Scoring Notes for Secondary Social Studies CBAs (Grades 6-12)

The following rules apply when scoring any of the Social Studies Classroom-Based Assessments (CBAs) for grades 6-12.

1. **Position**: All CBA responses should include a position. In some cases, such as the “Constitutional Issues” CBA, this position is meant to be persuasive. For other CBAs, such as the “Enduring Cultures” CBA, it is the well-reasoned conclusion that the student has drawn about the cultures being examined. In both cases, however, the response must do more than simply restate information. Instead, every CBA response should make a case or argument for looking at a particular issue, topic, or event in a particular way.

2. **Explanation and Analysis for Background, Reasons, or Evidence**: Any required explanation or analysis should include at least one specific detail or example as well as the student’s commentary on how the detail or example relates to the position, issue, or topic being addressed in the CBA response. Just providing commentary or just listing specific details is not adequate to earn a response credit for explaining or analyzing something.

3. **Sources**: All CBAs for grades 6-12 require responses to use and cite 3 or more sources. To be credited for the use and citation of a source, the response must explicitly address the source within the text and provide enough bibliographic information so that an outside reviewer could find the source (e.g., author, title, and url for an online article) or, at least, be able to corroborate the existence of the source (e.g., informal interviews). The only source for which a student does not need to provide bibliographic information is the U.S. Constitution.

4. **A.C.C.E.**: There are four qualities that any CBA response must have to earn credit. In short, they must be accurate, clear, cohesive, and explicit in addressing the relevant concepts.
   a. **Cohesive**: All parts, paragraphs, or sections of a CBA response must fit together in one cohesive whole. If it is so disjointed that an outside reviewer would not be able to gather the overall position, it cannot earn credit.
   b. **Clear**: If an outside reviewer cannot follow the points made in a CBA response due to lack of clarity, it cannot be credited.
   c. **Explicit**: Responses should address concepts and elements required by the rubric in explicit terms. For example, if the rubric requires the response to include a discussion of a particular perspective, it should be clear to an outside reviewer where that discussion is in the response. Credit should not be given to points that require inferences to be made.
   d. **Accurate**: For a response to earn any credit, the information provided for a particular criterion must be accurate. The following is a supplemental criterion to be used in conjunction with CBA’s rubric when the response contains inaccuracies.

<table>
<thead>
<tr>
<th>4 – Excellent</th>
<th>3 – Proficient</th>
<th>2 – Partial</th>
<th>1 - Minimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>The response contains no inaccuracies</td>
<td>The response contains a few minor inaccuracies that do not contradict or weaken the overall response.</td>
<td>The response contains several minor inaccuracies or one or more major inaccuracies that contradict or weaken the overall response.</td>
<td>The response is largely inaccurate.</td>
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5. **Writing**: Conventions, organization, and style are not formally evaluated when using the CBA rubric alone. However, OSPI recommends that teachers use a writing rubric to supplement the scoring of responses to the CBAs.
Scoring Guide for the High School Government Revenue & Responsibility CBA  
(Recommended for 12th 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).

### Criterion A – Position

<table>
<thead>
<tr>
<th>Score</th>
<th>Rubric Language</th>
<th>Sample Response</th>
</tr>
</thead>
</table>
| 4 – Excellent (Exceeding Standard) | States a position evaluating the government collection of revenue and expenditures related to a policy or program that includes:  
• A conclusion about how studying this policy or program helps us understand other policies or programs.  
• An analysis of how to advocate for this position. | The federal government’s Medicare program, which provides health insurance for many older Americans, is unfair because it asks too much in taxes from the poorest members of our society and gives them too little in benefits. It is not unlike other federal programs, such as Social Security, that fail to provide adequate help for those who through no fault of their own need assistance from the government. To make the situation better, I believe we should campaign for whichever presidential candidate promises to raise benefits for those who are poor and elderly and to lower taxes for this same group of people. |
| 3 – Proficient (Meeting Standard) | States a position evaluating the government collection of revenue and expenditures related to a policy or program that includes:  
• A conclusion about how studying this policy or program helps us understand other policies or programs. | The federal government’s Medicare program, which provides health insurance for many older Americans, is unfair because it asks too much in taxes from the poorest members of our society and gives them too little in benefits. It is not unlike other federal programs, such as Social Security, that fail to provide adequate help for those who through no fault of their own need assistance from the government. |
| 2 (and below) Partial (Not Meeting Standard) | States a position evaluating the government collection of revenue and expenditures related to a policy or program WITHOUT drawing a conclusion about how studying this policy or program helps us understand other policies or programs. | The federal government’s Medicare program, which provides health insurance for many older Americans, is unfair because it asks too much in taxes from the poorest members of our society and gives them too little in benefits. |

