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 16, 2006

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

Contents of the Rating Guide

For Part III A (scaffold questions):
• A question-specific rubric

For Part III B (DBQ) essays:
• A content-specific rubric
• Prescored anchor papers. Score levels 4 and 1 have two papers each, score levels 3 and 2 have three papers each, and score level 0 has one paper. They are ordered by score level from high to low.
• Commentary explaining the specific score awarded to each paper
• Five prescored practice papers with scoring commentaries
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 2006 edition of the test manual can be found at www.emsc.nysed.gov/osa/elintsocst.html. Click on the manual under Grade 5.

Rating the Part III B Essay Question

(1) Follow your school’s procedures for training raters. This process should include:

Introduction to the task—
- Raters read the task
- Raters identify the answers to the task
- Raters discuss possible answers and summarize expectations for student responses

Introduction to the specific rubric and anchor papers—
- Trainer leads review of specific rubric with reference to the task
- Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the response to the rubric
- Trainer leads review of each anchor paper and commentary

Practice scoring individually—
- Raters score a set of papers independently without looking at the scores and commentaries provided
- Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating

(2) When actual rating begins, each rater should record his or her individual rating for a student’s essay on the rating sheet provided, not directly on the student’s essay or answer sheet. The rater should not correct the student’s work by making insertions or changes of any kind.

(3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. Do not round up essay scores.

Rating the Part III A (Scaffold) Questions

(1) Follow a similar procedure for training raters.
(2) The scaffold questions need only be scored by one rater.
(3) The scores for each scaffold question may be recorded in the student’s test booklet.
(4) Each correct response in Part III A has a score of 0.5.
(5) If the total Part III A score ends in .5, round up to the nearest whole number before recording the total Part III A score.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student’s essay, recording that score on the student’s Part I answer sheet or on the last page of test booklet 2, and determining the student’s final test score. The conversion chart for this test is located on the Department’s web site http://www.emsc_nysed.gov/osa/. Only the chart for the November 2006 test may be used for determining the final test score.
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 9 of test booklet 2 and on the back cover of test booklet 2.

Document 1

Gus Misuinas and Catherine Hutt worked at a factory in Philadelphia.

... In 1902, 12-year-old Catherine Hutt went to work at a knitting mill. Her working hours were “from 6:30 in the morning until six at night” — even longer than Gus’s. At age 14, Catherine switched to working in a paper mill. “All I did,” she said years later, describing her job, “was fold the ends of each roll as they came out.” How did she enjoy the work? About as much as Gus enjoyed his job: “I hated it.” ...

Source: Stephen Currie, We Have Marched Together, Lerner Publications (adapted)

Question 1  Today, most people work about eight hours a day. Compared to today, what conclusion can be made about the length of Catherine’s workday?

Score of 0.5:
- States a conclusion that can be made about the length of Catherine’s workday when compared with today’s 8-hour workday
  
  Examples: Catherine worked longer/more hours; she worked about 3–4 hours more than people do today; worked 11\( \frac{1}{2} \) hours a day in a dangerous factory; they worked more than us

Score of 0:
- Incorrect response
  
  Examples: shorter, she should have more to do; we work more than she did
- Vague response that does not answer the question
  
  Examples: 4 to 5 hours; all day; Catherine worked a lot
- No response
Boys began working as doffers when they were seven or younger. It was their job to remove the whirling bobbins when they were filled with thread and replace them with empty ones. Many of the youngsters worked barefoot. That made it easier to climb onto the huge machines so they could reach the bobbins or broken threads. If they weren't careful, they could fall into the moving machinery or be caught by it. The accident rate for children working in the mills was twice as high as it was for adults.

Question 2a  According to this document, what could happen to children while they worked on these machines?

Score of 0.5
- States what could happen to children while working on the machines, as shown in the picture and described in the reading passage
  Examples: they could fall in the machinery; they could have an accident; killed; fall; crippled; they could get hurt/injured; they could be caught in the machine; they could be killed or crippled

Score of 0:
- Incorrect response
  Examples: change bobbins; stand on machines
- Vague response that does not answer the question
  Example: no safety measures; bad things could happen
- No response
Question 2b  According to this document, why were accidents common in many factories?

Note: Question 2b is an inferential question that asks about the frequency of accidents.

Score of 0.5
• States a reason that accidents were common in many factories, based on information in the picture and the reading passage

  Examples: no safety measures on machines; machines were dangerous; small children worked on machines; children had to stand/climb on machines; children were working around heavy machines/big machines; children were not careful around machinery; factories had moving machinery; the children were barefoot and could get caught by the machine and get hurt; kids were too young to work around these kinds of machines

Score of 0:
• Incorrect response

  Examples: they were killed or crippled; the accident rate for children was twice as high as for adults

  Note: These responses do not answer why accidents were more common.

