

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.

4 – Excellent	3 – Proficient	2 – Partial	1 - Minimal
The response contains no inaccuracies	The response contains a few minor inaccuracies that do not contradict or weaken the overall response.	The response contains several minor inaccuracies or one or more major inaccuracies that contradict or weaken the overall response.	The response is largely inaccurate.

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 Checks and Balances CBA
(Recommended for 11th 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		
Score	Rubric Language	Sample Response
4 – Excellent (Exceeding Standard)	States a position that evaluates whether the system of checks and balances worked during a particular administration, court, or congress/legislature/local council by: <ul style="list-style-type: none"> Evaluating whether it prevented one branch from exercising too much power. AND Discussing the legacy of the administration, court, or congress/legislature for the functioning of government. 	<i>The system of checks and balances did work during the Nixon Administration. President Nixon attempted to exercise Executive Privilege in order to keep important information from the public. If President Nixon succeeded in this attempt, the Executive branch would have had significantly more power over the other two branches. However, since both the Court and Congress questioned this behavior, Nixon was forced to resign.</i> <i>The legacy of the Watergate crisis and the Nixon administration for the system of checks and balances is unclear. Congress has taken several steps to try to curb presidential power, such as conducting investigations of presidential misconduct, but these have often been ineffective.</i>
3 – Proficient (Meeting Standard)	States a position that evaluates whether the system of checks and balances worked during a particular administration, court, or congress/legislature/ local council by: <ul style="list-style-type: none"> Evaluating whether it prevented one branch from exercising too much power. 	<i>The system of checks and balances did work during the Nixon Administration. President Nixon attempted to exercise Executive Privilege in order to keep important information from the public. If President Nixon succeeded in this attempt, the Executive branch would have had significantly more power over the other two branches. However, since both the Court and Congress questioned this behavior, Nixon was forced to resign.</i>
2 (and below) Partial (Not Meeting Standard)	States a position on whether the system of checks and balances worked during a particular administration, court, or congress/legislature/ local council WITHOUT evaluating whether it prevented one branch from exercising too much power.	<i>The system of checks and balances did work during the Nixon Administration.</i>

Criterion B – Reasons and Evidence		
Score	Rubric Language	Sample Response
4 – Excellent (Exceeding Standard)	Provides background on the administration, court, or congress/legislature by:	<i>President Nixon served as the 37th President from 1969-1974 and had two vice presidents: Spiro Agnew from 1969 to 1973 and Gerald Ford from 1973 to 1974.</i>

* 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.

	<ul style="list-style-type: none"> Describing the administration, court, or congress/legislature and Explaining how one branch checked or could have checked another during this time with three or more examples 	<p><i>As Nixon tried to use Executive Privilege so that he did not have to turn in recorded conversations as the Court had asked, the <u>Supreme Court questioned the use of Executive Privilege</u> and ruled against President Nixon. <u>Congress also began impeachment proceedings</u> in response to this event. If the Court did not rule against the President, <u>Congress could have introduced and passed a constitutional amendment, which would then have gone to the states for ratification, to set limits on executive privilege.</u></i></p>
3 – Proficient (Meeting Standard)	<p>Provides background on the administration, court, or congress/legislature by:</p> <ul style="list-style-type: none"> Describing the administration, court, or congress/legislature and Explaining how one branch checked or could have checked another during this time with two examples. 	<p><i>President Nixon served as the 37th President from 1969-1974. Spiro Agnew served as the vice President from 1969-1973 and Gerald Ford was the Vice President from 1973-1974.</i></p> <p><i>As Nixon tried to use Executive Privilege so that he did not have to turn in recorded conversations as the Court had asked, the <u>Supreme Court questioned the use of Executive Privilege</u> and ruled against President Nixon. <u>Congress also began impeachment proceedings</u> in response to this event.</i></p>
2 (and below) Partial (Not Meeting Standard)	<p>Provides background on the administration, court, or congress/legislature by:</p> <ul style="list-style-type: none"> Describing the administration, court, or congress/legislature and Explaining how one branch checked or could have checked another during this time with one example. 	<p><i>President Nixon served as the 37th President from 1969-1974. Spiro Agnew served as the vice President from 1969-1973 and Gerald Ford was the Vice President from 1973-1974.</i></p> <p><i>As Nixon tried to use Executive Privilege so that he did not have to turn in recorded conversations as the Court had asked, the <u>Supreme Court questioned the use of Executive Privilege</u> and ruled against President Nixon.</i></p>

Criterion C – Reasons & Evidence		
Score	Rubric Language	Sample Response
4 – Excellent (Exceeding Standard)	<p>Provides reason(s) for the position supported by evidence. The evidence includes:</p> <ul style="list-style-type: none"> An evaluation of whether one branch increased its power during this administration, court, or congress/legislature relative to another with three or more examples. 	<p><i>In this case, each branch of government used the system of checks and balances so that all of the branches were equal and no one branch was able to gain too much power. For example, when Nixon tried to claim these conversations as privilege, he was trying to gain more power over the other two branches. The Supreme Court was able to limit his power by <u>ruling that this incident did not fall under executive privilege</u>. Congress was also able effectively to limit the President’s power by beginning <u>the impeachment process</u> so that he could no longer be in office. The congressional proceedings helped convince Nixon to resign.</i></p>
3 – Proficient (Meeting Standard)	<p>Provides reason(s) for the position supported by evidence. The evidence includes:</p> <ul style="list-style-type: none"> An evaluation of whether one 	<p><i>(Note: This evaluates two examples. To reach “excellent,” a response needs to evaluate THREE or more examples.)</i></p>

	branch increased its power during this administration, court, or congress/legislature relative to another with two examples.	
2 (and below) Partial (Not Meeting Standard)	Provides reason(s) for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> An evaluation of whether one branch increased its power during this administration, court, or congress/legislature relative to another with one example. 	<i>In this case, each branch of government used the system of checks and balances so that all of the branches were equal and no one branch was able to gain too much power. For example, when Nixon tried to claim these conversations as privilege, he was trying to gain more power over the other two branches. The Court was able to limit his power by <u>ruling that this incident did not fall under executive privilege.</u></i>

Criterion D – Referencing & Citing Sources		
Score	Rubric Language	Sample Credited Source Reference & Citation
4 – Excellent (Exceeding Standard)	<ul style="list-style-type: none"> 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. 	<p><i>In United States v. Nixon (1974) the Court was able to limit his power by ruling that this incident did not fall under executive privilege (Brown, 2003).</i></p> <p><i>Works Cited:</i></p>
3 – Proficient (Meeting Standard)	<ul style="list-style-type: none"> Makes explicit references within the paper or presentation to three credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography. 	<p><i>Brown, Kelly. <u>Nixon’s Presidency</u>. Seattle: Anchors Publishing. 2003.</i></p> <p>(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.)</p>
2 (and below) Partial (Not Meeting Standard)	<ul style="list-style-type: none"> 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.