

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 17, 2005

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

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 *Test Manual for Administrators and Teachers for the Grade 5 Elementary-Level Social Studies Test*. The 2005 edition of the test manual can be found at www.emsc.nysed.gov/osa/elintsocst.html. Click on the manual under Grade 5.

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 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 test score. The conversion chart for this test is located on the Department's web site <http://www.emsc.nysed.gov/osa/>. Only the chart for the November 2005 test may be used for determining the final test score.

Grade 5 Elementary-Level Social Studies
Part III A—Content Specific Rubric
Short-Answer Questions—November 2005

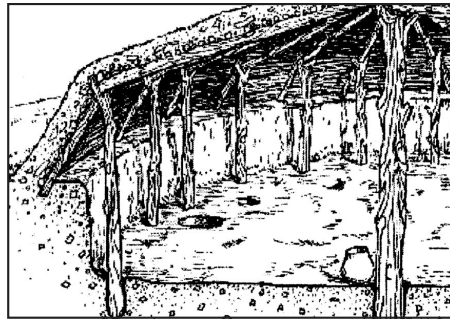
Scoring Notes:

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 7.
2. If a student's **total** credits end in 0.5, 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 page 8 of test booklet 2 *and* on the back cover of test booklet 2.

Document 1



Native American Wigwam



Native American Dugout

At first, colonists had to make do with temporary shelters. English wigwams were dome-shaped structures patterned after the homes of Algonquian Indians. These homes had one room with dirt floors and a very low doorway. Dutch settlers often built dugouts, which were pits dug into the side of a hill or the ground. Eventually, all of these temporary homes gave way to more permanent homes.

Question 1 Using this document, list *two* ways the Europeans used or changed the environment to make their temporary houses when they first arrived in what would become New York State.

Score of 1.0 or 0.5:

- Award $\frac{1}{2}$ credit (up to a maximum of 1 credit) for each *different* way the Europeans used or changed the environment to make their temporary houses when they first arrived in what would become New York State
Examples: used branches as support posts; used tree bark as roof covering; pits dug; made dugouts in sides of hills; used trees (wood) to make wigwams; covered roof of dugout with dirt

Score of 0:

- Incorrect response
Examples: temporary homes gave way to permanent homes; dirt floors; low doorways; one room
- Vague response that does not answer the question
Examples: English made wigwams; Dutch made dugouts; at first, they made do with temporary shelters
- No response

Document 2

The pioneer family tried to provide all their own food, fuel, and clothing. Food was not always plentiful. Sometimes the fish did not bite. Still more often, the deer hid themselves in thickets. The settler depended on corn to feed his family and his animals. To make the johnnycakes go down more easily, maple sugar or molasses was used. Wild berries were eagerly gathered by children. Clothing was homemade out of wool, flax [a plant], or animal skins.

Question 2a Using this document, list *two* sources of food for a pioneer family.

Score of 1.0 or 0.5:

- Award $\frac{1}{2}$ credit (up to a maximum of 1 credit) for each *different* source of food for a pioneer family, *based on this document*
Examples: fish; deer; corn; johnnycakes; maple sugar; maple sap; molasses; wild berries; animals, trees, plants

Note: It is acceptable to name products that come from specific sources named in the document, e.g., maple syrup; johnnycakes, *or* to name the source of the food itself, e.g., maple sap

Score of 0:

- Incorrect response
Examples: animal skins; wool, flax
- No response

Question 2b Using this document, list *two* sources of clothing for a pioneer family.

Score of 1.0 or 0.5:

- Award $\frac{1}{2}$ credit (up to a maximum of 1 credit) for each *different* source of clothing for a pioneer family, *based on this document*
Examples: wool; flax; animal skins; deer; sheep

Note: It is acceptable to name the sources of the products listed, e.g., sheep; plants; deer; animals. However, each source of clothing must be different. Similar responses such as *wool* and *sheep* should receive only $\frac{1}{2}$ credit. On the other hand, both *wool* and *sheepskin* would be acceptable.

Score of 0:

- Incorrect response
Examples: thicket; fish; corn; berries
- No response

Document 3



Source: Painted by L. F. Tantillo, "Fort Orange," www.lftantillo.com

Some settlements were started near early forts, which were located by rivers or lakes. There were few roads for settlers to use, so water transportation made travel easier. The rivers and lakes were also an excellent source of food and fresh water.

