

FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 8

INTERMEDIATE-LEVEL TEST SOCIAL STUDIES

RATING GUIDE

BOOKLET 2 DOCUMENT-BASED QUESTION (DBQ)

JUNE 2001

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 8 Intermediate-Level Social Studies Test*.

Contents of the Rating Guide

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

- A question-specific rubric
- Sample responses for questions scored 0-2

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

- A content-specific rubric
- Prescored answer papers. Score levels 5, 4, and 2 have two papers each, score level 3 has three papers, and score level 1 and 0 have 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

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 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.

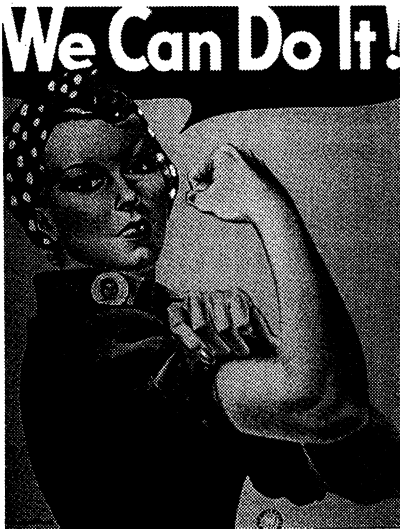
Rating the Part IIIA (Scaffold) Questions

- (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.

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 the test packet, and determining the student's final examination score. The chart located at the end of these scoring materials must be used for determining the final test score.

Grade 8 Intermediate-Level Social Studies
Part IIIA Specific Rubric
Document-Based Question—June 2001

Document 1



Document 1—Question 1a

“Who does the figure in the picture represent?”

Score of 1:

- Identifies the figure in the picture as representing women who aided in winning the war or women who worked in factories such as defense plants

Examples: “Women took over men’s jobs during the war; women in the factories during WWII; Rosie the Riveter; woman worker”

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Document 1—Question 1b

“What does the woman mean when she says ‘We Can Do It’?”

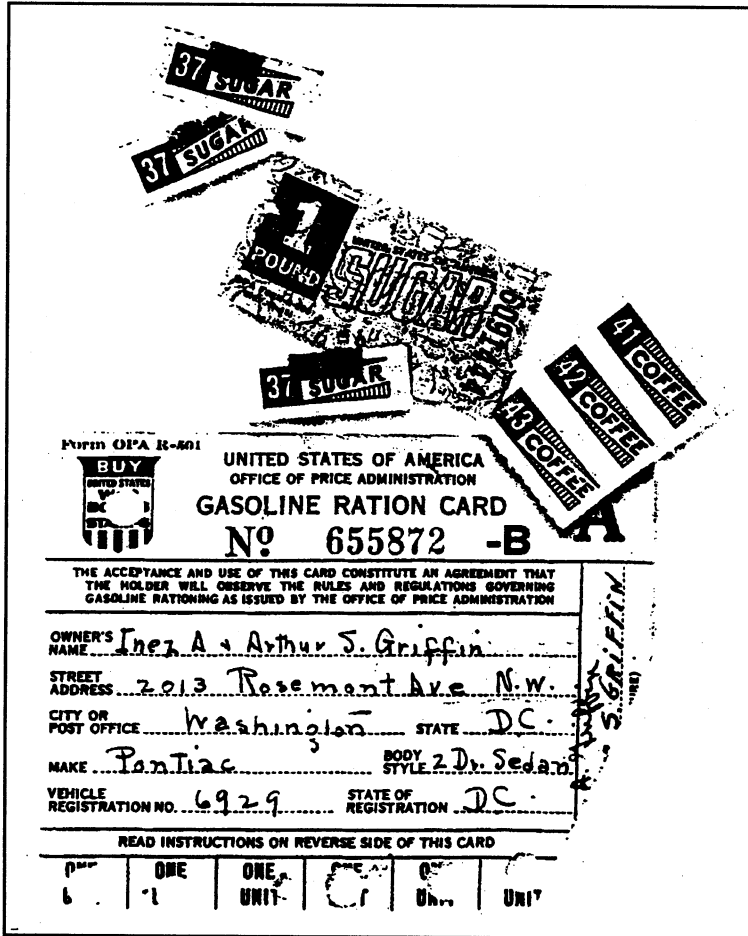
Score of 1:

- Identifies the meaning of the poster—women were capable of doing their part to win the war

Examples: “Women can fill the jobs men held before they went to war; women can do their part to end the war”

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper



Document 2—Question 2a
“What is wartime rationing?”

Score of 1:

- Defines or explains wartime rationing

Example: “Controlling the supply of civilian products so soldiers could have what they needed.”

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Document 2—Question 2b

“Name one item rationed during World War II.”

Score of 1:

- Names an item rationed during World War II

Examples: “sugar; coffee; gasoline; tires”

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Document 2—Question 2c

“Why was wartime rationing necessary?”

Score of 1:

- States one reason wartime rationing was necessary

Example: “So soldiers could be fed; so soldiers could have products necessary to win the war.”

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Document 3



Document 3—Question 3a

“What are the people in this photograph collecting?”

Score of 1:

- Either names the general category of goods the people in the photograph are collecting or refers to a specific item shown in the picture

Examples: “scrap materials; scrap rubber; tires; tubes; gloves; sheeting; pads; matting; raincoats; heels”

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Document 3—Question 3b

“Why was this event a common occurrence during World War II?”

Score of 2:

- Explains how recycled items were used to create materials needed for the war effort or explains the importance of scrap drives in promoting civilian involvement in the war

Examples: “Rubber could be used to make things for the soldiers; supplies were needed to build tires for trucks and airplanes in the war; people across the nation wanted to be involved in the war effort”

Score of 1:

- Generally states that such items were needed to win the war

Example: “Rubber was needed on the battlefield so the Allies could win the war”

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Question 3 b—Sample A

They needed supplies to build tires for tanks
& planes in the war & other materials.

