idea or technology on people's actions:	My opinion (optional):

Student's Checklist

Developing questions & planning inquiries:

- ☐ I chose an idea or technology:
-

Gathering and evaluating sources:

- ☐ I analyzed sources relevant to the idea or technology.
- ☐ I prepared a list of resources by completing the page labeled *Works Cited (MLA)*.

Developing claims and using evidence:

- ☐ I stated my claim regarding how the topic has affected people's lives.
 - ☐ I stated my opinion on how the topic has affected our lives. (score of 4 only)
- ☐ I provided evidence that shows how the idea or technology has led to changes in the *actions* of people.
- ☐ I provided evidence that shows how the idea or technology has led to changes in the *values* and/or *beliefs* of people.
- ☐ I cited two or more sources within my paper or presentation.
- ☐ 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.

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.

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.

Special thanks to the members of the Washington State Social Studies Cadre:

Ron Baltazar: Puyallup School District
Molly Berger: ESD 105
Debbie Blodgett-Goins: Yakima School District
Leslie Brown: Toppenish School District
Carolyn (Suz) Clark-Bennett: Stevenson-Carson School District
Julie Conkle: Tonasket School District
Steven Cross: Marysville School District
Bryan Dibble: Selah School District
Beth Dunbar: Selkirk School District
Donnetta Elsasser: Touchet School District
Melissa Finn: Kent School District
Tara Gray: Bellevue School District
Trish Henry: Mead School District
Kelly Jacobsen: Ocean Beach School District
Amy Johnson: Longview School District
Tim Kilgren: Union Gap School District
Nancy Lenihan: Sumner School District
Eric Low: Winlock School District

Brad Ludwig: Walla Walla School District
Sue Metzler: Mukilteo School District
Karen Morley-Smith: Evergreen School District
John Mumma: Mount Baker School District
Steven Perez: Richland School District
Chris Perkins: Ferndale School District
Jerry Price: Yelm School District
Eric Roal: Central Valley School District
Lisa Roberts: North Mason School District
Ben Suhrbier: Castle Rock School District
Ryan Theodoriches: Evergreen School District
Jean Tobin: Walla Walla School District
Dawn Wood: Wenatchee School District
Mary Ziegert: North Thurston School District