Question 3a According to this document, give *two* reasons many early settlements and forts were located next to rivers and lakes.

Score of 1.0 or 0.5:

- Award $\frac{1}{2}$ credit (up to a maximum of 1 credit) for each *different* reason many early settlements and forts were located next to rivers and lakes *as shown or mentioned in this document*

Examples: rivers and lakes were an excellent source of fresh water; there were few roads for settlers to use; water transportation made travel easier; rivers and lakes were an excellent source of fish; trade with other communities

Score of 0:

- Incorrect response
Examples: rivers and lakes froze over in the winter
- Vague response that does not answer the question
Examples: roads; rivers and lakes; for protection; it was a good place to be
- No response

Question 3b Using this document, name *two* ways the European settlers made use of wood found in their physical environment.

Score of 1.0 or 0.5:

- Award $\frac{1}{2}$ credit (up to a maximum of 1 credit) for each *different* way the European settlers made use wood found in their physical environment *as shown in this document*

Examples: built buildings; built forts; made boats (canoes); built walls; made fishing poles; catch fish; made masts for boats; for firewood; to build a pier/dock; for cooking; to make carts

Note: Each use of wood must be different. Similar responses such as *to build a fort* and *to build a stockade* should receive only $\frac{1}{2}$ credit.

Score of 0:

- Incorrect response
Examples: to hunt animals; for bricks
- Vague response that does not answer the question
Examples: to build things
- No response

Document 4



Source: Barbara Greenwood, *A Pioneer Sampler*, Houghton Mifflin

Travel over land was very hard for the early settlers. Most of the early roads evolved [were made] from ancient Indian paths that crisscrossed the frontier of old New York. To clear the road, the first task was usually the most difficult. Stumps, boulders, brush, and trees had to be cleared. Usually, this was done entirely by hand or with the help of horses. Once the debris was cleared, leveling began. This was the distinguishing mark of an improved road, separating it from paths for foot travel or animal migration.

Question 4 Using this document, name *one* change that was made to early Indian paths to turn them into roads.

Score of 0.5:

- States *one* change made to early Indian paths to turn them into roads
Examples: the path was leveled; the path was cleared of stumps (boulders/brush/trees/debris); trees were cut down and cleared

Score of 0:

- Incorrect response
Examples: did not use ancient Indian paths; used ancient Indian paths; they crisscrossed the frontier; oxen pulled wagons
- Vague response that does not answer the question
Examples: they made them better; they used horses to help; they cut down stuff
- No response

Development of an Early Farm

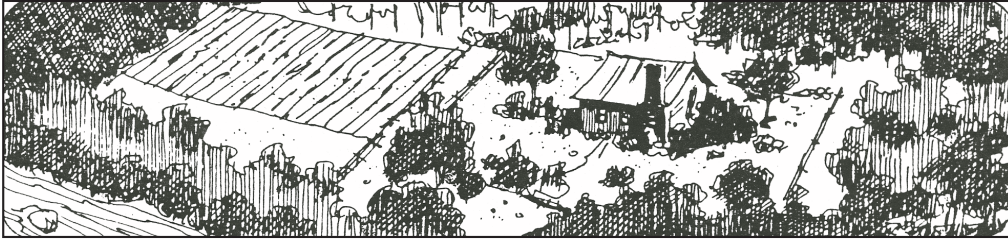
Picture A



Picture B



Picture C



Source: Boccanfuso and Faruolo Uzzo, *Exploring New York*, D.C. Heath, 1987 (adapted)

Question 5 Based on these pictures, list *two* changes this settler made to the land.

Score of 1.0 or 0.5:

- Award $\frac{1}{2}$ credit (up to a maximum of 1 credit) for each *different* change this settler made to the land shown in these pictures
Examples: cleared some of the land to grow crops; cut down some trees to use as lumber to make homes and buildings; used trees for fuel; built fences; made the area they lived in bigger; made a larger lot/yard; planted trees near house; used trees to heat house

Score of 0:

- Incorrect response
Examples: kept all the trees in place; added a chimney to the house
- Vague response that does not answer the question
Examples: made it better to live there; made it easier to get around
- No response

Document 6



Source: F. Daniel Larkin, et al., *New York: Yesterday and Today*, Silver Burdett & Ginn, 1990

Many early businesses began near waterfalls. The falls provided waterpower for mills. Sawmills cut logs for lumber. Gristmills ground grain for flour.

Question 6 According to this document, why were many early businesses started next to rivers or waterfalls?

