**DIG DEEP AND WHOSE RULES**

Washington State Social Studies Teachers have mandatory social studies assessments that their students must complete. As the teacher, you can select any Classroom-Based Assessment, or CBA, that suits the direction of inquiry your classroom takes. See OSPI’s social studies assessments webpage for additional information (http://www.k12.wa.us/SocialStudies/Assessments/).

That said, we see two CBAs in particular that are compatible with the Living in Celilo Storypath: Dig Deep and Whose Rules?

**Dig Deep**

**Students are asked to:**

1. Develop a question to guide an investigation of a time period after looking at primary sources.
2. Draw one or more conclusions about the question, referencing two or more primary sources.
3. List two or more sources, including the title, author, type of source, and date of each source.
4. Develop a timeline OR a description of the time period that includes three or more events or details.

**Student Preparation:**

1. Have each student create a journal. (They should take about ten pieces of unlined paper, fold them “hamburger” style, and staple the center to create an instant field journal.)
   a. The center pages should be reserved for a timeline. The left side starts with “Time Immemorial” and the right side represents present day. Since it’s such a large span, explain to students that they need to be choosy about what to put in their timelines. Additionally, if they find themselves gravitating toward a certain Big Idea question or two, they can focus on events that directly address their question(s).
   b. Students should write their initial questions on a separate piece of paper. They need to distinguish between “small grain” questions (facts and details) and “Big Idea” questions (probing, thinking questions that do not have an obvious or easily identifiable answer) that will guide their investigations.
2. Students can also add a “Miscellaneous” page for any other small grain questions.
3. As their investigations proceed throughout the unit, students can star questions that are particularly intriguing to them.
4. Use the OSPI Graphic Organizer for Dig Deep—Analyzing Sources CBA to have students “test drive” the questions on which they wish to focus.
5. Once students decide on their questions, they can draw conclusions and use the provided primary sources as evidence to create a project or write an essay. Projects can be posters, podcasts, PowerPoint presentations. Students who draw contradicting conclusions can debate the respective strengths of their conclusions and evidence, using a classroom debate, for example.
6. Students then use construction paper and markers to create a final draft of the timeline, or use various online programs such as the one on ReadWriteThink (http://www.readwritethink.org/files/resources/interactives/timeline/).

**Whose Rules?**

**Students are asked to:**

1. Identify a problem and a policy or law that attempts to solve it.
2. Explain one way the policy or law attempts to solve the problem.
3. Identify individuals and/or groups who participated in the policy or law-making process.
4. Explain two or more ways in which individuals and/or groups participated in the lawmaking process.
5. Provide reasons for agreeing or disagreeing with the law or policy by explaining how the law or policy promotes a right or democratic ideal with one or more supporting details.
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   b. Students should write their initial questions on a separate piece of paper. They need to distinguish between “small grain” questions (facts and details) and “Big Idea” questions (probing, thinking questions that do not have an obvious or easily identifiable answer) that will guide their investigations.
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5. Provide reasons for agreeing or disagreeing with the law or policy by explaining how the law or policy promotes a right or democratic ideal with one or more supporting details.
6. List two or more sources, including the title, author, type of source, and date of each source.
4. Create groups of three or four students. Have each group create a graphic organizer chart on butcher paper with the problem either at the top or in the center. Remind students that they can use the OSPI graphic organizer as a guide. Tell students to include subheadings on their charts, such as:
- Solutions
- Stakeholders
- Background
- Position
- Reasons for position

5. Post the groups’ charts around the frieze. Throughout the unit, encourage groups can add to their charts. Provide regular times throughout the unit of study for them to do so.

6. To complete the CBA, students can write traditional individual essays or make group presentations. Group presentation ideas include:
- PowerPoint (limit the amount of text on each slide so that students focus on oral presentation)
- Skit
- Group essay
- Final draft of the chart

7. Remind students that their essay or presentation much include a bibliography. Refer them to use online bibliography generators for works cited, such as http://www.easybib.com.

Student Preparation:

1. Introduce students to the OSPI Graphic Organizer for Whose Rules? CBA. The OSPI graphic organizer is quite comprehensive and may require explanation for students to feel comfortable with it.

