

FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 5

ELEMENTARY-LEVEL SOCIAL STUDIES TEST

RATING GUIDE

BOOKLET 1

OBJECTIVE AND CONSTRUCTED RESPONSE QUESTIONS

NOVEMBER 14, 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 5 Elementary-Level Social Studies Test*.

Scoring the Part I Objective (Multiple-Choice) Questions

The student's score on Part I is the total number of questions that the student answers correctly. There is no penalty for wrong answers. A list of correct answers is printed on the scoring key.

The separate answer sheets provided by the Department for Part I may be either machine scored or hand scored.

Machine Scoring: The separate answer sheets provided by the Department can be processed only on NCS scoring equipment. If you are making arrangements with a scoring center for machine-scoring services, be sure that the scoring center is able to score the type of answer sheets submitted by your school.

Hand Scoring: The answer sheets supplied by the Department can be hand scored using the scoring key printed on translucent paper that is provided with the test. On the key, boxes have been printed to indicate correct answers. When the key is aligned properly with the answer sheet, each correct answer will be visible in a box. To hand-score the answer sheets, use the following procedures:

- (1) Scan each answer sheet to make certain that the student has marked **only one answer** for each question. If two or more answers have been marked, draw a **horizontal line** with colored pencil through all of the answer circles, so that **no credit will be allowed** for that question in scoring.
- (2) Place the scoring key on the answer sheet so that the box indicating the correct answer for each question corresponds to the row of answer circles for that question.
- (3) To obtain the total raw score, count the number of correct answers.

Record the Part I score in the space provided on the Part I answer sheet. (The score may also be recorded on the back cover of test booklet 2.)

Rating the Part II (Constructed-Response) Questions

This rating guide contains a question-specific rubric for the Part II (Constructed-Response) questions.

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

Introduction to the constructed-response questions—

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

Introduction to the rubric—

- Trainer leads review of specific rubric for constructed response questions

Rating the constructed-response questions—

- Answers to the constructed response questions need only be scored by one rater
- Scores for each constructed response question may be recorded in the student's test booklet

The scoring coordinator will be responsible for organizing the movement of papers, calculating a Part II score for each student, and recording that score on the student's Part I answer sheet. (The score may also be recorded on the back cover of test booklet 2.)

Grade 5 Elementary- Level Social Studies
Part II Specific Rubric
Constructed Responses—November 2001

Chinese Village (Questions 1–3)

Question 1 Identify *one* type of transportation used by the people of the Asian community shown in the picture.

Score of 1:

- Identifies *one* form of transportation used by this Asian community
Examples: “bike; boat; canoe; foot”

Score of 0:

- Incorrect response
Examples: “car; truck”
- No response

Question 2 State *two* reasons the river is important to the people of this Asian community.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each reason given about the importance of the river to this Asian community
Examples: “transportation; water; food source; water for crops; swimming; shipping goods; boating for pleasure; to wash with”

Note: If more than two answers are given, rate only the first two answers given.

Score of 0:

- Incorrect response
- No response

Question 3a What is *one* way this Asian community is *different* from your community?

Score of 1:

- Identifies *one* way this Asian community is different from the student's community
Examples: "This Asian community has a different style of house; this Asian community grows rice"

Note: Accept any reasonable answer that identifies a way this Asian community is different from the student's community.

Score of 0:

- Incorrect response
- Vague response
- Response is not based on the picture
- No response

Question 3b What is *one* way your community is *different* from this Asian community?

Score of 1:

- Identifies *one* way the student's community is different from this Asian community
Examples: "We live in apartment houses; we travel by car"

Note: Accept any reasonable answer that identifies a way the student's community is different from this Asian community.

Score of 0:

- Incorrect response
- Response does not apply to the student's community
- No response

Note for Questions 3a and 3b: Responses to these two questions about the student's own community and this Asian community do not have to be directly related to receive credit.

Example: 3a "Asian community is located near a river"

3b "United States community has a huge shopping mall."

Question 3c What is *one* way both your community and the Asian community are similar?

Score of 1:

- Identifies *one* way both the student's community and the Asian community are similar.
Examples: "Both have houses. Both have plants. Both have trees."

Notes: Accept any reasonable answer that identifies a similarity.

No credit should be given if an accurate response is written in an incorrect portion of the Venn diagram.

Score of 0:

- Incorrect response
- No response

Mid-autumn Festival Passage (Questions 4–6)

Questions 4–6 Compare Thanksgiving in the United States to China’s Mid-Autumn Festival by filling in boxes 4 through 6 below.

