



# Social Studies

in Washington State

## Meeting Needs and Wants

# Grade 3

*OSPI-Developed*

# Assessment

A Component of the  
Washington State Assessment System

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Old Capitol Building  
P.O. Box 47200  
Olympia, WA 98504-7200

For more information about the contents of this document, please contact:

Carol Coe, Social Studies Program Supervisor  
Phone: 360-725-6351, TTY 360-664-3631

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## Introduction

To Washington State Educators of Social Studies:

Welcome to one of our OSPI-Developed Assessments and this implementation and scoring guide. This document is part of the Washington assessment system at the Office of Superintendent of Public Instruction (OSPI).

The assessments have been developed by Washington State teachers and are designed to measure learning for selected components of the Washington State Social Studies Learning Standards. They have been developed for students at the elementary and secondary levels. Teachers from across the state in small, medium, and large districts and in urban, suburban, and rural settings piloted these assessments in their classrooms. These assessments provide an opportunity for teachers to measure and evaluate student growth; they can both help teachers determine if learning goals have been met, and influence how teachers organize their curricula. They also provide an opportunity for students to demonstrate the knowledge and skills they have gained.

These assessments provide:

- ◆ Immediate information to teachers regarding how well students have acquired the expected knowledge and skills in their subject areas.
- ◆ Information that can lead to continued strengthening of teaching practices.
- ◆ Resources that enable students—as part of the learning experience—to participate in measuring their achievements.

This document includes the following parts:

- ◆ directions for administration
- ◆ the student's copy of the assessment
- ◆ scoring rubrics

Our hope is that this assessment will be used as an integral part of your instruction to advance our common goal of ensuring quality instruction for all students.

If you have questions about these assessments or suggestions for improvements, please contact:

Carol Coe, Program Supervisor, Social Studies  
360-725-6351, [carol.coe@k12.wa.us](mailto:carol.coe@k12.wa.us)



# MEETING NEEDS AND WANTS

An OSPI-Developed Assessment

Social Studies  
Grade 3

## Overview

This document contains information that is essential to the administration of *Meeting Needs and Wants*, an OSPI-Developed Assessment for economics. If this assessment is being used as a summative assessment to determine if specific social studies learning standards have been met, then prior to its administration, all students should have received instruction in the skills and concepts needed to achieve the standards.

This assessment may be used as an integral part of instruction; as such, it may be used as a formative assessment, summative assessment, culminating project, part of an alternative education packet, part of a lesson plan or unit of study, a pre- or post-assessment, or as an individual student portfolio item. In short, OSPI encourages the use of this and other OSPI-Developed Assessments to support deep social studies learning in line with our Washington State Learning Standards and the Common Core State Standards (CCSS).

### Synopsis of *Meeting Needs and Wants*

**As citizens and members of a community, it is important that students know how people meet their needs and wants (their economic systems).**

**For this assessment, each student will analyze the economic systems that two societies use to meet the needs and wants of their citizens.**

## Test Administration: Expectations

- The skills assessed by this item should be authentically incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised classroom environment following district policy and procedures.
- All industry and district safety policies and standards should be followed in the preparation and administration of any OSPI-Developed Assessment.

- Accommodations based upon a student’s individualized education program (IEP) or 504 Plan may require additional modifications to this assessment.
- Additional modifications to the administration of this assessment may be required to accommodate cultural differences, diversity, and religious mores/rules.

## Description of the Performance Assessment

*Meeting Needs and Wants* requires the student to demonstrate the ability to read and to draw conclusions: The student must prepare a written essay or oral presentation in which the student compares the ways that two groups met their needs and wants. The student will base the conclusion of the essay or presentation on this comparison.

- The task requires the student to compare the ways that the two groups met their needs and wants, presenting at least one similarity or difference.
- The task requires the student to provide examples of how laws, values, or customs influenced the ways the two groups met their needs and wants.
- The task requires the student to provide detailed information about the sources that the student used.
- Prior to taking/receiving/administration of this assessment, students must have experience with:
  - Analyzing sources (close reading).
  - Citing sources.
  - Using text-based evidence.
  - Avoiding plagiarism.

If the students have experience with the above skills, the assessment should take 5–10 days. If the assessment is used as a teaching tool, it will take 3–6 weeks.



# Learning Standards

## College, Career, and Civic Life (C3) Framework for Social Studies State Standards

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating and Taking Informed Action
developing questions and planning inquiries	civics economics geography history	gathering and evaluating sources developing claims using evidence	communicating and critiquing conclusions taking informed action

## Washington State Standards—Social Studies Essential Academic Learning Requirements (EALRs): Grade Level Expectations (GLEs)\*.

