

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. In sum, a response should earn no more than a “3” for a particular criterion if there are some minor inaccuracies and no more than a “2” for a particular criterion if there are any major 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 Middle School Causes of Conflict CBA

(Recommended for 7th 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 on the main causes of a conflict AND <ul style="list-style-type: none"> Explains whether the conflict could have been avoided. OR Makes a generalization about what causes conflict. 	<i>I believe that the main causes of the Civil War were acts passed by Congress, people’s feelings about slavery, and the South’s dependence on slavery. The different feelings about slavery, in particular, made it a conflict the country could not avoid. The war shows us that if a people’s ability to make money is threatened, they will always choose conflict, rather than compromise.</i>
3 – Proficient (Meeting Standard)	States a position on the main causes of a conflict.	<i>I believe that the main causes of the Civil War were acts passed by Congress, people’s feelings about slavery, and the South’s dependence on slavery.</i>
2 (and below) Partial (Not Meeting Standard)	States a position on the conflict, but does NOT address what factors were the main causes.	<i>I believe the Civil War was one of the most important conflicts in our country’s history.</i>

Criterion B – Background		
Score	Rubric Language	Sample Response
4 – Excellent (Exceeding Standard)	Provides background on the conflict by describing all four of the following: <ul style="list-style-type: none"> who was involved in the conflict, what the conflict was, when the conflict took place, and where the conflict took place. 	<i>The Civil War took place from 1861 to 1865 between the Union in the North and the Confederacy in the South. The Confederacy of southern states wanted to secede from United States to preserve the institution of slavery and the United States government led by President Lincoln fought to keep the union together. The fighting occurred in battles all over the United States at the time and ultimately took the lives of over 600,000 people.</i>
3 – Proficient (Meeting Standard)	Provides background on the conflict by describing three of the following: <ul style="list-style-type: none"> who was involved in the conflict, what the conflict was, when the conflict took place, and where the conflict took place. 	<i>The Civil War took place from 1861 to 1865 between the Union in the North and the Confederacy in the South. The Confederacy of southern states wanted to secede from United States to preserve the institution of slavery and the United States government led by President Lincoln fought to keep the union together.</i>
2 (and below) Partial (Not Meeting Standard)	Provides background on the conflict by describing two of the following: <ul style="list-style-type: none"> who was involved in the conflict, what the conflict was, when the conflict took place, and where the conflict took place. 	<i>The Civil War took place from 1861 to 1865 between the Union in the North and the Confederacy in the South.</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.

Criterion C – Background		
Score	Rubric Language	Sample Credited Factor
4 – Excellent (Exceeding Standard)	Provides background on the causes of the conflict by: <ul style="list-style-type: none"> Explaining** three factors that helped cause the conflict. 	<p><i>Another main factor causing the conflict was the South’s dependence on slavery. XX percentage of the South’s economy relied on large plantations which required a large quantity of cheap labor. When those in the Republican Party stated that there should be no slavery in the any new states and territories, those in the South felt threatened because they believed it was the first step in abolishing slavery altogether in the United States. Many in the South, including YY, were ready to fight to maintain their slave-based economy.</i></p> <p>(NOTE: This is only explains one factor. To reach proficiency, the response would need to explain TWO factors.</p>
3 – Proficient (Meeting Standard)	Provides background on the causes of the conflict by: <ul style="list-style-type: none"> Explaining** two factors that helped cause the conflict. 	
2 (and below) Partial (Not Meeting Standard)	Provides background on the causes of the conflict by: <ul style="list-style-type: none"> Explaining** one factor that helped cause the conflict. 	

