Storypath
Classroom Based Assessments
Washington State
Struggle for Independence
Civics: You Decide

Each Storypath unit addresses civic goals and provides opportunities for learners to participate in the democratic process demonstrating competency in literacy and civics as they enact the rights and responsibilities of living in a democracy. The Classroom-Based Assessments for Civics are summarized below with specific suggestions for how various Storypath units can be used to meet the competencies of the Civics CBA.

Grade 5: You Decide

http://www.k12.wa.us/SocialStudies/CBAs/elementary.aspx

Student Assignment: Citizens in a democracy have the right and responsibility to make informed decisions. You will make an informed decision on a public issue after researching and discussing different perspectives on this issue. In a cohesive paper or presentation, you will:

☐ State a position on a public issue.
☐ Provide background on the issue by explaining two stakeholders’ positions on the issue.
☐ Include an explanation of how EITHER a right OR the common good relates to the position on the issue.
☐ List two sources including the title, author, type of source, and date of each source.
### Summary of Storypath Unit

**Guiding Questions:** Who governed the colonies? Who benefited from the colonial system? What led colonists to choose to be Loyalists or Patriots? What events led to the founding of the nation?

Students build a colonial community to investigate the events leading to the Declaration of Independence and the Revolutionary War. As colonial families, students must decide whether they should support the move towards independence or remain loyal to England. Through this experience, students gain an understanding of colonial America and the events and attitudes that shaped our country at its founding.

### How to Use the CBA for the Unit

Students must decide whether they will support the Loyalists or Patriots demonstrating understanding of the events that lead to the Declaration of Independence and the risks associated with taking one position over another.

1) Students consider the viewpoints of the British troops and merchants in Episode 5, the depiction of the Boston Massacre in Episode 6, and the Boston Tea Party in Episode 7. Portfolio (pp. 20, 21, & 23) guides students through the process.

2) The public policy is whether to support the Patriots’ advocacy to break away from Britain or remain loyal British citizens.

3) Portfolio (p. 25) guides students through the process of organizing their position statement.

4) Students take a position using a letter-writing format (Portfolio, pp. 26-27) and present their position at a town meeting. The CBA rubric can be used to assess the letter.

5) Sources are provided in the Content Cards.
**Elementary – You Decide CBA Rubric (Recommended for 5th Grade)**

<table>
<thead>
<tr>
<th>GLE (EALR)</th>
<th>4 - Excellent</th>
<th>3 - Proficient</th>
<th>NOT PASSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4.1. Researches multiple perspectives to take a position on a public or historical issue in a paper or presentation. (5th Grade) (EALR 5.4. Creates a product…)</td>
<td>States a position on a public issue and concludes with a call to action***.</td>
<td>States a position on a public issue.</td>
<td>States a position on a public issue that is unclear.</td>
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</tbody>
</table>
| 5.3.1. Engages others in discussions that attempt to clarify and address multiple viewpoints on public issues based on democratic ideals. (EALR 5.3 Deliberates public issues.) | Provides background on the issue by explaining**.  
  - Three or more stakeholders’ positions on this issue. | Provides background on the issue by explaining**.  
  - Two stakeholders’ positions on this issue. | Provides background on the issue by explaining**.  
  - One stakeholder’s position on this issue. |
| 1.1.2. Evaluates how a public issue is related to constitutional rights and the common good. (5th Grade) (EALR 1.1. Understands key ideals and principles…) | Provides reason(s) for the position supported by evidence.  
  The evidence includes:  
  - An explanation of how a right relates to the position on the issue.  
  AND  
  - An explanation of how the common good relates to the position on the issue. | Provides reason(s) for the position supported by evidence.  
  The evidence includes:  
  - An explanation of how a right relates to the position on the issue.  
  OR  
  - An explanation of how the common good relates to the position on the issue. | Provides reason(s) for the position with supporting evidence but WITHOUT relating the position to a right or the common good. |
| 1.4.1. Understands that civic participation involves being informed about how public issues are related to rights and responsibilities. (5th Grade) (EALR 1.4. Understands civic involvement) | Provides reason(s) for the position supported by evidence.  
  The evidence includes:  
  - An explanation of how a right relates to the position on the issue.  
  AND  
  - An explanation of how the common good relates to the position on the issue. | Provides reason(s) for the position with supporting evidence but WITHOUT relating the position to a right or the common good. |
| 5.4.2. Prepares a list of resources including the title, author, type of source, date published, and publisher for each source and arranges the sources alphabetically. (5th Grade) (EALR 5.4. Creates a product…) | Lists three sources including the title, author, type of source, and date of each source. | Lists two sources including the title, author, type of source, and date of each source. | Lists one source including the title, author, type of source, and date of the source. |

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*OSPI recommends that this CBA be used at a particular grade level and thus, the GLEs included in the rubric are for that grade. However, if the CBA is used at another grade level within the grade band (3-5, 6-8, or 9-12), the GLEs may need to change to match the appropriate content.

** For the purposes of this rubric, “explaining” requires students to provide specific details AND commentary for each stakeholder’s position.

*** If a student chooses a historical issue to analyze, she/he can include “a discussion of how this issue helps understand current issues” rather than “a call to action.”

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