2. Have the class make Democratic Ideals Charts, including:
   - Justice
   - Equality
   - Life
   - Liberty
   - Pursuit of Happiness
   - Common Good
   - Diversity
   - Truth
   - Popular Sovereignty
   - Patriotism

3. Help students identify the problems and issues raised in this unit, including:
   - Need for cheap electricity
   - Need for irrigation
   - Need for tribal people to make a living
   - Need for non-tribal people to make a living
   - Need for tribes to sustain themselves culturally and spiritually
   - Need to protect the salmon life cycle
   - Need to protect tribal fishing rights
   - Other problems/issues
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   - Skit
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To be an effective citizen, you need to know how to use evidence from different sources. Using artifacts and primary sources as evidence, you will draw conclusions about a historical question you have been studying in your classroom.

**Directions to Students**

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

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

**You will also:**

- Develop a timeline OR a description of the time period that includes 3 or more events or details.

---

1 This directions page guides students towards the “proficient” level (level “3”) for this CBA. To help students reach “excellent” (level “4”), please refer to the rubric or, if available, the graphic organizer.

2 Students may do a paper or presentation in response to the CBA provided that for either format, there is documentation of this response that someone outside their classroom could easily understand and review using the rubric (e.g., a videotaped presentation, an electronic written document).
To be an effective citizen, you need to know how to use evidence from different sources. Using artifacts and primary sources as evidence, you will draw conclusions about a historical question you have been studying in your classroom.

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### Scoring Guide for the Elementary School Dig Deep CBA

**(Recommended for 4th Grade)**

The following document outlines only some of the many ways students could reach proficiency in responding to this particular CBA. It is meant to provide abbreviated examples of how the rubrics works. It is recommended that for each criterion, you begin with Score Point 3 ("Meeting Standard"); it is highlighted because the purpose of the task is to see if students can meet standard (i.e., reach proficiency).

#### Criterion A – Position

<table>
<thead>
<tr>
<th>Score</th>
<th>Rubric Language</th>
<th>Sample Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 – Excellent (Exceeding Standard)</td>
<td>Develops two or more questions to guide an investigation of a time period after looking at primary sources.</td>
<td>In class we looked at journals from the Boston Massacre, and it made me wonder what events caused the American Revolutionary War. I also wondered if the colonists made the right decision by going to war with England.</td>
</tr>
<tr>
<td>3 – Proficient (Meeting Standard)</td>
<td>Develops a question to guide an investigation of a time period after looking at primary sources.</td>
<td>In class we looked at journals from the Boston Massacre, and it made me wonder about what events caused the American Revolutionary War.</td>
</tr>
<tr>
<td>2 (and below)</td>
<td>Partial (Not Meeting Standard)</td>
<td>Develops one or more questions on a time period. Without any evidence of having looked at a primary source.</td>
</tr>
</tbody>
</table>

#### Criterion B – Background

<table>
<thead>
<tr>
<th>Score</th>
<th>Rubric Language</th>
<th>Sample Credited Conclusion Drawn from a Primary Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 – Excellent (Exceeding Standard)</td>
<td>Draws one or more conclusions about the question(s) referencing three or more primary sources.</td>
<td>Many events led to the American Revolution. In 1770, Deacon John Tudor, a Boston merchant, witnessed what Paul Revere called the Bloody Massacre. Tudor’s journal said “3 Men were Kill’d on the Spot &amp; several Mortally Wounded.” The anger that the Boston Massacre caused among the colonists made it a key event leading to the American Revolution. <strong>(NOTE: This only draws a conclusion from one primary source. To reach proficiency, a response needs to draw one or more conclusions from TWO primary sources.</strong></td>
</tr>
<tr>
<td>3 – Proficient (Meeting Standard)</td>
<td>Draws one or more conclusions about the question(s) referencing two primary sources.</td>
<td></td>
</tr>
<tr>
<td>2 (and below)</td>
<td>Partial (Not Meeting Standard)</td>
<td>Draws one or more conclusions about the question(s) referencing one primary source.</td>
</tr>
</tbody>
</table>

#### Criterion C – Background

<table>
<thead>
<tr>
<th>Score</th>
<th>Rubric Language</th>
<th>Sample Response</th>
</tr>
</thead>
</table>
| 4 – Excellent (Exceeding Standard) | Develops a timeline OR a description of the time period that includes 5-6 events or details. | 1. Stamp Act of 1765  
2. The Boston Massacre 1770  
3. The Boston Tea Party 1774  
4. The Intolerable Acts 1774  
5. 1776 Thomas Paine published “Common Sense”  
6. The Declaration of Independence July 4, 1776 |

