

FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 5

ELEMENTARY-LEVEL SOCIAL STUDIES TEST

RATING GUIDE

BOOKLET 2 DOCUMENT-BASED QUESTION (DBQ)

NOVEMBER 20, 2003

Mechanics of Rating

The following procedures are to be used in rating papers for this test. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Manual for Administrators and Teachers for the Grade 5 Elementary-Level Social Studies Test, November 2003 Edition*.

Contents of the Rating Guide

For **Part III A** (scaffold questions):

- A question-specific rubric

For **Part III B** (DBQ) essays:

- A content-specific rubric
- Prescored anchor papers. Score levels 4 and 1 have two papers each, score levels 3 and 2 have three papers each, and score level 0 has one paper. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers with scoring commentaries

Rating the Part III B Essay Question

(1) Follow your school's procedures for training raters. This process should include:

Introduction to the task—

- Raters read the task
- Raters identify the answers to the task
- Raters discuss possible answers and summarize expectations for student responses

Introduction to the specific rubric and anchor papers—

- Trainer leads review of specific rubric with reference to the task
- Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the response to the rubric
- Trainer leads review of each anchor paper and commentary

Practice scoring individually—

- Raters score a set of papers independently without looking at the scores and commentaries provided
- Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating

(2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.

(3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. Do *not* round up Part III B essay scores.

Rating the Part III A (Scaffold) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's test booklet.
- (4) Each correct response in Part III A has a score of 0.5.
- (5) If the total Part III A score ends in .5, round **up** to the *nearest* whole number before recording the total Part III A score.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet *or* on the last page of test booklet 2, and determining the student's final examination score. The conversion chart located at the end of these scoring materials must be used for determining the final test score.

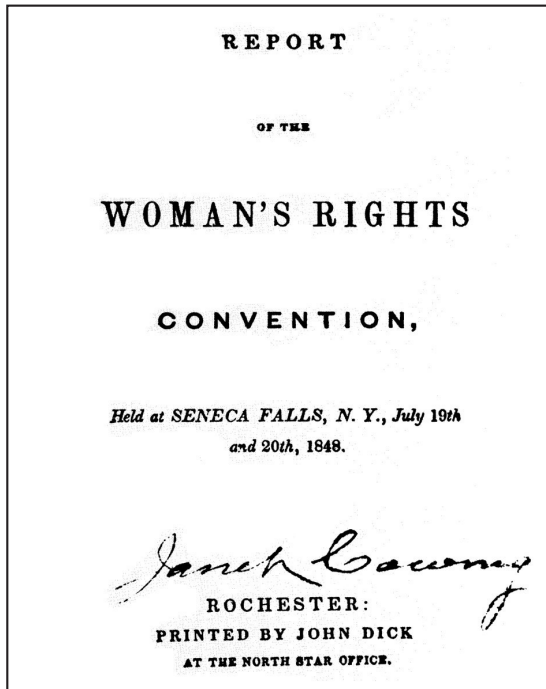
Note: A new conversion chart is provided with each administration of the Grade 5 Elementary-Level Social Studies Test. Be sure that only the chart included in this booklet is used to determine the final score of a student taking the November 2003 test.

Grade 5 Elementary-Level Social Studies
Part IIIA—Content Specific Rubric
Short-Answer Questions—November 2003

Scoring Notes:

1. Correct responses in Part III A are awarded $\frac{1}{2}$ credit. The maximum number of credits for this part of the test is 6.
2. If a student's **total** credits ends in .5, round **up** to the *nearest* whole number. For example, if the total credit for Part III A is 4.5, round up to 5 and place that score on the student's Part I answer sheet *or* on the back cover of test booklet 2.

Document 1



Source: *The Rights of Woman: Celebrating in 1998 What Began in Seneca Falls in 1848*, Seneca Falls Historical Society

. . . In 1848, [Lucretia] Mott and [Elizabeth Cady] Stanton organized the first women's rights convention in America. They held the meeting, attended by both women and men, near Stanton's home in Seneca Falls, New York. At the end of the two-day event, conference participants published the "Declaration of Sentiments." The document was based on the Declaration of Independence. But instead of claiming that "all men are created equal," the Declaration of Sentiments said that "all men and women are created equal." It also argued that women deserved the right to vote. . . .

Source: Miles Harvey, *Women's Voting Rights*, Children's Press

Question 1a What event was held in Seneca Falls in July of 1848?

Score of 0.5:

- States that the event held in Seneca Falls in July of 1848 was the women's rights convention
Examples: women's rights convention; a convention; an important convention or meeting; conference on women's rights

Score of 0:

- Incorrect response
Examples: a women's rights; a report; all men are created equal
- Vague response that does not answer the question
Examples: Declaration of Sentiments; Declaration of Independence
- No response

Question 1b What was the purpose of this event?

Score of 0.5:

- States a purpose of the event held in Seneca Falls in July of 1848
Examples: to draw attention to the fact that women did not have equal rights; to get voting rights for women; women's rights

Score of 0:

- Incorrect response
Examples: have fun; so that men and women can be created equal
- Vague response that does not answer the question
Examples: rights; voting; publish something
- No response



As Susan B. Anthony's interest in women's rights grew stronger, she began traveling around New York to lecture [give speeches] and petition. She often had to nail up signs in each town announcing her lectures.

Source: Albert Lewis Lindel and Darlene E.R. Resling, *Susan B. Anthony*, Educational Patterns, Inc.

Question 2 Based on this document, list *two* ways Susan B. Anthony told people about the need for women's rights.

Score of 1 or 0.5:

- Award ½ credit (up to a maximum of 1 credit) for each *different* way, shown in the graphic or described in the text, that Susan B. Anthony told people about the need for women's rights
Examples: traveled around giving speeches or lectures; nailed up signs; petitions

Note: If the student provides the same response more than once, using slightly different language, award only ½ credit for one response.