Score of 2:

States that recycled items were used to create materials for war

Question 3b—Sample B

To help win this war

Score of 1:

States that recycled items are needed for the war

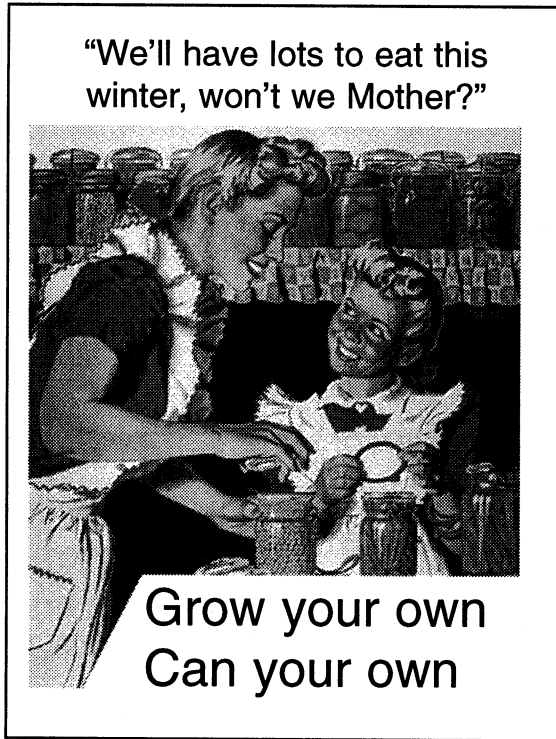
Question 3b—Sample C

These people collected garbage
for a living.

Score of 0:

Incorrect response

Document 4



Document 4—Question 4a

“What are the mother and daughter in the poster doing?”

Score of 1:

- Identifies the mother and daughter growing, canning, and/or storing of food

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Document 4—Question 4b

“Why was this activity encouraged during World War II?”

Score of 1:

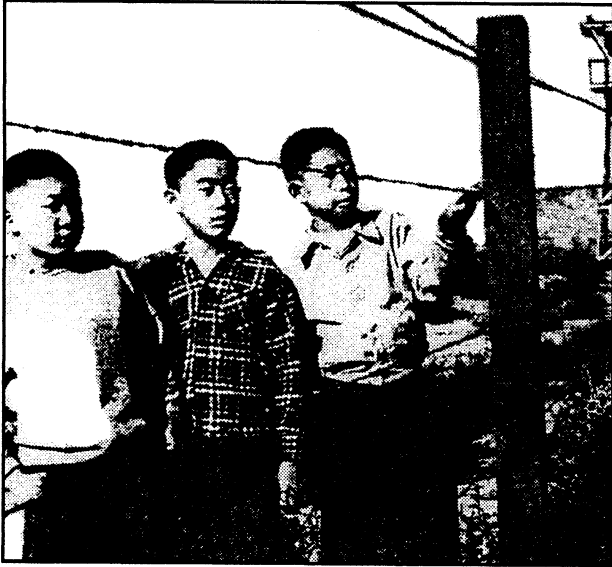
- Describes a reason for the growing, canning, and/or storage of food

Example: “Food usually sold to civilians was being sent to the front for the soldiers; food produced in ‘Victory Gardens’ helped provide additional food where there were shortages”

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Document 5



Document 5—Question 5a

“What was an internment camp?”

Score of 1:

- Defines internment camp correctly or states one basic characteristic of an internment camp

Examples: a place where a group of people were kept separate from other people; a place where people were kept by a government order

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Document 5—Question 5b

“Why were Japanese Americans put into this type of camp?”

Score of 2:

- States a specific reason people were placed in internment camps

Examples: “as a response to the attack on Pearl Harbor; fear of Japanese spying during the war”

Score of 1:

- States, in a general way, a reason for internment camps

Examples: “to maintain order; people were not trusted; fear of others; discrimination against people of different cultures”

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Question 5b—Sample A

They were put into this type of camp
because the U.S. thought they might
be a threat during the war.

Score of 2:

States that the United States viewed them as threats during the war

Question 5b—Sample B

Because they were immigrants

Score of 1:

States that detention camps were used because of race and immigration status

Question 5b—Sample C

Because the government wants to
make sure that no one brings in
disease to the United states.

Score of 0:

- Incorrect response

Document 6

World War II Deaths			
Country	Military Deaths	Civilian Deaths	Total Deaths
Axis			
Germany	3,250,000	2,350,000	5,600,000
Italy	226,900	60,000	286,900
Japan	1,740,000	393,400	2,133,400
Allies			
France	122,000	470,000	592,000
Great Britain	305,800	60,600	366,400
United States	405,400	—	405,400
Soviet Union	11,000,000	6,700,000	17,700,000

Source: *World War II: A Statistical Survey*, John Ellis

Document 6-Question 6a

“How many United States military personnel died in World War II?”

Score of 1:

- States that the number is “405,400”

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Document 6-Question 6b

“Why are no United States civilian deaths indicated on the chart?”

Score of 1:

- Gives an appropriate reason for the lack of U.S. civilian deaths on the chart

Examples: “Combat did not take place in the United States; since there were no United States civilian deaths during World War II, none are shown on the chart.”

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Document 6-Question 6c

“State *one* effect these death statistics had on American life.”

Score of 1:

- States one correct effect of the death statistics on American life

Examples: “Dislocations for civilian families that experienced a military death; Americans unaffected by civilian casualties; effect on the United States less than on other countries devastated by warfare”

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

**Grade 8 Intermediate-Level Social Studies
Content-Specific Rubric
Document-Based Question—2001**

Key Ideas from Documents that may be used in the essay:

Ways World War II affected American life at home	Document
Women's social and economic roles; active involvement in the war effort	
Working in factories	1
Canning food grown at home	4
Shortages created by wartime needs	
Rationing	2
Scrap drives	3
Canning food grown at home	4
Home-front patriotism	
Pride in contributions made at the work place	1
Participation in scrap drives	3
Canning food grown at home	4
Long-term effects	
Fear of foreigners, use of internment camps	5
Impact of wartime deaths on families	6

Score of 5:

- Thoroughly addresses all aspects of the task by accurately analyzing and interpreting at least **four** documents
- Discusses *four* ways World War II affected American life at home
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information, such as different jobs held by women during World War II, scarcity or lack of certain goods and this impact on daily life, and examples of patriotism (purchase of war bonds and victory gardens)
- Richly supports the theme with relevant facts, examples, and details, such as recycling scrap rubber for wartime use or a specific home-front experience; and uses key terms such as rationing, patriotism, recycling, Japanese-American relocation, or casualties
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the task or historical context and concludes with a summation of the theme

Score of 4:

