**Social Studies Assessment Prototype**

Performance Assessments of Social Studies Thinking (PASST) Project

**Social Studies**

**Performance Assessment**

Performance Task SS.3.01

Great Lakes Water Public Discourse

Grades 3 and 4

**Teacher Booklet**

Teacher Directions

Student Directions

Teacher Scoring Rubric

Student Questions

**Acknowledgements**

This assessment was created by Julie Siffrig, a fourth-grade teacher from St. Joseph Public Schools for the Performance Assessments of Social Studies Thinking (PASST Project).

This assessment has been reformatted by the Michigan Assessment Consortium, 2020, for demonstration purposes in professional learning about performance assessment.

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| --- | --- |
| **Michigan Social Studies Standards Assessed** | |
| **Content Standards and Performance Expectations** | 3 – P3.1.1 ‑ Identify public issues in Michigan that influence the daily lives of its citizens.  3 – P3.1.2 ‑ Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.  3 – P3.1.3 ‑ Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in Michigan.  **Examples may include but are not limited to:**  Common good, equality, individual rights, justice (fairness).  3 – P3.3.1 ‑ Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.  3 – P4.2.1 ‑ Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.  3 – P4.2.2 ‑Participate in projects to help or inform others.4 – P3.1.1 ‑ Identify public issues in the United States that influence the daily lives of its citizens.  4 – P3.1.2 ‑ Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.  4 – P3.1.3 ‑Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the United States.  **Examples may include but are not limited to:** Common good, equality, individual rights, justice (fairness).  4 – P3.3.1 ‑ Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.  4 – P4.2.1 ‑ Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.  4 – P4.2.2 ‑Participate in projects to help or inform others. |
| **Intended Students** | This performance assessment may be used with students in third and fourth grades. |

**Overview and Outline of the Performance ASSESSMENT**

Students will be introduced to the topic of decreasing water levels in the Great Lakes and water diversion through reading an informational text, watching two videos ,and taking notes on these sources. Students will then answer two constructed-response questions, each addressing the research skills of analyzing and evaluating information, ultimately tasked with writing an opinion essay about diversion of water from the Great Lakes.

Finally, students will compose an opinion essay on the public policy issue: Should water be diverted from the Great Lakes to dry places in other parts of the United States that need water? They will refer to details from the videos and informational text to support their opinion. Prewriting, drafting, and revising will be involved.

**Suggested Total Time**

This assessment should take a total of 105 minutes, divided into two parts, with specific activities in each part as indicated.

* **Part 1 – Read an Article, View Videos, and Respond to Two Questions (35 minutes)**
* Initiate the online testing session
* Alert the students when 15 minutes have elapsed
* Alert the students when there are 5 minutes remaining in Part 1
* Make sure the students have put their names on any notes

* **Part 2 – Compose an Opinion Essay on a Public Policy Issue (70 minutes)**
* Initiate the testing of Part 2
* Allow students to access the sources and their answers to the constructed-response questions presented in Part 1 (they will not be allowed to change their answers)
* Alert students when there are 15 minutes remaining and suggest that they begin revising their essays
* Alert the students when there are 5 minutes remaining in the session
* Close the testing session

**List of Required Materials**

The following materials are required for this assessment:

* + Student Booklet
  + Blank paper for note taking
  + Pens or pencils for note taking
  + Computers and computer software for computer-based testing. Testing software will include access to spell check but not to grammar check.
  + Video playback equipment
* Article: “Why Water Diversion is an Ecological Problem for Lakes” by [Maxwell Payne](http://www.helium.com/users/96239/show_articles)
  + Video 1 “Great Lakes Water Battle” <http://www.youtube.com/watch?v=_Z9c_KZK2t4>
  + Video 2 “Great Lakes –Water Level Dropping - Lake Superior Dropping” <http://www.youtube.com/watch?v=hrNAvZiBIi0>

**Assessment SetUp**

The teacher should ensure that students have blank paper and pens or pencils for student note taking while reading the article and viewing the videos. The teacher should conduct standard preparation, registration, etc. for computer-based testing. The testing software will include access to spell check but not to grammar check.

**Detailed Script with Teacher and Student Directions**

Directions for teachers are in regular text. Directions to be read to students are in **bold**.