*Note: The source references and citations used in the sample credited responses are only meant to serve as illustrations of how the rubric works. They are not actual sources.*
### Elementary – Dig Deep CBA Rubric (Recommended for 4th Grade)

#### GLE (EALR)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Develops a timeline OR a description of the time period that includes 5-6 details.</td>
</tr>
<tr>
<td>B</td>
<td>Develops a timeline OR a description of the time period that includes 3-4 details.</td>
</tr>
<tr>
<td>C-</td>
<td>Develops a timeline OR a description of the time period that includes 1-2 details.</td>
</tr>
</tbody>
</table>

#### Scoring Guide for the Elementary School Deep CBA (Recommended for 4th Grade)

### Criteria A: Background

- **Score 6**: Excellent
- **Score 5**: Proficient
- **Score 4**: Needs Improvement
- **Score 3**: Minimal

#### CBA Essential Questions:

1. **What events caused the American Revolutionary War?**
2. **What events do you think caused the American Revolution?**
3. **What is the relationship between the American Revolution and the Revolutionary War?**

### CBA Guidelines:

1. **Standard**: Students will identify and explain key events leading to the American Revolution.
2. **Standard**: Students will compare different perspectives on the American Revolution.
3. **Standard**: Students will analyze primary source documents and evidence.

### Sample Response:

A timeline of events or description of the time period includes 5-6 details. (Meeting Standard)

**Note:** This is the only timeline or description that is scored as Meeting Standard. If a student provides a less extensive or inaccurate timeline, they may receive a score lower than Meeting Standard.

---

### Sample: The American Revolutionary War

- **April 1775**: Boston Massacre
- **April 1776**: Boston Massacre
- **April 1777**: British forces occupied Philadelphia
- **April 1778**: Thomas Paine published "Common Sense."
### Scoring Guide

**3 – Proficient (Meeting Standard)**
Develops a timeline OR a description of the time period that includes 3-4 events or details.

1. Stamp Act of 1765
2. The Boston Massacre 1770
3. The Boston Tea Party 1774
4. The Intolerable Acts 1774

**2 (and below) Partial (Not Meeting Standard)**
Develops a timeline OR a description of the time period that includes 1-2 events or details.

1. Stamp Act of 1765
2. The Boston Massacre 1770

### Criterion D – Listing Sources

<table>
<thead>
<tr>
<th>Score</th>
<th>Rubric Language</th>
<th>Sample Credited Source Reference &amp; Citation</th>
</tr>
</thead>
</table>

| 3 – Proficient (Meeting Standard) | Lists two sources including the title, author, type of source, and date of each source. | (Note: This list includes only one source. To reach proficiency, students would need to list THREE sources. In addition, it is recommended that teachers have a designated format for listing sources.) |

| 2 (and below) Partial (Not Meeting Standard) | Lists one source including the title, author, type of source, and date of the source. | |

**Note:** If you are interested in sharing samples of student responses to this CBA, please email Caleb Perkins (Caleb.Perkins@k12.wa.us). We are particularly interested in posting proficient responses in a variety of formats (e.g., essays, videotaped presentations, etc.). Your help is greatly appreciated.

---

### Whose Rules? CBA

Citizens in a democracy have the right and responsibility to make informed decisions. You will make an informed decision on a public issue after researching and discussing different perspectives on this issue.

**Directions to Students**

In a cohesive paper or presentation, you will:

- Identify a problem and a policy or law that attempts to solve it.
- Explain one way the policy or law attempts to solve the problem OR explain one way the policy or law is enforced.
- Identify individuals and/or groups who participated in the policy or law-making process.
- Explain two or more ways in which individuals and/or groups participated in the law-making process.
- Provide reasons for agreeing or disagreeing with the law or policy by explaining how the law or policy promotes a right or democratic ideal with one or more supporting details.
- List two or more sources including the title, author, type of source, and date of each source.