Box 4

Score of 1:

- States the purpose of Thanksgiving in the United States
Examples: “to give thanks; to celebrate the harvest; to have a feast /large dinner; to gather with family and friends”

Score of 0:

- Incorrect response
Examples: “Pilgrims; it’s a holiday; to watch football”
- No response

Box 5

Score of 1:

- States the traditional food of China’s mid-autumn festival
Examples: “mooncakes; rice and mooncakes

Score of 0:

- Incorrect response
Examples: “share a festival meal; rice; turkey”
- No response

Box 6

Score of 1:

- States what people do to celebrate Thanksgiving in the United States
Examples: “spend time with family and friends; share a meal; give thanks; watch football; watch a parade”

Score of 0:

- Incorrect response
- No response

Note: No credit should be given for an accurate response that is placed in an incorrect box on the chart.

Map of North America (Questions 7–9)

Question 7 What *three* European countries claimed parts of North America in 1754?

Score of 3, 2, or 1:

- Award 1 credit (up to a maximum of 3 credits) for identifying the European countries that claimed parts of North America in 1754

Examples: “Spain or Spanish; France or French; England; Great Britain; English; or British”

Score of 0:

- Incorrect response
Examples: “disputed land; unclaimed land”
- No response

Question 8 In 1754, which country claimed the *least* amount of land in North America?

Score of 1:

- Identifies Great Britain as the country that claimed the least amount of land in 1754.

Examples: “British lands; Great Britain; lands claimed by Great Britain or the British; England”

Score of 0:

- Incorrect response
Examples: “France; Spain; disputed land; unclaimed land”
- No response

Question 9 Describe *two* ways that European land claims changed between 1754 and 1763.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each description of ways that European land claims changed between 1754 and 1763

Examples: “Spain took over more land.

Great Britain took over more land.

France lost land.

Some land was lost.

Some land was gained.

France had no land.

Great Britain and Spain took over France’s land.

In Central America, the British lost land to the Spanish.

Florida was controlled by the Spanish 1754, but it was controlled by the British in 1763.”

Score of 0:

- Incorrect response
- No response

Type of Community Chart (Questions 10–12)

Question 10 State the type of community in which most people lived in 1976.

Score of 1:

- States that most people lived in the city in 1976

Examples: “in the city; in urban areas”

Score of 0:

- Incorrect response

Example: “73%”

- No response

Question 11 What job did most people have in 1776?

Score of 1:

- States that most people were farmers in 1776

Examples: “farm; farmer; farming; agriculture; growing food/crops; raising cattle/sheep”

Score of 0:

- Incorrect response

- No response

Question 12 What general statement can be made about the change in where people lived in 1776 and 1976?

Score of 1:

- States a generalization about the change in the type of communities where people lived in 1776 and in 1976

Examples: “More people lived in the country in 1776.

More live in cities today.

More people lived on farms in 1776.

In 1976, 73% of the people lived in the city.”

Score of 0:

- Incorrect response

- Vague response that fails to state a specific change between communities in 1776 and 1976

- No response

Grade 5 Social Studies Specifications Grid

November 2001

Part I

Multiple Choice Questions by Unit and Standard

Unit ↓	Standard →	1 US and NY History	2 World History	3 Geography	4 Economics	5 Civics, Citizenship, and Government	Number
1	Culture and History of World Communities		1, 29				2
2	Location and Geographic Characteristics of World Communities			16, 17, 20, 21			4
3	Meeting Basic Needs and Wants in World Communities				22, 27		2
4	Government of World Communities					11	1
5	Early Inhabitants and the European Encounter	3, 31					2
6	Colonial Life and the Revolutionary War in NY State	4, 30, 34				5	4
7	The New Nation and NY State	7, 35					2
8	Industrial growth and Expansion in NY State	8, 12, 33		6	25		5
9	Government: Local, State, and National	2, 9				26, 28, 32	5
10	Cross Topical and Skills-Based	10, 13		14, 15, 18, 19	23, 24		8
	TOTAL	14	2	9	5	5	35

Part II

CONSTRUCTED RESPONSES	STANDARDS TESTED
Questions 1–3	Standards: 3 and 4 Units: 1, 2, and 3
Questions 4–6	Standards: 2 and 5 Units: 1 and 9
Questions 7–9	Standards: 1, 2, and 3 Units: 5 and 10
Questions 10–12	Standards: 1 and 4 Units: 6, 8, and 10