Example: she talked to large groups of people; she gave speeches to lots of people

Score of 0:

- Incorrect response
Examples: she liked to travel; she grew stronger
- Vague response that does not answer the question
Examples: she was interested; growing stronger; traveling
- No response



. . . On January 11, 1871—for the first time in American history—a woman was allowed to address a committee of Congress. The speaker was not Elizabeth Cady Stanton or Susan B. Anthony, but a charismatic [charming] newcomer to the women’s movement—Victoria Claflin Woodhull. Like Francis and Virginia Minor, she argued that women already had the right to vote under the Fourteenth and Fifteenth Amendments. There was no need for a new amendment, she said, so long as Congress passed a Declaratory Act [law] to enable women’s rights. . . .

Source: G. Ward and K. Burns, *Not For Ourselves Alone*, Alfred A. Knopf

WOODHULL & CLAFLIN'S WEEKLY.

PROGRESS! FREE THOUGHT! UNTRAMMELED LIVES!
BREAKING THE WAY FOR FUTURE GENERATIONS.

VOL. 2—No. 23.—WHOLE No. 45. NEW YORK, APRIL 22, 1871. PRICE TEN CENTS.

VICTORIA C. WOODHULL & TENNIE C. CLAFLIN
 EDITORS AND PROPRIETORS.

THE
Cosmo - Political Party.

NOMINATION FOR PRESIDENT OF THE U. S.,
In 1872.
VICTORIA C. WOODHULL

—SUBJECT TO—
RATIFICATION BY THE NATIONAL CONVENTION.

THE FIRST WOMAN BALLOT.
 The Fourteenth Amendment has Begun its Work.
WHO WILL STOP IT?

The pioneer woman voter is Mrs. Nettie H. Gardner, and she lives in Detroit, Mich. She succeeded in registering her name week before last, and on Tuesday, the 6th of April, she cast the first vote for a State officer deposited in an American ballot-box by a woman for the last half century. Some time since, by the way, a number of ladies of St. John, Mich., succeeded in getting themselves registered, but they were not permitted to vote. Why was this? However, as to the pioneer.

Mrs. Gardner arrived at the polls of the First Precinct of the State Ward at about half past 10 o'clock, in a carriage accompanied by her son, a lad of ten years, Mrs. Sterling, and Mrs. Olive E. Goodwin. Early a dozen bystanders were present at the voting place, and the larger part of the set were laboring men. No nomination, whatever followed the appearance of the ladies, the men remaining quiet and civil, and contenting themselves with courteous nods and with best tactical development, and with speculations as to how the

WEDDING PRESENTS OF THE PRINCESS LOUISE.
EMERALDS AND DIAMONDS IN PROFUSION.
THE MRS. BRIDGESBROUGH'S PRESENTS.
HER TROUSSEAU.

The following presents were given to her Royal Highness the Princess Louise on the occasion of her marriage to the Marquis of Lorne:
 FROM HER MOTHER, QUEEN VICTORIA.
 A very large and fine emerald set with brilliants as a center stone. A necklace of pearls and diamonds. A pair of earrings. A pair of bracelets. A pair of bangles. A pair of rings. A pair of gloves. A pair of shoes. A pair of slippers. A pair of stockings. A pair of garters. A pair of hosiery. A pair of undergarments. A pair of outer garments. A pair of accessories.

in ornaments of a similar description. The pendant, the characteristic portion of the jewel, is surrounded by an emerald spray of long mystic filigree Campbell design, and bears in the center the garter of Lorne, composed of emeralds on a gold of diamonds; the bracelet also of sapphires and diamonds, bears the inscription, "Le-Rois-Lion."
 FROM THE LADIES AND GENTLEMEN OF HER MAJESTY'S HOUSEHOLD.
 One large single candlestick for five lights; four smaller silver for three lights each; a very complete table service in silver gilt, with the cipher and crown engraved on each article.
 FROM THE QUEEN'S HOUSEHOLD.
 A silver tea and coffee service, with table mounted in silver.
 FROM THE BRIDGESBROUGHS.
 A case handsome oval bracelet with rubies and diamonds.

Woodhull & Claflin’s Weekly was a newspaper published by Victoria Claflin Woodhull and her sister, Virginia Claflin.

In 1872, Victoria Woodhull became the first woman to run for president of the United States.

Question 3 List three ways Victoria Woodhull supported women's rights.

Score of 1.5, 1.0, or 0.5:

- Award ½ credit (up to a maximum of 1½ credits) for each *different* way, shown in the graphic or described in the text, that Victoria Woodhull supported women's rights

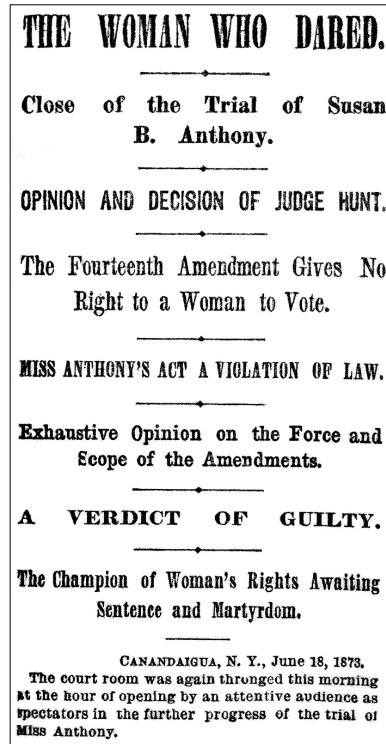
Examples: first woman to address a committee of Congress; first woman to run for President; published a newspaper with her sister; published a newspaper; she spoke to Congress; asked Congress to pass laws for women's rights; formed her own political party; ran for President; she proposed a Declaratory Act; she asked Congress to pass a law about women's rights

Note: If the student provides the same response more than once, using slightly different language, award only ½ credit for one response.