Students need a Student Booklet, blank paper, and a pen or pencil for use to take notes while reading the article and viewing the videos. When ready to begin, say:

**You each should have a Student Booklet. Begin by filling in the information requested on the front cover.**

Pause while students complete the requested information. Then say:

**Turn to page 2 in your Booklets and read the directions silently as I read them aloud to you.**

Pause while students turn to page 2. Then say*:*

**This assessment has two parts to it:**

* **Part 1 – Read Article, View Videos, Respond to Two Questions (35 minutes)**
* **Part 2 – Compose an Opinion Essay on a Public Policy Issue (70 minutes)**

**The directions for each part are given in the Student Booklet.**

**PART 1 - READ ARTICLE, VIEW VIDEOS, RESPOND TO QUESTIONS (35 MINUTES)**

The teacher should ensure that students have blank paper and pens or pencils for note taking. The teacher should conduct standard preparation, registration, etc. for computer-based testing. The testing software will include access to spell check but not to grammar check.

When ready to begin, say:

**You will read one article about water diversion in the Great Lakes and watch two videos regarding Great Lakes decreasing water levels, taking notes on these sources.**

**You will then answer two constructed-response questions regarding water in the Great Lakes. Finally, you will write an opinion essay about the public policy issue: Should water be diverted from the Great Lakes to dry places in other parts of the United States that need water?**

**Steps You Will be Following**

**In order to plan and compose your essay, you will do each of the following:**

1. **Watch the videos**
2. **Video 1: “Great Lakes Water Battle”**[**http://www.youtube.com/watch?v=\_Z9c\_KZK2t4**](http://www.youtube.com/watch?v=_Z9c_KZK2t4)
3. **Video 2: “Great Lakes –Water Level Dropping - Lake Superior Dropping”**

[**http://www.youtube.com/watch?v=hrNAvZiBIi0**](http://www.youtube.com/watch?v=hrNAvZiBIi0)

1. **Read the article: “Why Water Diversion is an Ecological Problem for Lakes,” found on page X of your Student Booklet**
2. **Answer the three questions about the sources, found on page Y of your Student Booklet**
3. **Plan and write your opinion essay**

**Directions for Beginning**

**You will now watch two videos and read one article. Take notes because you may want to refer to your notes while writing your essay. You can refer to any of the sources as often as you like while you are taking notes. Your notes and sources will be your basis for writing your final draft.**

**Questions**

**Use the remaining time to answer the questions found on page Y-Z of your Student Booklet. Your answers to these questions will be scored. Also, they will help you think about the sources you’ve read, which should help you write your opinion essay.**

**You may click on the appropriate buttons to refer to the sources when you think it would be helpful. You may also refer to your notes. Answer these questions in the spaces provided below them.**

1. **Constructed response question 1 – According to the videos, what factors contribute to decreasing water levels in the Great Lakes and what are the effects of those decreasing water levels?**
2. **Constructed response question 2 – According to the article, what are some of the ecological effects of water diversion from lakes?**
3. **Constructed response question 3 – Complete the Public Issue Analysis Chart on sharing the water of the Great Lakes**

**PART 2 – COMPOSE AN OPINION ESSAY ON A PUBLIC POLICY ISSUE (70 MINUTES)**

The teacher should ensure that students have blank paper and pens or pencils for note taking. The teacher should conduct standard preparation, registration, etc. for computer-based testing. The testing software will include access to spell check but not to grammar check.

When ready to begin, say:

**You will now have 70 minutes to review your notes and sources, plan, draft, and revise your essay. While you may use your notes and refer to the sources, you must work on your own. You may also refer to the answers you wrote to the earlier questions, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, and then your work.**

**Your assignment**

**You have read one informational article and watched two videos about water in the Great Lakes. Write an essay defending your position on this public policy issue:**

**Should water be diverted from the Great Lakes to dry places that need water in other parts of the United States?**

**In your essay, be sure to use evidence from the articles and video to support your position. In addition, make a connection to a core democratic value that supports your position.**

**The Teacher Scoring Rubric that shows how your essay will be scored is on page Z of your Student Booklet. Your essay will be scored on these dimensions:**

1. **Purpose/Focus – How well did you clearly state your opinions on the topic and maintain your focus?**
2. **Organization – How well do your ideas flow logically from the introduction to conclusion, using effective transitions? How well you stay on topic throughout the essay?**
3. **Elaboration of Evidence – How well did you provide evidence from sources about your opinions and elaborate with specific information?**
4. **Language and Vocabulary – How well did you effectively express ideas using precise language that is appropriate for your audience and purpose?**
5. **Conventions – How well did you follow the rules of usage, punctuation, capitalization, and spelling?**

**Now begin work on your essay. Manage your time carefully so that you can plan your essay, write it, and revise and edit it for a final draft. Word-processing tools and spell check are available to you.**