Score of 0.5:

- States *one* reason many early businesses were started next to rivers or waterfalls
Examples: the waterfall provided waterpower for mills; the waterpower could be used in sawmills to cut logs into lumber; the waterpower could be used to grind grain into flour; early businesses needed power; water provided power or energy for the business

Score of 0:

- Incorrect response
Examples: water provided a fun place to swim; dams had to be built
- Vague response that does not answer the question
Examples: for their business; it was a good place to locate or build
- No response

The maximum score for Part III A is 7.

Grade 5 Elementary-Level Social Studies
Part III B—Content Specific Rubric
Document-Based Question—November 2005

Historical Background: The colonization of New York State began in the 1600s with Dutch, French, and British explorers coming to North America. They were later followed by many European settlers who came to New York State to start a new life as farmers and business owners.

Task: Write about the ways that Europeans who came to New York State used or changed their physical environment as they settled the area, started farms, and started businesses

Key Ideas from the Documents

Document	Uses or changes to the physical environment made by European settlers
1	Used trees (bark, dirt, branches) to help make temporary shelters Dug pits in side of hill or in the ground Built shelters in sides of hills
2	Fished for food Hunted deer for food and clothing Grew corn to make johnnycakes and feed animals Gathered wild berries Gathered natural saps to make maple sugar and molasses Made clothing out of wool, flax, and animal skins
3	Used trees to make forts, buildings, walls, boats, fishing poles, and masts for sailboats Used rivers and lakes for transportation Used rivers and lakes as a source of food and fresh water
4	Used ancient Indian paths for most early roads Cleared paths of stumps, brush and trees by hand or with horses, and then leveled roads Improved transportation from foot travel to oxen and wagons
5	Cleared land of trees to build a house, fences, and other structures in the clearing Cleared land of trees and planted crops
6	Began many early businesses near natural waterfalls Used waterfalls for power for mills Cut logs for lumber at sawmills Ground grain for flour at gristmills

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

- 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.
- 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.

Scoring Notes:

- Responses should focus on *at least two* ways Europeans who came to New York State used or changed their physical environment.
- The student may discuss how Europeans settled the area, how they started farms, and/or how they started businesses as long as *at least two different ways* Europeans *used* or *changed* their physical environment are discussed.
- Because the task in this question has only one part, the specific rubric wording for the first bullet at score levels 4, 3, and 2 has been modified to reflect that single aspect.

Score of 4:

- Thoroughly addresses the task of writing about the ways that Europeans who came to New York State used or changed their physical environment as they settled the area, started farms, and started businesses
- Consistently uses accurate data from at least *four* documents (see Key Ideas chart)
- May include relevant outside information related to the ways that Europeans who came to New York State used or changed their physical environment as they settled the area, started farms, and started businesses
- Develops ideas fully, using supporting evidence such as examples, details, explanations, and generalizations that are relevant and appropriate
- Demonstrates a logical plan of organization and coherence in the development of ideas, including an introduction, body, and conclusion
- Consistently expresses ideas clearly about the ways that Europeans used or changed their physical environment in New York State

Score of 3:

- Addresses the task of writing about the ways that Europeans who came to New York State used or changed their physical environment as they settled the area, started farms, and started businesses
- Generally uses accurate data from some of the documents
- Develops ideas satisfactorily with adequate supporting evidence
- Uses a general plan of organization; may use a list style format; may lack an introduction and/or a conclusion
- Generally expresses ideas clearly about the ways that Europeans used or changed their physical environment in New York State

Score of 2:

- Minimally addresses the task of writing about the ways that Europeans used or changed their physical environment in New York State
- Makes limited use of the documents; may only restate the contents of the documents; may include irrelevant or inaccurate information
- 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 the ways that Europeans used or changed their physical environment in New York State but does not do so fully and clearly

Score of 1:

- Shows a limited understanding of the task of writing about the ways that Europeans used or changed their physical environment in New York State
- 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 when writing about the ways that Europeans used or changed their physical environment in New York State

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

Europeans that came to New York used and changed their physical environment in many ways. They did many things to change it.

I am going to give you some examples in this essay.

The pioneers tried to provide food and clothing. The children would go out and pick berries. That is only one way they got food. Fish was some food they could get too, but sometimes the fish just wasn't eaten. They hunt animals, such as deer. They use the animal fur for clothing. They use homemade wool too for warm clothing. That's how some pioneers lived.