• Vague response that does not answer the question

  Example: accidents were common because a lot of people died

• No response
### The Dangers of Factory Work in New York State in the 1880s

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Machine</th>
<th>Cause of Accident</th>
<th>Result of Accident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rensselaer Rapp</td>
<td>14</td>
<td>Shears</td>
<td>Caught in machine</td>
<td>Middle finger cut off</td>
</tr>
<tr>
<td>Stephen Morzkiwenz</td>
<td>15</td>
<td>Power cutting press</td>
<td>Attempted to extract [remove] tin</td>
<td>Index fingers crushed</td>
</tr>
<tr>
<td>Barney Skerritt</td>
<td>16</td>
<td>Counter-shaft</td>
<td>Clothing caught</td>
<td>Killed</td>
</tr>
<tr>
<td>Mary Moore</td>
<td>17</td>
<td>Ironing machine</td>
<td>Caught in machine</td>
<td>Arm bruised and burned</td>
</tr>
<tr>
<td>Charles Nichols</td>
<td>17</td>
<td>Shafting</td>
<td>Clothes caught</td>
<td>Serious body strain</td>
</tr>
<tr>
<td>Syble Filter</td>
<td>17</td>
<td>Drop-box machine</td>
<td>Machine started unexpectedly</td>
<td>Finger cut off</td>
</tr>
<tr>
<td>Robert King</td>
<td>18</td>
<td>Centrifugal machine</td>
<td>Machine burst</td>
<td>Killed</td>
</tr>
<tr>
<td>Ludwig Zandrofski</td>
<td>19</td>
<td>Nut tapper</td>
<td>Slipped</td>
<td>Loss of 3 fingers</td>
</tr>
</tbody>
</table>

Source: Gray and Owens, *New York State: History Activities*, Glencoe/McGraw Hill (adapted)

**Question 3** Using the information in this chart, write *one* general statement about the working conditions of children in the 1800s.

**Score of 0.5:**
- Writes a general statement about the working conditions for children in the 1800s *based on the information in the chart*
  
  *Examples: factory work in New York State in the 1880s was dangerous; children were injured; children were killed; children were harmed; children worked in dangerous working conditions; children lost body parts; machinery was unsafe; they all got hurt in different ways; working conditions were very bad for kids; children worked on many different dangerous machines*

**Score of 0:**
- Incorrect response
  
  *Examples: children should have had adult supervision; it was the children’s fault; children should not work; Rensselaer Rapp got caught in a machine; Syble Filter had a finger cut off*

- Vague response that does not answer the question
  
  *Examples: bad; not fun; they should have paid more attention to what they were doing*

- No response
Statements About Working Conditions

. . . Children toiled in cotton mills as spinners, doffers, and sweepers. Girls were employed as spinners. They walked up and down long aisles, brushing lint from the machines and watching the whirling spools or bobbins for breaks in the cotton thread. When a break occurred, they had to mend it quickly by tying the ends together. A spinner tended six or eight “sides,” as the long rows of spindles were called. She had to be on her feet nearly all the time, working eleven or twelve hours a day, six days a week. . . .

. . . The machinery made such a racket, workers had to shout to be heard above the din (noise). And because heat and moisture helped keep the cotton threads from breaking, the mill windows were always kept closed. The hot, steamy air was filled with dust and lint that covered the workers’ clothes and made it hard to breathe. Mill workers frequently developed tuberculosis, chronic bronchitis, and other respiratory diseases. A boy working in a cotton mill was only half as likely to reach twenty years of age as a boy outside the mill. Girls had even less chance. . . .

. . . Glass making was another industry that employed thousands of boys in tough and dangerous jobs. Most of these youngsters worked as blowers’ assistants in glassworks furnace rooms. The intense heat and glaring light of the open furnaces, where the glass was kept in a molten state, could cause eye trouble, lung ailments, heat exhaustion, and a long list of other medical problems. The temperature of molten glass is 3,133 degrees Fahrenheit. The temperature in the glass factories ranged between 100 and 130 degrees. Fumes and dust hung in the air. Broken glass littered the floors. It wasn’t surprising that cuts and burns were the most common injuries. . . .

Source: Russell Freedman, *Kids at Work*, Scholastic

Question 4  Give two examples of dangerous working conditions described in this document.

Score of 1.0 or 0.5:

- Award ½ credit (up to a maximum of 1 credit) for each different example of dangerous working conditions as described in the document

  Examples: closed windows kept heat and moisture in; humid or damp conditions; lint-filled air made it hard to breathe; intense heat; glaring light of open furnaces; fumes; dust; broken glass on the floor; hot temperatures (100–130 degrees); people with bronchitis and tuberculosis could spread these diseases

  Notes: 1. To receive maximum credit, two different examples must be stated. For example, *it was hot* and *there was intense heat* are the same example expressed in different words. In similar cases, award only ½ credit.

