

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 13, 2008

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. 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

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 *Grade 5 Elementary-Level Social Studies Test, Manual for Administrators and Teachers*. The 2008 edition of the test manual can be found at www.emsc.nysed.gov/osa/elintsocest.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 2008 test may be used for determining the final test score.

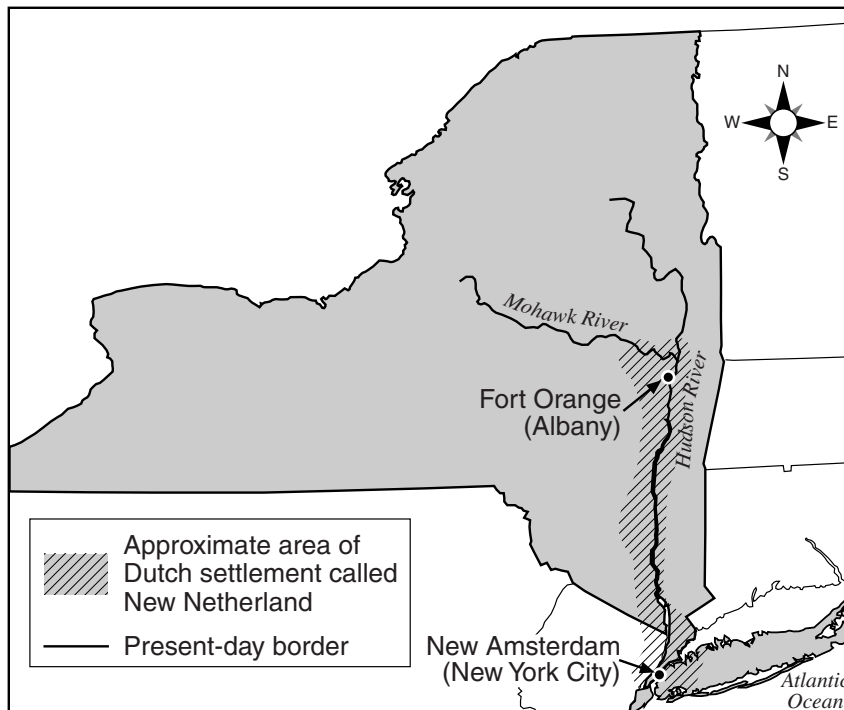
Grade 5 Elementary-Level Social Studies
Part III A—Content-Specific Rubric
Short-Answer Questions
November 2008

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 for Part III A ends in 0.5, round **up** to the *nearest* whole number. For example, if the total credit is 4.5, round up to 5 and place that score on the student's Part I answer sheet *or* on page 10 of test booklet 2 *and* on the back cover of test booklet 2.

Document 1

Areas of Dutch Settlement in New York



Source: *New York State Activity Book*, Harcourt Brace and Company (adapted)

New Amsterdam was located at the tip of Manhattan Island. It was part of the larger Dutch colony of New Netherland. New Netherland was established and controlled by the Dutch West India Company. The Dutch West India Company needed a strong leader who could run the colony. They hired Peter Stuyvesant as director-general [governor] of the colony of New Netherland in 1647.

Question 1a What was the name of the original Dutch colony that later became part of New York State?

Score of 0.5:

- States that **New Netherland** was the name of the original Dutch colony

Score of 0:

- Incorrect response
Examples New Amsterdam; Manhattan; Manhattan Island; Dutch West India Company; Fort Orange; New York City; Albany; Amsterdam
- Vague response
Example: Dutch settlement; Netherland(s)
- No response

Question 1b What was the name of the original Dutch town that later became New York City?

Score of 0.5:

- States that **New Amsterdam** was the name of the original Dutch town

Score of 0:

- Incorrect response
Examples: Fort Orange; Albany; New Netherland; New York City; Manhattan
- Vague response
Examples: Dutch settlement; Amsterdam
- No response

Question 1c Which job was Peter Stuyvesant hired for by the Dutch West India Company?

Score of 0.5:

- States that Peter Stuyvesant was hired as **director-general** or **governor** or **leader of the colony**

Score of 0:

- Incorrect response
Examples: Dutch West India Company; mayor
- Vague response
Examples: director; general
- No response

Document 2

. . . When the new governor [Peter Stuyvesant] arrived in New Amsterdam in 1647 with his wife, his recently widowed sister, and her three children, he was horrified. Instead of streets of gold—as he expected—he saw mud. The walls of Fort Amsterdam were used as grazing fields for a couple of cows. Chickens made their nests under the mouths of the fort’s rusty cannons. Of the three windmills, one could no longer be used, while a second one had burned down. The houses were clumsily built of wood, with thatched roofs and wooden chimneys. The town’s outhouses were set directly on the street, creating unpleasant odors. Pigs wandered about at will, kept out of vegetable gardens only by rough stockades. The church was unfinished. There were 150 dwellings and one quarter of them were taverns. There was drunkenness and fighting in the streets, even on the Sabbath [day of worship] which was supposed to be a day of quiet and prayer. Stuyvesant had a lot to do. . . .