<b>GLE 2.1.1</b> 3 <sup>rd</sup> Grade	Understands that members of the community make choices among products and services that have costs and benefits.
<b>GLE 2.2.1</b> 3 <sup>rd</sup> Grade	Understands how the economic systems of groups are influenced by laws, values, and customs.
<b>GLE 5.4.1</b> 3 <sup>rd</sup> Grade	Draws conclusions using at least two clear, specific, and accurate examples in a paper or presentation.
<b>GLE 5.4.2</b> 3 <sup>rd</sup> Grade	Prepares a list of resources, including the title and author for each source.

## CCSS Literacy—Reading Informational Texts (RI)

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<b>CCSS RI 1</b> 3 <sup>rd</sup> Grade	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>CCSS RI 7</b> 3 <sup>rd</sup> Grade	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<b>CCSS RI 9</b> 3 <sup>rd</sup> Grade	Compare and contrast the most important points and key details presented in two texts on the same topic.

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## *In a cohesive paper\*\**: CCSS Literacy—Writing (W)

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<b>CCSS W 2</b> 3 <sup>rd</sup> Grade	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>CCSS W 4</b> 3 <sup>rd</sup> Grade	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
<b>CCSS W 7</b> 3 <sup>rd</sup> Grade	Conduct short research projects that build knowledge about a topic.

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## *In a presentation*: CCSS Literacy—Speaking and Listening (SL)

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<b>CCSS SL 4</b> 3 <sup>rd</sup> Grade	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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\*OSPI recommends that this classroom-based assessment be used at a particular grade level. If the assessment is used at another grade level within the grade band (3–5, 6–8, 9–12), the GLEs and CCSS may need to be adjusted to match the content.

\*\*Students may do either a paper or a presentation in response to the assessment, provided that for either format, the response is documented in such a way that someone outside of the classroom can easily understand and review it using the rubric (e.g., a video recording of the presentation or an electronic written document).

# Assessment Task

## Teacher's Instructions to Students

1. Say: "Today you will take the Grade-3 Washington OSPI-developed social studies assessment for economics. This assessment is called *Meeting Needs and Wants*."
2. Provide the class with copies of the student's section of the assessment (which may include the student's task, response sheets, rubrics, templates, and glossary), along with any other required materials.
3. Tell the students that they may highlight and write on these materials during the assessment.
4. Have the students read the directions to themselves as you read them aloud. We also encourage you to review the glossary and scoring rubric with the students.
5. Answer any clarifying questions the students may have before you instruct them to begin.

## Accommodations

Refer to the student's IEP or 504 plan.

## Student's Copy of the Task

The following section contains these materials for students:

- the student's task: *Meeting Needs and Wants* (Grade 3)
- assessment rubric
- worksheets and handouts (optional)

# Meeting Needs and Wants

As a citizen and member of a community, you should know how people meet their needs and wants (their economic systems). You will analyze the economic systems that two societies use to meet the needs and wants of their citizens.

## Your Task

In a written essay or presentation, you will:

- Draw a conclusion about how two groups met their needs and wants. To reach this conclusion, you should compare how the two groups met their needs and wants, being sure to discuss one similarity or difference.
- Explain three or more examples of how the two groups met their needs and wants (may include laws, values, or customs). Include at least one example per cultural group.
- List two or more sources, including the title, author, type of source, and date of each source.

## ***Meeting Needs and Wants Rubric***

Score	4	3	2	1
Drawing a Conclusion	<p>I can draw a conclusion about how two groups met their needs and wants:</p> <p>I compare how the two groups met their needs and wants.</p> <p>I include discussion of two or more similarities and/or differences.</p>	<p>I can draw a conclusion about how two groups met their needs and wants:</p> <p>I compare how the two groups met their needs and wants.</p> <p>I include discussion of one similarity or difference.</p>	<p>I can draw a conclusion about how two groups met their needs and wants, but I do not compare the two groups.</p>	<p>I can tell how two groups met their needs and wants, but I do not draw a conclusion or make any comparisons.</p>
Reasoning	<p>I can explain four or more examples of how laws, values, or customs influenced the ways the two groups met their needs and wants. (I include at least one example per group).</p>	<p>I can explain three examples of how laws, values, or customs influenced the ways the two groups met their needs and wants. (I include at least one example per group).</p>	<p>I can explain two examples of how laws, values, or customs influenced the ways the two groups met their needs and wants. (I include at least one example per group).</p>	<p>I can explain how laws, values, or customs influenced the ways that only one of the groups met their needs and wants.</p>
Sources	<p>I can list three or more sources, including the title, author, publisher, city, date, and URL (if digital) of each source.</p>	<p>I can list two sources, including the title and author of each source.</p>	<p>I can list one source, including the title and author.</p>	<p>I can list the sources, but I did not include the title <i>and</i> author of each source.</p>
ELA Citations	<p>I can cite three or more sources within the paper or presentation; the sources are listed on the works-cited page.</p>	<p>I can cite two sources within the paper or presentation; the sources are listed on the works-cited page.</p>	<p>I can cite one source within the paper or presentation; the source is listed on the works-cited page.</p>	<p>I vaguely referred to sources within the paper or presentation.</p>