Examples: published a newspaper with her sister; published a newspaper
or
asked the government to pass laws for women's rights; she asked Congress to pass a law about women's rights

Score of 0:

- Incorrect response
Examples: first **person** to address a committee of Congress; supported women's rights; she was president; posed for a photograph; Victoria made laws
- Vague response that does not answer the question
Examples: she had a party; she helped enable women's rights
- No response



Source: G. Ward and K. Burns,
Not For Ourselves Alone, Alfred A. Knopf

. . . Despite the split [into two separate groups], the suffrage movement continued to gain popularity. In 1872, the Republican Party—then the leading political group in the country—mentioned its “obligation [duty] to the loyal women of America.” That same year, Victoria Woodhull became the first woman to run for president of the United States. Many women across the country attempted to vote even though it was illegal. One of them was Susan B. Anthony, who was arrested after she cast her ballot in Rochester, New York. A judge later fined her one hundred dollars, which she refused to pay. . . .

Source: Miles Harvey, *Women's Voting Rights*, Children's Press

Question 4 According to this document, what was *one* action Susan B. Anthony took in support of women's rights?

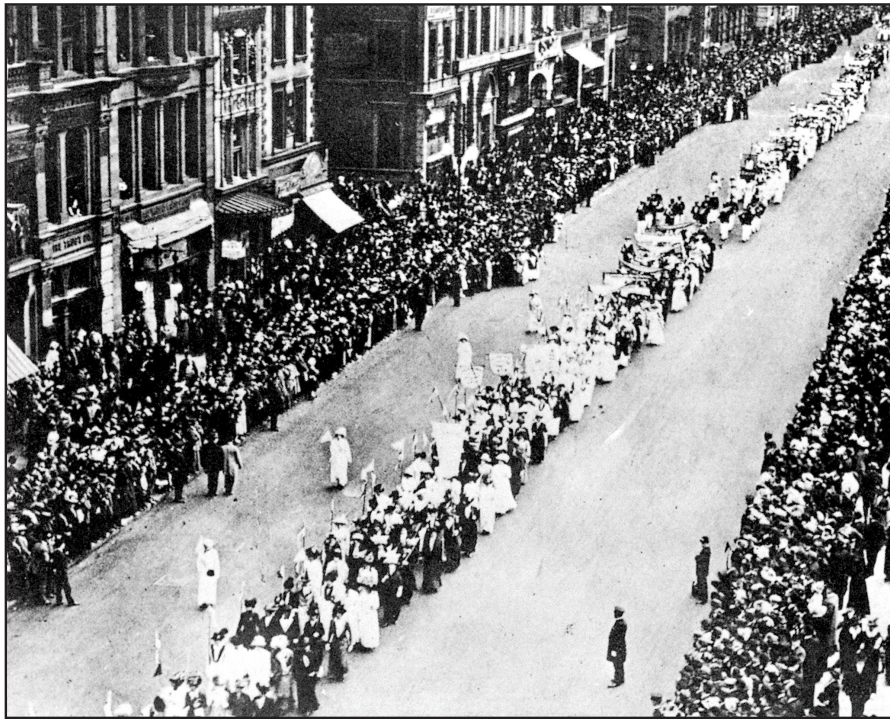
Score of 0.5:

- States one action Susan B. Anthony took in support of women's rights
Examples: tried to vote; tried to cast a ballot; was arrested for trying to vote; refused to pay the fine; violated a law

Score of 0:

- Incorrect response
Examples: paid fine for trying to vote illegally; she paid her fine
- Fails to state an action taken by **Susan B. Anthony** in support of women's rights.
Examples: women across the country voted; a judge fined her; Victoria Woodhull ran for president
- Vague response that does not answer the question
Examples: she dared; she was guilty; she's awaiting her sentence; violation
- No response

Document 5



Source: Miles Harvey, *Women's Voting Rights*, Children's Press

Both men and women marched in parades or carried signs. Many people attended these parades.

Question 5 Based on this document, state *two* ways that people showed their support for women's rights.

Score of 1.0 or 0.5:

- Award $\frac{1}{2}$ credit (up to a maximum of 1 credit) for each *different* way, shown in the graphic or described in the text, that people showed their support for women's rights
Examples: marched in parades; carried signs (flags, banners); attended parades; protesting for women's rights; protested

Note: If the student provides the same response more than once, using slightly different language, award only $\frac{1}{2}$ credit for one response.

Example: they walked in parades; they marched in parades

Score of 0:

- Incorrect response
Examples: protested against women's rights; marched against women's rights; parades were long
- Vague response that does not answer the question
Examples: they were crowded; there were lots of people
- No response

Document 6



Source: UPI/Bettmann

. . . So Alice Paul and her friends began a campaign aimed at forcing male politicians to support women's rights. For many months, they held round-the-clock protests in front of the White House, sometimes chaining themselves to the fence. When they were arrested, which was often, they refused to eat. Some other feminists [women's rights supporters] felt embarrassed by these tactics and predicted that they wouldn't work. But [Alice] Paul and her friends proved their critics wrong. Their protests received a lot of publicity [public attention] in newspapers and created increased support for the suffrage movement. Many politicians—including President Woodrow Wilson—eventually came out in support of voting rights for women. . . .

Source: Miles Harvey, *Women's Voting Rights*, Children's Press

Question 6a According to this document, who was Alice Paul trying to get interested in women's rights?

Score of 0.5:

- States specifically who Alice Paul was trying to get interested in women's rights
Examples: the President; Mr. President; politicians; Woodrow Wilson; male politicians

Score of 0:

- Incorrect response
Examples: women; protesters
- Vague response that does not answer the question
Examples: people; men
- No response

Question 6b Based on this document, state *one* action taken by Alice Paul and her friends to draw attention to their cause.

Score of 0.5:

- States a specific action taken by Alice Paul and her friends to draw attention to their cause
Examples: began a campaign; campaigned; protesting; holding signs (banners); went to the White House; chained themselves to the fence; refused to eat; got arrested; got the attention of newspapers

Score of 0:

- Incorrect response: a statement that does not identify a specific action taken by Alice Paul or her friends
Examples: the President; women's rights; signs; she got her friends to help
- Vague response that does not answer the question
Examples: forced politicians; she did things to help women
- No response

The maximum score for Part III A is 6.