Question 2 List *three* problems Peter Stuyvesant found when he arrived in New Amsterdam.

Score of 1.5, 1.0, or 0.5

- Award ½ credit (up to a maximum of 1½ credits) for each *different* problem that Peter Stuyvesant found when he arrived in the Dutch colony
Examples: streets were mud; walls of Fort Amsterdam were used as grazing fields for cows; chicken nests under mouths of rusty cannons; rusty cannons; windmill could not be used; windmill burned down; houses were clumsily built/poorly built houses; thatched roofs and wooden chimneys; outhouses built on the street/sewage problems; unpleasant odors; wandering pigs/wandering animals; unfinished church; one quarter of the 150 dwellings were taverns/too many taverns; drunkenness and fighting in the street/drunkenness and fighting on the Sabbath

Note: To receive maximum credit, three *different* problems found by Stuyvesant must be stated. For example, *streets were mud* and *muddy streets* are the same problem stated in different words. In this and similar cases, award ½ credit for each accurate and different answer.

Score of 0:

- Incorrect response
Examples: recently widowed sister; Sabbath was supposed to be a day of quiet; streets not made of gold; vegetable gardens
- Vague response
Examples: grazing fields; he was horrified; stockades; housing; disorder; chicken nests; cannons
- No response

Document 3

. . . Peter set to work. He told the people what they could and could not do. He closed the taverns at nine o'clock every evening. He fined people for fighting in the streets. He said that pigs must be kept behind fences, and that outhouses must be removed from the streets.

Walking along the streets of New Amsterdam was dangerous because people drove their carts and horses too fast. Peter made a new law. He said the drivers must get down from their carts and lead their horses. They could only ride through town on the street now called Broadway. Even on Broadway, he set a speed limit. . . .

Source: Joan Banks, *Peter Stuyvesant*, Chelsea House Publishers, 2000

Question 3 Based on this document, list *two* changes Peter Stuyvesant made that helped the town.

Score of 1.0 or 0.5

- Award $\frac{1}{2}$ credit (up to a maximum of 1 credit) for each *different* change Peter Stuyvesant made
Examples: closed taverns at 9 o'clock/closed taverns earlier; fined people for fighting in the streets; said pigs must be kept behind fences/told people animals needed to be controlled; outhouses must be removed from the streets; drivers must lead their horses/walk their horses through the street; drivers could only ride through town on Broadway; set a speed limit on Broadway

Note: To receive maximum credit, two *different* changes made by Peter Stuyvesant must be stated. For example, *people were fined for fighting* and *finer were given for street fighting* are the same change stated in different words. In this and similar cases, award only $\frac{1}{2}$ credit for this question.

Score of 0:

- Incorrect response
Examples: fighting in the street; Peter set to work; walking along the streets
- Vague response
Examples: made a new law; they can only be on Broadway; drivers had to lead their carts; he made the town better
- No response

Document 4

Peter Stuyvesant passed laws to improve life in New Amsterdam. Fires were a problem. The people were told to get rid of thatched roofs, wooden chimneys, and haystacks because they could cause fires. He appointed fire wardens to check to be sure the fire laws were being followed. Buckets were filled with water to put on the fires. A tax of one beaver skin was used to pay for the buckets. This was how Peter Stuyvesant created the first fire department in America.

While Stuyvesant was governor, the town built a hospital and a post office. A home was set up for orphans. A school was built so that students did not have to go to classes in one of the taverns.

Question 4 List *two* ways that Peter Stuyvesant improved the living conditions in New Amsterdam.

Score of 1.0 or 0.5:

- Award $\frac{1}{2}$ credit (up to a maximum of 1 credit) for each *different* way Peter Stuyvesant improved the living conditions in New Amsterdam
Examples: told people to get rid of thatched roofs/wooden chimneys/hay stacks; appointed fire wardens; buckets were filled with water in case of fire; created the first fire department; built a hospital; built a post office; set up a home for orphans; built a school; charged a tax of one beaver skin to pay for the fire buckets

Note: To receive maximum credit, two *different* improvements in living conditions made by Stuyvesant must be stated. For example, *built schools* and *improved education* are the same improvement stated in different words. Likewise, *built buildings* and *built a hospital* are the same improvement since *built a hospital* is a subset of *built buildings*. In these and similar cases, award only $\frac{1}{2}$ credit for this question.