Some settlements that Europeans lived at usually were by rivers and lakes. They were because of transportation. They had no roads so they travel by water. They make canoes out of wood. That's how they travel. Another reason why the settlements are close to rivers and lakes is that there are fish that they can eat.

Early businesses were usually by lakes and waterfalls. They were because it gave the mills a big water supply. It also gave them fresh water to drink. Some mills cut logs for lumber. They also made flour. The falls made waterpower for the mills.

Those are a lot of examples
of how the Europeans lived.
That's how they used and
changed the way they lived.

Anchor Level 4–A

The response:

- Thoroughly addresses the task of writing about the ways that Europeans who came to New York State used or changed their physical environment as they settled the area, started farms, and started businesses
- Consistently uses accurate data from documents 2, 3, and 6
- Develops ideas fully, using supporting evidence (another reason settlements are close to the rivers and lakes is that there are fish that they can eat; they used animals skins for clothing; they used homemade wool for warm clothing; [waterfalls] gave the mills a big water supply; gave them fresh water to drink)
- Demonstrates a logical plan of organization and coherence in the development of ideas, including a clear introduction and a brief conclusion
- Consistently expresses ideas clearly about the ways that Europeans used or changed their physical environment in New York State

Conclusion: Overall, this response best fits the criteria for Level 4. Although only three documents are used, the response cites numerous examples to support the task. It rephrases information from the documents, creating a response that demonstrates a clear understanding of the ways that Europeans used and changed their physical environment.

When the Europeans came to America things were not always easy. They had to find food, shelter, and business.

When the Europeans first came to America they had to find shelter. The English built temporary houses called wigwams. Which was in the shape of a dome and had a dirt floor. When the Dutch came they built dugouts. They were built in the side of a ground or hill.

The most important thing was food. The main food was corn. The pioneers also had to eat deer and fish. The clothing they used was wool, animal skins, and flax.

Most of the forts built by the settlers were by bodies of water. One reason was because the lakes or rivers provided them with fresh water and fish. It also provided them with a way of transportation.

In order to travel on land the settlers had to clear the roads. The first thing they had to do was take the boulders, stumps, brush and trees out of the way. After that they had to make it steady and smooth. Finally the roads were good to travel on. The settlers also had to make room for farming and building houses.

Most of the business was located by water. The reason it was located there because the water gave the mills power to run and work. There was two types of mills, a gristmill and a sawmill. Gristmills ground grain for flour. Sawmills cut logs for lumber.

Even though it was hard and rough for New York to develop, it turned out to be pretty good.

Anchor Level 4–B

The response:

- Thoroughly addresses the task of writing about the ways that Europeans who came to New York State used or changed their physical environment as they settled the area, started farms, and started businesses
- Consistently uses accurate data from all six documents
- Develops ideas fully using supporting evidence (most of the forts built by the settlers were by bodies of water, which provided them with fresh water, fish, and transportation; the settlers also had to make room for farming and building houses; most of the businesses were located by water, which gave the mills power to run)
- Demonstrates a logical plan of organization and coherence in the development of ideas, including a introduction, body, and conclusion
- Consistently expresses ideas clearly about the ways that Europeans used or changed their physical environment in New York State

Conclusion: Overall, this response best fits the criteria for Level 4. The response interprets and expresses facts in an original manner with a minimum of copying from the documents. Its organization shows a logical progression of ideas of how the settlers used and changed the environment to accommodate their needs of shelter, food, and business.

The colonization of New York began in the 1600s with some Dutch, French, and British explorers. They were followed by farmers and settlers looking for a new life. There were many ways New York was changed and used as businesses and new lives started.

New York was changed by roads, houses, mills, farms, and fort walls. According to the pioneer sampler old indian paths were cleared, and turned into roads. According to the document about mills, mills were built along water falls. In the pictures about the development of an early farm land was cleared, and a house was built along a garden, and that was a farm. According to the document about forts, walls were built around forts. That is how New York was changed.

New York was used for maple sugar, corn, animals, trees, transportation, and good water falls for businesses. According to the letter about the pioneers used maple sugar, and corn for food. They also used animals for clothes. According to the picture of a fort trees were used for building walls and houses. According to the letter about forts they were built next to water for transportation. In the document about early businesses it says that mills were built along water falls because, water could power the mill. New York was use like this.

Mills and houses changed New York. Animals and trees were used in New York. New York was changed and used for many reasons, and served as a home to many people.