Grade 5 Elementary-Level Social Studies
Part IIIB—Content Specific Rubric
Document-Based Question—November 2003

Historical Background:

During the 1800s and early 1900s, many people in the United States became involved in the issue of equal rights for women. New Yorkers played an important role in this struggle for equality.

Task: Describe how New Yorkers and others worked for women’s rights

Key Ideas from the Documents

Document	People	How they worked for women’s rights
1	Lucretia Mott and Elizabeth Cady Stanton	Organized and attended first women’s rights convention in America Published the Declaration of Sentiments stating that all men and women are created equal
2	Susan B. Anthony	Nailed up signs announcing her lectures and speeches Traveled around New York, giving speeches and petitioning for support for women’s rights
3	Victoria Woodhull	Addressed a committee of Congress asking them to pass a law enabling women’s rights guaranteed by the 14th and 15th amendments Became first woman to address a committee of Congress Published a weekly newspaper with her sister, Virginia Claflin Ran for president
4	Susan B. Anthony	Arrested for trying to vote in 1872 election Put on trial, convicted, but refused to pay the fine
5	Men and women	Marched in parades for women’s rights Carried signs Attended parades
6	Alice Paul	Campaigned for women’s rights in front of the White House Encouraged male politicians, including President Woodrow Wilson to support women’s rights Held round-the-clock protests Chained themselves to the White House fence

Note: Beginning in the November 2003 test booklet, students will be reminded to use *at least one more than half* of the documents in their response. For this year, that number is *at least 4* documents.

How to determine the number of documents used in a response:

1. Using, referring to, or making an inference from information in either the text or the graphic provided in a given document constitutes the use of that document.
2. Using separate or multiple pieces of information from a graphic and/or text found on the same page constitutes the use of only one document.

Score of 4:

- Thoroughly addresses all aspects of the task of describing how New Yorkers and others worked for women's rights
- Consistently uses accurate data from at least *four* documents (see Key Ideas chart)
- May include relevant outside information related to the ways New Yorkers and others worked for women's rights
- Develops ideas fully about how New Yorkers and others worked for women's rights, using supporting evidence such as examples, reasons, details, explanations and generalizations that are relevant and appropriate
- Demonstrates a logical plan of organization and coherence in the development of ideas by including a clear beginning (introduction), middle (body), and ending (conclusion)
- Consistently expresses ideas clearly about how New Yorkers and others worked for women's rights

Score of 3:

- Addresses most aspects of the task of describing how New Yorkers and others worked for women's rights
- Generally uses accurate data from some of the documents
- Develops ideas satisfactorily with adequate supporting evidence
- Uses a general plan of organization; may lack an introduction and/or a conclusion
- Generally expresses ideas clearly about how New Yorkers and others worked for women's rights

Score of 2:

- Addresses some aspects of the task of describing how New Yorkers and others worked for women's rights
- Makes limited use of the documents; may only restate the contents of the documents; may include irrelevant or inaccurate data
- Demonstrates weakness in the development of ideas with little supporting evidence
- Organizes information but is weak and may go off the topic; may list examples without tying them together; may lack an introduction and/or a conclusion; may lack focus
- Expresses ideas about how New Yorkers and others worked for women's rights but does not do so fully and clearly

Score of 1:

- Shows a limited understanding of the task of describing how New Yorkers and others worked for women's rights
- Fails to use the documents or makes vague or unclear references to the documents
- Does not use specific information to support ideas or uses information that is not relevant or accurate
- Lacks a plan of organization
- Does not express ideas clearly about how New Yorkers and others worked for women's rights

Score of 0:

- Fails to answer the question or is totally unrelated to the topic
- Uses no accurate data
- Is illegible or so many words cannot be read that no sense can be made
- Is incoherent, i.e., words are legible, but syntax is so garbled that no sense can be made
- Is a blank paper

This essay is about women's rights. Everyone thinks they know how hard women fought, but let's see if they do. Women had more rights than slaves, but life was bad for them too. Women could not vote. They couldn't be a part of politics. It was like women lived in a different world from men.

Life for women was boring. Nothing interesting. It was just the same thing all the time, every day. There was no mention of women in the Declaration of Independence, all it said was that all men were created equal. It was like all women were there for was to cook and care for their family.

Women decided they would show the men who was boss. One group held a two-day

Anchor Paper - Document-Based Essay—Level 4 - A

convention, where they made their own Declaration. Only in this one, it said all men and women equal. They called it the Declaration of Sentiments. Women had petitions and speeches. One group of women chained themselves to the gate outside the White House and held up signs. One read, 'Mr. President, how long must women wait for liberty?' Susan B. Anthony snuck into a voting booth. When the judge fined her \$100.00, she refused to pay. Women ran for president. Two sisters published a newspaper called Woodhull and Claflin's Weekly. Finally, as men joined women, so did the politicians. Women finally got their well deserved rights.

Now women get to vote and they are equal to men. Women deserved rights, and that's exactly what they got.

Anchor Level 4–A

The response:

- Thoroughly addresses all aspects of the task by describing how New Yorkers and others (Anthony, Woodhull, Claflin) worked for women’s rights and by referring to the actions of Stanton, Mott, and Paul
- Consistently uses accurate data from documents 1, 2, 3, 4, and 6
- Develops ideas about the issue of women’s rights very well, using supporting evidence (there was no mention of women in the Declaration of Independence)
- Demonstrates a logical plan of organization and coherence in the development of ideas with an extensive introduction, comparing equality for women with equality for enslaved persons, and an excellent conclusion
- Consistently expresses ideas clearly about how New Yorkers and others worked for women’s rights

Conclusion: Overall, the response best fits the criteria for Level 4. The response nicely integrates information from the documents as part of the narrative. Although the statement comparing women and slaves may be an oversimplification, the response shows a clear understanding of the issue of equal rights and provides much information in support of the statements made.

During the 1800's and early 1900's many people in the United States became involved in the issue of the equal rights for women. Women couldn't vote for the President then. New Yorkers played an important role in this struggle for equality. Here are some examples of what women did or said.