Score of 0:

- Incorrect response
Examples: improved life in New Amsterdam; students did not have to go to school; kids went to school in taverns
- Vague response
Examples: used water buckets; charged a tax; thatched roof; wooden chimney; haystacks
- No response

Document 5

In 1653, war broke out between England and Holland. Stuyvesant met with his council to make plans to defend New Amsterdam. They agreed that repairs needed to be made to the fort. A wall was built along the northern edge of the town. The wall was made of wood. It was twelve feet high and had a sloping platform where guards could watch for enemies. Patrols of soldiers walked along the wall so often that they created a path. Today that path is known as Wall Street.

Question 5 Name *one* action Peter Stuyvesant and his council took to defend New Amsterdam after war broke out between England and Holland.

Score of 0.5:

- Names an action Peter Stuyvesant and his council took to defend New Amsterdam after war broke out
Examples: had repairs made to the fort; ordered a wall to be built; had a sloping platform built on the wall where guards could watch for enemies; had soldiers patrol along the wall; had guards watch for enemies; made plans to defend New Amsterdam

Score of 0:

- Incorrect response
Examples: war broke out in 1653; today the path is known as Wall Street
- Vague response
Examples: repairs needed to be made; soldiers made a path; wooden wall
- No response

Document 6

. . . On October 4th, 1658 in New Amsterdam, the first police force was organized. These policemen were also firemen as a part of their job. Payment for their service was twenty-four stivers (about 48 cents) per each night of duty. Each officer had a musket, sword, and a pistol. He also carried a wooden rattle as a noise maker to arouse [get] the public's attention in the event of a fire or police action. They also acted as town criers for the time, weather and news. Some of the town people nick-named them "Prowlers" as an expression of their disdain [dislike]. . . .

Source: Bernard McMahon, *New Amsterdam 1626: Polly Bergen Letters*, Columbia Publishing, 1992

Question 6 According to this document, what did Peter Stuyvesant do in 1658 to improve New Amsterdam?

Score of 0.5:

- States what Peter Stuyvesant did in 1658 to improve New Amsterdam
Examples: organized/started/created a police force; made a police department; paid people to be policemen; had policemen act as firemen/town criers; created a well-armed police force; each officer had a musket, sword, pistol and wooden rattle

Score of 0:

- Incorrect response
Examples: used noise makers; had police make noise
- Vague response
Examples: officer; policemen; Prowlers; town crier
- 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 2008

Historical Background:

In 1625, the Dutch founded New Amsterdam, later called New York City. The Dutch controlled New Amsterdam for about 40 years, but they influenced culture in New York for centuries. An important leader of New Amsterdam was Peter Stuyvesant.

Task: Write about the ways Peter Stuyvesant improved life in the Dutch town of New Amsterdam

Scoring Notes:

1. The response to this document-based question should discuss *at least two* ways Peter Stuyvesant improved life in the Dutch town of New Amsterdam; however, to incorporate the minimum number of documents, most responses will discuss more than two ways.
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 develops the task of writing about the ways Peter Stuyvesant improved life in the Dutch town of New Amsterdam
- Consistently includes accurate information from *at least four* documents; may include portions of the documents that support specific points made in the essay
- Provides supporting evidence related to the ways Peter Stuyvesant improved life in the Dutch town of New Amsterdam, using many relevant examples, reasons, and details; may include relevant outside information
- Demonstrates a logical and clear plan of organization, including a beginning (introduction), middle (body), and ending (conclusion)

Score of 3

- Develops the task of writing about the ways Peter Stuyvesant improved life in the Dutch town of New Amsterdam
- Includes accurate information from some of the documents; may include portions of the documents that support specific points made in the essay
- Provides supporting evidence, using some relevant examples, reasons, and details; may include some minor inaccuracies
- Demonstrates a general plan of organization; may lack an introduction or a conclusion

Score of 2

- Develops the task of writing about the ways Peter Stuyvesant improved life in the Dutch town of New Amsterdam
- Includes limited information from the documents *or* consists primarily of relevant information copied from the documents
- Provides little supporting evidence, using few relevant examples, reasons, and details; may include some inaccuracies
- Demonstrates a weakness in organization (may go off the topic; may list information without tying it together; may lack an introduction and/or a conclusion; may lack focus)

Score of 1

- Minimally develops the task *or* shows a limited understanding of the task
- Lacks information from the documents *or* makes vague or unclear references to the documents *or* consists of relevant and irrelevant information copied from the documents
- Provides little or no supporting evidence; may include inaccuracies
- Lacks a plan of organization

Score of 0

Fails to develop the task; *OR* is totally unrelated to the topic; *OR* provides no accurate information; *OR* includes only the historical background and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