**No Score (NS)** is given if the work is unintelligible, in a language other than English, off topic, off purpose, or copied.

In this section, you'll find:

- Framework for Outlining the Essay
- Student's Checklist
- Works Cited (MLA)

## Framework for Outlining the Essay

TOPIC: \_\_\_\_\_

INTRODUCTION: \_\_\_\_\_

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GROUP #1:

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GROUP #2:

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SUMMARY:

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## Student's Checklist

- I drew a conclusion about how two groups met their needs and wants.
  - \_\_\_\_\_ and \_\_\_\_\_
- To reach this conclusion, I compared how the two groups met their needs and wants, and I discussed at least one similarity or difference.
- I explained three or more examples of how the two groups met their needs and wants (may include laws, values, or customs). I included at least one example per cultural group.
- Group 1:
  - \_\_\_\_\_ (law, value, or custom)
  - \_\_\_\_\_ (law, value, or custom)
  - \_\_\_\_\_ (law, value, or custom)
  - \_\_\_\_\_ (law, value, or custom)
- Group 2:
  - \_\_\_\_\_ (law, value, or custom)
  - \_\_\_\_\_ (law, value, or custom)
  - \_\_\_\_\_ (law, value, or custom)
  - \_\_\_\_\_ (law, value, or custom)
- I included a correctly formatted bibliography or works-cited page, where I listed all of the sources used.
- I did not plagiarize.



# Works Cited (MLA)

## Source #1

\_\_\_\_\_, \_\_\_\_\_ " \_\_\_\_\_ "

Author (Last name, First name) Title of Article (web sources, magazines, reference books)

\_\_\_\_\_ . \_\_\_\_\_

*Title of Source (Italicized – Underline only if written by hand)* Date

\_\_\_\_\_ . \_\_\_\_\_ . \_\_\_\_\_

Page Number(s) Type of Source Date Accessed (website only)

## Source #2

\_\_\_\_\_, \_\_\_\_\_ " \_\_\_\_\_ "

Author (Last name, First name) Title of Article (web sources, magazines, reference books)

\_\_\_\_\_ . \_\_\_\_\_

*Title of Source (Italicized – Underline only if written by hand)* Date

\_\_\_\_\_ . \_\_\_\_\_ . \_\_\_\_\_

Page Number(s) Type of Source Date Accessed (website only)

## Source #3

\_\_\_\_\_, \_\_\_\_\_ " \_\_\_\_\_ "

Author (Last name, First name) Title of Article (web sources, magazines, reference books)

\_\_\_\_\_ . \_\_\_\_\_

*Title of Source (Italicized – Underline only if written by hand)* Date

\_\_\_\_\_ . \_\_\_\_\_ . \_\_\_\_\_

Page Number(s) Type of Source Date Accessed (website only)

# Supporting Materials and Resources for Teachers

## Preparation for Administering the Assessment

### Tools & Materials

Teachers will need the following materials and resources to administer this assessment:

- copies of the task (one for each student)
- copies of the rubric, handouts, worksheets, and glossary (one set for each student)

### Guidelines

You can approach this assessment in any number of ways; however, the assessment is well suited to be a culminating activity of classroom instruction in economics.

While the essay format is often used for this assessment, it is not required. Students may make projects or PowerPoint presentations. Please note, however, that the final product must demonstrate that the student is able to complete the project individually; therefore, a group project is not an appropriate use of this assessment.

You should expose the students to primary source documents prior to administering this assessment.

You should also introduce students to a number of analytical methods before engaging them in the assessment; these include, but are not limited to:

- How to evaluate reliable and unreliable sources.
- How to formulate a claim.
- How to cite sources properly within a paper or presentation and in a bibliography, including instruction in APA, MLA, or Chicago citation methods.