  2. Award no credit for a response that expresses a consequence of a working condition.

Score of 0:

- Incorrect response

  Examples: girls got tired and/or sick; girls got backaches; they had to be careful around machines; eye troubles; lung ailments; heat exhaustion; caused medical problems; cuts; they shouldn’t breathe; more girls died than boys

- Vague response that does not answer the question

  Examples: it was dangerous to work in there; bad; not fun; boring; tuberculosis; bronchitis; respiratory diseases

- No response
Samuel Gompers, a union leader, organized national unions and local labor councils designed to educate the public on working-class issues. They also prepared labor legislation and persuaded the United States Congress to act on it. From 1881 to 1886, Gompers worked for laws that required school attendance, made children go to school, and regulated child labor and the eight-hour day.

**Question 5** What were two things that Samuel Gompers wanted the United States Congress to do?

**Score of 1.0 or 0.5:**
- Award ½ credit (up to a maximum of 1 credit) for each different thing that Samuel Gompers wanted the United States Congress to do
  - Examples: to protect working children/regulate child labor; create an 8-hour work day for all workers; make a shorter workday; pass school attendance laws; make children attend school; require school attendance; pass labor legislation

  **Note:** To receive maximum credit, two different examples must be stated. For example, *pass school attendance laws* and *make children go to school* are the same example expressed in different words. In similar cases, award only ½ credit.

**Score of 0:**
- Incorrect response
  - Examples: protecting children from working; educate the public about working conditions
- Vague response that does not answer the question
  - Examples: protect; create workdays; did not want kids to work like that anymore; go to school
- No response
Document 6

“Mother” Mary Jones gave lectures on the conditions and hazards of child labor. She also organized and encouraged children and adults to strike.

Question 6a  According to this picture, what are the children asking for?

Score of 0.5:
• States what the picture shows that the children are asking for
  
  Examples: justice; to go to school; more schools; less hospitals; rights

Score of 0:
• Incorrect response
  
  Examples: we are protected by a tariff; stop working; let justice go to school
• Vague response that does not answer the question
  
  Examples: freedom; children picketed; more things; better things
• No response

Question 6b  List two ways Mary Jones tried to improve working conditions for children.

Score of 1.0 or 0.5:
• Award ½ credit (up to a maximum of 1 credit) for each different way Mary Jones tried to improve working conditions for children
  
  Examples: gave lectures on conditions and hazards/gave lectures; encouraged children and adults to strike/encouraged strikes; organized children and adults to strike/organized strikes; she encouraged children to march together to draw attention to the problem

Note: To receive maximum credit, two different examples must be stated. For example, gave lectures on conditions and hazards and gave lectures are the same example expressed in different words. In similar cases, award only ½ credit.

Score of 0:
• Incorrect response
  
  Examples: Mother; Mary Jones was striking
• Vague response that does not answer the question
  
  Examples: organized; encouraged; she tried to make things better
• No response
Compulsory Education Law

The New York State legislature passed a law in 1874 stating that all school age children must attend school at least fourteen weeks per year.

Question 7  How did the Compulsory Education Law of 1874 improve the lives of child workers?

Score of 0.5:
• States how the Compulsory Education Law of 1874 improved the lives of child workers
  Examples: making all school-age children attend school at least 14 weeks per year; making children attend school; requiring children to get an education; gave children an education so they could get a better job

Score of 0:
• Incorrect response
  Examples: by making them smarter
• Vague response that does not answer the question
  Examples: taking up children’s work time
• No response

The maximum score for Part III A is 6.
Historical Background:

During the late 1800s and early 1900s, many children were hired to work in factory sweatshops. Often they worked under very dangerous conditions.

Task: Write about the dangerous working conditions of children during the late 1800s and early 1900s and describe the actions taken to improve the lives of child workers during this period.

Key Ideas from the Documents

Dangerous Working Conditions of Children

<table>
<thead>
<tr>
<th>Document</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document 1</td>
<td>Working long hours; working barefoot; working around big machines</td>
</tr>
<tr>
<td>Document 2</td>
<td>Removing whirling bobbins; working barefoot; climbing on huge machines; falling into/caught by moving machines</td>
</tr>
<tr>
<td>Document 3</td>
<td>Hands and fingers catching in machine; crushing index fingers attempting to extract tin; clothing catching in machinery; machines starting unexpectedly; machine bursting, slipping into machine</td>
</tr>
<tr>
<td>Document 4</td>
<td>Keeping windows closed in hot, steamy air filled with dust and lint, making it hard to breathe; intense heat and glaring light of open furnaces; temperatures ranging between 100 and 130 degrees; fumes and dust hanging in the air; broken glass littering the floor</td>
</tr>
</tbody>
</table>