- Addresses all aspects of the task by accurately analyzing and interpreting at least **four** documents
- Discusses *four* ways World War II affected American life at home
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Includes relevant facts, examples, and details and uses key terms, but discussion may be more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but discussion may be uneven
- Introduces the theme by establishing a framework that is beyond a simple restatement of the task or historical context and concludes with a summation of the theme

Score of 3:

- Addresses most aspects of the task, although the discussion may be uneven, or addresses all aspects of the task in a limited way, and uses some of the documents
- Incorporates some information from the documents in the body of the essay
- Incorporates limited, inaccurate, or no relevant outside information
- Includes some facts, examples, and details, but discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the task or historical context and concludes by simply repeating the theme or problem

Score of 2:

- Attempts to address some aspects of the task, making limited use of the documents
- Presents little or no relevant outside information
- Includes few facts, examples, and details; only restating the contents of the documents
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme

Score of 1:

- Shows limited understanding of the task with vague, unclear references to the documents
- Presents little or no relevant outside information
- Includes few accurate or relevant facts, details, or examples
- Attempts to complete the task, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

Score of 0: Fails to address the task, is illegible, or is a blank paper

World War II was one of the world's darkest periods. In 1942, American troops officially entered the war. This brought changes to the American home front. Women were taking men's places at work, all of America was helping out to support its soldiers, but a fear of immigrants also came along with this. Americans also rationed things to support soldiers.

Women were playing a big role back home, as seen in document 1. Women were now working in steel mills, something they never did before. Since many baseball players were in the war, the All American Girls Professional Baseball League (AAG-PBL) was formed. Women playing baseball was unheard of. Now women weren't just telephone operators, they were doing much more.

All Americans did their share in World War II. If they weren't overseas, they were collecting scrap rubber like in Document 3. People knitted blankets and socks for the soldiers. Many times, school children would help out. Each class would collect one thing and donate it to the war. Americans did anything they could to help out during the war.

Life was also a little hard for Americans during the war. Many things were rationed. Families got coupon books with tickets that were used for certain things, like in Document 2. Rubber was rationed as well as sugar and flour. These were things that first

had to go overseas and then to American citizens. Automobiles ^{owned} (were) could only get gasoline on certain days. The automobiles were labeled. For example, a car with an "A" sticker could only get fuel on maybe two days out of a week. Then "B" cars would only be able to get fuel on other days, etc.

There was also a fear of foreigners during World War II. After the Japanese bombed Pearl Harbor, Americans feared the Japanese. Japanese immigrants were placed in internment camps, like those pictured in Document 5. Americans feared they would turn against them, just because America was fighting against Japan.

During World War II, Americans helped out greatly. They felt a greater sense of nationalism and pride for their country. Many people's lives changed forever.

Anchor Level 5-A

The response:

- Thoroughly addresses all aspects of the task by analyzing and interpreting documents 1, 2, 3, and 5
- Discusses *four* ways World War II affected American life at home, e.g., women were leaving their homes to work in factories
- Thoroughly incorporates information from the documents in the body of the essay (role of women, patriotism, suspicion of Japanese Americans, wartime shortages)
- Incorporates relevant outside information (girls' baseball league; people knitting blankets and socks for soldiers; school children collecting items for donation or recycling)
- Richly supports essay with relevant facts and examples such as describing the contributions of various groups of Americans to the war effort; uses key terms, such as rationing, internment camps, and nationalism
- Demonstrates a logical and clear plan of organization
- Introduces the theme by stating that many changes occurred on the home front as a result of World War II, and concludes that by helping out as much as they did, Americans experienced a greater sense of nationalism and pride

Conclusion: Overall, the response best fits the criteria for Level 5, although there are minor inaccuracies such as women not working in steel factories before World War II and only Japanese immigrants being sent to internment camps. The essay is especially strong in incorporating outside information and does a solid job of incorporating information from the documents into the body of the essay. The conclusion points out that many people's lives changed forever as a result of their home front experiences during World War II.

The Second World War affected Americans at home greater, I think, than any other war we fought. Some of our citizens and immigrants were suspected or spies, food was rationed, etc. There was a sense that you were involved in a war and you had to do your part as a citizen of the United States.

As I said, you had to do your part as a citizen, but citizens of Japanese, Italian, and German descent were put in holding camps. They could've been spies. We didn't know. Still they wanted to help out, also did immigrants. One immigrant dad Mr. Lyts had two of his sons fight the Germans in Europe (The 1st and 442 Japanese Regiments) and both did not return alive. Mr. Lyts was an immigrant but in the late 50s or early 60s, I forgot the exact year, he became a citizen. He loved this country and so did many other people held in camps.

Being as most of the men went into the Armed Forces, the women had to take over the jobs men left. They made jeeps, tanks, guns, ammo, etc. The women who made planes were called "Rosie the Riveter." The women did good. Thousands of planes and weapons were made. Women proved that could do hard labor and, also, entertain. In 1943-1944 the first professional woman's baseball league began. Watch "A League of Their Own" for more information. A good movie that war. The women worked so well that after the men came back they started asking for equal rights which would grow drastically in the 1960s.

African Americans also did their part. They joined the armed service as well. Although they were in segregated units of all blacks and commanded by white officers, they were ready for action. The black air squadron from Tuskegee (a movie "The Tuskegee Airman" was made in honor of them. God

movie) were the best squadron of fighters in the Army Airforce. They were wanted by everybody but assigned mostly the 82nd Airforce which was also the best bombing group. At home, though, they, African American, faced prejudice. In some areas they were paid less than their white counterparts and had to work longer. After they blacks came back from the war they felt like, well, proud of themselves. In 1948 segregation in the Army Airforce was no longer in force and in the 1960s the Civil Rights movement began.

The reason for rationing of food is simple; a lot of food, and supplies for that matter) were needed for our soldiers and allies. We entered the war in 1941 on Dec 8. The day after the Japs bombed us at Pearl Harbor. True before we were giving Britain ships and supplies, first on a cash and carry basis, then on the Lend-Lease Act, but now we were sending men. The people at home knew that supplies were needed. If you tried to take too much you would hear "Don't you know there's a war on!"

People were so eager to give that they had collections. Rubber, glass, metal, and all important materials would be collected but they would keep only what they needed. We were involved deeply in the war. We believed in what we were fighting and dying for. People were glad to help.

Many people were encouraged to grow their own food. This would keep them living but not at the expense of food from a market which could be given to troops. Money would be raised to buy supplies and that would help win the war. We took what we grew and gave what we didn't need to the government. This also helped the war.

