

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).

Criterion A – Position		
Score	Rubric Language	Sample Response
4 – Excellent (Exceeding Standard)	Develops two or more questions to guide an investigation of a time period after looking at primary sources.	<i>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.</i>
3 – Proficient (Meeting Standard)	Develops a question to guide an investigation of a time period after looking at primary sources.	<i>In class we looked at journals from the Boston Massacre, and it made me wonder about what events caused the American Revolutionary War.</i>
2 (and below) Partial (Not Meeting Standard)	Develops one or more questions on a time period without any evidence of having looked at a primary source.	<i>What events caused the American Revolutionary War?</i>

Criterion B – Background		
Score	Rubric Language	Sample Credited Conclusion Drawn from a Primary Source
4 – Excellent (Exceeding Standard)	Draws one or more conclusions about the question(s) referencing three or more primary sources.	<i>Many events led to the American Revolution. In 1770 Deacon John Tudor, a Boston merchant, witnessed what Paul Revere called the Bloody Massacre. <u>Tudor’s journal</u> said “3 Men were Kill’d on the Spot & several Mortally Wounded.”</i>
3 – Proficient (Meeting Standard)	Draws one or more conclusions about the question(s) referencing two primary sources.	<i>The anger that the Boston Massacre caused among the colonists made it a key event leading to the American Revolution.</i>
2 (and below) Partial (Not Meeting Standard)	Draws one or more conclusions about the question(s) referencing one primary source.	<i>(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.</i>

Criterion C – Background		
Score	Rubric Language	Sample Response
4 – Excellent (Exceeding Standard)	Develops a timeline OR a description of the time period that includes 5-6 events or details	<ol style="list-style-type: none"> 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 <u>Common Sense</u> 6. The Declaration of Independence July 4th, 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.

3 – Proficient (Meeting Standard)	Develops a timeline OR a description of the time period that includes 3-4 events or details.	<ol style="list-style-type: none"> 1. <i>Stamp Act of 1765</i> 2. <i>The Boston Massacre 1770</i> 3. <i>The Boston Tea Party 1774</i> 4. <i>The Intolerable Acts 1774</i>
2 (and below) Partial (Not Meeting Standard)	Develops a timeline OR a description of the time period that includes 1-2 events or details.	<ol style="list-style-type: none"> 1. <i>Stamp Act of 1765</i> 2. <i>The Boston Massacre 1770</i>

Criterion D – Listing Sources		
Score	Rubric Language	Sample Credited Source Reference & Citation:
4 – Excellent (Exceeding Standard)	Lists three sources including the title, author, type of source, and date of each source.	<p><i>Example: Brady, Timothy. "Liberty: The American Revolution." PBS. 2004. <http://www.pbs.org/ktca/liberty/chronicle_timeline.html>. (website)</i></p> <p>(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.)</p>
3 – Proficient (Meeting Standard)	Lists two sources including the title, author, type of source, and date of each source.	
2 (and below) Partial (Not Meeting Standard)	Lists one source including the title, author, type of source, and date of the source.	

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.