### Criterion B – Reasons and Evidence

<table>
<thead>
<tr>
<th>Score</th>
<th>Rubric Language</th>
<th>Sample Credited Overview and 2 Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 – Excellent (Exceeding Standard)</td>
<td>Provides reason(s) for the position supported by evidence.</td>
<td>Medicare is a federal program that provides health insurance for people age 65 or older, under age 65 with certain disabilities, and any age with kidney problems. Many</td>
</tr>
</tbody>
</table>

* 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 often not actual sources.
The evidence includes:
- A general overview of the program.
- An analysis of how stakeholders have influenced or attempted to influence the government revenue collection and expenditure related to this policy/program with three or more examples.

worked to fight for the implementation of this program first started in 1965. The American Medical Association fought against the program for years before Johnson signed the program into law. On the other side, several unions, including the AFL-CIO, were very supportive of the program and lobbied for its passage.

(Note: This only analyzes two examples. To reach “excellent,” a response needs to analyze THREE or more examples.)

<table>
<thead>
<tr>
<th>Score</th>
<th>Rubric Language</th>
<th>Sample Credited Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 – Excellent (Exceeding Standard)</td>
<td>The evidence for the position includes: An explanation of who pays for and who benefits from the collection of revenue and expenditures related to the policy/program with three or more representative examples (at least one example of each).</td>
<td>The system for collecting revenue and paying benefits for this program is unfair. For example, all employees have to pay 1.45% of their salaries to Medicare regardless of how much they make (Howard, 2007). I think that people making higher salaries should have to pay a higher percentage. Many of those making above $1 million each year could afford to pay a higher percentage while those making less than $50,000 usually need every dollar they have. On other hand, those who receive the benefits are from all across the economic spectrum. Even the richest members of society are eligible for Medicare when they reach their late 60s. Instead, given how expensive health care is today and how many poor people are living in our country, I think more of the funds collected for Medicare should go to the poorest parts of the population.</td>
</tr>
<tr>
<td>3 – Proficient (Meeting Standard)</td>
<td>The evidence for the position includes: An explanation of who pays for and who benefits from the collection of revenue and expenditures related to the policy/program with two representative examples (at least one example of each).</td>
<td></td>
</tr>
<tr>
<td>2 (and below) Partial (Not Meeting Standard)</td>
<td>The evidence for the position includes: An explanation of who pays for or who benefits from the collection of revenue and expenditures related to the policy/program with one representative example.</td>
<td>(Note: This only explains two examples. To reach “excellent,” a response needs to explain THREE or more examples.)</td>
</tr>
<tr>
<td>Score</td>
<td>Rubric Language</td>
<td>Sample Credited Source Reference &amp; Citation</td>
</tr>
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| 4 – Excellent (Exceeding Standard) | • Makes explicit references within the paper or presentation to four or more credible sources that provide relevant information.  
• Cites sources within the paper, presentation, or bibliography. | For example, all employees have to pay 1.45% of their salaries to Medicare regardless of how much they make (Howard, 2007).  
Works Cited  
(NOTE: This is only one credited source. To reach proficiency, a response would need to cite and reference THREE sources. In addition, it is recommended that teachers have a designated format for referencing and citing sources.) |
| 3 – Proficient (Meeting Standard)  | • Makes explicit references within the paper or presentation to three credible sources that provide relevant information.  
• Cites sources within the paper, presentation, or bibliography. |                                                                                                                                                                                  |
| 2 (and below) Partial (Not Meeting Standard) | • Makes explicit references within the paper or presentation to two credible sources that provide relevant information.  
• Cites sources within the paper, presentation, or bibliography. |                                                                                                                                                                                  |
Scored Student Samples: TO BE ADDED

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.

* If you are interested in seeing sample responses to this CBA, please click on the link for the “Archived Anchor Sets.” However, please note that the “Archived Anchor Sets” are scored using a previous version of the CBA rubric. They are meant only to provide a basic sense of what the CBA is asking and how students could respond to this assessment.