Actions Taken to Improve the Lives of Children

<table>
<thead>
<tr>
<th>Document</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document 5</td>
<td>AF of L supported 8-hour workday; Samuel Gompers organized national unions and local labor councils to educate public on working-class issues; prepared labor legislation; lobbied the United States Congress; Gompers worked for compulsory school attendance laws, regulation of child labor, 8-hour work day</td>
</tr>
<tr>
<td>Document 6</td>
<td>Children marched to obtain justice and school; children picketed/marched to go to school; “Mother” Mary Jones gave lectures on the conditions and hazards of child labor; Jones organized/encouraged children/adults to strike</td>
</tr>
<tr>
<td>Document 7</td>
<td>New York State passed compulsory education law in 1874; New York State required all children to attend school at least fourteen weeks per year</td>
</tr>
</tbody>
</table>

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

1. Using, referring to, or making an inference from information in either the text or in the graphic provided in a given document constitutes the use of that document.
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 addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
• Consistently uses accurate data from at least four documents (see Key Ideas chart)
• May include relevant outside information related to the dangerous working conditions of children during the late 1800s and early 1900s and/or the actions taken to improve the lives of child workers during this period
• Develops ideas fully, using supporting evidence such as examples, reasons, details, explanations, and generalizations that are relevant and appropriate
• Demonstrates a logical plan of organization and coherence in the development of ideas, including an introduction, a body, and a conclusion
• Consistently expresses ideas clearly

Score of 3:
• Addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
• Generally uses accurate data from some of the documents
• Develops ideas satisfactorily with adequate supporting evidence
• Uses a general plan of organization; may use a list style format; may lack an introduction and/or a conclusion
• Generally expresses ideas clearly

Score of 2:
• Minimally addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and/or describing the actions taken to improve the lives of child workers during this period
• Makes limited use of the documents; may only restate the contents of the documents; may include irrelevant or inaccurate information
• Demonstrates weakness in development of ideas with little supporting evidence
• Organizes information but is weak and may go off the topic; may list examples without tying them together; may lack an introduction and/or a conclusion; may lack focus
• Expresses ideas but does not do so fully and clearly

Score of 1:
• Shows a limited understanding of the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and/or describing the actions taken to improve the lives of child workers during this period
• Fails to use the documents or makes vague or unclear references to the documents
• Does not use specific information to support ideas or uses information that is not relevant or accurate
• Lacks a plan of organization
• Does not express ideas clearly

Score of 0:
• Fails to answer the question or is totally unrelated to the topic
• Uses no accurate data
• Is illegible or so many words cannot be read that no sense can be made
• Is incoherent, i.e., words are legible but syntax is so garbled that no sense can be made
• Is a blank paper
Back in the late 1800's, children were forced to work in factories and mills, in very dangerous conditions! After a while, things change, and there are new laws!

When young children worked in factories, it wasn't that they go to work for about five or six hours and come home! Some kids actually had to work for about twelve hours before they could go home! When the young women worked in factories, they had to work in very hot and humid conditions! The reason it was so hot and humid all the time is because they always had the windows closed so they could keep the cotton threads from breaking. They could barely breathe! (Doc. 1, f)

The younger boys had an even more dangerous job! Mostly the boys worked in factories. Many of them killed or injured! This could be a problem. This was probably not a very fun job either! (Doc. 2)
The job of the children were outrageous back then! Again, there were far too many poor kids killed, or brutally injured! One machine had once burst, and killed a kid named Robert King. Robert was only eighteen years old, and he was only just doing his job. (Doc 3-D)

Children also had to work in glass factories! That could be just as dangerous as any of the other factories!

Some of the kids could seriously injure themselves if they get cut! There working conditions are also very poor! They could also probably be killed there too! (Doc 4)

Samule Gompers was someone who helped give the kids freedom from what they were forced to do! One thing Samule Gompers wanted the United States Congress to do was cut down on the kids hours! That would help them out a lot!!! Another thing he wanted to do was be wanted there to be laws stating that the United States Congress should let kids go to school if they wanted! Marry Jones was another person
The response:
- Thoroughly addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Consistently uses accurate data from documents 1, 2, 3, 5, and 6
- Develops ideas fully, using supporting evidence (some kids actually had to work for about twelve hours before they could go home; far too many poor kids were killed or injured)
- Demonstrates a logical plan of organization and coherence in the development of ideas, including a strong introduction and a conclusion
- Consistently expresses ideas clearly

Conclusion: Overall, this response best fits the criteria for Level 4. The response accurately rephrases facts and details in a well-organized manner. The paragraphs integrate information from multiple documents and include sufficient supporting details. The overuse of exclamation marks does not detract from the overall quality of this well-written essay.
During the late 1800s and the early 1900s, many children were hired to work in factories and sweatshops. The working conditions were often very dangerous. There were many dangerous conditions and people tried to change it.