## Recommendations for Time Management

Time requirements for this assessment will vary widely based on your students' prior knowledge, chosen topics, and access to technology. If your students are completing the assessment as a culminating activity, expect to spend several days on research, collection of evidence, and outlining prior to the writing process. Writing and completion of projects can take from one day to a week depending on the prescribed format and pacing of your students.

## Glossary

**bank:** a business that keeps money for customers and provides loans and other money-related services.

**barter:** trade goods or services for other goods or services.

**capital resources:** goods that are used to produce other goods or services (tools, machines, or buildings).

**checks and balances:** a process that allows each branch of government to limit the power of the other branches.

**cite:** note, quote, refer to, point out.

**common good:** for the advantage or benefit of all people in society or in a group.

**compromise:** a settlement of differences in which all sides give up part of what they want in order to reach an agreement.

**conclusion:** a result, reason, or outcome based on evidence.

**consumer:** someone who buys and uses goods and services.

**core values:** the basic principles or beliefs of a person or group.

**cost:** money paid or charged for something.

**credible:** reasonable to trust or believe: convincing.

**currency:** money or other items used to purchase goods or services.

**customer:** someone who buys a product or service.

**democracy:** a form of government in which people choose leaders by voting.

**demographic:** identifying characteristics of human populations, such as age, gender, and nationality.

**deposit:** money put into a bank account.

**earn:** to make money or gather other goods of value.

**economic system:** the way a society organizes the production and consumption of goods and services and answers the questions of what, how, and for whom to produce.

**empower:** to provide someone with authority to take action.

**entrepreneur:** a person who creates and manages a business.

**evidence:** something which shows something else to be true.

**expenses:** amount of money spent on goods or services.

**explain:** to make something clear or easy to understand; to tell or show.

**explicit:** very clear and complete; leaving no doubt about the meaning.

**fact:** a piece of information used as evidence.

**federal:** a form of government in which power is divided between a central government and other, more localized governments.

**goods:** things that are produced.

**human resources:** people and their health, education, experience, training, skills, and values.

**incentives:** promises of rewards or punishments that encourage people to act.

**income:** money earned for labor or services.

**infer:** draw a conclusion not directly stated but based on reasoning and evidence.

**initiative:** the practice of allowing voters to propose and pass laws directly.

**inquiry:** the act of asking questions in order to gather and collect information.

**interest:** money a person pays to borrow money, or the money a bank pays depositors for using their money.

**labor:** work or workers.

**local:** relating to a city or county level.

**market economy:** economic system in which companies are not controlled by the government, but decide what they want to produce or sell based on what they believe they can make a profit on.

**natural resources:** resources found naturally on earth that can be used to produce goods and services (forest, land, minerals, air, water).

**need:** something you must have.

**negotiate:** to discuss a matter in order to reach an agreement.

**opinion:** a personal view or judgment not necessarily based on facts or knowledge.

**per capita:** by or for each person.

**perspective:** a position or point of view from which something is considered or evaluated.

**point of view:** a position or perspective from which something is considered or evaluated.

**profit:** money earned after expenses are paid.

**public goods:** goods intended for the benefit of all members of a society (e.g., roads and bridges).

**public services:** services intended for the benefit of all members of a society (e.g., fire protection).

**reason:** a statement supporting a belief or action.

**relevant:** closely connected to the subject or topic.

**reliable:** worthy of trust; likely to be true or correct.

**research:** to investigate and study materials and sources in order to establish facts and reach conclusions.

**rights:** something to which a person has a lawful claim: civil rights are freedoms guaranteed to citizens; human rights are basic rights to which all people are entitled; individual rights are those belonging to each person; property rights are legal claims to land or other possessions; states' rights are the powers the U.S. Constitution grants to the states.

**services:** work that is done for other people.

**source list:** list of documents, books, websites, etc., used to gather information.

**spend:** to use money to pay for goods or services.

**summarize:** putting the main idea in your own words.

**support:** to provide evidence agreeing with a claim or opinion.

**surplus:** extra; more of a product than is needed.

**taxes:** money paid to the government to support the local community or country.

**traditional economy:** economic system where most economic decisions are based on custom and history.

**want:** something desirable, but not necessary.

**withdrawal:** taking money out of a bank account.

**SOURCES:**

“Constitutional Issues: Civil Liberties, Individuals, and the Common Good.” *Densho Civil Liberties Curriculum* v. 1.0. CD-ROM. Densho, the Japanese American Legacy Project, Seattle, WA. 2007.

CCSS Tier 2 & 3 Vocabulary Terms

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- Washington State Social Studies Learning Standards: the Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs).
- OSPI-developed classroom-based assessments.
- Intentional connections with the Common Core State Standards for English Language Arts & Literacy in History/Social Studies.

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