Mechanics of Rating

The following procedures are to be used in rating papers for this test. More detailed directions for
the organization of the rating process and procedures for rating the examination are included in the
Test Manual for Administrators and Teachers for the Grade 5 Elementary-Level Social Studies Test.
The 2004 edition of the test manual can be found at www.emsc.nysed.gov/osa/elintsocst.html. Click on
the manual under Grade 5.

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, award no credit 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 for Part I of test, count the number of correct answers. The maximum score for Part I is 35.

Record the Part I score in the space provided on the Part I answer sheet.
(The score may also be recorded at the end of Part I in the student’s test booklet and 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 at the end of Part II in the student’s test booklet and on the back cover of test booklet 2.)
Time Line: Early European Explorers in the New York State Region (Questions 1–3)

Question 1  In which year did Champlain explore the Onondaga region?

Score of 1:
• States that 1615 is the year in which Champlain explored the Onondaga region

Score of 0:
• Incorrect response
  Examples: 1609, 1616, or any other year except 1615
• No response

Question 2  According to this time line, what was the first river in the New York State region to be explored by Europeans?

Score of 1:
• States that the St. Lawrence River or St. Lawrence was the first river in the New York State region to be explored by Europeans, according to this time line

Score of 0:
• Incorrect response
  Examples: New York Bay; Hudson River; or any response other than the St. Lawrence River
• No response

Question 3  Which statement from this time line supported the Dutch claim to present-day New York State?

Score of 1:
• Quotes or paraphrases the statement from this time line that supports the Dutch claim to present-day New York State
  Examples: Dutch led an expedition up the Hudson River.
  In 1609, Henry Hudson explored the Hudson.
  Henry Hudson leads Dutch expedition up Hudson River.

Score of 0:
• Incorrect response
  Examples: Giovanni da Verrazano leads French expedition into New York Bay.
  Samuel de Champlain explores northern New York.
• Vague response that does not answer the question
  Examples: Henry Hudson; in 1609, Hudson River
• No response
Map: The Thirteen Colonies (Questions 4–6)

Question 4  Name the three different groups of colonies that existed within the thirteen colonies.

Score of 1:
• Names the three different groups of colonies that existed within the thirteen colonies
  
  Examples: New England Colonies, Middle Colonies, and Southern Colonies
  
  or
  
  New England, Middle, and Southern

Note: All three groups of colonies must be stated to receive credit for this question. No partial credit may be awarded. The groups may be listed in any order.

Score of 0:
• Incorrect response
  
  Examples: Massachusetts, New York, and Virginia (or a list of any three colonies); northern, eastern, and southern; or any response that does not include all three names listed in the Map Key

• No response

Question 5  According to this map, the New York colony was part of which group of the thirteen colonies?

Score of 1:
• States that the New York colony was part of the Middle Colonies or Middle

Score of 0:
• Incorrect response
  
  Examples: New England
  
  Southern Colonies
  
  New York State

• No response

Question 6  Which natural boundary made it difficult for the colonists to move west?

Score of 1:
• States the natural boundary that made it difficult for the colonists to move west
  
  Examples: Appalachian Mountains
  
  mountains
  
  Appalachians

Score of 0:
• Incorrect response
  
  Examples: Mississippi River
  
  St. Lawrence River
  
  Atlantic Ocean
  
  New Hampshire

• No response
Chart: Events Surrounding Passage of the Stamp Act (Questions 7–9)

Question 7  What was the most direct effect of the British needing money to pay for the cost of the French and Indian War?

Score of 1:
• States the most direct effect of the British needing money to pay for the cost of the French and Indian War
  
  Examples: Parliament passed the Stamp Act to raise money; Parliament passed the Stamp Act; Stamp Act

Score of 0:
• Incorrect response
  
  Examples: the colonists petition Parliament; Sons of Liberty organize protests; Stamp Act is repealed

• Vague response that does not answer the question
  
  Examples: Parliament needed money; Parliament raised money

• No response

Question 8  Which fact from the chart shows that the protests of the colonists and the Sons of Liberty were successful?

Score of 1:
• Quotes or paraphrases the statement from the chart that shows that the protests of the colonists and the Sons of Liberty were successful
  
  Examples: the Stamp Act is repealed; repealing the Stamp Act; the Stamp Act ends (stops)

Score of 0:
• Incorrect response
  
  Examples: Sons of Liberty organize protests; colonists petition Parliament; Parliament passes the Stamp Act

• No response

Question 9  Today, what could a citizen do to protest peacefully against an action taken by the government?

Score of 1:
• States how a citizen today could peacefully protest against an action taken by the government
  
  Examples: write a letter of complaint to the government or some government official  
  write a letter to the editor of the local newspaper  
  picket a government official’s office  
  place a protest sign in your front yard  
  petition (circulate a petition)  
  vote in the next election

Score of 0:
• Incorrect response
  
  Example: pass a law

• Vague response that does not answer the question
  
  Examples: protest; letter; sign

• No response
Illustrations: How a Town Can Change Over Time (Questions 10–12)

Question 10  In 1960, which business operated in this town?

Score of 1:
- States the business that operated in this town in 1960  
  *Examples: gas station  
  gas company  
  gas  
  service station  
  garage  
  car repair service

Score of 0:
- Incorrect response  
  *Examples: eating place  
  restaurant  
  bus station
- No response

Question 11  Describe **two** different changes shown in these pictures that occurred in the town between 1960 and 1980.

Score of 2 or 1:
- Award 1 credit (up to a maximum of 2 credits) for each stated change *shown in these pictures* that occurred in the town between 1960 and 1980  
  *Examples: houses were built (other buildings were built)  
  a bus station was built (a bus stop)  
  a restaurant was built (a place to eat)  
  the community, town, or neighborhood started to grow  
  more businesses came to the town  
  more roads  
  more people moved into town

  **Note:** Each change in the town must be different, i.e., responses such as *an eating place was built* and *more businesses came to the town* should receive only 1 credit.

Score of 0:
- Incorrect response  
  *Examples: fewer roads  
  fewer residences  
  fewer homes  
  more things are getting invented
- Vague response that does not answer the question  
  *Examples: roads  
  crowded  
  growing
- No response
Question 12  Based on the pattern of changes from 1960 to 1980, what might this town have looked like in 2000?

Score of 1:
• States a plausible characteristic of the town in 2000 if the town continued to grow as it had from 1960 to 1980
  Examples: it would have more roads, houses, and businesses
  there would be more houses
  more businesses near the intersections
  there might be a playground
  might be a video store, a supermarket, or a discount department store (Wal-Mart or K-Mart)

Score of 0:
• Incorrect response
  Examples: fewer houses
  the town would be smaller in size
• Vague response that does not answer the question
  Example: changed
• No response

The maximum score for Part II is 13.
Grade 5 Social Studies Specifications Grid
November 2004

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