Anchor Level 3–A

The response:

- Addresses the task of writing about the ways that Europeans who came to New York State used or changed their physical environment as they settled the area, started farms, and started businesses
- Generally uses accurate data from documents 2, 3, 4, 5, and 6
- Develops ideas satisfactorily with some supporting evidence (forts were built next to the water for transportation; mills were built along waterfalls because water could power the mill)
- Uses a general plan of organization, contains a good introduction and an adequate conclusion
- Generally expresses ideas clearly about the ways that Europeans used or changed their physical environment in New York State

Conclusion: Overall, this response best fits the criteria for Level 3. The response devotes one paragraph to state how New York was changed by European-style buildings and another paragraph to show how natural resources were used by the European settlers. Information from the documents is chosen to support this organization. However, ideas are not fully developed.

The Europeans who came to New York State in the 1600's came to start a new life as farmers and/or business owners.

As told in document one, the Europeans changed their environment in many ways like when they built their temporary houses, like the wigwam. The wigwam was a dome-shaped structure that had a very low door and the wigwams had one room with dirt floors, it also had a very low door. They also the dugouts that the Dutch often built, these often had been built by digging out the inside of a hill to make a temporary home.

As shown in document four, the Europeans used old roads of the Indians and they took all of

the shrubs out of the path. Then they leveled the ground. Finally finished the new and improved roads.

Therefore in document six, many early businesses were run on water. How you ask, it is called water power and back then all the businesses were run on water to run them.

Anchor Level 3–B

The response:

- Addresses the task of writing about the ways that Europeans who came to New York State used or changed their physical environment as they settled the area, started farms, and started businesses
- Generally uses accurate data from documents 1, 4, and 6
- Develops ideas satisfactorily with some supporting evidence (dugouts often had been built by digging out the inside of a hill to make a temporary home; they took all the shrubs out of the path; they leveled the ground)
- Uses an general plan of organization with a good introduction; lacks a conclusion
- Generally expresses ideas clearly about the ways that Europeans used or changed their physical environment in New York State

Conclusion: Overall, this response best fits the criteria for Level 3. The response demonstrates an understanding of the task but does not always develop ideas with supporting details. Some details, such as “the wigwam was a dome-shaped structure that had a very low door,” are descriptive and do not refer to the task of telling how the Europeans used or changed the environment. The generalization, “all the businesses ran on water,” is outside information that is inaccurate and does not support the task.

I am going to tell you about how the English survived in old north america.

The english men made wigwams wich are dome-shaped houses. The dutch made were called dug outs they were made by being dug out of a hillside. (Doc 1)

The way they got food when they got there was corn and wild berries. The way they made there clothes was out of wool and animal skin. (Doc 2)

The reason they made the forts so close to the river or lake because it was easier to get food and fresh water. (Doc 3)

The way the settlers got there was they made roads out of old indian trails. (Doc 4)

The way they started farms was,
first they found a spot, then they made
a house, finally they make a farm. (Doc. 5)

The way they get lumber
cut and flour made, is because they
make mills by waterfalls to make
waterpower which runs the mill. (Doc. 6)

I hope you liked it bye.

Anchor Level 3-C

The response:

- Addresses the task of writing about the ways that Europeans who came to New York State used or changed their physical environment as they settled the area, started farms, and started businesses
- Generally uses accurate data from all six documents
- Develops ideas satisfactorily by citing each document in order with few details (the way the settlers got there was they made roads out of old Indian trails)
- Uses a general plan of organization in a list style format; contains a weak introduction and conclusion
- Generally expresses ideas about the ways that Europeans used or changed their physical environment in New York State

Conclusion: Overall, this response best fits the criteria for Level 3. The response demonstrates an understanding of the task by using accurate facts from all six documents, but does not develop these facts. It includes only limited information relating to the task from each document. In addition, the introduction and conclusion do not relate to the task.

Hi my name is Matthew. I am writing an essay about when the Europeans came to New York State. I will tell about how they changed their physical environment. And where they settled, how they built farms, and how they started businesses. Come on lets check it out.

They settled in New York State. And started building houses out wood. And they didn't build it under ground they built it above ground. They started chopping trees down. So they could clear the land and start building farms.

They made crops like corn, beans, and mor vegetables and fruit. Then they started

building fences so they be safe and
there crops would too. Then they started
hunting so they could eat. They hunted
for deer. That is how they lived. I
hope you enjoyed my essay bye.