## Teacher Scoring Rubric

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| **Dimension** | **1** | **2** | **3** | **4** |
| **Purpose/Focus** | The response may be related to the topic but may provide little or no focus:   * may be very brief * may have a major drift * focus may be confusing or ambiguous | The response is somewhat sustained and may have a minor drift in focus:   * may be clearly focused on the controlling or main idea, but is insufficiently sustained * controlling idea or main idea may be unclear and somewhat unfocused | The response is adequately sustained and generally focused:   * focus is clear and for the most part maintained, though some loosely related material may be present * some context for the controlling idea or main idea of the topic is adequate | The response is fully sustained and consistently and purposefully focused:   * controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained * controlling idea or main idea of a topic is introduced and communicated clearly within the context |
| **Organization** | The response has little or no discernible organizational structure:   * few or no transitional strategies are evident * frequent extraneous ideas may intrude | The response has an inconsistent organizational structure, and flaws are evident:   * inconsistent use of transitional strategies with little variety * uneven progression of ideas from beginning to end * conclusion and introduction, if present, are weak | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:   * adequate use of transitional strategies with some variety * adequate progression of ideas from beginning to end * adequate introduction and conclusion | The response has a clear and effective organizational structure creating unity and completeness:   * use of a variety of transitional strategies * logical progression of ideas from beginning to end * effective introduction and conclusion for audience and purpose |
| **Elaboration of Evidence** | The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:  use of evidence from the source material is minimal, absent, in error, or irrelevant | The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:   * evidence from sources is weakly integrated, and citations, if present, are uneven * weak or uneven use of elaborative techniques | The response provides adequate support/evidence for controlling idea or main idea that includes the use of sources, facts, and details:   * some evidence from sources is integrated, though citations may be general or imprecise * adequate use of some elaborative techniques | The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details:   * use of evidence from sources is smoothly integrated, comprehensive, and relevant * effective use of a variety of elaborative techniques |
| **Language and Vocabulary** | The response expression of ideas is vague, lacks clarity, or is confusing:   * uses limited language or domain-specific vocabulary * may have little sense of audience and purpose | The response expresses ideas unevenly, using simplistic language:  use of domain- specific vocabulary that may at times be inappropriate for the audience and purpose | The response adequately expresses ideas, employing a mix of precise language with more general language:  use of domain- specific vocabulary is generally appropriate for the audience and purpose | The response clearly and effectively expresses ideas, using precise language:  use of academic and domain- specific vocabulary is clearly appropriate for the audience and purpose |
| **Conventions** | The response demonstrates a lack of command of conventions:  errors are frequent and severe and meaning is often obscure | The response demonstrates a partial command of conventions:   * frequent errors in usage may obscure meaning * inconsistent use of punctuation, capitalization, and spelling | The response demonstrates an adequate command of conventions:   * some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed * adequate use of punctuation, capitalization, and spelling | The response demonstrates a strong command of conventions:   * few, if any, errors are present in usage and sentence formation * effective and consistent use of punctuation, capitalization, and spelling |

A response gets no credit (0) if it provides no evidence of the ability to compose a coherent informational essay based on the sources.

Pause while students work on Part 2. When there are five minutes remaining, say:

**You have five minutes remaining.**

After five minutes, say:

**Time is up. Come to a stopping point.Be sure that your name is written on the Student Booklet and leave it on your desk.**

**Part 1 – Constructed=response questions**

These are the three constructed-response questions that students will respond to on their computers. They are listed here in case teachers wish to have students respond to the questions in their Student Booklets. Response space is condensed in the Teacher Booklet.

1. According to the videos, what factors contribute to decreasing water levels in the Great Lakes and what are the effects of those decreasing water levels?

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1. **Why Water Diversion is an Ecological Problem for Lakes**

[Maxwell Payne](http://www.helium.com/users/96239/show_articles)

“Water diversion is one of the main causes of ecological problems for lakes. When water is diverted from a lake, generally the amount diverted is far more than the lake can safely afford to lose. In order for a lake to remain ecologically sound its water content and level must remain relatively consistent. If the water level drops too low, this can be hazardous for many species of lake-dwelling animals, especially since many species require deeper water to live in. Also, lower water levels bring more sunlight to the bottoms of lakes where light sensitive creatures of both plants and animals reside. This can cause increased harm to those types of creatures.

“Also, since the cycle of rainfall to land and back again relies on pools of surface water to continue the cycle, removing too much water from a lake – via pipes, pumps, and underground canals – prevents nature's system of condensing the water which will later become rainfall. Generally, diverted water is in uncovered canals, but sometimes passes through or is channeled through methods and locations in which natural condensation cannot take place, the molecules of water are unable to return to the atmosphere. “ **Created on**: March 22, 2007   **Last Updated**: May 02, 2007

According to the article, what are some of the ecological effects of water diversion from lakes?