Criterion D – Reasons & Evidence		
Score	Rubric Language	Sample Response
4 – Excellent (Exceeding Standard)	Provides reasons for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> An evaluation of why at least one factor is more important than others AND An analysis of how the conflict may not have occurred if not for one of the main causal factors. 	<p><i>The Civil War could have been avoided if the South had changed its economy and not been so dependent on slavery and plantation agriculture. For example, John Calhoun said the South needed slavery because our people’s life blood is made up of cotton and the plantations ensure our survival. (Primary Docs in U.S. History, 1998) The need for a plantation economy was more important They could have accepted Lincoln’s presidency, new states being free states, and all of the compromises from Congress if they were not so worried that these events would mean that the South had to change its economy.</i></p> <p><i>The dependence on the plantation economy was probably the most important factor in causing the Civil War and practically made the war inevitable. It made it impossible for the two sides to avoid a conflict. If the South was not so dependent on cotton and plantations, it would have been able to shift their economy towards more factories as was happening in the North. Like the North, it would not need slaves for these factories.</i></p>
3 – Proficient (Meeting Standard)	Provides reasons for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> An evaluation of why at least one factor is more important than others OR An analysis of how the conflict may not have occurred if not for one of the main causal factors. 	<p><i>The Civil War could have been avoided if the South had changed its economy and not been so dependent on slavery and plantation agriculture. For example, John Calhoun said the South needed slavery because our people’s life blood is made up of cotton and the plantations that make it. (Primary Docs in U.S. History, 1998)</i></p>
2 (and below) Partial (Not Meeting Standard)	Provides reasons for the position supported by evidence.	<p><i>Slavery was the main cause of the Civil War. For example, John Calhoun said the South needed slavery because our people’s life blood is made up of cotton and the plantations ensure our survival. (Primary Docs in U.S. History, 1998)</i></p>

Criterion E – 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>A speech by John Calhoun in 18** shows that the South was dependent on a plantation economy... (Primary Docs in U.S. History, 1998)</i></p> <p><i>Works Cited</i> <i>Speech from John Calhoun entitled "Plantations Forever!" delivered on April 15, 18**, taken from Smith, H.(ed.) (1998). Primary Docs in U.S. History. Rutledge Press: New York.</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>(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.)</i></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. 	

Sample Student Response – MS Causes of Conflict CBA - Causes of the Revolutionary War

The Revolutionary War was a turning point in American history. Before the revolution, our country was subject to British tyranny, but in the defining years of the war, we fully declared our independence. However, not all the important moments occurred during the actual battle; no, part of the struggle for liberation was fought before. These events are the causes of the American revolution.

The Revolutionary War took place from 1775 to 1783. For various reasons, including the fact that colonists don't like the way the king governed them, Britain and its colonies were *not* getting along. Many colonists wanted to be separated from Britain, and acted on their opinions. Combined with activities England began (such as tax acts or the Boston Massacre), a tango was started that was too fast for the tempo, and battles broke out. The succession of these is the period of time we call the Revolutionary War. While the war was a conflict between England and the colonies, it was fought with other people, too. Different Native American tribes helped both the British and the colonists. The American colonists managed to gain an ally in France in 1778. After that, the French fought on America's side. In turn, France convinced Spain to join in the battle in 1779. Separate instances had made the two countries enemies of Britain, and, united with the colonists, they formed a strong nemesis for the king to defeat. The battles that occurred between Britain and the American army took place, naturally, in the colonies, in areas of the Ohio river valley, and in parts of Canada. The American alliance with Spain helped move the war to Florida and Louisiana. Sea was also a popular place to fight. American sailors, while not strong enough to take down the British Navy, managed to do their fair share of damage by attacking merchant ships. Battles such as these continued until 1783. At this time, the Treaty of Paris was signed, creating an alliance between the colonies and Britain. Thus ended the Revolutionary War. (Garcia, Ogle, et al 180-185)

During the years before the Revolutionary War, colonists felt that Britain was ignoring their rights. This was one of the main reasons colonists wanted separation from England. Specifically, the Townshend Acts were a main factor of this neglect. The Townshend Acts began in 1767 as a way to make money in the colonies. They consisted of various laws that infuriated the colonists. One of the acts suspended the assemblies of New York until the colonists living there would house British soldiers. This made the New Yorkers *very* unhappy. They didn't

Comment [c1]: Criterion B – Background: The response describes when the conflict took place.