One poor working condition was that kids had to work in factories, and the floors of the factories had glass all over. According to statements about the working conditions by Russell Freedman, kids had to work with broken glass jars all over the floor. That is bad because
Several kids would cut their feet and get hurt.

Another poor working condition was that kids could fall in the machines and get badly hurt.

According to a chart on examples of on-the-job injuries in New York State factories during the late 1800s, many kids would get their fingers chopped off or die if they got caught in a machine.

Another poor working condition was that kids had to work in hot and steamy conditions.

According to statements about working conditions by Russell Freedman, the widows had to be closed, and
that would make it very hot and steamy. That was bad because it would make it hard for kids to breathe.

Samual Gompers and Mary Jones tried to get kids able to go to school so they wouldn't have to go to work. According to a photo and an article they tried to get the Congress to let boys go to school. They improved lives of children because they wouldn't have to work all the time. In conclusion their were many ways boys could get hurt while working. People changed that.
Anchor Paper 4–B

The response:
- Thoroughly addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Consistently uses accurate data from documents 2, 3, 4, 5, and 6
- Develops ideas fully, using supporting evidence (according to statements about the working conditions by Russell Freedman, kids had to work with broken glass jars all over the floor); uses overgeneralizations (that is bad because several kids would cut their feet and get hurt)
- Demonstrates a logical plan of organization and coherence in the development of ideas, including an introduction and an original conclusion
- Consistently expresses ideas clearly

Conclusion: Overall, this response best fits the criteria for Level 4. The response demonstrates a clear, thorough understanding of the task by accurately stating most facts and details in an organized manner. Ideas are fully developed with consistent use of facts and supporting details. The appearance of the essay does not detract from the overall high quality of the response.
During the late 1800s and early 1900s, many children were hired to work in factory sweatshops. Often they worked under dangerous conditions. They didn't go to school a lot, they worked. They did not have a happy life.

Some girls woke up at 6:30 am and worked until 6:00 at night at a knitting mill. The boys worked on a huge machine. If they weren't careful they could lose some fingers. You can get your fingers chopped off or get killed. You have to be careful because you can get caught in the machine and get your hand smashed. In cotton mills they worked twelve hours. It was not fun. It was hard to breathe.

Some adults tried to help children.
Anchor Paper – Document–Based Essay—Level 3 – A

The response:

- Addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Generally uses accurate data from most of the documents but misinterprets document 1
- Develops ideas satisfactorily with adequate supporting evidence (boys worked on a huge machine; if they weren’t careful, they could lose some fingers)
- Uses a general plan of organization with a good introduction but lacks a conclusion
- Generally expresses ideas clearly

Conclusion: Overall, this response best fits the criteria for Level 3. The response demonstrates an understanding of the task by selecting key information from the documents and integrating it into a well-organized essay. The introduction is copied directly from the historical background with a few original statements adding to the quality of the introduction. However, the actions taken to improve the lives of child workers are stated in very general terms without giving supporting details.
There were poor working conditions of children during the late 1800’s and the early 1900’s and many different kinds of jobs.

Many people were injured or killed because of these poor working conditions. One person is Rensselaer Rapp. He was fourteen years old and was working with a shears machine. He got caught in the machine and his middle finger was cut off! Another example is Barney Steiritt. He was sixteen years old and was working with a countershaft machine. He got his clothing caught and was killed!
There were many different machines. For example, one is working at a knitting mill. Another is an ironing machine. Third is a nut tapper. Fourth a drop-box machine. Fifth a shafting machine. Last a shears machine.

Some people did things to help children. One person is Mary Jones. Many of the children wanted to go to school, but couldn't, it was against the law then. Then Mary Jones decided to help them. She gave lectures on the conditions and hazards of child labor. She organized and encouraged children, plus adults to strike too. After that children had to go to school at least fourteen weeks a year.
Many children didn’t like their jobs at all. A person like that is Catherine Hutt. She worked at a knitting mill. Her working hours were from 6:30 in the morning until 6:00 at night. All she did was fold the ends of each roll as they came out. Catherine Hutt hated doing that so much.

Many people did many different things while working than we do today.

Anchor Paper 3–B

The response:
- Addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Generally uses accurate data from documents 1, 3, 6, and 7
- Develops ideas satisfactorily with some supporting evidence (there were many different machines; an ironing machine; a nut taper; a shafting machine)
- Uses a general plan of organization with a brief introduction and conclusion
- Generally expresses ideas clearly

Conclusion: Overall, this response best fits the criteria for Level 3. The response discusses the injuries received from the dangerous working conditions and lists some of the machines used. The actions taken to improve the lives of child workers during this period are clearly expressed. The one misinterpretation, “it was against the law to go to school,” detracts slightly from the overall quality of the response.
Problems of Children Long Ago

During the late 1800’s and early 1900’s, many children were hired to work in factories. Often they worked under dangerous conditions. They would usually work about twelve hours a day. Now most people work eight hours a day. That is a three hour difference. That is just one problem (found in document #1).