Anchor Paper – Part B Essay—Level 5 – B

The death of our countrymen is never a good thing. We lost 405,400. That is a lot of dead. We buried them here, Europe, North Africa, and all over the Pacific. We never left a body unburied. Had to say people who made sacrifices to help their family and friends at war were not happy. Even if we the benefit paid didn't help them, victory did. They knew their boys didn't die in vein.

The information above is little to what we did at our homefront. I wrote what I knew but that isn't much. So know more about bottles and operations than home front bottles; rationing, helping by giving away rubber and metal, etc. We won tough. And that was the great reward for our struggle and fight for years.

Anchor Level 5B**The response:**

- Thoroughly addresses all aspects of the task by accurately analyzing and interpreting all the documents
- Discusses six ways that World War II affected American life at home
- Incorporates relevant outside information (products produced by women in war factories, first women's baseball league, examples of patriotism on the home front)
- Richly supports essay with relevant facts, examples and details (a Japanese-American's personal profile, the connection between rationing and supplying the needs of Americans and Allies overseas)
- Is a well-developed essay, demonstrating a clear and logical plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the task or historical context and concludes with a solid summary

Conclusion: Overall, the response best fits the criteria for Level 5. Its analysis of all of the documents is thorough, incorporating interesting outside information and examples with the minor inaccuracy of including Germans and Italians in the discussion of internment camps. It should be noted that the essay does wander away from the theme of the American way of life on the home front when discussing the role of African Americans in the war.

Four ways that World War II affected American life were, loss of life, rationing, permanent changes in women's life, and a great sense of nationalism towards the United States. Each of these ways greatly affected American life. Many people had to handle hardships and changes.

One way that World War II affected American life was the loss of American and other countries lives. A total of 80,203 Axis were killed. 19,063,800 Allies were killed. A grand total of 2,044,003 lives that were taken by World War II. 405,400 Americans were killed. Women lost brothers, fathers, husbands, sons, auncles, and maybe even grand fathers. The loss of life is a big way that World War II affected American life.

Another way that ~~that~~ World War II affected American life was by rationing. Rationing meant that people could only have a certain amount of the goods produced. Rationing made people use food stamps to be aloud to buy a certain amount of the foods they wanted. You couldn't buy something with out a stamp for that item. Rationing also made people ~~can~~^{grow} and can

their own food for themselves. Rationing was another big way that World War II affected American life.

Another way that World War II affected American life was by creating permanent changes in women's life. One permanent change in a woman's life would be having to work. Before the war, not many women worked outside the home ~~at~~ ^{besides} in a sewing factory. After the war, women had to work. They had to work because they had to fill up a dead man's spot. Women even started to play sports such as baseball because the men were at war. Women also had to prove themselves more than men had to because we were women and we can't do anything. Creating permanent changes in a woman's life was another way that World War II affected American life.

~~Another~~ One last way that World War II affected American life was by creating a great sense of nationalism towards the United States. World War II created a great sense of nationalism because everyone wanted to be loyal to their country. People were also proud of their country

that stood up for their rights against the Axis powers. Nationalism was the last of four ways that World War II affected American life.

In conclusion, to the question given, the four ways that World War II affected American life would be, loss of life, rationing, permanent changes in women's life, and nationalism towards the United States.

These four ways are all good examples of how World War II affected American life at home. There were many hardships and changes people had to face every-day. But they overcame their problems and and made the United States an even more great nation than before.

Anchor Level 4-A

The response:

- Addresses all aspects of the task by analyzing and interpreting documents 1, 2, 4, and 6
- Clearly discusses *four* ways World War II affected American life at home
- Incorporates information from the documents in the body of the essay (combat casualties, changing roles of women, rationing of scarce commodities, sense of nationalism)
- Incorporates relevant outside information (women's baseball league)
- Supports essay with relevant facts and ideas, using key terms (axis powers, rationing, nationalism)
- Demonstrates a logical and clear plan of organization, although the discussion is somewhat uneven
- Introduces the theme by identifying how World War II affected life on the American home front, and concludes with a statement as to how Americans overcame these hardships to help win the war

Conclusion: Overall, the response best fits the criteria for Level 4. The essay includes relevant examples, but the discussion is more descriptive than analytical. Although well developed, the treatment of various subjects is somewhat uneven. The essay is well organized with good use of topic and concluding sentences.

Anchor Paper - Part B Essay—Level 4 - B

Four ways World War II affected American life at home were through women, nationalism, a fear of foreigners, and ~~want~~ goods.

World War II affected women's lives in many ways. ~~First~~ It helped women to finally leave the kitchen and join the work force. It allowed them to do the jobs that men once did. They were given a chance to show that women and men were equal. And even though they did not receive the same wages they had at least gotten their foot in the door.

World War II affected how people felt about their country. Through the war, people felt a greater sense of nationalism. With this new found sense of nationalism people were able to give up food and gasoline to help their country win. They didn't mind the war rationing as much because they knew that the sacrifice was made in the name of winning the war and keeping their loved ones overseas alive and well.

World War II affected how Americans looked upon their fellow man. For ~~the~~ the first time they were afraid of foreigners. A country who was made up of people from different countries was basically afraid of itself. And solved ~~their~~ ^{it's} problem by imprisoning certain nationalities such as the Japanese.

World War II also affected American goods. Through women joining the work force more goods such as airplanes and food were produced. But through war rationing all of the goods were mostly sent over seas and only very little goods such as food were left for Americans to eat and make use of.

Four ways the war affected American lives were through women, nationalism, a fear of foreigners, and goods. In conclusion, the war left lasting effects on these four aspects of ~~American~~ ~~life~~ and many more.

Anchor Level 4B

The response:

- Addresses all aspects of the task by analyzing and interpreting documents 1, 2, 3, 4, and 5
- Clearly discusses *four* ways World War II affected American life at home
- Incorporates information from the documents in the body of the essay (women in the work force, rationing, nationalism and patriotism)
- Incorporates relevant outside information (women's wages lower than men's wages, production of airplanes)
- Supports essay with relevant facts and ideas, using key terms (nationalism, rationing), but the discussion is more descriptive than analytical
- Demonstrates a logical and clear plan of organization
- Introduces the theme by identifying four ways World War II affected American life at home, and concludes with a restatement of the theme

Conclusion: Overall, the response best fits the criteria for Level 4. The essay is more descriptive than analytical, is somewhat weak in incorporating outside information, contains one minor factual error (for the first time Americans were afraid of foreigners), and has a weak introduction and conclusion. However, the essay is well organized and makes good use of the documents.

