



# Social Studies

in Washington State

## International Relations Grades 6 - 8

*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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# INTERNATIONAL RELATIONS

An OSPI-Developed Assessment

Social Studies  
Grades 6 - 8

## Overview

This document contains information that is essential to the administration of *International Relations*, 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 *International Relations***

**Studying international relations helps people understand how the world outside their borders affects their lives and communities.**

**In this assessment, students will analyze the impact of international relations on their local or state economy.**

## 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

*International Relations* requires students to demonstrate the ability to read source material, state a position, and support that position with reasoning and evidence. The student must prepare a written essay or oral presentation in which the student examines how two groups met their needs and wants.

- The task requires the student to state a position regarding how two groups met their needs and wants. The student must include an analysis of how the two groups' approaches are similar or different.
- The task requires the student to present the background, including an explanation of how both groups' rights, values, and/or beliefs have affected their economic choices. The student must support the explanation with at least one specific example for each group.
- The task requires the student to provide reason(s) for the student's position, including an analysis of one or more significant similarities or differences related to the groups' ways of meeting their needs and wants.
- The task requires the student to refer explicitly within the paper or presentation to three or more credible sources, to cite the sources properly within the paper or presentation, and to 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 1.3.1</b> 7 <sup>th</sup> Grade	Analyzes how international agreements have affected Washington State in the past or present.
<b>GLE 2.2.2</b> 7 <sup>th</sup> Grade	Understands and analyzes how the forces of supply and demand affect international trade in Washington State.
<b>GLE 5.4.1</b> 7 <sup>th</sup> Grade	Analyzes multiple factors, generalizes, and connects past to present to formulate a thesis in a paper or presentation.
<b>GLE 5.4.2</b> 7 <sup>th</sup> Grade	Creates an annotated bibliography, or works cited page, using an appropriate format.

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

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<b>CCSS RH/SS 1</b> 6 <sup>th</sup> –8 <sup>th</sup> Grades	Cite specific textual evidence** to support analysis of primary and secondary sources.
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<b>CCSS RH/SS 2</b> 6 <sup>th</sup> –8 <sup>th</sup> Grades	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
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<b>CCSS RH/SS 8</b> 6 <sup>th</sup> –8 <sup>th</sup> Grades	Distinguish among fact, opinion, and reasoned judgment in a text.
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<b>CCSS SL 1</b> 6 <sup>th</sup> –8 <sup>th</sup> Grades	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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## ***In a cohesive paper\*\*\*: CCSS Literacy—Writing History/Social Studies (WHST)***

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<b>CCSS WHST 1</b> 6 <sup>th</sup> –8 <sup>th</sup> Grades	Write arguments focused on discipline-specific content.
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<b>CCSS WHST 4</b> 6 <sup>th</sup> –8 <sup>th</sup> Grades	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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<b>CCSS WHST 7</b> 6 <sup>th</sup> –8 <sup>th</sup> Grades	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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<b>CCSS WHST 9</b> 6 <sup>th</sup> –8 <sup>th</sup> Grades	Draw evidence** from literary or informational texts to support analysis, reflection, and research.
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### ***In a presentation: CCSS Literacy—Speaking and Listening (SL)***

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**CCSS SL 3**

6<sup>th</sup>–8<sup>th</sup> Grades

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

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**CCSS SL 4**

6<sup>th</sup>–8<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 Literacy—Writing History/Social Studies (WHST)***

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**CCSS  
WHST 6**

6<sup>th</sup>–8<sup>th</sup> Grades

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as interact and collaborate with others.

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**CCSS  
WHST 8**

6<sup>th</sup>–8<sup>th</sup> Grades

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism 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 and CCSS 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 economics (Grades 6–8). This assessment is called *International Relations*."
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: *International Relations* (Grades 6–8)
- assessment rubric
- worksheets and handouts (optional)

# International Relations

Studying international relations helps you understand how the world outside our borders affects your life and community. You will analyze the impact of international relations on your local or state economy.

## Your Task

In a cohesive paper or presentation, you will:

- ☐ State a claim regarding the effects of international relations on your community.
- ☐ Provide background on the claim by describing two or more stakeholders involved in an international agreement or policy related to a local product, service, or natural resource and analyzing how they are affected by this involvement.
- ☐ Provide evidence for your claim. Include:
  - An analysis of how a specific international agreement or policy has affected the buying, selling, or use of the local product, service, or natural resource selected; provide one or more examples.
  - An explanation of how the forces of supply and demand influenced the buying, selling, or use of the product, service, or natural resources selected.
- ☐ Refer explicitly in the paper or presentation to three 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.

