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.

**Adapted for Primary: 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:** Why do communities have parades? What can we learn about our community by having a parade? How can we promote the parade to the community? Why would some community members object to the parade? (The last question is a focus for the CBA.)

Students explore the cultural diversity of their community by creating a story about parades and becoming the parade planners in their story. They work together to design and plan the parade, as well as develop the characters. As the parade planners, students learn how to promote the parade in the community—using literacy skills in context—and use their problem-solving skills to overcome objections to the parade route.

**How to Use the CBA for the Unit**

Students must decide how they will respond to the community members protesting the planned parade.

1) As students promote the parade, guide the discussion as to why parades are important to a community to bolster their arguments for the parade when faced with the protest.

2) Students consider the viewpoints of the various stakeholders: protesting and supporting community members, local officials such as the mayor and city council, police and traffic officers, as well as others that may be particular to your Storypath.

3) It will be important to introduce to students such concepts as citizens’ rights and responsibilities to free speech—to protest the parade; and students’ free speech right and responsibility to respond. Also, introduce the concepts of deliberation, negotiation, and compromise to resolve the problem. See Teacher Handbook, p. 34.

4) Students take a position using a letter-writing format (Teacher Handbook, p. 47) and present their position as appropriate to the Storypath. The CBA rubric can be used to assess the letter.
## 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>2 - Partial</th>
<th>1 - Minimal</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>
<td>Provides reasons for a possible position but does not state a position.</td>
</tr>
</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. | Provides background on the issue without explaining any stakeholder's position on the 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. | Provides reason(s) for the position without any supporting evidence. |
| 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) | 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. | Lists source(s) but does not include the title, author, type of source, and date of the source for any of them. |

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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.”