Four ways World War II affected American lives at home were women experiencing permanent changes in their lives, World War II death results, foreigners being fearful for their lives, and the problem of war rationing during the war. All of these topics relate to the one subject of how the disastrous war took a toll on American lives.

American lives were enormously affected by the war. But the women were affected the most. When the men went away for war, many of their jobs needed filling. It was at that time, that the women showed the United States what they can do. The women took over the men's positions, & poised just as qualified as the men. Perhaps, some say, even better.

Foreigners being fearful of their lives also had a huge affect on American lives. Most of the Japanese immigrants across the country were sent to an interment camp, having their land taken from them. The reason given to them was that the U.S. had thought the Japanese-Americans were helping out Japan for strategic warfare. The U.S., the land of

the free, had double-crossed the Japanese who were American citizens. Without even realizing it, the U.S. was turning into their own version of a Hitler. Even worse, the rest of the country was right behind them.

Another impact on American lives was the results of World War II death statistics. The people of America finally saw that war is definitely not a good thing. The people saw the toll the war took on countries like the Soviet Union and Germany. And still no one was smart enough to think of a better solution to war. Still no one was able to see that fighting solves nothing. The people, the politicians, even the president were all clueless.

War rationing was a big issue that affected American lives. During the war many supplies the people were using, were taken away. Among others, sugar, gasoline, and coffee seemed to be at the top of the list that disappeared during the war. World War II went on for a long time, causing the American people to do whatever they could to get what they needed. And sometimes having to go on for sometime without it.

Anchor Paper – Part B Essay—Level 3 – A

World War II eventually took a toll on American lives. And it was only a matter of time before everyone in the U.S. felt it.

Anchor Level 3A**The response:**

- Addresses most aspects of the task, discussing three ways World War II affected American life at home and using documents 1, 2, 5, and 6
- Incorporates some information from the documents in the body of the essay (women workers, fear of foreigners, rationing)
- Incorporates some outside information (Japanese immigrants had land taken from them; unfair treatment)
- Includes some facts and ideas (rationing, internment camps)
- Demonstrates a general plan of organization, although the discussion is uneven, and gets off the topic with editorial comments
- Introduces the theme by identifying four ways World War II affected American life on the home front and concludes with a weak statement that everyone in the country was affected

Conclusion: Overall, the response best fits the criteria for Level 3. The essay does not address all aspects of the task, discussing only three ways American life was affected. No outside information was used. The essay rambles with unneeded editorial comments about war and peace.

~~World~~ World War II was a big war. Millions of people died. It was said that World War II was supposed to be ~~the~~ the war of all wars. The war affected American life greatly.

American life ~~was~~ ^{was} greatly affected by World War II. Civilians that weren't in the war ~~had~~ had to give up many things for the army. Civilians were only allowed to buy a limited amount of gasoline. They could only get a few gallons per week. A lot of gasoline went to the army for the trucks and fighter planes. A plane needed a lot of gasoline to get from one side of an ocean to another. Also people could only buy a limited amount of food. They could only buy enough to not starve. Many people ~~built~~ grew gardens to eat from. They could grow as much food as they wanted and keep it all. The government even gave out free seeds to encourage people to grow their own food. The only disadvantage about growing a garden is when winter comes it all dies. Many people starved during the winter. People could not save any vegetables and fruits. After a while they would die and get rotten. Another thing the army took was rubber. They needed it to use for tires and ~~shoes~~ boots. Army men's boots wore down quickly. Army trucks tires also

Anchor Paper – Part B Essay—Level 3 – B

popped ~~at~~ quickly. They went over all kinds of things. They don't always stay on the ~~as~~ road. Also ~~for~~ the Axis Powers army that the trees ~~of~~ of army trucks so they couldn't get away.

Another effect the war had on ~~American~~ American life was that women had to fight in the war. So many people died, the army kept getting smaller and smaller. More people had to fight in the war, so many people were needed.

That was ~~of~~ four ways World War II affected ~~American~~ American life. But after we won the war everything was got back ~~from~~ together in only a few years.

Anchor Level 3B

The response:

- Addresses most aspects of the task, but in a limited way, using documents 2, 3, and 4
- Incorporates some information from the documents in the body of the essay (rationing, growing and canning food, recycling of rubber)
- Incorporates incorrect outside information (women had to fight in the war, the army kept getting smaller, many people starved during the winter)
- Supports essay with some facts and details, some of which are inaccurate
- Demonstrates a general plan of organization, although discussion is limited and uneven
- Introduces the theme with a statement that World War II affected American life, and concludes with a similar statement

Conclusion: Overall, the response best fits the criteria for Level 3. The essay does not address all aspects of the task and the discussion is limited and uneven and contains some inaccuracies.

In the post world war II was a big affect of American life at home because people paniked and didn't know what to do and they were scared that they might die.

Document 1 talks about a figure that represents that ladies could do the same things and jobs that the boys had to do and talks about a motto "we can Do It!" that motto meant that womens can do the same things that man can do in life.

Document 2 talks about war rationing which is gasoline and the item rationed during world war II which is sugar and the last question why was war rationing needed it was needed because without it you would have nothing and no products to sell.

Document 3 talks about scrap Rubbers that they needed to win the war people in the photo were collecting Scrap Rubbers. This event was a event a common occurrence during world war II because they needed that to win the war.

Document 4 talks about Grow your own can you own the lady planted alot of crops now she is caning them so they wouldn't rot. This encouraged during world war II because it kept food safe and didn't rotter the food so they wouldn't

Anchor Paper – Part B Essay—Level 3 – C

have to throw it out and then if they ~~did~~ didn't can it the food would be good.

Document 3 talks about the internment camp the internment camp was a camp that had Japanese kids in the camp or probably people from the war they fought those people were put in this type of camp because probably they had no place to live in.