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Scoring Guide

<table>
<thead>
<tr>
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<th>Develops a timeline OR a description of the time period that includes 3-4 events or details.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (and below) Partial (Not Meeting Standard)</td>
<td>Develops a timeline OR a description of the time period that includes 1-2 events or details.</td>
</tr>
</tbody>
</table>

**Criterion D – Listing Sources**

<table>
<thead>
<tr>
<th>Score</th>
<th>Rubric Language</th>
<th>Sample Credited Source Reference &amp; Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 – Proficient (Meeting Standard)</td>
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**Graphic Organizer for Whose Rules? CBA**

### Law or Policy

**Position**

<table>
<thead>
<tr>
<th>The Problem:</th>
<th>One way the policy or law attempts to solve the problem:</th>
<th>One way the policy or law is enforced:</th>
</tr>
</thead>
</table>

#### 1st Individual or Group:

Way(s) this individual or group participated in making the policy or law:

#### 2nd Individual or Group:

Way(s) this individual or group participated in making the policy or law:

### Background

**Reasons for Position**

<table>
<thead>
<tr>
<th>Reason(s) for agreeing or disagreeing with policy:</th>
<th>1st Democratic Ideal:</th>
<th>Does the law or policy promote this ideal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides background on the law or policy by:</td>
<td>Does the law or policy promote this ideal?</td>
<td>Provides background on the law or policy by:</td>
</tr>
<tr>
<td>Proving background on the law or policy by:</td>
<td>Explaining one way the policy or law is enforced.</td>
<td>Explaining one way the policy or law attempts to solve the problem</td>
</tr>
<tr>
<td>Explaining one way the policy or law attempts to solve the problem AND</td>
<td>Explaining one way the policy or law attempts to solve the problem OR</td>
<td>Explaining one way the policy or law is enforced.</td>
</tr>
<tr>
<td>Explaining one way the policy or law is enforced.</td>
<td>Explaining one way the policy or law is enforced.</td>
<td>Explaining one way the policy or law is enforced.</td>
</tr>
</tbody>
</table>

**Reason(s) for agreeing or disagreeing with policy:**

<table>
<thead>
<tr>
<th>Provides reasons for agreeing or disagreeing with the law or policy.</th>
<th>Provides reasons for agreeing or disagreeing with the law or policy.</th>
<th>Provides reasons for agreeing or disagreeing with the law or policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reasons include:</td>
<td>The reasons include:</td>
<td>The reasons include:</td>
</tr>
<tr>
<td>An explanation of how the law or policy does or does not promote two rights or democratic ideals</td>
<td>An explanation of how the law or policy does or does not promote a right or democratic ideal</td>
<td>An explanation of how the law or policy does or does not promote a right or democratic ideal without any supporting details.</td>
</tr>
</tbody>
</table>

#### 1.1.2. Evaluates the effectiveness of a law or policy by explaining how it promotes ideals (4th Grade) (EALR 1.1. Understands key ideals and principles...)

#### 1.2.2. Understands how and why state and tribal governments make, interpret, and carry out rules and laws. (4th Grade) (EALR 1.2. Understands the purposes, organization, and function of governments, laws and political systems.)

#### 6.4.2. Prepares a list of resources including the title, author, type of source, date published, and publisher for each source. (4th Grade) (EALR 5.4. Creates a product...)

---

**Elementary – Whose Rules? CBA Rubric**

(Recommended for 4th Grade)

<table>
<thead>
<tr>
<th>GLE (EALR)</th>
<th>PASSING</th>
<th>NOT PASSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.2.</td>
<td>Provides reasons for agreeing or disagreeing with the law or policy.</td>
<td>Provides reasons for agreeing or disagreeing with the law or policy.</td>
</tr>
<tr>
<td>1.2.2.</td>
<td>Provides background on the law or policy by:</td>
<td>Provides background on the law or policy by:</td>
</tr>
<tr>
<td>6.4.2.</td>
<td>Lists three sources including the title, author, type of source, and date of each source.</td>
<td>Lists two sources including the title, author, type of source, and date of each source.</td>
</tr>
</tbody>
</table>

---

*OSPI recommends that the CBA be used at a particular grade level and thus, the GLEs included in the rubric are for that grade. However, if the CBA is used at another grade level within the grade band (3-5, 6-8, or 9-12), the GLEs may need to change to match the appropriate content.*
## Graphic Organizer for Whose Rules? CBA

### Law or Policy

**Background**

The Problem:

One way the policy or law attempts to solve the problem:

One way the policy or law is enforced:

1st Individual or Group:

Way(s) this individual or group participated in making the policy or law:

2nd Individual or Group:

Way(s) this individual or group participated in making the policy or law:

### Reasons for Position

Reason(s) for agreeing or disagreeing with policy:

1st Democratic Ideal:

Does the law or policy promote this ideal?

Supporting Detail:

2nd Democratic Ideal:

Does the law or policy promote this ideal?