Anchor Level 2–A

The response:

- Minimally addresses the task of writing about the ways that Europeans who came to New York State used or changed their physical environment as they settled the area, started farms, and started businesses
- Makes limited use of documents 2 and 5
- Demonstrates weakness in the development of ideas with some supporting evidence (they started chopping trees down so they could clear the lands and start building farms; they made crops like corn, beans, and more vegetables and fruit; they built fences for safety of themselves and their crops; they hunted so they could eat)
- Uses a general plan of organization with a personalized introduction; lacks a conclusion
- Expresses some ideas about the ways that Europeans used or changed their physical environment in New York State but does not do so fully

Conclusion: Overall, this response best fits the criteria for Level 2. The response makes minimal use of information from only two documents. In the organization of information, some statements are awkward and thus unclear.

Europeans who came to New York used or changed their physical environments. These are some ways how.

In document 3, they built Forts or settlements near water because water was a way of transportation and food ~~is~~ such as fish.

In document 4, they changed the land by pushing and pulling brush, boulders, and stumps to make roads.

In document 1, they used and changed land by building wigwams and dugouts.

In document 6, they used waterfalls to power their wind-mills.

~~These~~ ~~are~~ These are few of many ways
the Europeans used and changed there
surroundings.

Anchor Level 2–B

The response:

- Minimally addresses the task of writing about the ways that Europeans who came to New York State used or changed their physical environment as they settled the area, started farms, and started businesses
- Makes limited use of the documents 1, 3, 4, and 6; includes inaccurate data (they used waterfalls to power windmills)
- Demonstrates weakness in the development of ideas with little supporting evidence (they used and changed land by building wigwams and dugouts)
- Organizes information but is weak, listing examples without tying them together; includes an introduction and a conclusion
- Expresses ideas about the ways that Europeans used or changed their physical environment in New York State

Conclusion: Overall, this response best fits the criteria for Level 2. The response is weak in its development of ideas by stating a selected fact from each document without providing any additional supporting details.

The Colonization of New York State began in the 1600's with Dutch, French and the British. Explorers coming to North America, most of the early roads evolved [were made] out of ancient Indian paths that crisscrossed the frontier of old New York. The early settlers located next to the lakes and rivers because they can get fresh water and fresh foods. The Europeans made use of wood found in their environment so they can make houses and gates to have space. English

Wigwams were dome-shaped structures patterned after homes of Algonquian Indians. Dutch settlers often built dugouts, which were pits dug into the side of a hill or the ground. At first colonists had to make do with temporary shelters. Many early businesses began near waterfalls. Because the falls provided water power for mills. And to cut logs for lumber and grain for flour. They ate corn, fish, johnny cakes, maple sugar, molasses, wild berries. And they wore wool, flax, animal skins it was all homemade. one names

was the pioneers family
they provide all their own fuel,
food and clothing the was
not allways plentiful.

Anchor 2–C

The response:

- Minimally addresses the task of writing about the ways that Europeans who came to New York State used or changed their physical environment as they settled the area, started farms, and started businesses
- Makes limited use of documents 1, 2, 3, 4 and 6, copying pieces of information directly from the documents, e.g., most of the early roads evolved [were made] out of ancient Indian paths that crisscrossed the frontier of old New York (doc 4)
- Demonstrates weakness in the development of ideas (Europeans made use of wood found in their environment)
- Reorganizes information from the documents in a random manner; lacks a conclusion
- Expresses ideas about the ways that Europeans used or changed their physical environment in New York State

Conclusion: Overall, this response best fits the criteria for Level 2. The response contains accurate information from five documents, but most of the information is copied verbatim from the documents, demonstrating a poor understanding of the task. In addition, the information is not tied together in a logical manner.

I will tell you about the Europeans life.
The Europeans made houses near the rivers and lakes. They
build them near the rivers so when the plant crops
it will grow faster. They also lived there so they could go
fishing much better. The Europeans lived near the forest to
hunt not so far away. Europeans had us for babies to make
more people in the world. These are some things about
the Europeans life.

Anchor 1–A

The response:

- Shows a very limited understanding of the task of writing about the ways that Europeans used or changed their physical environment in New York State
- Makes reference to document 3
- Does not use specific information to support ideas and uses information that is not relevant (Europeans had us for babies to make more people in the world)
- Has an inadequate plan of organization; lacks an introduction and a conclusion
- Expresses random ideas about the ways that Europeans used or changed their physical environment in New York State

Conclusion: Overall, this response best fits the criteria for Level 1. The response only vaguely refers to a single document. The attempt to develop an essay is weak, demonstrating a limited understanding of the task.