Anchor Level 3C**The response:**

- Addresses all aspects of the task in a limited way, using documents 1, 2, 3, 4, and 5
- Incorporates some information from the documents in the body of the essay (women workers, rationing, recycling and home-grown food, internment camps)
- Incorporates no outside information
- Supports essay with some facts and details, but discussion is descriptive rather than analytical
- Demonstrates a weak plan of organization (document by document); discussion is uneven and limited
- Introduces the theme in a limited way, and provides no conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The task is addressed but not in any depth, the organization is grouped around the documents, and no outside information is used. Both the introduction and conclusion are weak.

I will tell you a few paragraphs on how World War II affected American life.

Women experienced permanent changes in their lives. They have to deal with no husband or young teenagers that went to war. They will have to work for themselves and make their own money. They have to go to work. They will crop their own food.

Well people across the nation felt nationalism, as well as a fear of foreigners. So when those people or foreigners came they would go to Japanese internment camp where they stay so the people wouldn't be scared. There was a lot of prejudice then.

Those lasting effects on many aspects of American life was that those 405,400 people in the military died

they. Well we will always remember those people that died in the world war II war. We are so proud of them. We will keep those people in respect. Those cities that got destroyed can never be the same they will have a new. But not the way it was. Those people that were terrified they will never forget it.

Well During the world war II there was a poster with a mother and daughter on it. On top it said "we'll have lots to eat this winter, won't we Mother?" on the bottom it says ~~grow~~ grow your own, Con your own. So that means stack up on food so you don't starve During the world war

During the war we had women fighting. The women did did as much as the man. Not all girls are weak. Us girls are really

Anchor Paper – Part B Essay—Level 2 – A

Strong so don't under estimate
us girls.

So in all the americans
won world war II. ~~And~~ We had
big effects on the American life.
So now its over and we
don't want it to happen again.

Anchor Level 2A

The response:

- Attempts to address the task, making limited use of documents 1, 4, 5, and 6
- Presents some incorrect outside information (women fought during the war)
- Includes few facts, merely restating the contents of the documents
- Demonstrates a general plan of organization, but lacks focus
- Fails to introduce the theme and concludes with a simplistic statement

Conclusion: Overall, the response best fits the criteria for Level 2. The essay attempts to address the task, but uses limited and vague information.

During the period of World War II many things happened. One of the things that happened was that it affected people's lives. Four ways it affects people were:

1 Women experienced permanent changes in their lives. By this I mean women had to take up jobs.

They had to take up jobs because (the) men were at war so someone had to run jobs.

2 People across the country felt a greater sense of nationalism. I say this because the people started to stand up for themselves.

3 People across the country started to fear foreigners as well. I mention this because the people feared Europeans coming for them to hold them as prisoners.

World War II had lasting effects on many aspects of American life.

Anchor Level 2B

The response:

- Attempts to address some aspects of the task, making limited use of documents 1 and 5
- Includes little relevant outside information (people stand up for themselves)
- Includes few facts and examples and some inaccuracies (fear of Europeans)
- Is poorly organized, lacking focus
- Restates the theme in the introduction and the conclusion

Conclusion: Overall, the response best fits the criteria for Level 2. The essay attempts to address the task but uses vague and limited information with little attention to the documents.

In 1939, World War II began one of its darkest periods. All throughout the world, everyone was in a sense of nationalism and fear of foreigners. Women experienced permanent changes in their lives as well as men. The harsh war had lasting effects on many aspects of American life.

One effect that changed American life at home is ~~at~~ most women had to stay home. They had to take care of their families as well as their house. In addition, they had to cook extra food for their children and some soldiers. Also, they had to make sure their men were ready for ~~set~~ war and had their weapons set to go.

Another change that took place was other women had to go to work. They worked in factories to help men build planes, tanks, and other machinery for the use of the war. However, women were not permitted to be entered into the

Anchor Paper – Part B Essay—Level 1 – A

war. As women started to work more, they found out that they were spending less time with their families.

Also, there was another effect that changed American life. This change was women had to take care of the wounded. They had to make sure that the soldiers got the proper care of doctors. Most women spent their time next to the battle fields in their tents.

In conclusion, all families had changes in their lives during the war.

Anchor Level 1**The response:**

- Shows limited understanding of the task with little analysis and interpretation of the documents
- Uses document 1 with a vague reference to document 4
- Presents some relevant outside information (women took care of the wounded on the battlefields in their tents)
- Includes some facts, examples, and details
- Demonstrates a general plan of organization
- Introduces the theme with a broad restatement of the historical context and concludes with a simple restatement of the task

Conclusion: Overall, the response best fits the criteria for Level 1. The essay addresses only one way World War II affected life on the American home front, focusing exclusively on the role of women in World War II. It fails to address any other factors affecting life on the American home front.

In the world today, most people know about what happen in 1939, when the world faced a dark stage, when World War II began. American troops officially entered in the problem. When the War was fought in Europe and the Pacific, it had a great feeling on the American home. Women experienced changes in their lives. Most people across the country felt greater patriotism, as well as fear of foreigners.

I felt very bad for the women put in there position because the women would cry when they here the there men had died in the war. It had to be very hard for them to deal with that I know I would cry.

I know in World War II the man had to be afraid because in World War II everyone was trying to kill the. I'm glad that the women were not in the World War II or in any war.

I think if I was in World War II I would just kill myself now because what the uses I'm going to get killed anyway.

Anchor Level 0

The response:

- Fails to address the task in any way

Conclusion: Overall, the response best fits the criteria for Level 0. The task is not addressed, and the essay rambles with no clear sense of direction. While the concepts of patriotism and fear of foreigners are mentioned, they are not used in any context dealing with ways that World War II changed life on the American home front. There is no evidence of any use of the documents.

World War II affected American lives in many ways. One of those ways was women had to work more. Also, food had to be rationed. In addition to that, businesses had to make materials for the war. Lastly, families had to deal with the grief of losing a loved one.

Women's lives changed greatly as a result of World War II. When the men of the family went to war, the women had to find a way to support themselves. This caused many women to go into the workplace. Women finally got somewhat of an equal right, but only because the men had to fight.

Another affect on American life was food had to be rationed. Because so many

people were out at war, there wasn't much food to be eaten. The food that people had had to be used sparingly. People started preserving their food in cans. Also, people started to grow their own food again.

In addition to those affects, ~~business~~ businesses had to start producing more materials for the war. Wea-ponry was a much needed product. Also, soldiers needed food to stay healthy and strong. Clothing was needed to camouflage with their surroundings.