There were many problems during the late 1800’s and early 1900’s. In document number 3 it shows that many people from fourteen to nineteen had fingers cut off when they were working. Two people were killed working. It shows in document number 4 that if a child was a glass maker they would have to
The response:

- Addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period.
- Generally uses accurate data from documents 1, 3, 4, 5, and 6.
- Develops ideas with some supporting evidence (fumes and dust was always in the air).
- Uses a general plan of organization with a brief introduction and lacks a conclusion.
- Generally expresses ideas clearly.

Conclusion: Overall, this response best fits the criteria for Level 3. The response uses accurate facts from the documents and provides carefully selected supporting detail.
In the early 1800s to the 1900s, many children were hired to work in factory sweatshops. Often they worked under dangerous conditions. In the 1900s, a 12-year-old girl was working in a knitting mill and her name was Cathrine Hutt. Her job was to fold the ends of the rolls if they came out. She had to work 6:30 am to 6:00 pm. She said, "She hated it."

Boys were working too. When you work you have to be 17 years old and up. When they work they are barefoot. They are barefooted because it helps them climb. They could fall or get caught to the machine if they weren't careful. Some boy died because they weren't careful.
A boy named Barney Skeritt got killed by working to be a counter shaft and he got clothing caught then he died he was 16 years old. Another boy named Robert King was killed to because he worked on a centrifugal machine and the machine burst he was 18 years old. There a lot more but this is very sad and his name is Ludwig and he is 18 years old he worked as a nut tapper and his finger slipped and it cut off 3 of his finger.

Children worked as cotton mills and when the sun is too much in the cotton mills the cotton mills break so they close the window and now the people is suffering and they are hot and is harder for them to work. People work with
The response:
- Minimally addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Makes limited use of documents 1, 2, 3, 4, and 6
- Demonstrates weakness in development of ideas with little supporting evidence and includes inaccurate information (when the Sun is to much in the cotton mills, the cotton mills break)
- Organizes information but is weak; includes a satisfactory introduction and a conclusion that is unrelated to the task (that is all I have to write and that is all I know and was taught me in this test)
- Expresses ideas but does not do so fully and clearly

Conclusion: Overall, this response best fits the criteria for Level 2. The response satisfactorily addresses the working conditions aspect of the task with many examples of dangerous working conditions. However, the brief reference to the actions of Mary Jones does not sufficiently describe actions taken to improve the lives of child workers during this period.
Around the 1800's and early 1900's, children were hired to work in dangerous jobs.
The poor working conditions of the children were that in the glass making document, the boys who worked there could get bad eye vision, for the girls in the knitting job, it was bad because they had to work eleven or even twelve hours a day. In the document where young children worked on machines, that was very dangerous because the kids could get cut or maybe break a bone if they fell off the
the machine. In the document, where it shows the chart of how old some kids were when they started to work in the dangerous jobs, the ages were 14, 15, 16, 17, 18, and 19. I think that adults should do those jobs and have the younger kids do something else that is not so dangerous. In the document, the kids liked working because they got paid. But in the document where more Mary Jones came in, the children wanted less school so they could work longer. Mary Jones tried to stop the yet by giving
The response:
- Minimally addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Makes limited use of documents 1, 3, 4, and 6
- Demonstrates weakness in development of ideas with little supporting evidence and includes inaccurate information (children wanted less school so they could work longer)
- Organizes information but is weak and goes off the topic; includes an introduction and lacks a conclusion
- Expresses ideas but does not do so fully

Conclusion: Overall, this response best fits the criteria for Level 2. The response states many examples of the dangerous working conditions. However, a personal opinion (I think adults should do these jobs and have the kids do something else that is not so dangerous) and a misinterpretation of document 6 detract from the overall quality of the response.
In 1902, 12 year old Catherine Hutt worked at 6:30 to 6:00 at night. All she did was fold the ends of each roll as they came out. She hated it. She worked 12 hours when people now work 8 hours a day so she did 4 extra hours in the factories.

Boys began working when they were younger than seven. Their job was to remove winding bobbins when they were filled with thread, then replace them with the empty ones. The youngest worked barefoot. That made their job easy to climb onto the huge machines so they could reach
the bobbins or broken threads. If they weren't careful, they could fall into and be trapped or get caught. The accidents for children were just as high as it was for adults.

People on their job injured in 1890, Rensselaer Shears and loses a middle finger. Stephen Morzkin had a crushed index finger. Barnegast was a counter shaft killed. Many more.

Arm bruised and burned. Charles Nicolas suffered body strain. 少数 filter finger cut off. Robert King machine hung so he was killed. Ludwig Zander lost.