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1. Complete the Public Issue Analysis Chart on sharing the water of the Great Lakes.

Should water be diverted from the Great Lakes to dry places in other parts of the United States that need water?

What level of issue?

\_\_\_\_School \_\_\_\_ Local Community \_\_\_\_ State \_\_\_\_ Region \_\_\_\_Nation

Directions: Describe a position on each side of this issue using a core democratic value.

|  |  |
| --- | --- |
| **YES** | **NO** |
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## Teacher Scoring Rubric

**Question 1 Correct Responses**

Contributing Factors to decreasing water levels:

1. 20% less rainfall
2. Warmer winters -🡪 less ice cover -🡪 more evaporation

Effects of decreasing water levels

1. Closed recreational and commercial harbors 🡪 loss of tourism
2. Commercial shipping and less tonnage
3. Decrease in commercial and recreational fishing
4. Ecological effects 🡪 loss of habitat/life, imbalance in ecosystem

Count the number of responses given. Scores can range from 0 to 6 points

**Question 2 Correct Responses**

* Hazardous for many species of lake dwelling animals especially since many species require deeper water to live in
* Lower water levels bring more sunlight to the bottoms of lakes where light sensitive creatures of both plants and animals reside. This can cause increased harm to those types of creatures.
* Removing too much water from a lake via pipes, pumps, and underground canals prevents nature's system of condensing the water which will later become rainfall.

Count the number of responses given. Scores can range from 0 to 3 points

**Question 3 Correct Responses**

|  |  |
| --- | --- |
| **YES** | **NO** |
| * People need water to survive and places in the Southwest are short of water. (CDV: Common Good) * There are economic problems in many Great Lakes states. Selling water could raise needed funds. * Water in the Great Lakes should belong to everybody in the country (CDV: Equality) * It’s not fair that some states have lots and lots of water while others are struggling to find enough water for people. (CDV: Equality; Common Good) | * The Great Lakes are a precious natural resource. Therefore, no water should be taken from them. * Dry places should work harder at conserving water rather than looking for places to get water. * It would be too costly to move water from the Great Lakes to the Southwest. * Great Lakes water should be controlled by people in the Great Lakes region. * People in the Great Lakes depend on the lakes for water, transportation, industry, irrigation, energy, food, recreation, and scenic beauty. Therefore, it is not fair to them to take water away from their region. (CDV: Justice) |

**Part 2 – OPINION ESSAY ON A PUBLIC POLICY ISSUE**

The opinion essay that students will respond to is listed below. It is listed here in case teachers wish to have students respond to the questions in their Student Booklets. Response space is condensed in the Teacher Booklet.

**Writing Plan**

**Public Policy Issue — Should Michigan divert water from the Great Lakes to other regions in the United States that are experiencing water shortages?**

**My decision: \_\_\_\_\_ Yes \_\_\_\_\_ No**

**References to Data (Notes)**

**Connection to a Core Democratic Value**

**My Reasons**

## Teacher Scoring Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Dimension** | **1** | **2** | **3** | **4** |
| **Purpose/Focus** | The response may be related to the topic but may provide little or no focus:   * may be very brief * may have a major drift * focus may be confusing or ambiguous | The response is somewhat sustained and may have a minor drift in focus:   * may be clearly focused on the controlling or main idea, but is insufficiently sustained * controlling idea or main idea may be unclear and somewhat unfocused | The response is adequately sustained and generally focused:   * focus is clear and for the most part maintained, though some loosely related material may be present * some context for the controlling idea or main idea of the topic is adequate | The response is fully sustained and consistently and purposefully focused:   * controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained * controlling idea or main idea of a topic is introduced and communicated clearly within the context |
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A response gets no credit (0) if it provides no evidence of the ability to compose a coherent informational essay based on the sources.

**Item Production Information**

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| --- | --- | --- | --- |
| **Item Writer Name** | Julie Sifrig | **Date** | 9.30.19 |
| **Team Leader** |  |  |  |
| **Editor** | Ed Roeber |  |  |
| **Discipline** | Social Studies |  |  |
| **Item Type & Number (PT or PE)** | PT | **Performance Expectation(s)** |  |
| **Number of SRs** |  |  |  |
| **Number of CRs** | 4 |  |  |
| **Number of Graphics** | 0 |  |  |
| **Grade(s)** | 3 and 4 |  |  |
| **Copyrighted Material and Sources (Be Specific)**  None | | | |
| **Team Leader Comments** | | | |
| **Editor Comments** | | | |