Key Ideas from the Documents

Historical information about New Amsterdam and New Netherland

Document 1	New Amsterdam was part of the larger colony of New Netherland Colony needed a strong leader Stuyvesant was hired as director-general of colony of New Netherland
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Conditions Peter Stuyvesant found when he arrived in New Amsterdam

Document 2	Streets were mud Walls of Fort Amsterdam were used as grazing fields for cows Chickens made nests under mouths of rusty cannons; cannons were rusty One windmill could not be used; another windmill had burned down Houses were clumsily built of wood Houses had thatched roofs and wooden chimneys Outhouses were built on the street and created unpleasant odors Pigs wandered about at will Church was unfinished One quarter of the 150 dwellings were taverns/too many taverns Drunkenness and fighting in the street occurred every day
Document 3	Walking in the streets was dangerous because of the speed of carts and horses
Document 4	Fires were a problem Children went to school in a tavern

Ways that Peter Stuyvesant improved life in the Dutch town of New Amsterdam

Document 3	Closed taverns at 9 o'clock every night Fined people for fighting in the streets Said pigs must be kept behind fences Removed outhouses from the streets Said drivers must get down from carts and lead their horses Set a speed limit for drivers riding on carts on Broadway
Document 4	Told people to get rid of thatched roofs/wooden chimneys/haystacks Appointed fire wardens to be sure fire laws were followed Filled buckets with water to put on fires Bought fire buckets with tax money Created the first fire department Built a hospital/ post office/home for orphans/school
Document 5	Made repairs to the fort Built a wall along the northern edge of town Built wall with a sloping platform for guards to watch for enemies Had soldiers patrol along the wall
Document 6	Organized first police force Had policemen act as firemen Had police use noisemakers to warn public in event of fire or police action Had policemen act as town criers to provide the time, weather, and news

In 1625, the dutch founded New Amsterdam, later called New York City. The dutch controlled New Amsterdam for about 40 years, but they influenced culture in New York for centuries. An important leader of New Amsterdam was Peter Stuyvesant.

One important thing Peter Stuyvesant did for New Amsterdam is found in document 3. Peter got to work. He set speed limits because people were driving too fast. People had to get out of cars and walk their horses. This became a law. Peter fined people for fighting in streets. The town got a little better but he still had a lot to fix.

Another important thing Peter did was he made organizations. He made hospitals, a home for the orphans, post offices, and especially a fire department. Everyone had to pay one beaver skin for taxes. Fires were a trouble in New Amsterdam. Everyone was told to get rid of thatched roofs, wooden chimneys, and hay stacks because they could cause fires.

Another important thing that he did was he protected New Amsterdam. England and Holland were at war so Peter had to build a wall so New Amsterdam would be protected. It

was made of wood and it was 12 feet high. He placed patrol guards in the front of the town to protect everything.

The last thing that happened was Peter made the first police force. They were also firemen too. They carried a musket sword and pistol. They also carried a rattle to tell everybody that they were coming.

In conclusion Peter Stuyvesant made New Amsterdam a better place to live. The town was safer, it was more nice to live. Peter Stuyvesant made a big impact on the town.

Anchor Level 4-A

The response:

- Thoroughly develops the task by writing about the ways Peter Stuyvesant improved life in the Dutch town of New Amsterdam
- Consistently includes accurate information from documents 3, 4, 5, and 6
- Provides supporting evidence, using many relevant examples, reasons, and details (he set speed limits because people were driving too fast; fined people for fighting in the streets; England and Holland were at war, so Peter had to build a wall so New Amsterdam could be protected); includes a minor error (people had to get out of cars)
- Demonstrates a logical and clear plan of organization, includes an introduction, body, and conclusion

Conclusion: Overall, this response fits the criteria for Level 4. The response demonstrates a clear understanding of the task by rephrasing facts in an organized manner. Description of the problems found in the colony and the resulting improvements are integrated into a well-written response that shows a logical progression of events.

In 1625, the Dutch founded New Amsterdam, later called New York City. The Dutch controlled New Amsterdam for about 40 years, but they influenced culture in New York for centuries. An important leader of New Amsterdam was Peter Stuyvesant. In this essay you will see how Peter Stuyvesant improved life in the Dutch town of New Amsterdam.

Here are a few ways Peter Stuyvesant improved the Dutch town of New Amsterdam. According to document two when Peter arrived in New Amsterdam it was a mess. There were outhouses on the streets giving off bad odors and drunk fighting. There were houses with wooden chimneys. Document three said that Peter closed taverns at nine o'clock every evening and fined people

who were fighting in the streets. Peter also said to remove outhouses from the streets. On Broadway street people driving their wagons to fast so Peter set a speed limit on that street. In document four there were too many fire problems so Peter made a fire law saying to get rid of the thatched roofs, and wooden chimneys, and hay stacks because they could cause fires. Document five stated that a war between the English and Holland broke out so Peter met with the council to make plans to defend New Amsterdam. Peter and the council agreed that repairs need to be made to the fort. Peter and the council decided to build a wall on the northern edge of the tower. Document six said that in

1658 Peter made a police force. The policemen were also fire men as part of their job. Payment for these services was only forty eight cents per each night of duty. Each of the officers had a musket sword and pistol.

In conclusion you have heard how Peter Stuyvesant improved the the Dutch town of New Amsterdam.

Anchor Level 4-B

The response:

- Thoroughly develops the task by writing about the ways Peter Stuyvesant improved life in the Dutch town of New Amsterdam
- Consistently includes accurate information from documents 2, 3, 4, 5, and 6
- Provides supporting evidence, using many relevant examples, reasons, and details (there were drunks fighting so Peter closed taverns at nine o'clock and fined people who were fighting in the streets; on Broadway, people were driving their wagons so fast Peter set a speed limit on that street; there were many fire problems so Peter made a fire law saying to get rid of the thatched roofs, and wooden chimneys, and haystacks because they could cause fires)
- Demonstrates a logical and clear plan of organization, includes an introduction, body, and conclusion

Conclusion: Overall, this response fits the criteria for Level 4. The response addresses the task by relating the improvements to the specific problems that Peter Stuyvesant found when he arrived in the colony. Information in the essay is well written, rephrasing details and supporting evidence in an original, sequential manner.

There was a city called New Amsterdam. The Dutch controlled New Amsterdam for about forty years. Peter Stuyvesant was an important leader. Peter was the new governor of that city. He made new laws. The laws are the outhouses are going to be moved back away from the street. The pigs have to be in a fenced area. The people who fight have to be moved away from the outhouses. The carriages only a be ridden in broadways and have to go a certain speed. Those are the laws that Peter made. Then war came, Peter built a twelve foot wall to keep out enemies. Peter has guards to walk on the twelve foot wall to watch for enemies. Then Peter made the first police force. The Police had machetes, swords, pikes and other guns. Peter built

Hospitals and post offices and
other building every body was happy with
all the new building and laws.

Anchor Level 3-A

The response:

- Develops the task by writing about the ways Peter Stuyvesant improved life in the Dutch town of New Amsterdam
- Includes accurate information from documents 1, 3, 4, 5, and 6
- Provides supporting evidence, using some relevant examples (he made new laws: outhouses are going to be moved back away from the streets; pigs have to be in fenced area; built hospitals and post offices); includes minor inaccuracies (the people who fight have to be moved away from the outhouses; police had machetes)
- Demonstrates a general plan of organization; lacks a formal introduction and conclusion

Conclusion: Overall, this response fits the criteria for Level 3. The response shows an understanding of the task. Although a list format is used, original wording ties the facts together. The introductory statements that use information from the historical background offset the weak concluding statement.

The Dutch found New Amsterdam
In 1625, now called New York.
For 40 years they've controlled
it for. The Dutch West
Indian Company called Peter
Stuyvesent in to govern New
Amsterdam.

In 1647 Peter Stuyvesent
arrived with his family.
The place was a disaster
zone. The roads were made
out of mud, the walls for
fort Amsterdam was a grazing
field for a couple of cows,
and when you come in
you see drunk people fighting
with each other, even on day
that supposed to be a quiet
and praying day they did
the same thing they do
every day fight I found in doc. 2!!

In document 3, 4, and 5 Peter

Stuyvesent turned New Amsterdam into a better place. He closed the taverns at 9:00. The drivers had to get out of the cart and lead the horses through town. He got rid of wooden chimneys, thickets, roofs, and the hay stacks from the houses so it wouldn't get caught on fire. I bet that New Amsterdam looks 10 times better than it used to before Peter Stuyvesent came.

The Dutch found New Amsterdam looking terrible in 1625 and now it probably looks 10 times better than it used to look. I guess the Dutch West Indian company

picked the right person to
govern New Amsterdam.

Anchor Level 3-B

The response:

- Develops the task by writing about the ways Peter Stuyvesant improved life in the Dutch town of New Amsterdam
- Includes accurate information from documents 1, 2, 3, 4, and 5
- Provides supporting evidence, using some relevant examples, reasons, and details (drunk people fighting; closed the tavern at nine; got rid of wooden chimneys from houses so they would not get on fire)
- Demonstrates a general plan of organization with an introduction, body, and conclusion

Conclusion: Overall, this response fits the criteria for Level 3. The response includes some supporting details that describe the poor conditions of New Amsterdam prior to the hiring of Peter Stuyvesant, followed by examples of improvements that pertain to the task. These examples are stated in a list format with some original wording to tie them to the task. Several overgeneralizations weaken this response.

Peter Stuyvesant improved New Amsterdam by making it healthy and clean. First, Peter made it a law that people had to keep their pigs in fences, stables, and cant be in the streets, and closed taverns every evening at 9 o'clock.

Peter made the first fire department in America. He also built a school for all of the town children, and gave homes to the orphans. England and Holland hated New Amsterdam, and so Peter built a wooden wall to keep the enemies out.

On October 4th 1658 the

first police fore was made
and those men were
also fireman and only got
paid about 46cents per night,

Anchor Level 3-C

The response:

- Develops the task by writing about the ways Peter Stuyvesant improved life in the Dutch town of New Amsterdam
- Includes accurate information from documents 3, 4, 5, and 6
- Provides some original supporting evidence (Peter Stuyvesant improved New Amsterdam by making it healthy and clean); uses some relevant examples, reasons, and details (people had to keep their pigs in pens; built a school for all of the town children; gave homes to the orphans); includes an inaccuracy (England and Hollyland hated New Amsterdam)
- Demonstrates a general plan of organization; lacks an introduction and a conclusion

Conclusion: Overall, this response fits the criteria for Level 3. In this response, most of the facts are accurate and stated in an original manner, but the essay lacks sufficient supporting detail for a higher score level.

In 1625, the Dutch colony based
New Amsterdam around for 40 years.
Peter Stuyvesant was an important leader.
The Dutch colony was named Peter
Stuyvesant. The actual name for
New York City was Manhattan. Peter
Stuyvesant was hired to be a Director-
General for the ^{when Peter arrived} country. Instead
of gold, Peter Stuyvesant found mud.
The walls of New Amsterdam were
used as fields for some cows. One
of the windmills could not be used
and the other one was burned.
Peter Stuyvesant closed the cabins
at nine o'clock every evening.
Peter Stuyvesant ^{also} fined the people
who were fighting in the roads.
Peter Stuyvesant ^{had} created the first
fire Department in America. ^{most of the time} Peter checked
the wood to make sure the fire laws
were being followed.

In the 1658,

It was very hard to live because the Dutch Colony bossed New Amsterdam around. When Peter Stuyvesant came along the people that lived in 1658 were living a better and easier life. It was an easier life because when Peter Stuyvesant was not around there were people fighting in the streets and when Peter Stuyvesant was around he fined people who would fight in the streets.

This Essay is about Peter Stuyvesant helping New Amsterdam, having a better life. This essay is also, about Peter Stuyvesant becoming a Director General for the country.

Anchor Level 2-A

The response:

- Develops the task of writing about the ways Peter Stuyvesant improved life in the Dutch town of New Amsterdam
- Includes limited information from documents 1, 2, and 6
- Provides little supporting evidence (walls used as fields for some cows; fined people who were fighting in the roads; created first fire department in America); includes several inaccuracies (Dutch colony was named Peter Stuyvesant; actual name of New York City was Manhattan; closed cabins at 9:00; he checked the wood)
- Demonstrates a weakness in organization, listing information without tying it together; includes an introduction and a conclusion

Conclusion: Overall, this response fits the criteria for Level 2. The response lists some problems and then minimally addresses some improvements that are mostly unrelated to the problems mentioned. The inaccuracies and lack of continuity detract from this response.

As stated in Document 3, Peter Stuyvesant put a speed limit on Broadway so no one can get hurt.

As stated in Document 4, Peter took away thatched roofs, wooden chimneys, and haystacks so fires couldn't form.

As stated in Document 5, Peter Stuyvesant made a 12 ft. tall wall that would protect New Amsterdam.

As stated in Document 6, Peter Stuyvesant made a police force that were also firemen, news reporters, and weathermen.

Anchor Level 2-B

The response:

- Develops the task of writing about the ways Peter Stuyvesant improved life in the Dutch town of New Amsterdam
- Includes limited information from documents 3, 4, 5, and 6
- Provides little supporting evidence, using few relevant examples, reasons, and details (Peter Stuyvesant put a speed limit on Broadway so no one can get hurt; made a police force that were also firemen, news reporters, and weathermen)
- Demonstrates a weakness in organization; lacks an introduction and a conclusion

Conclusion: Overall, this response fits the criteria for Level 2. The response consists of a series of accurate statements about some improvements that Peter Stuyvesant made to make life better in New Amsterdam. These details are not tied together; however, they do show a limited understanding of the task.

I am going to tell you about how Peter
In document 2 it tells ^{improved} ^{New}
about when Peter comes to ^{Amster} ^{dam.}
New Amsterdam to be a
governor. He expects a hole lot
different. The streets were mud,
The out houses were in the
street, and there was drunkenness
and fighting in the streets.
I would not want to
be living there. Peter improved
New Amsterdam by making
laws, police forces, and fire
men. The name of this document
is old silver leg Takes
Over. I am going to tell you
about the police men and
fire men. In document 6 it tell
about Police men and Firemen.

The police men got a musket, sword, a pistol, and a wooden noise maker to get public's attention. Fire men always had buckets of water. Back then fires were a big thing, especially if you had a wooden chimney. People with wooden chimneys needed to have buckets of water in their houses. The name of this document is New Amsterdam in 1626. The police helped with the fighting. In document 3 they talk about the laws that Peter made. There was now a speed limit, the outhouses had to be removed from the streets, and pigs have

To be kept behind
fences too. The name of
this document is
Chelsea house publishers,
I saw these people
and in several places
they had to walk
the carts.

Anchor Level 2-C

The response:

- Develops the task of writing about the ways Peter Stuyvesant improved life in the Dutch town of New Amsterdam
- Includes limited information from the documents 2, 3, 4, and 6
- Provides little supporting evidence, using few relevant examples, reasons, and details (Peter improved New Amsterdam by making laws, police forces, and firemen; outhouses had to be removed from the streets)
- Demonstrates a weakness in organization, lacking a clear introduction and conclusion

Conclusion: Overall, this response fits the criteria for Level 2. The response restates information from documents without demonstrating a good understanding of the task. The response frequently quotes document sources as document titles. Overall, the response lacks focus.

In 1625, the Dutch settled in New Amsterdam, later named New York City. The Dutch ruled New Amsterdam for forty years. A very important leader was Peter Stuyvesant.

I think Peter Stuyvesant was an important leader because in Document 5, Peter Stuyvesant met with his council to make plans to defend New Amsterdam. In Document 2, Peter Stuyvesant became governor of New Amsterdam.

In Document 1, the Dutch hired Peter Stuyvesant as director-general of New Netherland in the year of 1647.

In a document, Peter Stuyvesant passed laws to improve life in New Amsterdam. He appointed fire wardens to make sure the fire laws were being followed.

Peter Stuyvesant was a great leader.

Anchor Level 1-A

The response:

- Shows a limited understanding of the task
- Makes vague references to documents 1, 2, and 5; includes accurate information from document 4
- Provides little supporting evidence (appointed fire wardens to make sure the fire laws were being followed)
- Demonstrates a weakness in organization, listing information without tying it together

Conclusion: Overall, this response fits the criteria for Level 1. The response does not follow a logical chronological sequence of events. The focus of the response is mainly on facts from the documents that are irrelevant to the ways Peter Stuyvesant improved New Amsterdam.

Peterstuyvesant made
all this thais for
Newam asterdam. He move
the speedlimit and aat house
away from the rode. Then
Peterstuyvesant bold and
pkis stathn for the people
to have job to make mayne
for ther family.

Anchor Level 1-B

The response:

- Minimally develops the task
- Makes vague or unclear references to documents 3 and 6
- Provides little supporting evidence (move outhouses away from the road); includes an inaccuracy (refers to building a police station so the people had jobs to make money)
- Lacks a plan of organization

Conclusion: Overall, this response fits the criteria for Level 1. The lack of details from the documents and the misinterpretation of document 6 indicate a very limited understanding of the task.

I think Peter Stuyvesant was a good man because he fined people for fighting in the streets. Peter Stuyvesant made the first fire department in America. He made a school so kids did not have to go to classes in one of the taverns. In 1653, war broke out between England and Holland. So they agreed that repairs needed to be made to the fort. Peter Stuyvesant made the first police force organized. So that's why I think Peter Stuyvesant was a good man for New Amsterdam.

The ways Peter Stuyvesant improved life in the Dutch town of New Amsterdam was a lot.

Peter Stuyvesant put the pigs behind fences, made a speed limit law. He closed the taverns at 9 o'clock every evening, he gave people fines that were fighting on the streets. He made the first free station in America and he made hospital for the town to help the sick people. He organized the police station and he made a wooden wall with guards on it to keep away the bad guys. The guards had muskets, swords, and a pistol. They walked on the northern wall so much times it created Wall St.

And after the war the flag was still standing.

These are a lot of ways that Peter Stuyvesant improved life in the Dutch town of New Amsterdam,

Peter Stuyvesant did a lot of wonderful things for the Dutch in the town of New Amsterdam. For example he made the first fire station and police force that we now use today. He made a wall to protect them from enemies. ^(that was 12 feet high) Who made schools for students and hospitals for the injured? Who made homes for orphans and have the streets be safe from fast vehicles so people wouldn't get hurt or even die? Peter Stuyvesant did. I now know why he was picked and liked as the governor of the Dutch in New Amsterdam.

In 1625 The Dutch founded what is now New York New Amsterdam. The Dutch controlled it for over 40 years. They influenced culture of New York for centuries. Their leader was Peter Stuyvesant. I'm writing to tell you about the Dutch history of New Amsterdam.

Document 1 talks about where Dutch settled 1625. They settled in Albany, NYC and along the Hudson River. New York was called New Amsterdam. Peter Stuyvesant

Document 2 states Peter Stuyvesant made many changes to help the town.

Peter Stuyvesant improved life in New Amsterdam in many ways. For one thing is that he made new laws. One is that the taverns were closed at nine o'clock every night. Also he set a law where you can only drive through the town on the street of Broadway where he had a speed limit. He told people to get rid of thatched roofs, wooden chimneys and haystacks because they could cause fires quicker.

Peter Stuyvesant also made buildings to help people. He built a home for the orphans. He built the first fire station in America. He created the first New Amsterdam police force. He also built a school so the boys and girls didn't have to have school in the taverns. Two more things that Peter Stuyvesant built were a hospital and a post office.

Peter Stuyvesant also cared about his troops. To protect them he and his council put up a wall on the northern edge of town. The wall was 12 feet

high. The wall also had a sloping platform so that the guards could watch for enemies. The wall was sturdy built out of wood. That is some of the ways Peter Stuyvesant improved New Amsterdam.

Practice Paper A—Score Level 2

The response:

- Develops the task of writing about the ways Peter Stuyvesant improved life in the Dutch town of New Amsterdam
- Includes limited information from the documents 4, 5, and 6
- Provides little supporting evidence, using few relevant examples, reasons, and details (Peter Stuyvesant made the first fire department in America; made a school so kids did not have to go to classes in one of the taverns)
- Demonstrates a general plan of organization; lacks a formal introduction and conclusion

Conclusion: Overall, this response fits the criteria for Level 2. The response simply lists the ways Peter Stuyvesant improved life in the Dutch town of New Amsterdam with only a few supporting details. The weak introductory statement is restated as the concluding statement.

Practice Paper B—Score Level 3

The response:

- Develops the task by writing about the ways Peter Stuyvesant improved life in the Dutch town of New Amsterdam
- Includes accurate information from documents 3, 4, 5, and 6
- Provides supporting evidence, using some relevant examples, reasons, and details (Peter Stuyvesant put pigs behind fences; made a speed limit; closed the taverns at 9 o'clock; he made a wooden wall with guards on it to keep away the bad guys)
- Demonstrates a general plan of organization with a brief introduction and conclusion

Conclusion: Overall, this response fits the criteria for Level 3. The response uses a list style format, but includes enough supporting evidence to develop a satisfactory essay. The misspelling of some words and the brief digression do not detract from the overall score.

Practice Paper C—Score Level 2

The response:

- Develops the task of writing about the ways Peter Stuyvesant improved life in the Dutch town of New Amsterdam
- Includes limited information from documents 3, 4, 5, and 6
- Provides little supporting evidence, using few relevant examples, reasons, and details (made the first police force; made a wall to protect them from enemies); includes a minor inaccuracy (made the first fire station)
- Demonstrates a weakness in organization, lacking a formal introduction and conclusion

Conclusion: Overall, this response fits the criteria for Level 2. The response demonstrates some understanding of the topic and uses limited information from the documents. However, the essay does not have sufficient supporting detail for a higher score.

Practice Paper D—Score Level 0

The response:

Fails to develop the task

Conclusion: Overall, this response fits the criteria for Level 0. The response mentions Peter Stuyvesant and New Amsterdam, but fails to address the task.

Practice Paper E—Score Level 4

The response:

- Thoroughly develops the task by writing about the ways Peter Stuyvesant improved life in the Dutch town of New Amsterdam
- Consistently includes accurate information from documents 2, 3, 4, and 5
- Provides supporting evidence, using many relevant examples, reasons, and details (made new laws: taverns were closed at nine o'clock, had a speed limit on Broadway, told people to get rid of thatched roofs, wooden chimneys, and haystacks; built buildings: home for orphans, fire station, schools, hospital, and post office; protected town; put a wall on the northern edge of town with sloping platform so guards could watch for enemies)
- Demonstrates a logical and clear plan of organization; lacks a formal introduction and conclusion

Conclusion: Overall, this response fits the criteria for Level 4. The response thoroughly develops the task by categorizing the details and supporting evidence into a concise essay. It rephrases information from the documents, resulting in a response that demonstrates a clear understanding of the task. The weak introduction and conclusion do not detract from the overall quality of the essay.

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
Conditions Peter Stuyvesant found in New Amsterdam and improvements he made in living conditions	Standards: 1, 2, 3, and 5 Unit: 6

The *Chart for Determining the Final Examination Score for the November 2008 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.

Submitting Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <http://www.emsc.nysed.gov/osa/exameval>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.