Slipped and lost three of her fingers.
Anchor Paper 2–C

The response:
- Minimally addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s but does not describe the actions taken to improve the lives of child workers during this period
- Makes limited use of documents 1, 2, and 3
- Demonstrates weakness in development of ideas with some supporting evidence (Ludwig ZandrofKfski slipped and lost three of her fingers)
- Organizes information but is weak, listing examples without tying them together; lacks an introduction and a conclusion
- Expresses ideas but does not do so fully

Conclusion: Overall, this response best fits the criteria for Level 2. The response has ample information describing the dangerous working conditions in the 1800s and early 1900s. However, many of the statements were copied word-for-word from the documents.
Hi my name is here to tell you about poor people and their conditions. When poor children were getting hired to work in factories, often they were under dangerous conditions because if a child slipped and fell into a machine he could lose about 3, 2, or more fingers or instead die.

Anchor Paper 1-A

The response:
- Shows a limited understanding of the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s but does not describe the actions taken to improve the lives of child workers during this period
- Makes vague references to documents 3 and 4
- Uses one specific detail to support an idea (if a child slipped and fell into a machine he could lose about 3, 2, or more fingers or instead die)
- Lacks a plan of organization
- Does not express ideas clearly

Conclusion: Overall, this response best fits the criteria for a Level 1. The response focuses on one detail referring to the dangerous working conditions. Although two documents are used to develop the response, not enough information, as defined by the rubric, is provided to award a score higher than Level 1. The introductory statement is irrelevant and the response lacks a conclusion.
The way children reacted about doing work with the machines like if it was that something wasn't going to happen at first. Many children have lost lives and fingers. I feel sorry for those children losing their life. There are many reasons why they lost fingers or lives. They lost them by small pins or by large sharp objects.

Long ago there was a strike to go to school. I think there were no schools back then in America. Well, anyway the children wanted an education. The children of those days wanted an education because they wanted to be smart men and women when they grow.
They also wanted an education because they needed good jobs, learning how to drive, read, sing, and learning how to cook. In this period of time we have decent jobs and schools. We don’t go on strike that much. We did sometimes because of machines, but everything is kind of normal for now.

Anchor Paper 1–B

The response:
• Shows a limited understanding of the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
• Makes vague references to documents 3 and 6
• Includes irrelevant information (I feel sorry for those children losing their life)
• Lacks a plan of organization; goes off the topic
• Does not express ideas clearly

Conclusion: Overall, this response best fits the criteria for a Level 1. The response demonstrates a limited understanding of the task by making general statements and expressing personal opinions. The only accurate information was taken from document 3, relating to the loss of lives and fingers, and document 6, relating to a strike to go to school. However, these facts are stated randomly with no supporting ideas to tie them to the topic.
The response:
- Fails to answer the question
- Uses no accurate data

Conclusion: Overall, the response best fits the criteria for a Level 0. The response gives a few statements related to the topic but fails to address the task. A series of opinions are stated with no relevant details from the documents.
Many kids do hear jobs. They can get killed doing it. The kids can get 3 fingers cut off them. They wear shoes on their feet, now go up on either. They get rapped up in these when they fall in the machine. Their clothes get caught in the machine. The machine's burst into little metal. They slip in the machine's all the time. They have dirty clothing, on the kids they are for work time. They worked in the 1800's and the 1900's, they get paid working. They work in shoe shops. They can work a lot. They got up at 5:00 in
The morning, they are really tired all the time they got not a lot. They wanted to do a congress act there. They worked for lots of bosses. They had to work in lots of heat. It was 120 and 90 degrees out there. They work at upholsterer and they want to go back to school instead of working for your bosses. They want adults to go on strike. All of the kids want justice back they all missed him a lot. They really want to go to school. They hated working at the manufacturing. They want justice
The kids have lots of songs that say we want to go to school and it says I want justice back. The song's say we are protected by a terrific more school less hospital. Things got better by that and they went to school but they didn't get justice back but they are getting smarter at school. They like it better then working at the factory. I talked about them working and getting better that is all I have.
In the late 1800s and in the early 1900s, children had to work and were treated poorly.

Some children had to work for a very long period. Catherine Glatt worked from 6:30 AM to 6:00 PM.

Boys began working at the age of seven or younger. Accidents were common. Children would fall into the moving machinery and get caught by it.

Many children were hurt badly by using machines. Children would get their fingers cut off or even get killed.

Children worked in bad conditions. In glass factories, it could reach temperatures of 130 degrees. In the cotton mills, lint and dust in the air...
made it hard to breathe.

Damal Hampers helped organize
national unions and local labor councils.
He worked for compulsory attendance
laws, the regulation of child labor, and
the eight hour day.

The children wanted education.

Mary Jones gave lectures on the conditions
of child labor. She organized and
encouraged people to strike.

The New York State legislature passed
an education law in 1874. Then all
school aged children had to attend
school for 14 weeks.