Supporting Detail:

---

### Elementary – Whose Rules? CBA Rubric (Recommended for 4th Grade)

<table>
<thead>
<tr>
<th>GLE (EALR)</th>
<th>4 - Excellent</th>
<th>3 - Proficient</th>
<th>2 - Partial</th>
<th>1 - Minimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.2. Evaluates the effectiveness of a law or policy by explaining how it promotes ideals. (4th Grade) (EALR 1.1. Understands key ideas and principles...)</td>
<td>Provides reasons for agreeing or disagreeing with the law or policy. The reasons include: • An explanation of how the law or policy does or does not promote two rights or democratic ideals with one supporting detail for each.</td>
<td>Provides reasons for agreeing or disagreeing with the law or policy. The reasons include: • An explanation of how the law or policy does or does not promote a right or democratic ideal with one supporting detail.</td>
<td>Provides reasons for agreeing or disagreeing with the law or policy. The reasons include: • An explanation of how the law or policy promotes this ideal.</td>
<td>Provides reasons for agreeing or disagreeing with the law or policy. The reasons include: • An explanation of how the law or policy promotes this ideal WITHOUT explaining how the law or policy promotes a right or democratic ideal without any supporting details.</td>
</tr>
<tr>
<td>1.2.2. Understands how and why state and tribal governments make, interpret, and carry out rules and laws. (4th Grade) (EALR 1.2. Understands the purposes, organization, and function of governments, laws and political systems.)</td>
<td>Provides background on the law or policy by: • Identifying a problem and a policy or law that attempts to solve it. AND • Explaining one way the policy or law attempts to solve the problem AND • Explaining one way the policy or law is enforced.</td>
<td>Provides background on the law or policy by: • Identifying a problem and a policy or law that attempts to solve it. AND • Explaining one way the policy or law attempts to solve the problem OR • Explaining one way the policy or law is enforced.</td>
<td>Provides background on the law or policy by: • Identifying a problem and a policy or law that attempts to solve it. AND • Explaining one way the policy or law attempts to solve the problem. OR • Explaining one way the policy or law is enforced.</td>
<td>Provides background on the law or policy by: • Identifying a problem and a policy or law that attempts to solve it. AND • Explaining one way the policy or law is enforced.</td>
</tr>
<tr>
<td>5.4.2. Prepares a list of resources including the title, author, type of source, date published, and publisher for each source. (4th Grade) (EALR 5.4. Creates a product...)</td>
<td>Lists three sources including the title, author, type of source, and date of each source.</td>
<td>Lists two sources including the title, author, type of source, and date of each source.</td>
<td>Lists one source including the title, author, type of source, and date of the source.</td>
<td>Lists source(s) but does not include the title, author, type of source, and date of the source for any of them.</td>
</tr>
</tbody>
</table>

*OSPI recommends that this CBA be used at a particular grade level and thus, the GLEs included in the rubric are for that grade. However, if the CBA is used at another grade level within the grade band (3-5, 6-8, or 9-12), the GLEs may need to change to match the appropriate content.*
Scoring Guide for the Elementary School Dig Deep CBA
(Recommended for 4th Grade)

The following document outlines only some of the many ways students could reach proficiency in responding to this particular CBA. It is meant to provide abbreviated examples of how the rubric works. It is recommended that for each criterion, you begin with Score Point 3 (“Meeting Standard”); it is highlighted because the purpose of the task is to see if students can meet standard (i.e., reach proficiency).