The colonization in New York state began in the 1600's with Dutch, french, and British and Explores coming to North America. When they came to north america they Built forts, houses, and boats. They Built forts next to water because they thought that boats were a esier trasportation. Thats what they did in the 1600's

Anchor 1–B

The response:

- Shows a limited understanding of the task of writing about the ways that Europeans used or changed their physical environment in New York State
- Makes vague reference to document 3
- Uses limited information to support ideas (they built forts next to water because they thought that boats were an easier transportation)
- Has a weak plan of organization; lacks an introduction
- Expresses ideas somewhat clearly about the ways that Europeans used or changed their physical environment in New York State

Conclusion: Overall, this response best fits the criteria for Level 1. The use of some accurate information minimally addresses the task.

One day Europeans came to America to be freed from horrible rulers. There were already people who lived there. They are called Algonquians. They did not argue on land or fight. They just gladly accepted them. They gave them food and land this was a great sacrifice. They met up and had a feast, today we call that very feast Thanksgiving. The Algonquians had no clue that the visitors carried a disease. That nearly killed most of the Algonquians. So now it is our land, America. We also now have tools made more wisely and more resources. That is what happened to the Algonquians.

Anchor Level 0

The response:

- Fails to answer the question (one day Europeans came to America to be freed from horrible rulers; there were already people who lived there; they are called Algonquians)
- Uses no accurate relevant data

Conclusion: Overall, this response best fits the criteria for Level 0. The response does not refer to the documents. The information is totally unrelated to the topic.

Pioneer families made their clothing out of home made wool, flax, or animal skin.

For their food they often had to use maple sugar and molasses for the Johnny cakes to go down more easily, little children often gathered wild berries.

For their permanent houses they used wood that had been found, for fresh food and water they went up to the rivers and lakes. Colonists had to make do with temporary shelters.

To make roads for the early settlers to pass through, they had to move stumps, boulders, brush and trees entirely by hand.

The falls provided water power for mills.

Sawmills cut logs for lumber. Gristmills ground grain for flour.

The Europeans came to America at the 1600's. They offered lots of money to the Indians for their land. The Indians accepted. The Europeans changed the land a lot. First they started building wigwags and dugouts.

They wanted to build farms. First they build houses with wood next to the rivers and lakes. Then the Europeans started making roads in the forest. Then they cut down trees to make room for the barn houses to make farms. Later they built houses with mills to make power.

In this essay, I will write about the settlers and how they survived in the new area they were to live in.

The early pioneers tried to provide their own food, fuel, and clothing. They caught fish and deer for their food. They also ate corn, molasses, maple sugar, and berries. They had to make their own cloths from wool, flax, or animal skins.

When the settlers came to settle the land, they made a lot of changes to the earth. They cut down many trees for their crops. They probably used some of that wood for their homes. They also cut down parts of forests to make room for wagons used to travel.

When settlers started businesses, they decided to use mills for power. Mills were wheels in

in the water that were used as power to make two things. Sawmills cut logs and trees into lumber for people to sell and use. Gristmills ground grain into flour for people to sell and bake things with. Mills were usually by waterfalls and rivers.

Settlers changed a lot of our beautiful country, but they settled what is now the United States of America.

The Europeans changed the environment by getting businesses in the environment. They made the source of water power for mills by having it next to a river or a lake.

~~They~~ They made the roads better by taking the stumps out and leveling it. They had horses and people walking on it. That is how it made it smoother.

They ~~made~~ made their houses out of wood. They made their dugouts on the sides of the hills. They made their houses by rivers and lakes. They

did that because they could have water transportation, food, and for fresh water. They had big walls around the fort so enemies can't attack them.

They ate wild berries, animals, fish, johnny cakes, and corn. For the clothing they wore animal skins, wool, and flax.