Comment [c2]: Criterion B – Background: The response describes who was involved in the conflict.

Comment [c3]: Criterion B – Background: The response describes what the conflict was.

Comment [c4]: Criterion B – Background: The response describes where the conflict took place.

Comment [c5]: Criterion E – Sources: The response cites the Garcia and Ogle source within the paper and provides adequate information on this source in its bibliography.

Comment [c6]: Criterion C – Background – Factors: Response provides a concrete detail (the Townshend Acts) and commentary (made New Yorkers unhappy) to explain how the British ignoring of colonists' rights helped cause the conflict.

believe that Britain could do that. Another act placed taxes upon various imported goods, such as glass, tea, paper and lead. As they had no representation in Parliament, colonists did not think that Parliament could tax them legally. The duties the Townshend Acts made were just plain unfair in the colonists' opinions. Violation of another right occurred when the Townshend Acts were put into action. According to the colonists, the writs of assistance, or search warrants, that the British officers were allowed to use to enforce the new laws went against their right to property. Colonists began to protest the acts in hop of Parliament taking them away. Aware that trade had been hurt by the boycotts, they repealed the Townshend Acts in 1770, but the acts had already made their mark. (Garcia, Ogle, et al, 147-150)

The Townshend Acts are significant to the Revolutionary War because it was a period of time where the colonists felt Britain was completely disregarding their rights. Colonists felt that Parliament was taxing them unfairly. New Yorkers did not like that they no longer had their elected assemblies. Writs of assistance demolished the right to property. These facts were acknowledged by the colonists, and they grew angry. They did not believe that it was *Britain's* right to abuse *their* rights. Because of these opinions, some colonists continued to think separation from Britain was necessary. (Garcia, Ogle, et al. 147-148)

Violence between colonists and Britain played a part in the Revolutionary War. When soldiers were stationed in Boston, Massachusetts during the late 1760s, small fights were not uncommon. The best known dispute, however, is the event of March 5, 1770, a night forever immobilized in history as the Boston Massacre. On that evening, a group of boys harassed a lone soldier. The soldier, troubled by the jests, called for reinforcements, and soon, seven other officers came to his aid. The mob began harassing them, too. Snowballs became missiles in the hands of colonists as they pelted the icy bullets at the soldiers. (McNeese 82) At this point, no one really knows what happened. A week after the incident, though, the Boston Gazette reported that the soldiers' captain told them to fire at the colonists, however, that was never proven. (Klein, 32-34) All we know is the soldiers, for some reason, began firing their guns. As results, five men died and seven more were injured. (McNeese 82) The Patriot group the Sons of Liberty took full advantage of the event and blew the propaganda up, calling the event a "massacre." They believed the massacre was an example of how evil the British were, killing, innocent colonists, who, they said, "died for freedom." (Garcia, Ogle, et al 149-150)

Comment [c7]: Criterion E – Sources: The response cites the McNeese source within the paper and provides adequate information on this source in its bibliography.

Comment [c8]: Criterion E – Sources: The response cites the Klein source within the paper and provides adequate information on this source in its bibliography.

The Revolutionary War was deeply affected but the Boston Massacre. The violence portrayed in the event extremely angered the colonists. It seemed to them that it was an example of just how cruel their ruler was, one who would send murderers to kill the colonists. The violence also gave the Patriots an amazing upper hand. A source was provided that gave them great advertisement, portraying just why a colonist should hate their king. That day did nothing in favor for the colonists' opinions of Britain. (Garcia, Ogle, et al 149-150)

Protests were held all the time in the 1760s and the 70s. As they were non-violent ways to arouse the colonies and show England that they did not like what Parliament was doing, the Patriots held them frequently. These public meetings were a big cause of the revolution. Perhaps the largest protest in that era, the Boston Tea Party played a significant role in changing our history.