<table>
<thead>
<tr>
<th>Criterion A – Position</th>
<th>Score</th>
<th>Rubric Language</th>
<th>Sample Response</th>
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</thead>
<tbody>
<tr>
<td>4 – Excellent (Exceeding Standard)</td>
<td>Develops two or more questions to guide an investigation of a time period after looking at primary sources.</td>
<td>In class we looked at journals from the Boston Massacre, and it made me wonder what events caused the American Revolutionary War. I also wondered if the colonists made the right decision by going to war with England.</td>
<td></td>
</tr>
<tr>
<td>3 – Proficient (Meeting Standard)</td>
<td>Develops a question to guide an investigation of a time period after looking at primary sources.</td>
<td>In class we looked at journals from the Boston Massacre, and it made me wonder about what events caused the American Revolutionary War.</td>
<td></td>
</tr>
<tr>
<td>2 (and below) Partial (Not Meeting Standard)</td>
<td>Develops one or more questions on a time period without any evidence of having looked at a primary source.</td>
<td>What events caused the American Revolutionary War?</td>
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<table>
<thead>
<tr>
<th>Criterion B – Background</th>
<th>Score</th>
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<th>Sample Credited Conclusion Drawn from a Primary Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 – Excellent (Exceeding Standard)</td>
<td>Draws one or more conclusions about the question(s) referencing three or more primary sources.</td>
<td>Many events led to the American Revolution. In 1770 Deacon John Tudor, a Boston merchant, witnessed what Paul Revere called the Bloody Massacre. Tudor’s journal said ”3 Men were Kill’d on the Spot &amp; several Mortally Wounded.”</td>
<td></td>
</tr>
<tr>
<td>3 – Proficient (Meeting Standard)</td>
<td>Draws one or more conclusions about the question(s) referencing two primary sources.</td>
<td>The anger that the Boston Massacre caused among the colonists made it a key event leading to the American Revolution. <strong>(NOTE: This only draws a conclusion from one primary source. To reach proficiency, a response needs to draw one or more conclusions from TWO primary sources.)</strong></td>
<td></td>
</tr>
<tr>
<td>2 (and below) Partial (Not Meeting Standard)</td>
<td>Draws one or more conclusions about the question(s) referencing one primary source.</td>
<td></td>
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<tr>
<th>Criterion C – Background</th>
<th>Score</th>
<th>Rubric Language</th>
<th>Sample Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 – Proficient (Meeting Standard)</td>
<td>Provides background on the law or policy by:</td>
<td>Explaining one way the policy or law attempts to solve the problem AND Identifying individuals and/or groups who participated in the policy or law-making process.</td>
<td></td>
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<td>2 (and below) Partial (Not Meeting Standard)</td>
<td>Provides background on the law or policy by:</td>
<td>Identifying a problem and a policy or law that attempts to solve it.</td>
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* Note: The source references and citations used in the sample credited responses are only meant to serve as illustrations of how the rubric works. They are not actual sources.

### Scoring Guide

**Elementary School – Whose Rules? CBA**

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<th>Score</th>
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<tbody>
<tr>
<td>4 – Excellent (Exceeding Standard)</td>
<td>Explaining one way the policy or law attempts to solve the problem AND Identifying individuals and/or groups who participated in the policy or law-making process.</td>
<td>Even though the ACLU protested, the state house of representatives introduced the bill and after both the house and the senate passed it, Governor Gregoire signed it. Several relatives of those who died in car crashes lobbied for the bill. Mr. Jones staged a rally in Olympia in favor of the bill. The society of fathers against unsafe driving wrote letters to the legislature calling for the bill to pass. <strong>(Note: Sample includes at least, six ways in which individuals and groups participated in the law-making process.)</strong></td>
</tr>
<tr>
<td>3 – Proficient (Meeting Standard)</td>
<td>Provides background on the law or policy by:</td>
<td>The state house of representatives introduced the bill and eventually Governor Gregoire signed it.</td>
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<tr>
<td>4 – Excellent (Exceeding Standard)</td>
<td>Explaining one way the policy or law attempts to solve the problem AND Explaining one way the policy or law is enforced.</td>
<td>The legislation passed a seatbelt law because people were dying in crashes when they were not wearing a seatbelt law. The police enforce the law by giving a fine to those not wearing their seatbelts if they are pulled over for something else.</td>
</tr>
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<td>3 – Proficient (Meeting Standard)</td>
<td>Provides background on the law or policy by:</td>
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**Criterion C – Background**

### Scoring Guide

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<td>3 – Proficient (Meeting Standard)</td>
<td>Provides background on the law or policy by:</td>
<td>Explaining one way the policy or law is enforced.</td>
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<td>Explaining one way the policy or law attempts to solve the problem AND Explaining one way the policy or law is enforced.</td>
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<td>Provides background on the law or policy by:</td>
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<td>2 (and below) Partial (Not Meeting Standard)</td>
<td>Provides background on the law or policy by:</td>
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**Criterion C – Background**
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(Recommended for 4th Grade)

