



Social Studies

in Washington State



Enduring Cultures 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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ENDURING CULTURES

An OSPI-Developed Assessment

Social Studies
Grades 6 - 8

Overview

This document contains information that is essential to the administration of *Enduring Cultures*, 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 *Enduring Cultures*

Knowing about different cultural groups helps us make connections with our community, country, and world.

Students will compare how an historical cultural group contributed to the development of contemporary society in the state of Washington, the United States, or the world, and they will develop a position based on this comparison.

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

Enduring Cultures 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 (1) examines how technology or an idea changed people's actions, values, and/or beliefs, and (2) states and supports a claim regarding those changes.

- The task requires the student to state a position regarding how an idea or technology affected people's lives.
- The task requires the student to explain how the technology or idea led to changes in people's actions.
- The task requires the student to explain how the technology or idea led to changes in people's values and/or beliefs.
- The task requires the student to list the sources that the student used.
- Prior to taking/receiving/administration of this assessment, students must have experience with:
 - Analyzing primary sources (close reading).
 - Citing sources.
 - Using text-based evidence.
 - Avoiding plagiarism.

If the students have experience with the above skills, the assessment should take 5–10 days. If the assessment is used as a teaching tool, it will take 3–6 weeks.

Learning Standards

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating and Taking Informed Action
developing questions and planning inquiries	civics economics geography history	gathering and evaluating sources developing claims using evidence	communicating and critiquing conclusions taking informed action

Washington State Standards—Social Studies Essential Academic Learning Requirements (EALRs): Grade Level Expectations (GLEs)*.

GLE 4.2.2 6 th Grade	Understands and analyzes how cultures and cultural groups contributed to world history.
GLE 5.4.1 6 th Grade	Analyzes multiple factors, generalizes, and connects past to present to formulate a thesis in a paper or presentation.
GLE 5.4.2 7 th Grade	Creates an annotated bibliography, or works cited page, using an appropriate format.

CCSS Literacy—Reading History (RH)/Social Studies (SS) and Speaking and Listening (SL)

CCSS RH/SS 1 6 th –8 th Grades	Cite specific textual evidence** to support analysis of primary and secondary sources.
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CCSS RH/SS 2 6 th –8 th 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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CCSS RH/SS 8 6 th –8 th Grades	Distinguish among fact, opinion, and reasoned judgment in a text.
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CCSS SL 1 6 th –8 th Grades	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade-8 topics and texts, building on others' ideas and expressing their own clearly.
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*In a cohesive paper***:* CCSS Literacy—Writing History/Social Studies (WHST)

CCSS WHST 1 6 th –8 th Grades	Write arguments focused on <i>discipline-specific content</i> .
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CCSS WHST 4 6 th –8 th Grades	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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CCSS WHST 7 6 th –8 th 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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CCSS WHST 9 6 th –8 th 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)

CCSS SL 3

6th–8th 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.

CCSS SL 4

6th–8th 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.

If implemented using technology: CCSS Literacy—Writing History/Social Studies (WHST)

CCSS**WHST 6**

6th–8th 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.

CCSS**WHST 8**

6th–8th 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.

*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 history (Grades 6–8). This assessment is called *Enduring Cultures*."
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: *Enduring Cultures* (Grades 6–8)
- assessment rubric
- worksheets and handouts (optional)

Enduring Cultures

Knowing about different cultural groups will help you make connections with your community, your country, and our world. You will compare how an historical cultural group contributed to the development of contemporary society in the state of Washington, the United States, or the world, and you will develop a position based on this comparison.

Your Task

In a cohesive paper or presentation, you will:

- ☐ State a claim regarding how specifically an historical group contributed to contemporary society.
- ☐ Describe the background of the historical contribution.
- ☐ Provide a comparison of the use of the contribution by the historical cultural group and by contemporary groups.
- ☐ Provide reasons for your claim that include an analysis of one or more significant uses of the contribution over time.
- ☐ 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.

Enduring Cultures Rubric

Score	4	3	2	1
Claim	I stated a claim that evaluates how an historical cultural group contributed to a contemporary culture/society; AND I reflected on that contribution's role in a current event, situation, or item.	I stated a claim that analyzes how specifically an historical cultural group contributed to a contemporary culture/society.	I identified how specifically an historical cultural group contributed to a contemporary culture/society, but I did not state a claim.	I mentioned a contribution by an historical cultural group without making a connection to a contemporary culture/society.
Concepts	I provided background by: 1. Describing the contribution. 2. Comparing the uses of the contribution originally and in contemporary times. 3. Mentioning the impact of the contribution on a current event.	I provided background by: 1. Describing the contribution. 2. Comparing the uses of the contribution originally and in contemporary times.	I provided background on the contribution by describing it.	I provided background on the contribution, but the background is incomplete or inaccurate.
Evidence/Reasoning	I provided reason(s) for the claim, supported by evidence; my reasoning includes: An accurate evaluation of the contribution's use. Three or more examples (at least one from each time period).	I provided reason(s) for the claim, supported by evidence; my reasoning includes: An accurate evaluation of the contribution's use. Two examples.	I provided reason(s) for the claim, supported by evidence; my reasoning includes: An accurate evaluation of the contribution's use. One example.	I provided reason(s) for the claim, but no supporting examples.
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:

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

BACKGROUND:

REASON / evidence #1:

REASON / evidence #2:

REASON / evidence #3:

COUNTERCLAIM:

CONCLUSION:

Student's Checklist

- ☐ I stated a claim regarding how an historical contribution affected people's lives, actions, values, and/or beliefs.
- ☐ I explained how the contribution led to two or more changes in people's actions.
- ☐ I evaluated the effect of the contribution on contemporary society.
- ☐ I referred explicitly in the paper or presentation to at least two 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 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

agricultural: engaged in or concerned with farming or agriculture.

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.

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

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.

contribution: an innovation or invention added to society with a lasting impact.

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.

demand: the quantity of a commodity or service wanted at a specified price and time.

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.

goods: an item that is produced and consumed.

impact: an influence or strong effect.

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.

local: relating to a city or county level.

logically: according to logical reasoning.

manufacturing: the process of making products, especially with machines in factories.

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, including food, clothing, shelter, and health care.

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

opportunity cost: the added cost of using resources (as for production or speculative investment) that is the difference between the actual value resulting from such use and that of an alternative (as another use of the same resources or an investment of equal risk but greater return).

opposing: be against.

per capita: by or for each person.

perspective: a way of regarding situations or topics.

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.

public goods: goods intended for the benefit of all members of a society (e.g., roads and bridges).

public services: services intended for the benefit of all members of a society (e.g., fire protection).

reform: improvement made to existing structures or processes.

relevant: appropriate and makes sense at that particular time.

reliable: worthy of trust.

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

responsibilities: duties.

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

sources: information taken from documents.

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

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

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

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.

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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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