What Europeans did
to change the New York
state was make farms
look better because the
houses that New Yorkers
built were ^{bad} back then New York
They could not build
houses back then. The
next thing was the
crops and plants. They
planted crops and food
all around the houses.
I got this information
from Document Three
and Document One

Practice Paper A—Score Level 3

The response:

- Addresses the task of writing about the ways that Europeans who came to New York State used or changed their physical environment as they settled the area, started farms, and started businesses
- Uses accurate data from documents 2, 3, 4, and 6
- Develops ideas with little supporting evidence (the falls provided water power for mills)
- Uses a general plan of organization; lacks both an introduction and a conclusion
- Generally expresses ideas clearly about the ways that Europeans used or changed their physical environment in New York State

Conclusion: Overall, this response best fits the criteria for Level 3. Four documents are used with a brief reference to document 1 (colonists had to make do with temporary shelters). Although the response addresses the task, the brevity of the examples and details and the lack of an introduction and a conclusion detract from the overall quality of the essay.

Practice Paper B—Score Level 2

The response:

- Minimally addresses the task of writing about the ways that Europeans who came to New York State used or changed their physical environment as they settled the area, started farms, and started businesses
- Makes limited use of documents 1, 4, 5, and 6; contains some irrelevant data (they offered lots of money to the Indians for their land; the Indians accepted)
- Demonstrates weakness in the development of ideas with little supporting evidence
- Organizes information but is weak; lists examples without tying them together (first they started building wigwams and dugouts; they wanted to build farms); lacks a conclusion
- Expresses ideas about the ways that Europeans used or changed their physical environment in New York State but does not do so fully

Conclusion: Overall, this response best fits the criteria for Level 2. Although the response simply lists random facts without tying them together, it does show how the Europeans changed the environment.

Practice Paper C—Score Level 4

The response:

- Thoroughly addresses the task of writing about the ways that Europeans who came to New York State used or changed their physical environment as they settled the area, started farms, and started businesses
- Consistently uses accurate data from documents 2, 4, 5, and 6
- Includes relevant outside information (wheels in the water that were used as power; gristmills ground grain into flour for people to sell and bake things with)
- Develops ideas fully using supporting evidence (they caught fish and deer for their food; they made their own clothes from wool, flax, or animal skins; they cut down many trees for their crops; they probably used some of that wood for their homes; they also cut down parts of forests to make room for wagons used to travel)
- Demonstrates a logical plan of organization and coherence in the development of ideas, including a minimal introduction, a satisfactory body, and an original conclusion
- Consistently expresses ideas clearly about the ways that Europeans used or changed their physical environment in New York State

Conclusion: Overall, this response best fits the criteria for Level 4. The response thoroughly incorporates documents 2, 5, and 6, and information from document 4 provides supporting details. The response demonstrates a clear understanding of the task even though some ideas are not clearly expressed.

Practice Paper D—Score Level 3

The response:

- Addresses the task of writing about the ways that Europeans who came to New York State used or changed their physical environment as they settled the area, started farms, and started businesses
- Uses accurate data from documents 1, 2, 3, 4, and 6
- Includes relevant outside information (they had big walls around the fort so enemies can't attack them)
- Develops ideas satisfactorily with some supporting evidence (they made the roads better by taking the stumps out and leveling it; they made their houses out of wood)
- Uses a general plan of organization; lacks an introduction and a conclusion
- Expresses ideas clearly about the ways that Europeans used or changed their physical environment in New York State

Conclusion: Overall, this response best fits the criteria for Level 3. The response is concise. It uses accurate data and limited supporting evidence without elaboration. For example, the response states, "they made their dugouts on the sides of the hills," but it does not mention how they used or change the environment by making the dugout.

Practice Paper E—Score Level 1

The response:

- Shows a limited understanding of the task by writing about the ways that Europeans used or changed their physical environment in New York State
- Makes vague and unclear references to documents 1 and 5; makes reference to document 3 but includes no information from that document
- Misinterprets information from the documents (what Europeans did to change the New York State was make farms look better because the houses that New Yorkers built were bad back then)
- Has a weak plan of organization; lacks an introduction and a conclusion
- Expresses ideas about the ways that Europeans used or changed their physical environment in New York State but does not do so fully and clearly

Conclusion: Overall, this response best fits the criteria for Level 1. The response uses minimal information from two documents and does not demonstrate a clear understanding of the task.

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
Ways that Europeans who came to New York State used or changed their physical environment	Standards: 1, 3, and 4 Units: 5, 6, and 8

The *Chart for Determining the Final Examination Score for the November 2005 Elementary-Level Social Studies Test*, will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> by noon of the second day of the examination. Conversion charts provided for the previous administrations of the Elementary-Level Social Studies Test must NOT be used to determine students' final scores for this administration.