The Boston Tea Party occurred because of the Tea Act. When the Townshend Acts were repealed, Parliament left the tax on tea, if only to point out that they were still in charge. Still, some colonists got away without paying the tax by buying smuggled goods. The Tea Act, put into play on 1773, demolished every hope of that (Garcia, Ogle, and et al 150) In order to save the company from financial debt, ("Boston Tea Party") the Tea Act gave exclusive rights to the British East India Company. ("East India Company") The company, made up of business men who wanted to make a profit off spices, (Landow) would be the only one to ship tea to the colonies. Among other things, this meant that the East India Company was the only one who could make money off of the tea. (Stein, 18) Colonists now had no way to avoid the tea tax. (Garcia, Ogle, et al 150)

Some of the colonists were more angered by the Tea Act than others. On the night of December 16, 1773, a massive protest began. A group of men, dressed as Native Americans, boarded three ships docked in the Boston harbor. The cargo of the *Dartmouth*, *Eleanor* and *Beaver* were soon deposited in the ocean. In two hours, 342 chests of tea floated off into the sea. (Stein, 24)

The Boston Tea Party was a huge cause of the Revolutionary War because it was a silent form of protest that showed Britain who they were up against. The colonists had found a non-violent way to put their point across, and had excelled (one man was knocked unconscious for awhile, but he was fine late). (Stein, 23) The weak had defeated the powerful, making the powerful look at their opponent in a new light. The British realized they had an enemy in the colonists, and wanted revenge. (Garcia, Ogle, et al 150)

Comment [c9]: Criterion C – Background – Factors: Response provides a concrete detail (the Boston Massacre) and commentary (angered the colonists) to explain how violence helped cause the conflict.

Comment [c10]: Criterion E – Sources: The response cites the Stein source within the paper and provides adequate information on this source in its bibliography.

Comment [c11]: Criterion C – Background – Factors: Response provides a concrete detail (the Boston Tea Party) and commentary (the British wanted revenge) to explain how protests helped cause the conflict.

Comment [c12]: Criterion D – Reasons and Evidence: Response provides reasons and evidence for the position but the evidence includes neither an evaluation of why at least one factor is more important than others nor an analysis of how the conflict may not have occurred if not for one of the main causal factors.

Gaining independence from another country is not something one takes lightly. However, if certain events had not happened, our Revolutionary War might not have started at all. Britain ignoring the rights of colonists, violence, and protests all played a part in our revolution. Had even one event not occurred, history would be different; our country might not be here. Every action has its effect in the future, the Revolutionary War being on that shaped America.

Comment [c13]: Criterion A – Position: The response states a position on the main causes of the conflict but does not explain whether the conflict could have been avoided nor does it make a generalization about what causes conflict.

Bibliography

- McNeese, Tim. The American Colonies. USA: Milliken Publishing Company, 2002.
- Cafruny, Alan W.. "East India Company." World Book CD-ROM. 2004 ed. World Book Inc., 2003
- Maier, Pauline. "Boston Tea Party." World Book. CD-ROM. 2004 ed. World Book Inc., 2003
- Landow, George P.. "The British East India Company-The Company that Owned a Nation (or Two)." The Victorian Web. 4 Oct. 2006. University Scholars Program. 8 Jan 2008. <<http://www.victorianweb.org/history/empire/eic.html>>.
- Klein, Fredric S.. "As the Boston Gazette Saw..."that horrible massacre." "American History Illustrated. 1969: 32-35
- Garcia, Jesus, Donna M. Ogle, and et al. Creating America: A History of the United States. USA: McDougal Littell Inc., 2002
- Stein, R. Conrad The Story of the Boston Tea Party. USA: Regensteiner Publishing Enterprises, Inc., 1984.
- Stain, R. Conrad. The Boston Tea Party. USA: Children's Press, 1996.

Scoring Matrix - Middle School – Causes of Conflict - Paper: _____6_____

CRITERION A

The response earns a 3 for the Position. It describes the causes of the American Revolution and states a position on the main causes of a conflict (the British ignored rights, non-violent protests, violence stated in the final paragraph). However, it does not explain whether the conflict could have been avoided nor does it make a generalization about what causes conflict. Hence, the response earns 3 points for this criterion.

