



# Social Studies

in Washington State



Dig Deep

Grade 11

*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.....	12
Preparation for Administering the Assessment .....	12
Recommendations for Time Management .....	12
Glossary.....	13
Acknowledgements .....	16



## 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*

**A responsible citizen can use historical thinking to develop thoughtful participation in a democratic society.**

**In this assessment, the student demonstrates thinking skills by making an evidence-based argument related to an historical question. The argument must be founded on the student's analysis of primary sources and historical narratives.**

## 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 make evidence-based arguments related to an historical question.

- The task requires the student to conduct research using multiple sources that reflect multiple points of view.
- The task requires the student to state a claim related to a historical question and support it with evidence.
- The task requires the student to consider the strengths and weaknesses not only of the student's own position, but also of opposing positions.
- The task requires the student to refer explicitly in the paper or presentation to four or more credible sources that provide relevant information; cite the sources within the paper or presentation; and list the sources in a bibliography.
- 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)\*.

<b>GLE 4.3.1</b> 11 <sup>th</sup> Grade	Analyzes and interprets historical materials from a variety of perspectives in world history (1450–present).
<b>GLE 4.3.2</b> 11 <sup>th</sup> Grade	Analyzes multiple causal factors of conflicts in world history (1450–present).
<b>GLE 5.4.1</b> 11 <sup>th</sup> Grade	Examines multiple reasons or factors to develop a position paper or presentation.
<b>GLE 5.4.2</b> 11 <sup>th</sup> Grade	Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.

## CCSS Literacy—Reading History/Social Studies (RH/SS)

<b>CCSS RH/SS 1</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Cite specific textual evidence** to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<b>CCSS RH/SS 2</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<b>CCSS RH/SS 3</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>CCSS RH/SS 9</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

## *In a cohesive paper\*\*\*:* CCSS ELA Standards—Writing History/Social Studies (WHST)

<b>CCSS WHST 1</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Write arguments focused on discipline-specific content.
<b>CCSS WHST 4</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CCSS WHST 7</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<b>CCSS WHST 8</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
<b>CCSS WHST 9</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Draw evidence** from informational texts to support analysis, reflection, and research.

## ***In a presentation: CCSS ELA Standards—Speaking and Listening History/Social Studies (SL)***

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**CCSS SL 3**

11<sup>th</sup>–12<sup>th</sup>  
Grades

Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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**CCSS SL 4**

11<sup>th</sup>–12<sup>th</sup>  
Grades

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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## ***If implemented using technology: CCSS ELA Standards—Writing History/Social Studies (SL)***

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**CCSS  
WHST 6**

11<sup>th</sup>–12<sup>th</sup>  
Grades

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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**CCSS  
WHST 8**

11<sup>th</sup>–12<sup>th</sup>  
Grades

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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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 may need to be adjusted to match the content.

\*\*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.

\*\*\*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 Washington OSPI-developed social studies assessment for history (Grade 11). 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 11)
- assessment rubric
- worksheets and handouts (optional)

# Dig Deep

A responsible citizen can use historical thinking to develop thoughtful participation in a democratic society. You will demonstrate your thinking skills by making an evidence-based argument related to an historical question. Your argument must be founded on your analysis of primary sources and historical narratives.

## Your Task

**In a cohesive paper or presentation, you will:**

- ☐ State a claim related to an historical question and support the claim with evidence.
- ☐ Provide evidence, using multiple sources from multiple points of view.
- ☐ Address a counterclaim: consider the strengths and weaknesses not only of your position, but also of opposing positions.
- ☐ Refer explicitly in the paper or presentation to four or more credible sources that provide relevant information:
  - Cite your sources when you draw information from them: for instance, when you summarize, paraphrase, or quote, and when you refer to facts, figures, and ideas.
  - Provide complete publication information for each source in your bibliography or list of works cited.