In document 2 it says that Susan B. Anthony had to put up signs to let people know she was giving lectures and petition. Her feelings for women's rights grew stronger. She went all over to tell people women should have the same rights as men.

In document 6 it says that Alice Paul and her friends would sometimes chain themselves to fences. They also (for

many months) did round-the-clock protest in front of the Whitehouse. Eventually Mr. Woodrow Wilson came out and supported womens rights for voting. While he was still President women did get the right to vote.

In document 3 it says that Victoria Woodhull was the first Women allowed to adress the Committee of Congress. She also was the first women to run for President. She helped her sister publish a newspaper. Most newspapers were run by men then.

To this conclusion you can see that women worked hard to be equal. Many of those women (Alice Paul, Susan B. Anthony, Victoria Woodhull) are now famous for what

they did. They were brave and are very daring people.

Anchor Level 4–B

The response:

- Thoroughly addresses all aspects of the task by describing how New Yorkers and others (Anthony, Paul, Woodhull) worked for women’s rights
- Consistently uses accurate data from documents 2, 3, and 6
- Includes some relevant outside information (women got the right to vote when Wilson was President; most newspapers run by men then)
- Develops ideas fully about how New Yorkers and others worked for women’s rights, using supporting evidence (Susan B. Anthony had to put up signs to let people know that she was giving a lecture)
- Demonstrates a logical plan of organization and coherence in the development of ideas (even though the introduction was copied from the historical background, the body was nicely paraphrased with an excellent conclusion saying these women “were brave and very daring people”)
- Consistently expresses ideas clearly about how New Yorkers and others worked for women’s rights

Conclusion: Overall, the response best fits the criteria for Level 4. Even though only three documents are used, the structure of the essay, the amount of specific detail, the inclusion of outside information and the strong conclusion makes this a level 4 response.

From the 1800s to the 1900s many men and women were involved in the rights for women. They would protest, give speeches and more. But some women were even more involved.

Susan B. Anthony traveled to different towns and gave speeches she also put up signs about her speeches. Once Susan B. Anthony was arrested for voting and she refused to pay the hundred dollar fine.

Alice Paul and her friend protested in front of the White House and finally the president came out and said he would support women's rights.

Victoria Claflin became a member of congress. She said that there was no need for a new amendment as

long as congress passed a law
for womens rights. Victoria Claflin also ran
for president.

As you can see though women
who protested, gave speeches and much
much more, have really mad a differenc
in wemen rights.

Anchor Level 3–A

The response:

- Addresses most aspects of the task by describing how New Yorkers and others (Anthony, Paul, Woodhull) worked for women’s rights
- Generally uses accurate data from documents 2, 3, 4, and 6
- Develops ideas satisfactorily with some supporting evidence (the President came out and said that he would support women’s rights; Victoria Woodhull said there was no need for an amendment as long as Congress passed a law for women’s rights)
- Uses a general plan of organization with a good introduction and conclusion
- Generally expresses ideas clearly about how New Yorkers and others worked for women’s rights

Conclusion: Overall, the response best fits the criteria for Level 3. Even though four documents are used, the examples mentioned provide only some supporting details. The two small inaccuracies in the material from document 3 (omitting Victoria Claflin Woodhull’s last name and stating that Victoria Claflin became a member of Congress) do not detract from the overall quality of this response.

The women of the USA did not have the same rights as men. They were going to fight for equal rights.

One way they did this was with speeches. For example, Susan B Anthony traveled around New York to lecture and petition. Sometimes she mailed up signs announcing her lectures. Also, Victoria Woodhull said, "There was no need for a new amendment."

Another way people worked was by making some daring moves. Victoria Woodhull was the first woman ever to run for President of the United States. Also, in 1872, Susan B Anthony casted a vote in the election.

The women and men worked very hard and suffered some consequences but made women rights.

Anchor Level 3–B

The response:

- Addresses most aspects of the task by describing how New Yorkers and others (Anthony, Woodhull) worked for women’s rights
- Generally uses accurate data from documents 2, 3, and 4
- Develops ideas satisfactorily with adequate supporting evidence
- Uses a general plan of organization with an adequate introduction and conclusion
- Generally expresses ideas clearly about how New Yorkers and others worked for women’s rights

Conclusion: Overall, the response best fits the criteria for Level 3. Information from the documents is used correctly with some supporting details and is organized in a logical manner. Additional information about Anthony and Woodhull or the use of additional documents would have improved this response.

New Yorkers worked and helped for woman's rights. Here are some reasons how people worked and helped for women to have their rights.

In the year 1848, there was a woman's convention, when the people wrote the Declaration of Independence it said men are treated equally instead of men and woman are treated equally.

Susan B. Anthony went around the world making speeches and nailing up signs saying women's rights.

Victoria Woodhull was allowed

to make a address to a committee,

Susan B. Anthony voted even though it was illegal. So Susan B. Anthony was arrested. She had to pay her lawyer one-hundred dollars but she refused.

On the days of parades men and women marched in the parades or had signs. Most people went to the parades.

President Woodrow Wilson helped women by voting for them. Sometimes women would chain them-selves to the fences in front of the white house. One woman had a sign that said

"Mr. President, how long must women wait for liberty?"

In conclusion, this is how women were helped and New Yorkers worked for woman's rights.

Anchor Level 3–C

The response:

- Addresses most aspects of the task by describing how New Yorkers and others (Anthony, Woodhull) worked for women's rights and by referring to the actions of Paul
- Uses data from all the documents; however, several inaccurate statements are made that show misinterpretation of some of the documents (Susan B. Anthony refused to pay her lawyer; Woodrow Wilson helped women by voting for them)
- Develops ideas satisfactorily with some brief supporting evidence (some women chained themselves to fences in front of the White House; Victoria Woodhull was allowed to make an address to a committee)
- Uses a general plan of organization with an adequate introduction and conclusion
- Generally expresses ideas clearly about how New Yorkers and others worked for women's rights

Conclusion: Overall, the response best fits the criteria for Level 3. The supporting details are a mix of accurate and inaccurate interpretations of the documents. Even though all the documents are used, the brevity of the facts, examples and/or details and the number of inaccuracies detract from the overall quality of the essay.