Position – CRITERION A			
	Yes or No?	Clear?	Comments
Describes the causes of a conflict.	Yes		
States a position on the main causes of a conflict	Yes		British ignored rights, non-violent protests, and violence
Explains whether the conflict could have been avoided.	No		Mention that the war may not have occurred if not for these factors but this is not explained
Makes a generalization about what causes conflict.	No		

Score: 3

CRITERION B

The response earns a 4 for Background related to the basics of the conflict. It describes what the conflict was (American Revolution in second paragraph), who was involved in the conflict (colonists, British), when the conflict took place (1775-1783), and where the conflict took place (2nd Paragraph: American colonies, Ohio River Valley, etc...). As each is explained accurately in connection with the overall topic, each is credited.

Background – Basics – CRITERION B			
	Yes or No?	Accurate?	Comments
Provides background on the conflict by describing... ...who was involved in the conflict	Yes		British, colonists

...what the conflict was	Yes		Clearly describe the conflict in the second paragraph (good to juxtapose this paper with paper #1)
...when the conflict took place	Yes		1775-1783
...where the conflict took place.	Yes		2 nd Paragraph: American colonies, Ohio River Valley, etc...

Score: 4

CRITERION C

The response earns a 4 for Background related to the explanation of factors that helped cause the conflict. The response provides concrete details and commentary when explaining three causal factors: ignoring colonists’ rights (Townsend Acts made New Yorkers very unhappy), violence (Boston Massacre angered the colonists), and protests (the Boston Tea Party caused the British to want revenge). The commentary explains why these specific events led to conflict between the British and the colonists. Since each is explained accurately in the context of the conflict, each is credited.

Background – Factors – CRITERION C	Yes or No?	Concrete Detail?	Commentary?	Accurate?	Comments
Provides background on the conflict by...	Yes				
...explaining ONE factor that helped cause the conflict.	Yes	Townsend Acts	This made New Yorkers very unhappy – infuriated the colonists; one of the main reasons colonists wanted separation		Ignoring colonists’ rights
...explaining a SECOND factor that helped cause the conflict.	Yes	Boston Massacre	The violence portrayed extremely angered the colonists		Violence
...explaining a THIRD factor that helped cause the conflict.	Yes	Boston Tea Party	The British wanted revenge (describing escalation)		Protests

Score: 4

CRITERION D

The response earns a 2 for Reasons and Evidence supporting the position. The response provides reasons for the position by providing commentary on why three factors helped cause the Revolutionary War. However, the evidence includes neither an evaluation of why at least one factor is more important than others nor an analysis of how the conflict may not have occurred if not for one of the main causal factors. Without this evaluation or analysis, the response can earn no more than 2 points for this criterion.

Reasons/Evidence - CRITERION D

	Yes or No?	Comments
Provides reasons for the position.		
Provides reason(s) for the position supported by evidence.	Yes	Commentary on why these three factors caused the Revolutionary War
The evidence includes: • An evaluation of why at least one factor is more important than others.	No	
The evidence includes: • An analysis of how the conflict may not have occurred if not for one of the main causal factors.	No	

Score: 2

CRITERION E

This response earns a 4 for Sources. The response cites the Garcia and Ogle, McNeese, Klein, and Stein sources within the paper and provides adequate information on these sources in its bibliography and thus, receives credit for each of these sources. Thus, it earns four points for this criterion.

Task	Yes/No?	Paraphrases/Quotes Source?	Relevant/Supportive?	Comments
Makes an explicit reference to a source	Yes	Yes	Yes	Garcia, Ogle – on p.1
Makes an explicit reference to a SECOND source	Yes	Yes	Yes	McNeese – on p.2
Makes an explicit reference to a THIRD source	Yes	Yes	Yes	Klein – p.2
Makes an explicit reference to a FOURTH source	Yes	Yes	Yes	Stein – p.3

Score: 4