## ***International Relations Rubric***

Score	4	3	2	1
Claim/Position	I stated a claim regarding the effects of international relations on the community.  AND My claim connects to a current event.	I stated a claim regarding the effects of international relations on the community.	I stated a claim regarding the effects of international relations on the community, but it is unclear or unrelated to the community.	I mentioned the effects of international relations on the community, but I did not state a claim.
Concepts	I provided background on the claim by describing three or more stakeholders involved in an international agreement or policy related to the product, service, or natural resource and analyzing how they are affected by this involvement.	I provided background on the claim by describing two stakeholders involved in an international agreement or policy related to the product, service, or natural resource and analyzing how they are affected by this involvement.	I provided background on the claim by describing one stakeholder involved in an international agreement or policy related to the product, service, or natural resource and analyzing how they are affected by this involvement.	I described stakeholders involved in an international agreement or policy related to the product, service, or natural resource, but I did not analyze how they are affected by this involvement.
Evidence/Reasoning	I provided reason(s) for my position, supported by evidence; I included:  An analysis of how a specific international agreement or policy has affected the buying, selling, or use of the product, service, or natural resource—with two or more examples.  An explanation of how the forces of supply and demand influenced the buying, selling, or use of the product, service, or natural resource.	I provided reason(s) for the position, supported by evidence; I included:  An analysis of how a specific international agreement or policy has affected the buying, selling, or use of the product, service, or natural resource—with one example.  An explanation of how the forces of supply and demand influenced the buying, selling, or use of the product, service, or natural resource.	I provided reason(s) for the position, supported by evidence; I included an analysis of how a specific international agreement or policy has affected the buying, selling, or use of the product, service, or natural resource—with one example; but I did not explain how the forces of supply and demand influenced the buying, selling, or use of the product, service, or natural resource.	I provided reason(s) for the position by analyzing how a specific international agreement or policy has affected the buying, selling, or use of the product, service, or natural resource, but I included no specific examples.

Score	4	3	2	1
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.
ELA Citations	I properly cited sources in the paper, presentation, and bibliography, using a specific format.	I adequately cited sources in the paper, presentation, and bibliography.	I minimally cited sources in the paper, presentation, and bibliography.	I incorrectly cited sources in 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.

**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:

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## Student's Checklist

- ☐ I stated a claim regarding how two groups met their needs and wants, and I included an analysis of how the two groups' approaches are similar or different.
- ☐ I presented the background on my claim, including an explanation of how the rights, values, and/or beliefs of both groups have affected their economic choices.
- ☐ To support my explanation of how both groups' rights, values, and/or beliefs have affected their economic choices, I offered two or more specific examples (at least one example for each group).
- ☐ I provided reason(s) for my claim, including an analysis of one or more significant similarities or differences related to the groups' ways of meeting their needs and wants.
- ☐ I referred explicitly within the paper or presentation to three or more credible sources that provide relevant information.
- ☐ I cited sources correctly within the paper or presentation and provided the publication details of each source in a bibliography or list of works cited.
- ☐ 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.

**beliefs:** a feeling that something is good, right, or valuable.

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

**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.

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

**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.

**currency:** money or other items used to purchase goods or services.

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

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

**despot:** a ruler who has total power and who often uses that power in cruel and unfair ways.

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

**diplomat:** a person who represents the government of that person's own country in a foreign country.

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

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

**duty:** a tax on imports.

**embargo:** a government order that limits trade in some way.

**embassy:** a group of people who work under an ambassador and represent their country in a foreign 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.

**export:** to send a product to be sold in another country.

**fascism:** a way of organizing a society in which a government ruled by a dictator controls the lives of the people and in which people are not allowed to disagree with the government.

**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.

**gross domestic product (GDP):** the total value of the goods and services produced by the people of a nation during a year, not including the value of income earned in foreign countries.

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

**import:** to bring a product into a country to be sold.

**incentives:** promises of rewards or punishments that encourage people to act.

**inquiry:** an instance of inquiry.

**interest groups:** individuals who try to influence laws in favor of a cause they strongly support.

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

**logically:** according to logical reasoning.

**monarch:** a person such as a king or queen who rules a kingdom or empire.

**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.

**needs:** goods or services that are necessary. This would include the need for food, clothing, shelter, and health care.

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

**opposing:** be against.

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

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

**president:** an elected official serving both as chief of state and chief political executive in a republic.

**prime minister:** the chief executive of a parliamentary government.

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

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

**reliable:** worthy of trust.

**republic:** a country that is governed by a group of elected representatives and by an elected leader (such as a president) rather than a king or queen.

**resource:** production factor in creating goods; the main categories of resources are land, labor, and capital.

**responsibilities:** duties.

**sanction:** an action that is taken or an order that is given to force a country to obey international laws by limiting or stopping trade with that country, by not allowing economic aid for that country, etc.

**societies:** people in general thought of as living together in organized communities with shared laws, traditions, and values.

**sources:** information taken from documents.

**sovereign nations:** an acknowledged group of people or leaders.

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

**supply:** the amount of goods or services that are produced to fill the needs and wants of consumers.

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

**tariff:** a tax on goods coming into or leaving a country.

**terrorism:** the use of violent acts to frighten the people in an area as a way of trying to achieve a political goal.

**treaty:** an official agreement that is made between two or more countries or groups.

**wants:** goods and services that are not required but desired by consumers.

**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.

*Merriam-Webster*. Merriam-Webster, n.d. Web. 11 Aug. 2016.

CCSS Tier 2 Vocabulary Terms.

# Acknowledgements

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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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