People helped fight for women's rights in different ways.

Sucretia Mott and Elizabeth Cady Stanton organized the first women's rights convention in America.

Susan B. Anthony had speeches about women's rights as did Victoria Claffin Woodhull. Victoria Claffin Woodhull also ran for president. Susan B. Anthony even voted and she knew it was illegal for women to vote.

Both men and women marched with signs talking about women wanting their rights.

Alice Paul tried to get male politicians to help fight for women's rights.

That is how people fought for women's rights.

Anchor Level 2–A

The response:

- Addresses some aspects of the task by describing how New Yorkers and others (Mott, Stanton, Anthony, Woodhull, Paul) worked for women’s rights
- Uses accurate data from all the documents
- Demonstrates weakness in the development of ideas; includes only limited details
- Uses a list-style format with some supporting evidence; however, the introduction and the conclusion are weak
- Expresses ideas about how New Yorkers and others worked for women’s rights but does not do so fully

Conclusion: Overall, the response best fits the criteria for Level 2. Although accurate information from all the documents is used and three of the documents are nicely combined into one paragraph, the lack of details and the listing of examples without tying them together make this a level 2 response.

New Yorkers and many people helped women's rights. Susan B. Anthony helped by speeches and signs saying lectures she gave. Lucretia Mott and Elizabeth Cady organized the first Women's rights convention in America. Alice Paul and a few of friends had many protests to try and get men involved. They also got the president (Woodrow Wilson) involved. Many women got men and women to march in a parade and hold up signs. Women had many protests as I said before, some were around the clock protests.

Many people helped women. Soon many men were fighting for women's rights.

Anchor Level 2–B

The response:

- Addresses some aspects of the task by describing how New Yorkers and others (Anthony, Mott, Stanton, Paul) worked for women’s rights
- Makes limited use of documents 1, 2, 5, and 6
- Demonstrates weakness in the development of ideas with little supporting evidence (names the women who helped with the movement with a simple statement of one of their actions)
- Organizes information in a simple list format
- Expresses ideas about how New Yorkers and others worked for women’s rights but does not do so fully and clearly

Conclusion: Overall, the response best fits the criteria for Level 2. Although four documents are used, the response makes limited use of the information in each document.

In document one it states that women held meeting to organize the womens rights convention in america.

In document two it states that Susan B Antony gave speeches all around Newyork. She also put a number of signs up.

In document five it states that some people clapped to show respect to the women rights. Some even held signs up and white flags.

In document six it states whe women held meeting for womens rights to vote. That's the reason they held meeting to organize the womens rights convention in America.

Anchor Level 2–C

The response:

- Addresses some aspects of the task by describing how New Yorkers and others (Anthony) worked for women’s rights
- Makes very limited use of documents 1, 2, and 5 by restating selected information; includes irrelevant data (people clapped to show respect)
- Demonstrates weakness in the development of ideas with little supporting evidence
- Poorly organizes information in a list format; contains no introduction or conclusion
- Minimally expresses ideas about describing how New Yorkers and others worked for women’s rights

Conclusion: Overall, the response fits the criteria for a low Level 2 rating. It makes minimal use of accurate information. While the response refers to document 6, the information provided comes from document 1 and repeats the information given in the first paragraph.

The woman's wait for the
Liberty, And a judge later fined
her one hundred dollars which
she refused to pay he was arrested
after she cast her ballot in
Rochester. They marched in
parades or carried signs many people
go to see the parades. For many
months they held around the clock
protests in front the white
house. They began to trouble
around New York Victoria
Woodhull became the first
president of New York the interest
in woman's rights grew stronger.
They held the meeting, attended by both

women and men, near stanton's
home is seneca Falls New York
At the end of two days event
conference participants published the
"Declaration of Sentiments"

Anchor Paper—Score Level 1–A

The response:

- Shows a limited understanding of the task when describing how New Yorkers and others (Woodhull) worked for women's rights and when referring to the actions of Anthony, Paul, Mott and Stanton without mentioning them by name
- Restates parts of documents 1, 3, 4, and 5; contains some inaccuracies (Victoria Woodhull was the first president of New York)
- Demonstrates weakness in the development of ideas with little supporting evidence
- Poorly organizes information, using a list style in jumbled order (the womans wait for they liberty and a judge later fined her one hundred dollars)
- Does not express ideas clearly about how New Yorkers and others worked for women's rights (they began to trouble around New York)

Conclusion: Overall, the response best fits the criteria for Level 1. The response simply restates selected information from the documents without any supporting details. This response has a major weakness in organization and statements are not generally supported.

I + was Declaration of Sentiments
and Declaration of Independence. That all
men all women are created equal. She
began traveling around New York to lecture
give speeches and petition. She also had often.
had to nail up signs in each town
announcing her lectures.

Anchor Paper—Score Level 1–B

The response:

- Shows a limited understanding of the task by referring to the actions of Anthony
- Makes vague and unclear references to documents 1 and 2, simply restating information out of context
- Does not use the information to support ideas
- Lacks a plan of organization
- Does not express ideas clearly about how New Yorkers and others worked for women's rights

Conclusion: Overall, the response best fits the criteria for Level 1. The response combines three statements from document 1 into two garbled sentences and copies word-for-word from document 2. This shows little understanding of the task.

They helped the women's, it's good because men and women rights. The body of men and women are the same but the women get to have babies. The women started trying to have rights. Because they did not have right.

Anchor Paper—Score Level 0

The response:

- Fails to answer question and is mostly unrelated to the task of describing how New Yorkers and others worked for women's rights, except for the statement "women started trying to have rights"
- Uses no accurate data and goes completely off the topic (the body of men and women are the same but women get to have babies)

Conclusion: Overall, the response best fits the criteria for Level 0. The response does not address the task, refers to no documents, and discusses irrelevant information totally unrelated to the topic.

Here are some ways about women rights is Freedom, liberty and Justice.

The first one is Freedom. The women want to be free and have Freedom. But the president has to make a decision to free the woman and be Freedom. Susan B. Anthony put signs up. Alice Paul and her friends stand in front of the White house and had a sign that said Mr President How long must woman wait for freedom. The second one is liberty. Some slaves want to be free and want liberty. But their boss said if they escape from their they will be whiped and have alot more chores.

One day the president said the slaves can be free and have liberty. The slaves were happy.

The third one is Justice. One day the men and the woman was in the parade. When the parade was moving the men and the woman were full of justice. The men had the guns and the women had the cannons and they both shoot the guns and they shoot the cannons. That's what I learned about woman's rights.

Women's Rights

The focus of my essay is to explain how the New Yorkers and others worked for woman's rights. There was a time when women were not equal like men.

In document 3 I saw how Victoria Woodhull supported woman's rights. One way was she ran for President of the U.S. Victoria was also the first woman to address a committee of congress. I think she was trying to prove that women can do or get up to where a man can also.

Then in document 4 I saw that Susan B. Anthony voted. In this time women were not allowed to vote. A judge later fined her one hundred dollars. She then

refused to pay. She was protesting because she was not equal to men. Document 2 also told how she traveled around the world giving lectures about women's rights. Also she put up signs announcing about her lectures. It told people about the needs for women's rights.

Document 5 shows a picture. This picture shows both men and women marching in parades. Some carried signs. Many people came to see what they had to say. These people showed their support of women's rights.

Lastly in document 6 I saw a picture of a lady holding a sign that

said "How long must we wait for liberty." The woman's name was Alice Paul. She was also helping for women's rights. Her and her friend got men to help them, especially political men and even a President.

These are the reasons why I believe New Yorkers and others worked for women's rights.

I will tell you how New Yorkers and others worked for women's rights.

Some ways New Yorkers and others worked for women's rights are they lead parades. They campaigned. Susan B. Anthony gave speeches. Also, Susan B. Anthony voted even though it was illegal. Alice Paul and friends campaigned in front of the white house. Lucretia Mott and Elizabeth Cady Stanton organized the first women's rights convention.

Victoria Woodhull was the first woman to address the country. Also, Victoria Woodhull was the first woman to run for president.

I have just told you how New York and others worked for women's rights.

In the 1800's many women protested against women's rights. Will the women get what they want?

In 1848 two women named Mott and Stanton organized the first women's rights convention in America. After that, men and women attended a meeting. It was in Seneca Falls. (Name of Stanton) At the end of the two day period, the two women published "The Declaration of Sentiments." (Based on the Declaration of Independence.) One fine speech was in there and it said "Men and women are created equal."

Susan B. Anthony's interest in women's rights grew stronger. She started giving

speeches about women's rights. She also nailed up posters when the speeches were and about women's rights. Susan B. Anthony was truly a helper.

On election day 1872 many women in the country wanted to vote, even though it was illegal. Susan B. Anthony voted that day in Rochester, NY. She was arrested and brought to court. She was guilty and fined one hundred dollars. She refused to pay.

As you can see women went through a lot. Today women are free to do things men do.

Many people tried to help woman get there right to vote such as Susan B. Anthony and many others. Woman tried to get there right to vote by getting men into helping the woman get there right to vote. They even got to president on there side. Susan B. Anthony tried to help by voting but she was caught and the arrested her. Men marched in the parades carrying signs for woman.

Practice Paper A—Score Level 1

The response:

- Shows a limited understanding of the task of describing how New Yorkers and others (Anthony, Paul) worked for women’s rights
- Makes vague references to documents 2, 5, and 6
- Does not use information to support ideas and uses extensive information that is not relevant to the question (some slaves want to be free and want liberty; the men had guns and the women had cannons)
- Has a weak plan of organization; lacks a clear introduction and conclusion
- Does not express ideas clearly about how New Yorkers and others worked for women’s rights

Conclusion: Overall, the response fits the criteria for Level 1. The response makes some reference to the women involved in the fight for women’s rights before it goes completely off the topic.

Practice Paper B—Score Level 4

The response:

- Thoroughly addresses all aspects of the task by describing how New Yorkers and others (Woodhull, Anthony, Mott, Paul) worked for women’s rights
- Consistently uses accurate data from documents 2, 3, 4, 5, and 6
- Develops ideas reasonably well about how New Yorkers and others worked for women’s rights, using supporting evidence ([Alice Paul] got men to help them, especially political men and even a President)
- Demonstrates a logical plan of organization and coherence in the development of ideas, including a good introduction
- Consistently expresses ideas clearly about how New Yorkers and others worked for women’s rights

Conclusion: Overall, the response fits the criteria for Level 4. The response uses information from five documents. It gives reasons for Woodhull’s actions along with many details and examples. Both documents on Anthony are combined into one nice paragraph. The response is well written even though it is somewhat in a list format.

Practice Paper C—Score Level 2

The response:

- Addresses some aspects of the task by describing how New Yorkers and others (Anthony, Paul, Mott, Stanton, Woodhull) worked for women’s rights
- Makes limited use of all the documents by restating one piece of information from each document; includes an inaccuracy (Victoria Woodhull was the first woman to address the country)
- Demonstrates weakness in the development of ideas with no use of supporting information
- Weakly organizes information in a list format
- Expresses ideas about how New Yorkers and others worked for women’s rights but does not do so fully and clearly

Conclusion: Overall, the response best fits the criteria for Level 2. The single paragraph of the body of the essay amounts to a summary of the actions mentioned in all the documents, but provides limited insight into the difficulties women faced in obtaining equal voting rights.

Practice Paper D—Score Level 3

The response:

- Addresses most aspects of the task by describing how New Yorkers and others (Mott, Stanton, Anthony) worked for women’s rights
- Uses accurate data from documents 1, 2, and 4
- Develops ideas satisfactorily with some supporting evidence (the Declaration of Sentiments is based on the Declaration of Independence; expresses the opinion that Susan B. Anthony was “truly a helper”)
- Uses a general plan of organization, including a good introduction and conclusion
- Generally expresses ideas clearly about how New Yorkers and others worked for women’s rights

Conclusion: Overall, the response best fits the criteria for Level 3. Although the introductory paragraph states “protesting against women’s rights,” the essay is clearly about “protesting for women’s rights.” Accurate information from the documents is incorporated into the response but not enough for a higher rating.