Now children can't work until the age
of 16 and have very good
education.
You know in the late 1800s and the early 1900s it was a hard life for the children. They had to work. Some worked in very hot places like mills. It was a hard time for them. Some got killed. Others got their fingers cut off. Some children work with no shoes on. Then, they got angry and wanted to go to school. A woman named Mary Jones gave lectures on the conditions and hazards of child labor. She also organized and encouraged children and adults to strike. Also, when a girl had to work from six o'clock to 6:30 pm. And when six year old boys have to work. That is my report.
I think the kids that work at the factories should not have to work there because their only little kids and some have been killed or badly injured because of their jobs. I also don't think they should have to work eleven or twelve hours a day. They never got to take showers or wear warm clothes. Most of them worked in such hot places that they had trouble breathing.

Those are some things that I think about little kid working that hard and long.
Many children worked in the 1800s. There were many accidents and few kills until the 1900s.

Children worked from 6:30 am to 6:00 pm. Children had many accidents working in factories with big machines. Some children were killed by machines. Children got caught by the machines or they slipped and fell inside the machines. These are some children who died working. Barney Skerrit died working at age 16, Robert King died at age 18, and others got hurt badly.

Gompers changed the way children lived. In 1902, he got children to go to school. Gompers organized national unions and local labor councils designed to educate the public on working-class issues, prepare labor legislation, and lobby the United States Congress to act on it from 1891 to 1896.

Mother Mary Jones gave lectures on the conditions and hazards of child labor. She also organized and encouraged for children and adults to strike. Children wanted to go to school.
In conclusion children should be treated better and they should learn to get an education not work. Children were very happy when they went to school.

**********

Practice Paper A—Level 2

The response:
- Minimally addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and mentioning actions taken to improve the lives of child workers during this period
- Makes limited use of documents 3, 4, 5, and 6
- Demonstrates weakness in development of ideas with little supporting evidence and includes inaccurate information (all of the kids wanted Justice back; they missed him a lot)
- Organizes information but is weak, listing examples without tying them together; lacks an introduction and a conclusion
- Expresses ideas but does not do so clearly

Conclusion: Overall, this response best fits the criteria for Level 2. The response mainly focuses on the dangerous working conditions, but vague references are made to the actions taken to improve the lives of child workers during this period. The response has a misinterpretation of part of document 6, referring to “justice” as a person.
Practice Paper B—Level 4

The response:

- Thoroughly addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Consistently uses accurate data from all the documents
- Includes relevant outside information related to today’s work policies (now children can’t work until the age of 16 and they have very good education)
- Develops ideas fully, using supporting evidence (in the cotton mills, lint and dust in the air made it hard to breathe)
- Demonstrates a logical plan of organization and coherence in the development of ideas, including a strong introduction and a conclusion
- Consistently expresses ideas clearly

Conclusion: Overall, this response best fits the criteria for Level 4. Summaries of the documents are used in this well-written essay. The response consistently uses carefully selected and accurate data as it rephrases many important details with supporting evidence. It demonstrates a thorough understanding of the task.

Practice Paper C—Level 3

The response:

- Addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Generally uses accurate data from documents 1, 2, 3, 4, and 6
- Develops ideas satisfactorily with some supporting evidence (then they got angry and wanted to go to school)
- Organizes information; lacks a conclusion
- Generally expresses ideas clearly

Conclusion: Overall, this response best fits the criteria for Level 3. The response is brief and makes only general references to the information from five documents. Selected key information is presented without sufficient supporting details. However, the response demonstrates a satisfactory understanding of the task and minimally meets the requirements of a Level 3 paper.
Practice Paper D—Level 1

The response:
- Shows a limited understanding of the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s but does not describe the actions taken to improve the lives of child workers during this period
- Makes vague references to documents 1, 3, and 4
- Does not use specific information to support ideas (I also don’t think they should have to work eleven or twelve hours a day)
- Organizes information but lacks an introduction, lacks focus
- Expresses personal opinions clearly

Conclusion: Overall, this response best fits the criteria for a Level 1. The response demonstrates a limited understanding of the task by giving personal opinions about a few selected facts that describe the dangerous working conditions of children during the late 1800s and early 1900s.

Practice Paper E—Level 3

The response:
- Addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Generally uses accurate data from documents 1, 2, 3, 5, and 6
- Develops ideas satisfactorily with adequate supporting evidence (Gompers changed the way children lived; he got children to go to school)
- Uses a logical plan of organization and has a satisfactory introduction and conclusion
- Generally expresses ideas clearly

Conclusion: Overall, this response best fits the criteria for Level 3. Many facts are stated about the dangerous working conditions of the children in the 1800s and early 1900s, but little supporting evidence is presented. However, the actions taken to improve the lives of child workers during this period are thoroughly developed with accurate facts and sufficient supporting details.
## