

Guidelines for Administering the Social Studies Classroom-Based Assessments (CBAs)

The following is a compilation of frequently-asked-questions on the Social Studies Classroom-Based Assessments (CBAs) that provides an orientation and guidelines for administering these assessments. For additional guidance, please download the teacher directions available in each CBA www.k12.wa.us/assessment/WASL/SocialStudies. In addition, the OSPI Memorandum 057-07 provides the most definitive statement on the CBAs from OSPI's leadership.

GETTING ORIENTED

1. **What does the law state regarding social studies assessments at the state level?**
RCW 28A.230.095, with provisions that passed in 2004 and 2006, states that:
 - By the end of the 2008-09 school year, school districts shall have in place in elementary schools, middle schools, and high schools assessments or other strategies to assure that students have an opportunity to learn the essential academic learning requirements in social studies, the arts, and health and fitness. Social studies includes history, geography, civics, economics, and social studies skills. Beginning with the 2008-09 school year, school districts shall annually submit an implementation verification report to the office of the superintendent of public instruction.
 - Beginning with the 2008-09 school year, school districts shall require students in the fourth or fifth grades, the seventh or eighth grades, and the eleventh or twelfth grades to each complete at least one classroom-based assessment in civics. The civics assessment may be selected from a list of classroom-based assessments approved by the office of the superintendent of public instruction. Beginning with the 2008-09 school year, school districts shall annually submit implementation verification reports to the office of the superintendent of public instruction documenting the use of the classroom-based assessments in civics.

2. **What are the Social Studies Classroom-Based Assessments (CBAs) that OSPI has developed?**
 - In short, the Social Studies CBAs are multi-stepped tasks or projects aligned to specific state standards (Social Studies EALRs), which target skills and knowledge necessary for engaged, informed citizenship.
 - Completing a CBA at a proficient level requires students to demonstrate that they have met particular Social Studies EALRs (typically 3-4 per CBA) by applying their understanding of social studies knowledge, concepts, and skills to a specific context that is meant to be relevant to the civic lives of these students.
 - CBAs are designed to ensure that students employ critical thinking skills and engage in their own individual analysis of a particular context or topic.
 - There are 9 CBAs targeted for elementary school, 10 for middle school, and 10 for high school. Each CBA focuses on one or more of the Social Studies EALR categories: civics, history, geography, and economics. Most CBAs assess particular Social Studies Skills EALRs.
 - Nearly all of the CBAs ask students to develop a position on an issue, event, or question, include background on the issue, event, or question, provide reasons and evidence for the position, and cite sources used to develop and support the position.
 - The key component of any CBA is the rubric page which spells out how a student can reach proficiency for the particular assessment. In addition, each CBA also includes several components that are considered "support materials" for teachers and students, including the student checklist, a graphic organizer, and suggested resources. These supplemental materials are primarily designed to help students break down the overall assignment as well as provide scaffolding for the work they will need to do to complete the CBA.

- CBAs were designed primarily by teachers who tried to capture best practices so that these assessments would be able to fit into teachers' existing units.
- CBAs can be used at any time of the year although they are typically used as a culminating or summative assessment of learning that has occurred during a particular unit.

3. **What is the plan for implementing the CBAs and helping districts meet the law (RCW 28A.230.095)?**

OSPI recommends that districts using the CBAs to comply with RCW 28A.230.095 should:

- Implement one CBA per grade level or per social studies course from 3rd through 12th grade (a Civics CBA will need to be included at the following grade levels: 4th or 5th, 7th or 8th, and 11th or 12th)
- Use the rubrics attached to each CBA to score these assessments locally.

4. **Why are CBAs being used?**

- **Validity:** Given the broad, conceptual nature of our Social Studies EALRs, the CBAs are a valid way to assess the learning of these standards and to help students gain the knowledge and skills authentic to engaged, informed citizenship. A more standardized form of assessing social studies learning (e.g., multiple-choice and short answer questions) would not have the same validity.
- **Coherence:** District social studies programs will have greater coherence if CBAs are included in each of their history, civics, geography, and economics courses from grades 3 through 12. The common rubrics ensure that students will be asked to meet similarly rigorous expectations as they move from grade to grade, as well as from district to district.
- **Balance:** The CBAs are designed to ensure accountability to the state's standards while still maintaining a local district's control over specific content in social studies.
- **Research:** There is a great deal of research that indicates that having students engage regularly in rigorous, authentic, performance-based assessments, such as the CBAs, increases their academic achievement in social studies and overall. (e.g., the research of Cathy Taylor and Fred Newmann)
- **Integration:** The Social Studies CBAs are another way teachers can target important reading and writing standards in their instruction.
- **Accountability:** The CBAs and the reporting on the use of these assessments are one way the state is asking districts to ensure that all students have opportunities to meet the standards in civics, economics, geography, history, and the social studies skills.

5. **Which CBAs should a district include in its social studies scope and sequence?**

Choosing which CBAs to use is currently a local decision, but OSPI does recommend that all areas of social studies be included in the assessment system is developed. The goal of this or any social studies assessment system is to improve instruction in all areas of the social studies and thus, we ask that you and your school district assess student understanding of the four discipline areas - civics, history, geography, and economics - as well as the social studies skills - inquiry, group process, and critical thinking. However, it should be noted that the 2006 addition to RCW 28A.230.095 gave additional emphasis to civics stating that "school districts shall require students in the fourth or fifth grades, the seventh or eighth grades, and the eleventh or twelfth grades to each complete at least one classroom-based assessment in civics." The 29 Social Studies CBAs, however, include models that assess EALRs in each of the four social studies discipline areas and the social studies skills. Many of the models assess only one of the discipline areas and one of the skills. However, there are examples of integrated models that include multiple

discipline areas. These integrated models may be more challenging for your students but may also allow you to go into more depth by having students complete fewer models.

6. **How should the CBA be included in existing courses and units?** These performance assessments are intended to be used in the classroom as a regular part of instruction. Where possible, they can become a centerpiece for instruction as you create instructional units around a theme (e.g., social justice), topic (e.g., Medieval Europe), or key social studies concept (e.g., democracy). They are NOT intended to stand alone outside of an instructional context. Think of them as projects students can do while learning what you and your district want them to learn. The projects are then part of the learning process and result in one or more performances that show what students have learned.
7. **What is and is not included in a CBA packet?** The CBA packets contain two required pieces: the first page of instructions to students and the rubric. In addition, they have several other components that should serve as resources for students and teachers including a graphic organizer and instructions for teachers. They do not contain, however, specific lesson plans as the resources only provide general guidance on how to engage students in this work. A crucial task for each participating teacher will be to design a lesson plan to introduce the CBA to their students. In creating this lesson, the teacher will need to determine what terms students need to learn, and what social studies content and concepts need to be reviewed. Again, there is a great deal of flexibility in how teachers use the CBA materials. The key is effective integration into an existing curriculum.
8. **How flexible are the CBAs?**
 - Teachers have a great deal of choice in how to use these assessments.
 - Teachers may choose when to include the performance in their teaching
 - Teachers may determine the content focus of the issue or question to be examined
 - Teachers may have students generate the focus of their work or teachers may give them lists from which to choose
 - Teachers may have the whole class focus on the same issue or question, have each group focus on a different issue or question, or have each individual choose a unique focus
 - Teachers may distribute the description of the performance to students or teachers may create your own set of directions for students. (Which ever they choose, they should be sure that students know what the final performance is before they begin.)
 - For some CBAs, teachers may let students choose the format of their final performances
9. **Is there any aspect of the CBAs that is not flexible?** Yes, the rubric page. In addition to any requirements implemented by your school or district at the local level, using the OSPI-developed CBAs requires using the common rubrics that have already been developed, piloted, and vetted. While teachers can add to the rubric page for any CBA, they should not cut out any aspect of the rubric.
10. **When should CBAs be used? At what grade level?** To ensure students are engaging deeply in each of the discipline areas, we encourage you to adapt these models to grades other than the benchmark years (Grades 5, 8, & High School). For example, you may ask student to complete a civics model in the 8th grade, a history model in the 7th grade, and a geography model in the 6th grade. The goal is not to cram as much content as possible in the time available but rather, to enable students to look at issues and events from a civic, historical, geographic, and economic perspective. As for when to include a CBA in a course or unit, CBAs are typically used as a summative assessment at the end of a unit. The GLEs provides suggestions for where specific CBAs might fit at each grade level.

11. **If OSPI is calling for districts to use one CBA per grade level or per social studies course from 3rd through 12th grade, how many are required at the high school level?** Given the diversity of social studies offerings and requirements across districts at the high school level, OSPI does not expect that a CBA will be attached to all high school courses. Instead, if a district uses the CBAs to meet the requirements in RCW 28A.230.095, the expectation is that a CBA would be attached, at least, to each course required for high school graduation requirements. Since 2.5 high school social studies credits are required by the state, we anticipate that most districts using the CBAs will ask students to complete three CBAs over the course of their years in high school.
12. **Should every teacher within a district do the same CBA if they teach the same course or at the same grade level?** OSPI thinks it is a good idea for districts to adopt a plan in which all teachers teaching the same course or working with students at the same grade level would do the same CBA. This commonality would facilitate planning within and across schools. Moreover, the flexibility of the CBAs still allows each teacher to tailor any one of these assessment to the interests and needs of her/his students or community. However, when choosing which CBAs should be included in particular courses and at particular grade levels, it is not required that all teachers teaching the same thing use the same CBA. In larger districts, it may not be feasible or desirable to have all those teaching Contemporary World Problems, for example, use the same assessment.
13. **Where can teachers find materials to help students complete the CBAs?** Since most of the CBAs require students to look at an issue or topic from multiple perspectives or to use multiple sources, relying on a traditional text usually will not be sufficient. As a result, OSPI has begun the process of identifying existing programs that ask students to complete tasks or projects that are very similar to the ones described in the CBAs. These programs include We The People, History Day, and Facing the Future. To help explain the connection between the programs and the CBAs, these latter three have already developed what we are calling “bridging documents,” which are 1-2 page descriptions of how these programs align to specific components of a CBA’s rubric. To be clear, these programs should not be done in lieu of a CBA but rather as a way to complete a CBA. The bridging documents explicitly state how to make this link.

We anticipate that as CBAs are more widely used, many more of the state’s 50+ non-profit organizations and agencies that develop instructional materials for K-12 social studies classrooms will begin aligning their work directly to specific CBAs and developing their own bridging documents. Groups that have already started this alignment process include the League of Women Voters, Densho, the National Archives, the Washington State Archives, and the Washington State History Museum.

In addition, we realize that there is also a demand for materials that provide even more structure than the bridging documents. As a result, OSPI has just begun to work with groups developing model units that we are calling “CBA Starter Kits” as they provide students with all of the materials they need to complete a particular CBA in one packet. For example, faculty from Evergreen State College have drafted a 5-lesson CBA “kit” on the “Point No Point” Treaty that should be up on our website in the next few months. In addition, representatives from the Washington State Historical Society, the Puget Sound Archives, and others have formed a consortium in the interest of seeking funding from the National Endowment for the Humanities to develop additional “CBA Starter Kits.” We look forward to similar efforts from other interested groups in the future.

The Washington Library Media Association and their 1400 members, however, are arguably the leaders in the state in developing and finding instructional resources to help with the implementation of the Social Studies CBAs, particularly those that require

students to do research. To see the collection of the resources they have developed thus far, visit www.wlma.org/cbas. The ideas and materials there are excellent and continually being updated.

Finally, there are several curricular approaches and models that are compatible with the CBAs' design. For example, unit-planning guidelines from the Understanding By Design (Grant Wiggins & Jay McTighe) program may prove helpful to teachers as they begin to figure out how to incorporate a CBA into an existing unit. This, however, is just one of many approaches that could be used.

At the same time, OSPI does not have the authority or capacity to identify and/or promote for-profit or commercially-developed materials that may also prove helpful. However, if you would like to talk with someone who has recently reviewed social studies commercial materials, there are several people in the state who have recently led their districts through the adoption process and who are willing to share their expertise. Please contact Caleb Perkins (Caleb.Perkins@k12.wa.us) if you would like their contact information.

14. **How can the Social Studies CBAs be used to help students meet reading and writing goals?** The CBAs were designed by teachers to involve tasks and projects that not only ask students to demonstrate proficiency with regards to specific social studies standards but also provide them with the opportunity to develop reading and writing skills. The expectations outlined in the Reading and Writing GLEs are identical to steps listed in most of the CBAs.
15. **How long does a CBA take?** There is no prescribed length of time that a CBA must take. Some teachers include the CBA in an existing unit and devote only 2-3 class periods to having students complete their final response since the unit has already given them the opportunity to learn what they need to reach proficiency. Other teachers have had to take much more time introducing the CBA and its rubric and allowing students multiple opportunities to revise their final responses.

INTRODUCING THE CBAS

16. **What is the first step?** This is, of course, a judgment for teachers to make based on the needs and abilities of their students. However, teachers should make sure that the rubrics are discussed with the students before they start any CBA-related unit. This allows the students to adjust their efforts in a manner that maximizes their performance. Other introductory activities might involve discussing the purpose of the assessment, reviewing relevant vocabulary, content, or concepts, or having students practice relevant skills, such as analyzing primary sources. Each of the CBAs contains teacher directions that provide additional suggestions for ways to introduce a CBA. To see these directions, go to www.k12.wa.us/assessment/WASL/SocialStudies.
17. **What motivation is there for students to complete a CBA?** The flexible structure of the CBA enables it to be introduced as another meaningful assignment students need to complete as part of their course work. Therefore, we anticipate that teachers will use this structure to make it as worthwhile as possible for their students – as they would with any other project or task they would assign. Moreover, most of the CBAs provide some choice for students as they complete their responses and we anticipate that the opportunity to make this choice will be motivating for many students.

COMPLETING THE FINAL STUDENT RESPONSE

18. **Can a student's final CBA response be part of a group effort?** In short, it cannot. Although individual CBA work may grow out of preliminary group work, the final CBA response is a means for students to demonstrate they can independently apply their

learning. Final CBA responses should represent the individual's own work and should be scored using the OSPI-developed rubric.

19. **How can a teacher ensure that the final CBA response is, in fact, the student's individual effort?** As with any meaningful assignment, professional judgment and vigilance will be the key to ensuring that student work is their own. To deal with issues of plagiarism, there are several free online resources that may prove helpful (e.g., the Phi Delta Kappan has a list of resources for teachers that may be helpful www.pdkintl.org/kappan/k0404web.htm). To ensure that students do not receive excessive "coaching" from others in completing their CBA, teachers use a variety of strategies. Some ask students to complete the final student response in class in front of them. Others allow students to do work outside of class but conduct short, directed interviews with students to ensure that the work is the students'. Research papers or speaking presentations that require work outside of class may necessitate the collection of additional evidence (e.g., note cards, outlines, data collection, presentations) to verify that the finished product is the student's own work.
20. **What *should* a final response to a CBA look like?** Final student responses can be a paper or presentation and come in a variety of formats. As it says on the title page of each CBA, 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). In other words, the response needs to display the same level of rigor and cohesiveness regardless of the format. However, in addition to this basic rule, it is important that students be given the opportunity when completing a CBA to engage in authentic intellectual work. Authentic intellectual work allows students to do three things: construct their own understanding of a topic or issue, engage in disciplined inquiry using a few core concepts to explore something deeply, and see the value beyond school of their work. Therefore, students should ideally be given some choice in the topics they select, the resources they utilize, and the positions they take. Having all students write or present the same response in the same way on the same topic does not, in fact, allow students to meet the essential academic learning requirements in social studies, the basic goal of all CBAs. Hence, teachers are strongly encouraged to allow students to have, at least, some choice when completing the CBA.
21. **How much teacher feedback is allowed as students are completing CBA responses?** Given that CBA responses should reflect a student's own work, there needs to be a clear distinction between providing needed clarification as opposed to inappropriate assistance which could lead to an invalid representation of what a student can independently accomplish. For example, providing scores on the rubric is appropriate feedback, but specific suggestions like "your thesis needs to address the causes of conflict" or "'pursuit of happiness' is not stated in the Constitution" are not appropriate. Other examples of appropriate feedback include:
- Providing input on aspects of the CBA paper or presentation not scored on the rubric. (e.g., "You need to check for spelling errors.")
 - Allowing students to engage in peer editing groups that focus on aspects of the paper or presentation not scored on the rubric.
 - Indicating whether something is in the paper or presentation or not (e.g., "the response references one primary source instead of the two required for proficiency")

Moreover, it is important to note that prior to having students complete their final response to a CBA, teachers can engage their classes in activities designed to help students practice elements of the CBAs. For example, a teacher who wants her students to complete the "Constitutional Issues" CBA might first have the whole class analyze and take positions on the issue of gun control. During this experience students could receive

- as much feedback as the teacher deems necessary. When the teacher feels the class is ready, she should then have students individually analyze and take a position on other issues without feedback or guidance.
22. **To what extent can peer responses and editing be used as part of collecting CBA responses?** Similar to the response to question #20, while peer editing can be a valuable instructional tool, use of peer feedback during the completion of CBA responses should be approached with caution. Unrestricted peer editing has the potential of invalidating the sample as the student's own original work. Again, the final student response to a CBA should be an individual effort.
23. **May students revise CBA responses that do not reach proficiency and submit them for re-scoring?** Districts may adopt policies to allow students to be given opportunities to revise their work. As long as the work remains the product of the student's efforts, revision is a reasonable alternative to starting over again, particularly on longer projects. It would not be appropriate for the teacher to give a lesson, or other direct input, specifically addressing issues the student encounters while completing or revising a CBA response. At the completion of the revision cycle, the teacher should be able to verify that, to the best of his or her knowledge, the sample is the student's own work. The overarching guideline for teachers administering a CBA is to ensure that each final response to a CBA is an "individual student effort." These assessments are to be used to find out what each individual knows and is able to do; therefore, significant aspects of the performance (particularly the final performances) must be done by students working independently of other students.
24. **If students to do a presentation instead of a paper as their final response to the CBA, what should be the format of the presentation?** The presentation can be done in a variety of forms (e.g., videotaped PowerPoint presentation, speech). However, teachers should make sure that these presentations are in a format that could be sampled, understood, and even scored by an outside reviewer using the CBA rubric. For example, if students do PowerPoint presentations in response to a CBA, their teachers should electronically collect evidence indicating that these presentations met the criteria in the CBA rubric. Specifically, for PowerPoint presentations, this may require videotaping the presentation or asking students to type out the script of what they plan to say in the notes section of each slide. Bulleted statements alone or disjointed collections of evidence are typically not adequate for reaching proficiency on a CBA rubric.
25. **If students choose to write their final student responses to the CBA, is their writing supposed to be persuasive or expository or both?** Previous versions of the CBAs have used the word "persuasive" in their prompts in an attempt to do two things: 1.) ensure students were including their own analyses and evaluation in their responses and 2.) help teachers and administrators see the clear link between the state's Writing GLEs and the Social Studies CBAs. However, given the specific way that persuasive writing is evaluated by the Writing WASL tests, the new, refined rubrics for the Social Studies CBAs for grades 6-12, use the word "position" instead - every CBA at the secondary level asks students to take a position when completing their response. In other words, students must do more than restate information they have found. Instead, they should draw conclusions based on an analysis and evaluation of the information. In this way, they are, in essence, trying to "persuade" their readers that their conclusions about the issues or events they are analyzing and evaluating are well-grounded. That said, many of the CBAs do not require students to write in the exact format required by the persuasive writing prompts for the WASL tests. For example, while all CBA responses should have numerous elements outlined in OSPI's Persuasive Writing Checklist (e.g., elaborating by using reasons, specific details as evidence to support the arguments), several CBA responses do not require students to have other elements from this checklist (e.g., considering opposing arguments, using persuasive techniques that urge or compel the

audience to support the position, concluding with a call to action). In the end, having students complete the secondary CBAs can help students develop their ability to write persuasively but the rubrics do not include all of the elements required by the persuasive writing prompts used in the WASL. OSPI will continue to work to develop guidelines and support materials for the CBAs to help teachers and administrators see how the social studies assessments support their efforts to improve students' reading and writing. At the elementary level, some of the CBAs ask students to take a position but most require students instead to draw a conclusion after analyzing and explaining information. As a result, the CBAs for the 3rd, 4th, and 5th grade levels ask students to do more expository writing, with the exceptions of the "You Decide" and "What's the Big Idea?" CBAs recommended for 5th grade.

26. **How should the CBAs be modified to respond to the need for accommodations?** While the flexibility of the CBAs already enables accommodations to be made without any formal guidelines, OSPI still needs to develop specific recommendations on how to help all students reach proficiency on the CBAs. OSPI plans to have these guidelines ready for the 2008-09 school year. In short, it is the expectation that students who receive accommodations for other state assessments, such as extended time, large-print text, and the option of tape recording their response, will receive those same accommodations when completing the final student response to the CBA.

SCORING THE CBAs

27. **Who scores the CBAs? How can the scoring be done reliably?** Each teacher will usually serve as the primary scorer of their students' CBA responses. Therefore, it is important that teachers responsible for social studies teaching receive formal scoring training. A given teacher should be able to acquire consistent scores across time using the scoring rubric. In addition to this training, districts can assure that scores are more reliable if a percentage of CBA responses are scored by at least two scorers who can compare notes and resolve differences by reviewing "anchor" papers. Such cases of "multiple" scoring are done to increase reliability – however, they are implemented at the district's discretion rather than being a state requirement. Raters should also frequently refer to the scoring rubric to ensure that they are not informally changing the criteria over time.
28. **Where can teachers find opportunities for training on scoring the CBAs?** OSPI tries to provide extensive training on CBA Scoring at the Summer Institutes and the January Conference. ESDs that have received funding from the Federal Teaching American History Grant program have also offered and will continue to offer CBA training to teachers in their area (ESDs 101 and 112 are two such ESDs). In addition, other ESDs are looking to provide regional CBA training in the coming months (e.g., ESD 189, NCESD 171). Finally, there are usually CBA-related sessions at conferences put on by the Washington State Council for the Social Studies, WERA, WSASCD, and other state organizations.
29. **How do district scorers know that their scores are consistent with other teachers across the state?** In addition to trainings, OSPI has developed CBA scoring training packets for all 29 Social Studies CBAs that include scored student responses. To see these packets, go to www.k12.wa.us/curriculumInstruct/SocStudies/CBAs.aspx. The anchor papers should be used to assist raters in the scoring process. Anchor papers are student papers that have been selected as examples of performances at the different levels of the scoring rubric. These papers provide a comparison set for raters as they score the student responses. Raters should frequently refer to these papers to ensure the consistency of scoring over time. Ambiguities within the rubric can often be clarified through the use of examples. Anchor papers with students names removed can be used to clarify to both students and parents the expectations set forth through the scoring

rubric. OSPI will post new samples of student responses for some of the civics and history CBAs in June of 2008.

30. **Does the information in students' responses to the CBAs have to be accurate to be credited?** Absolutely. A student can only earn credit if she/ he provides accurate information in the CBA response. At the same time, OSPI has developed a suggested rubric to help teachers deal with cases in which students provide both accurate and inaccurate information within a response. Specifically, this rubric states that students are eligible to receive a 4 (i.e., "excellent") for a particular criterion if the response "contains no inaccuracies." A response can only earn a 3 (i.e., "proficient") for a particular criterion if it "contains a few minor inaccuracies that do not contradict or weaken the overall response." The response can only earn a 2 on a criterion if it "several minor inaccuracies or one or more major inaccuracies that contradict or weaken the overall response." And finally, a response can earn no more than a 1 for a particular criterion if it "is largely inaccurate." However, since terms like "major" and "minor" will always be subject to some interpretation, local schools and districts are encouraged to develop more specific rules tailored to specific assignments.
31. **Will teachers be offered release time to score the CBAs?** Release time would certainly facilitate the consistency with scoring the CBAs since teachers would have the opportunity to meet together when evaluating their student work. For this reason and other benefits, some districts are planning to make release time available for teachers so that they can work together when scoring the CBAs. However, the legislature has not indicated that release time for the CBAs is something they would be willing and able to fund on a large-scale. Hence, the vision for the CBAs is that they will be used in tandem with existing assignments that teachers are already asking students to complete. In many cases, teachers have reported that the CBAs are not an add-on but rather a slight modification of a culminating assessment that they were currently using to see if students had met the standards targeted in a particular unit.
32. **How does a student pass a CBA? What constitutes passing or reaching proficiency?** Having students earn a score of "3" (proficient) for all criteria included in the rubric will be required for passing. Given that the student should be shown the rubric before they begin work, this is seen as a reasonable expectation.
33. **What happens if a student does not pass a CBA?** Since RCW 28A.230.095 only addresses district-level accountability, there are no consequences from the state if a student does not meet proficiency on a CBA. However, we anticipate that most teachers will assign some sort of grade or credit to the work done for the CBA as they would with any other worthwhile assignment they give.
34. **How can the results of the CBAs be used to help improve teaching and learning?** The results of the performance assessment can be used to improve instruction and the assessment process. What did the teacher learn from the student responses? How can this be used to improve future classroom instruction? What did the teacher learn about the performance assessment or the scoring rubric? How can these instruments be improved for future instruction? The information that is acquired through classroom assessment should be actively used to improve future instruction and assessment.

REPORTING

35. **What will the "implementation verification report" look like in 2008-09 and beyond? What will each district have to submit to the state each year?** OSPI will develop an online reporting form to assist districts with the required submission of an implementation verification report. In 2008-09, districts will only be required to report what "assessments or other strategies" in the arts, health and fitness, and social studies, including

classroom-based assessments in civics, they are implementing and the number of students who participated at the elementary, middle, and high school levels. Results from the verification report will be posted for all districts on the OSPI website. A draft of the reporting form has been developed for school district planning purposes and is posted on the OSPI website. Optional surveys will also be developed to collect additional information but the results from these surveys will not be publicly reported. OSPI recommends that each district designate a staff member to be responsible for ensuring that the assessment and reporting requirements in RCW 28A.230.095 are met. In subsequent years, an expansion of the reporting system will include online tools for districts to report student scores and provide samples of scored student work. The more fully-developed reporting system will enable OSPI to report on the state of education in social studies, the arts, and health and fitness. No student samples will be collected, however, in the 2008-09 school year.

36. **What should a district do if students are enrolled in courses through Running Start?** It should be noted that the requirements related to CBAs are not a "graduation requirement" (RCW 28A.230.095) - in other words, the state is not requiring individual students to pass a CBA in order to graduate. However, districts have always been required to ensure that all students have an opportunity to meet the EALRs and GLEs in each of the required academic areas. If a student is participating in Running Start, it is presumed that the district is still ensuring that the courses this student takes allow them to meet the required state standards. Hence, if students are taking Running Start courses that count towards state social studies requirements, the district should report if they are engaging in a CBA or "other strategy" while in these courses as stated in the law (RCW 28A.230.095). In sum, the law asks districts to report information on what opportunities students have to learn the EALRs in the arts, health and fitness, and social studies (civics, in particular) regardless of where students are taking their courses.

New FAQs (added since 12/1)

37. **Are students who take advanced placement (AP) or international baccalaureate (IB) courses exempt from doing the CBAs?** Given the way the law is written, if students take an AP exam or IB assessment in a social studies area, districts can report this as the "assessment or other strategy" used to meet part of the requirements of RCW 28A.230.095. If the AP or IB test is being used to meet the "classroom-based assessment in civics" requirement in this same law, then this test needs to address student understanding of rights and responsibilities and/or the structure or function of government (e.g., AP Government test). However, OSPI *recommends* that these students still participate in completing a CBA in their courses for two reasons. First, many students who take an AP or IB course do not take the test. If they do not, at least, take the test, then districts will not be able to report that these students participated in completing an assessment. Second, the CBAs promote best practices and are well-aligned with the goals and strategies promoted by the AP and IB programs. For example, the "Dig Deep-Analyzing Sources" CBA is similar to a Document-Based Question from the AP exams. Consequently, many AP and IB teachers have little trouble integrating a CBA into their courses, particularly after students have taken the AP and IB tests. The CBA provide these teachers with an opportunity to give more immediate feedback to students as well as to their district and the state on how well students are doing.
38. **Should students in ELL programs or students with disabilities participate in completing the CBAs or other strategies related to RCW28A.230.095?**
Yes. The state law related to the CBAs does not say anything about exempting certain groups of students and thus, OSPI expects that districts will make efforts to have all

students engage in a CBA or other strategy to ensure these students have opportunities to learn the EALRs in the arts, health and fitness, and social studies. That said, there are two main points to note when it comes to having students in special education and bilingual programs do a CBA: 1.) Nearly any and all accommodations are already appropriate when doing a CBA (as opposed to taking a WASL test). For example, students already can have unlimited time to complete a CBA, teachers can read aloud any readings related to the topic covered by the CBA, the student can speak their response into a tape recorder, rather than write it, etc. (see next FAQ for more on accommodations); 2.) The state is not collecting data on how well students are doing on the CBAs at this point and OSPI does not dictate how teachers should grade a CBA. Therefore, if students can only do a part of a CBA because they do not yet have the skills to do the whole assessment, they are still participating in the assessment and having an opportunity to meet, at least, some of the state's standards. Thus, the state requirement is still being met.

39. What accommodations can be made when students are completing a CBA, CBPA, or other strategy?

While the flexibility of the CBA already enables accommodations to be made without any formal guidelines, OSPI does have some recommendations on how to help all students reach proficiency on the CBAs. First, all students are eligible for certain accommodations. For example, students may have as much time as they need to complete the task. In addition, students with limited writing skills may type their responses, and students with limited English-language skills may have the prompts read aloud to them. Such assistance should not include suggested responses. Second, students should have access to any accommodations outlined in their individualized education plans (IEPs). For a comprehensive list of possible accommodations for students participating in assessments, please read OSPI's "Washington State's Accommodations Guidelines for Students with Disabilities"

(<http://www.k12.wa.us/assessment/pubdocs/AccommodationGuidelines2008-2009.pdf>).

Third, for students who qualify to participate in the Washington Alternate Assessment System, teachers should consider modifying or creating alternatives to the state-developed assessments in the arts, health and fitness, and social studies. OSPI hopes to be able to provide models for differentiating instruction and assessment in these academic areas in the future. Finally, WAC 392.172A.03090 provides additional guidelines related to assessment procedures for students in special education.

40. Do the CBAs assess all of the GLEs?

The CBAs will not assess all GLEs. However, that does not stop teachers, schools, or districts from developing their own assessments for other areas of learning, whether or not they are addressed in the state standards (that, of course, has always been the case, even before the CBAs). OSPI will eventually devote resources to expanding the number of CBAs to address additional GLEs but that is not a short-term goal.

41. How can teachers develop kid-friendly materials to help students complete the CBAs? Are teachers allowed to change the wording in the CBA materials developed by OSPI yet keep the ideas the same?

It is important to remember that the rubrics are the one standardized component of the CBAs. If teachers are able to modify support materials that help students meet standard as defined in the state-developed rubrics, then these modification are not only OK but welcomed. The trick is modifying these materials without changing the task or the requirements.

42. **How and why are the CBA rubrics posted in the summer of 2008 different from previous versions?**

OSPPI revised the CBA rubrics to be more closely aligned with the GLEs and to make them clearer and more consistent. The expectation is that in nearly every case teachers' plans for the previous version will work with the new version with only minor tweaking.

As an example, here is an analysis of the differences between the old and new versions of the High School Causes of Conflict CBA. If you break the HS Causes of Conflict CBA into its elements, it is asking students to:

- take a position on what caused a conflict.
- look at a conflict from more than one perspective.
- use primary sources to support their response.
- cite 3 or more sources.

These elements (with the possible exception of the last one) are in both the old version and the new version. The difference (as you have probably figured out already) is that we are hoping to have students tie every part of their response to their overall position.

So, while in the previous version, if a student was analyzing the causes of World War I, she might:

- State her thesis that the desire for natural resources in Africa and Asia was the primary factor for causing the War and explain this factor in some depth.
- Explain how other factors also caused the war, including entangling alliances and ethnic tensions in the Balkans.

Now, the hope is that the response will be a little less "list-like" and more a coherent position paper so that for a response, a student might

- Still state her thesis that the desire for natural resources in Africa and Asia was the primary factor for causing the War (as stated before),
- but include some mention of the fact that she thinks economic factors are primary in this case (i.e., the economic perspective) and also
- Explain how looking at the war from another perspective supports the position that the main cause was the desire for natural resources. For example, in looking at the war from a political perspective, the student could explain how entangling alliances were also a factor in causing the conflict but they were still not a primary factor. She could make the argument that without the competition for resources, alliances across Europe could have still functioned without sparking a world war.

However, in the end, the distinction between the old and new version is fairly subtle when it comes to substance - in fact, you could argue that the newer version is more manageable because it requires only two perspectives (or factors) to be discussed while the old version requires three.