Practice Paper E—Score Level 2

The response:

- Addresses some aspects of the task by describing how New Yorkers and others (Anthony) worked for women’s rights and by referring to the actions of Paul
- Makes limited use of documents 4, 5, and 6
- Demonstrates weakness in the development of ideas with little supporting evidence
- Organizes information, but the introduction is weak and there is no conclusion
- Expresses ideas about how New Yorkers and others worked for women’s rights but does not do so fully and clearly

Conclusion: Overall, the response best fits the criteria for Level 2. The response focuses mainly on the idea of “getting men to help women get there [sic] right to vote.” There is little support from the documents, but the information given is accurate.

Grade 5 Elementary-Level Social Studies

Descriptions of Performance Levels

Performance Level	Range of Final Scores	Descriptions
4 Meeting the Standards with Distinction	85-100	Shows evidence of superior understanding of the content, the concepts, and the skills required for elementary-level achievement in each of the learning standards and key ideas assessed in social studies. Shows evidence of superior ability to apply the social studies content, concepts, and skills required for entering intermediate-level academic environments.
3 Meeting the Standards	65-84	Shows knowledge and understanding of the content, the concepts, and the skills required for elementary-level achievement of the five learning standards that are assessed in social studies. Shows the ability to apply the social studies content, concepts, and skills required for entering intermediate-level academic environments.
2 Not Fully Meeting the Standards	58-64	Shows only minimal knowledge and understanding of the content, the concepts, and the skills required for elementary-level achievement of the five learning standards that are assessed in social studies. Shows only minimal knowledge of the social studies content, concepts, and skills required for entering intermediate-level academic environments.
1 Not Meeting the Standards	0-57	Is unable to show proficiency in understanding the content, the concepts, and the skills required for elementary-level achievement in any or most of the learning standards and key ideas assessed in social studies. Is unable to show evidence of an ability to apply the social studies content, concepts, and skills required for entering intermediate-level academic environments.

Part III

Specifications Chart for Document-Based Question

TOPIC	STANDARDS TESTED
Role of New Yorkers and others in working for equal rights for women in the 1800s and early 1900s	Standards: 1 and 5 Units: 7 and 9

**Grade 5 Elementary-Level Social Studies Test — November 2003
Chart for Determining the Final Test Score (Use for November 2003 test only.)**

To determine the student's final score, locate the student's essay score across the top of the chart and the total Part I, Part II, and Part III A score down the side of the chart. The point where those two scores intersect is the student's final test score. For example, a student receiving an essay score of 3 and a total Part I, Part II, and Part III A score of 43 would receive a final test score of 79.

Essay

Score →	0	0.5	1	1.5	2	2.5	3	3.5	4
0	0	4	8	12	15	19	22	26	29
1	2	6	10	14	17	21	24	27	30
2	4	8	12	15	19	22	26	29	32
3	6	10	14	17	21	24	27	30	33
4	8	12	15	19	22	26	29	32	35
5	10	14	17	21	24	27	30	33	36
6	12	15	19	22	26	29	32	35	38
7	14	17	21	24	27	30	33	36	39
8	15	19	22	26	29	32	35	38	41
9	17	21	24	27	30	33	36	39	42
10	19	22	26	29	32	35	38	41	43
11	21	24	27	30	33	36	39	42	45
12	22	26	29	32	35	38	41	43	46
13	24	27	30	33	36	39	42	45	47
14	26	29	32	35	38	41	43	46	49
15	27	30	33	36	39	42	45	47	50
16	29	32	35	38	41	43	46	49	51
17	30	33	36	39	42	45	47	50	52
18	32	35	38	41	43	46	49	51	54
19	33	36	39	42	45	47	50	52	55
20	35	38	41	43	46	49	51	54	56
21	36	39	42	45	47	50	52	55	57
22	38	41	43	46	49	51	54	56	59
23	39	42	45	47	50	52	55	57	60
24	41	43	46	49	51	54	56	59	61
25	42	45	47	50	52	55	57	60	62
26	43	46	49	51	54	56	59	61	63
27	45	47	50	52	55	57	60	62	65

Total Part I, Part II, and Part III A Score

	0	0.5	1	1.5	2	2.5	3	3.5	4
28	46	49	51	54	56	59	61	63	66
29	47	50	52	55	57	60	62	65	67
30	49	51	54	56	59	61	63	66	68
31	50	52	55	57	60	62	65	67	69
32	51	54	56	59	61	63	66	68	71
33	52	55	57	60	62	65	67	69	72
34	54	56	59	61	63	66	68	71	73
35	55	57	60	62	65	67	69	72	74
36	56	59	61	63	66	68	71	73	75
37	57	60	62	65	67	69	72	74	77
38	59	61	63	66	68	71	73	75	78
39	60	62	65	67	69	72	74	77	79
40	61	63	66	68	71	73	75	78	80
41	62	65	67	69	72	74	77	79	81
42	63	66	68	71	73	75	78	80	83
43	65	67	69	72	74	77	79	81	84
44	66	68	71	73	75	78	80	83	85
45	67	69	72	74	77	79	81	84	87
46	68	71	73	75	78	80	83	85	88
47	69	72	74	77	79	81	84	87	89
48	71	73	75	78	80	83	85	88	90
49	72	74	77	79	81	84	87	89	92
50	73	75	78	80	83	85	88	90	93
51	74	77	79	81	84	87	89	92	94
52	75	78	80	83	85	88	90	93	96
53	77	79	81	84	87	89	92	94	97
54	78	80	83	85	88	90	93	96	99
55	79	81	84	87	89	92	94	97	100

Total Part I, Part II, and Part III A Score (continued)