A last affect was many families had to deal with the grief of losing a loved one. Mothers had to explain to their children why they would never see their fathers again. Also, families had to find ways

Part B Essay—Practice Paper - A

to support themselves. There ~~wasn't very much~~. The money in the families could only be spent on necessities.

There were many lives affected by the war. People had to work to stay alive and help those who put their lives on the line. As much as our lives were affected, we owe our lives to those people who risked all they had to protect us.

In 1939, the world entered one of its darkest periods when World War II began. In 1942, American troops officially entered the conflict. Although the war was fought in Europe and the Pacific, it had a great impact on the American home front. Women experienced permanent changes in their lives. People across the country felt a greater sense of nationalism, as well as a fear of foreigners. World War II had lasting effects on many aspects of American life.

Women made a permanent change. The women of America had to fill the men's jobs while the men were at war. Some women even helped out in the war. Women would aid to the wounded. Some women would be in the war. At home, women full filled men's jobs. They would work in factories or entertain. They would gather materials and ship it off to the soldiers. They would have to do all of this until the men came back from war.

War rationing was needed. War rationing was when people had to use less of what they regularly used and give it to the soldiers out at war. One item that needed to

be rationed was gasoline. War rationing was needed because the soldiers at war needed certain items more than the people at home did. This effected American life at home because the people at home had to use less of what they were used to using.

People also had to collect certain items (such as rubber) in order to give it to the soldiers. People would collect scrap rubber that they had no use for. This was a common occurrence because the soldiers at war, were always needing rubber and other items. This changed American life because now everything that you had leftover would have been put to good use.

The Japanese internment camps also had an effect on life at home. Japanese internment camps were also called relocation camps. The Americans would relocate the Japanese Americans to the camps during World War II. The Japanese were put into this type of camp because after the Japanese bombed Pearl Harbor, the Americans thought that the Japanese Americans were spies for Japan.

World War II had lasting effects on many aspects of American life. People

Part B Essay—Practice Paper - B

across the country felt a greater sense of nationalism as well as fear of foreigners. Women experienced permanent changes in their lives. Although the war was fought in Europe and the Pacific, it had a great impact on the American home front.

In 1939, the world entered one of its darkest periods when World War II began. In 1942 American troops officially entered the conflict. Although the war was fought in Europe and the Pacific, it had a great impact on Americans. There were many deaths that families had to live with. Women had to step up and do the work their husband did. Families had to grow their own food. Japanese Americans lost their jobs and their homes because they were sent to internment camps. World War II had many lasting effects on many aspects of American life. †

After World War II was over the death total for the United States was over 405,000. Families were hurt very badly. They were hurt because they lost someone and because they did not have a man to work for them. They had no means of getting money to feed or clothe their children.

Because of this the families were forced to leave their homes or the women would have to get a job. The children had to stay alone in their house and they were not supervised. They were also having trouble dealing with misfortunes in the family.

When the war was going on in Europe women were doing all they can to keep their families. When the husband is away at war the wife has to get a job and support their family. The women experienced permanent changes in their lives. If their husband did ~~if~~ not come back from the war they had to keep a job and raise their family at the same time. They might have trouble with that because they probably don't know how to do

Part B Essay—Practice Paper - C

a man's job. Usually women are brought up to be housewives and not machine workers.

Since most of the food was being sent to soldiers in Europe, families had to ~~grow~~ grow their own food. They did this because they would not have any if they didn't. The families grew all kinds of vegetables and corn for the winter, so they would have food. They might have trouble with this because the women might not know how to farm. They also might have trouble because they might not live in a farm area.

During the war Americans were very worried. They were worried that there might be Japanese spies in America. ~~To~~ To stop this the American government made internment camps. An internment camp was a place where all Japanese-Americans went during World War II. That

ended the threat for a spies being in America. The American government did not think of what it did to Japanese people. It ~~it~~ made them lose their jobs and homes. Most of these people ~~are~~ were not spies and they were innocent.

America had to deal with many things during World War II. The women did many good things to pull ~~the~~ America out of it. That is what makes the United States the country it is today.

4 ways the United States was affected at home was that women all over the country had to work when men had to go to war. It was a new outlook for women and it was good for them. Instead of wearing skirts they wore pants and put their hair up in buns.

Another way it was affected was that patriotism was going on and people donated all different things like rubber and socks.

Also the 3rd thing was that Americans were affected by family dying. It was a horrible thing but it was just a way of life.

The fourth thing was that people did not want to fight because of dying.

In 1939, the world entered one of its darkest periods when World War II began. In 1942, American troops officially entered the conflict. Although the war was fought in Europe and the Pacific, it had a great impact on the American home front.

People who didn't fight in the war were short of food and supplies. Most of the supplies were given to the military. Therefore, people did all they could to adapt. They collected and saved food for later usage. If they didn't, then they would run short of food and supplies and not have anywhere to get more. Some people went out and collected food and supplies in big trucks. However, this usually did not work out because most people did not want to give away their supplies to somebody else.

To make matters worse, people had to pay higher taxes. The high taxes were used to pay for future war damages and for war supplies. This made it even harder for people to get supplies. Furthermore, the government paid higher taxes on things that people need the most. They placed higher taxes on sugar, milk, fruit, tea and other supplies. Therefore, people had to adapt by using whatever they had.

People were also worried about people who were close to them and fighting in the war. They were afraid that they would die and, on top of no supplies, and

Part B Essay—Practice Paper - E

high taxes, they would also lose someone they love very much. During World War II 403,400 U.S. people in the military died. In other words, things were very complicated for the Americans during World War II.

Practice Paper A—Score Level 3

The response:

- Addresses all aspects of the task in a limited way, using some of documents 1, 4, and 6
- Incorporates minimal outside information, relying mostly on general statements to connect the information to the essay (women had to find a way to support themselves when the men went to war)
- Includes several examples of outside information (the grief resulting from the loss of a loved one in the war), but the discussion is descriptive rather than analytical
- Has a general plan of organization, but the discussion is uneven
- Introduces the theme and concludes with a summary

Conclusion: Overall, the response meets the criteria for Level 3. The essay addresses the task but the documents are used in only a very general way. It lacks solid outside information, details, and facts.

Practice Paper B—Score Level 4

The response:

- Addresses all aspects of the task by analyzing and interpreting documents 1, 2, 3, and 5
- Clearly discusses *four* ways World War II affected American life at home
- Incorporates relevant outside information (specific jobs that women performed during World War II)
- Includes some relevant facts (the collection of scrap rubber)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme using words from the historical context and concludes with similar words in the summary

Conclusion: Overall, the response best fits the criteria for Level 4. Although the essay is well organized, it is more descriptive than analytical and lacks rich detail and relevant information.

Practice Paper C—Score Level 4

The response:

- Addresses all aspects of the task by accurately analyzing and interpreting documents 1, 3, 4, and 6
- Clearly discusses *four* ways World War II affected American life at home
- Incorporates relevant outside information (the effect of internment camps on the Japanese Americans and problems associated with growing and canning food)
- Includes some relevant facts, but discussion is more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but the discussion is uneven and drifts, reflecting personal concerns
- Introduces the theme by establishing a framework and concludes with a summary statement

Conclusion: Overall, the response best fits the criteria for Level 4. Although the essay is organized and the documents are used, the essay tends to ramble and lacks a depth of understanding.

Practice Paper D—Score Level 1

The response:

- Shows limited understanding of the task with vague unclear references to documents 1, 2, 3, and 6 (rationality was going on and people donated all different things)
- Presents little relevant outside information (instead of wearing skirts, they wore pants and put their hair up in buns)
- Includes few relevant details
- Attempts to complete the task, but organization is simplistic
- Provides a limited introduction with no conclusion

Conclusion: Overall, the response best fits the criteria for Level 1. Although the essay attempts to address three ways World War II affected life on the American home front, it focuses on vague, irrelevant information.

Practice Paper E—Score Level 2

The response:

- Addresses most aspects of the task in a limited way, using documents 2, 3, and 6
- Presents one piece of outside information (people had to pay higher taxes to pay for war damages)
- Incorporates some information from the documents, but misinterprets much of it (some people went out and collected food; the government paid higher taxes; government placed higher taxes on sugar, milk, fruit, tea, and other supplies)
- Includes some facts, examples, and details
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme, but fails to make any conclusion

Conclusion: Overall, the response best fits the criteria for Level 2. The essay only attempts to discuss two effects of the war, but has many factual inaccuracies and misinterpretations.

Grade 8 Intermediate-Level Social Studies

Definitions of Levels for Academic Intervention Services (AES)

Performance Level	Range of Final Scores	Definitions
4 Meeting the Standards with Distinction	85–100	Shows evidence of superior understanding of the content and concepts and the skills required for intermediate-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 secondary academic environments.
3 Meeting the Standards	65–84	Shows knowledge and understanding of the content and concepts and the skills required for intermediate-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 secondary academic environments.
2 Not Fully Meeting the Standards	44–64	Shows only minimal knowledge and understanding of the content and concepts and the skills required for intermediate-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 secondary academic environments.
1 Not Meeting the Standards	0–43	Is unable to show proficiency in understanding the content and concepts and the skills required for intermediate-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 secondary academic environments.

Specifications Chart

DOCUMENT-BASED QUESTION	STANDARDS/UNIT
Effects of World War II on American life at home	Standard 1: United States and New York History Standard 2: World History Standard 4: Economics Unit 10: Worldwide Responsibilities

Grade 8 Intermediate-Level Social Studies Test — June 2001
Chart for Determining the Final Test Score
(Use for June 2001 test only.)

To determine the student's final score, locate the student's essay score across the top of the chart and the total Part I, Part II, and Part III A score down the side of the chart. The point where those two scores intersect is the student's final test score. For example, a student receiving a essay score of 3 and a total Part I, Part II, and Part III A score of 66 would receive a final test score of 79.

**Total
Essay
Score →**

	0	1	2	3	4	5
0	0	12	23	32	39	46
1	3	15	25	34	41	47
2	6	17	27	36	43	49
3	9	20	29	37	44	50
4	12	23	32	39	46	51
5	15	25	34	41	47	52
6	17	27	36	43	49	54
7	20	29	37	44	50	55
8	23	32	39	46	51	56
9	25	34	41	47	52	57
10	27	36	43	49	54	58
11	29	37	44	50	55	58
12	32	39	46	51	56	59
13	34	41	47	52	57	60
14	36	43	49	54	58	61
15	37	44	50	55	58	62
16	39	46	51	56	59	62
17	41	47	52	57	60	63
18	43	49	54	58	61	63
19	44	50	55	58	62	64
20	46	51	56	59	62	64
21	47	52	57	60	63	65
22	49	54	58	61	63	65
23	50	55	58	62	64	66
24	51	56	59	62	64	66
25	52	57	60	63	65	67
26	54	58	61	63	65	67
27	55	58	62	64	66	67
28	56	59	62	64	66	68
29	57	60	63	65	67	68
30	58	61	63	65	67	68
31	58	62	64	66	67	69
32	59	62	64	66	68	69
33	60	63	65	67	68	69
34	61	63	65	67	68	70
35	62	64	66	67	69	70
36	62	64	66	68	69	70
37	63	65	67	68	69	70
38	63	65	67	68	70	71

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

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

	0	1	2	3	4	5
39	64	66	67	69	70	71
40	64	66	68	69	70	71
41	65	67	68	69	70	71
42	65	67	68	70	71	72
43	66	67	69	70	71	72
44	66	68	69	70	71	72
45	67	68	69	70	71	73
46	67	68	70	71	72	73
47	67	69	70	71	72	73
48	68	69	70	71	72	74
49	68	69	70	71	73	74
50	68	70	71	72	73	75
51	69	70	71	72	73	75
52	69	70	71	72	74	75
53	69	70	71	73	74	76
54	70	71	72	73	75	76
55	70	71	72	73	75	77
56	70	71	72	74	75	78
57	70	71	73	74	76	78
58	71	72	73	75	76	79
59	71	72	73	75	77	80
60	71	72	74	75	78	80
61	71	73	74	76	78	81
62	72	73	75	76	79	82
63	72	73	75	77	80	83
64	72	74	75	78	80	84
65	73	74	76	78	81	85
66	73	75	76	79	82	86
67	73	75	77	80	83	87
68	74	75	78	80	84	88
69	74	76	78	81	85	90
70	75	76	79	82	86	91
71	75	77	80	83	87	92
72	75	78	80	84	88	94
73	76	78	81	85	90	95
74	76	79	82	86	91	97
75	77	80	83	87	92	98
76	78	80	84	88	94	100