## Dig Deep Rubric

Score	4	3	2	1
Claim	I developed a historical question: I both stated a claim regarding the question, and stated why studying this question helps us to understand current issues and events.	I developed a historical question: I stated a claim regarding the question.	I developed a historical question, but without stating a position.	I described events or presented ideas about how people lived during a time period.
Evidence	I provided one or more reasons for the claim, supported by evidence, including an explanation of how three or more primary sources support the reason(s).	I provided one or more reasons for the claim, supported by evidence, including an explanation of how two primary sources support the reason(s).	I provided one or more reasons for the claim, supported by evidence, including an explanation of how one primary source supports the reason(s).	I provided reason(s) for the claim, but no supporting evidence.
Interpretation	I provided evidence for the claim, using two or more social science perspectives*.	I provided evidence for the claim, using one social science perspective*.	I provided evidence for the claim, but I used no specific social science perspectives*.	I described a historical event, but I did not take a position.
Sources	I referred explicitly in the paper or presentation to four or more credible sources that provide relevant information.	I referred explicitly in the paper or presentation to three credible sources that provide relevant information.	I referred explicitly in the paper or presentation to two credible sources that provide relevant information.	I referred explicitly in the paper or presentation to one credible source that provides relevant information.
Citations	I properly cited sources within the paper or presentation and listed them in the bibliography, using a specific format.	I adequately cited sources within the paper or presentation and listed them in the bibliography.	I minimally cited sources within the paper or presentation and listed them in the bibliography.	I incorrectly cited sources within the paper, presentation, and bibliography.

**No Score (NS)** is given if the work is unintelligible; in a language other than English; off topic; off purpose; or copied.

\*Social science perspectives are the lens of the social studies disciplines. Examples include geographic, economic, political, and cultural perspectives.

**In this section, you'll find:**

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

## Outline for an Argumentative Essay

TOPIC:

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THESIS (includes your claim and supporting evidence, without explaining it yet):

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BACKGROUND:

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REASON / evidence #1:

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REASON / evidence #2:

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REASON / evidence #3:

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COUNTERCLAIM:

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CONCLUSION:

## Student's Checklist

- ☐ I stated a claim related to an historical question and supported the claim with evidence.
- ☐ I provided evidence drawn from multiple sources that reflect multiple points of view.
- ☐ I addressed a counterclaim: I considered the strengths and weaknesses not only of my own position, but also of opposing positions.
- ☐ I referred explicitly in the paper or presentation to four or more credible sources that provide relevant information.
- ☐ I properly cited my sources within the paper or presentation, and I included a bibliography or list of works cited in which I provided complete publication details of each of my 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

**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.

**bureaucracy:** the administration of a government through departments managed by officials.

**causal factors:** the reason that something has happened.

**checks and balances:** a process that allows each branch of government to limit the power of the other branches.

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

**civic responsibility:** the actions a citizen is required to do for the good of society.

**claim:** state to be true or existing.

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

**compromise:** a settlement of differences in which all sides give up part of what they want in order to reach an agreement.

**conflict:** a struggle for power, property, etc.

**consent of the governed:** a theory of government that states that a government's legitimacy comes from the agreement of its citizens.

**constituent:** a person who is represented by an elected official.

**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.

**democracy:** a form of government in which people choose leaders by voting.

**demographic:** identifying characteristics of human populations, such as age, gender, and nationality.

**dictator:** a person who rules with absolute power and authority.

**doctrine:** principles or beliefs of a group.

**domestic:** relating to matters within a country.

**empower:** to provide someone with authority to take action.

**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.

**foreign policy:** the way a government interacts with other nations.

**forms of government:** the different methods of ruling a country or group.

**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.

**international:** involving two or more nations.

**local:** relating to a city or county level.

**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.

**negotiate:** to discuss a matter in order to reach an agreement.

**opposing:** be against.

**perspective:** a specific viewpoint of an issue; a way of regarding situations or topics.

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

**popular culture:** parts of a culture, such as arts, entertainment, music, sports, fashions, and fads.

**precedent:** an act or decision that provides an example for later actions or decisions.

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

**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.

**stakeholders:** people who hold an interest in a business or project.

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

### **SOURCES:**

“Constitutional Issues: Civil Liberties, Individuals, and the Common Good.” *Densho Civil Liberties Curriculum* v. 1.0 CD-ROM. Densho, the Japanese American Legacy Project, Seattle, WA. 2007; and CCSS Tier 2 Vocabulary Terms.

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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