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<td>4 – Excellent (Exceeding Standard)</td>
<td>Develops <strong>two or more</strong> questions to guide an investigation of a time period after looking at primary sources.</td>
<td><strong>In class we looked at journals from the Boston Massacre, and it made me wonder what events caused the American Revolutionary War. Also wondered if the colonists made the right decision by going to war with England.</strong></td>
</tr>
<tr>
<td>3 – Proficient (Meeting Standard)</td>
<td>Develops a question to guide an investigation of a time period after looking at primary sources.</td>
<td><strong>In class we looked at journals from the Boston Massacre, and it made me wonder about what events caused the American Revolutionary War.</strong></td>
</tr>
<tr>
<td>2 (and below) Partial (Not Meeting Standard)</td>
<td>Develops one or more questions on a time period without any evidence of having looked at a primary source.</td>
<td><strong>What events caused the American Revolutionary War?</strong></td>
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#### Criterion B – Background

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<tbody>
<tr>
<td>4 – Excellent (Exceeding Standard)</td>
<td>Draws one or more conclusions about the question(s) referencing <strong>three or more</strong> primary sources.</td>
<td><strong>Many events led to the American Revolution. In 1770 Deacon John Tudor, a Boston merchant, witnessed what Paul Revere called the Bloody Massacre. Tudor’s journal said “3 Men were Kill’d on the Spot &amp; several Mortally Wounded.”</strong></td>
</tr>
<tr>
<td>3 – Proficient (Meeting Standard)</td>
<td>Draws one or more conclusions about the question(s) referencing <strong>two</strong> primary sources.</td>
<td><strong>The anger that the Boston Massacre caused among the colonists made it a key event leading to the American Revolution.</strong> (NOTE: This only draws a conclusion from one primary source. To reach proficiency, a response needs to draw one or more conclusions from <strong>two</strong> primary sources.)</td>
</tr>
<tr>
<td>2 (and below) Partial (Not Meeting Standard)</td>
<td>Draws one or more conclusions about the question(s) referencing one primary source.</td>
<td><strong>To reach proficiency, a response needs to draw one or more conclusions from <strong>two</strong> primary sources.</strong></td>
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#### Criterion C – Background

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<tr>
<th>Score</th>
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</table>
| 4 – Excellent (Exceeding Standard) | Develops a timeline OR a description of the time period that **includes 5-6 events or details**. | 1. **Stamp Act of 1765**  
2. **The Boston Massacre 1770**  
3. **The Boston Tea Party 1774**  
4. **The Intolerable Acts 1774**  
5. **1776 Thomas Paine published Common Sense**  
6. **The Declaration of Independence July 4th, 1776** |
| 3 – Proficient (Meeting Standard) | Provides background on the law or policy by: | **The legislature passed a seatbelt law because people were dying in crashes when they were not wearing a seatbelt law.** |

**Note:** The source references and citations used in the sample credited responses are only meant to serve as illustrations of how the rubric works. They are not actual sources.
### Scoring Guide

#### Elementary School – Whose Rules? CBA

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</tr>
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<tbody>
<tr>
<td>3 – Proficient (Meeting Standard)</td>
<td>• Lists two sources including the title, author, type of source, and date of each source.</td>
<td>(Note: This list includes only one source. To reach proficiency, students would need to list THREE sources. In addition, it is recommended that teachers have a designated format for listing sources.)</td>
</tr>
<tr>
<td>2 (and below) Partial (Not Meeting Standard)</td>
<td>• Lists one source including the title, author, type of source, and date of the source.</td>
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#### Criterion D – Listing Sources

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</tr>
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<tbody>
<tr>
<td>4 – Excellent (Exceeding Standard)</td>
<td>• Explaining two ways in which individuals and/or groups participated in the law-making process.</td>
<td>Governor Gregoire signed the bill into law.</td>
</tr>
</tbody>
</table>
| 3 – Proficient (Meeting Standard) | • Provides background on the law or policy by:  
  - Identifying individuals and/or groups who participated in the policy or law-making process.  
  - Explaining one way in which individuals and/or groups participated in the law-making process. | |
| 2 (and below) Partial (Not Meeting Standard) | | |

---

**Note:** This list includes only one source. To reach proficiency, students would need to list THREE sources. In addition, it is recommended that teachers have a designated format for listing sources.
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<td>3 – Proficient (Meeting Standard)</td>
<td>Lists <strong>two</strong> sources including the title, author, type of source, and date of each source.</td>
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<tr>
<td>2 (and below) Partial (Not Meeting Standard)</td>
<td>Lists <strong>one</strong> source including the title, author, type of source, and date of the source.</td>
<td></td>
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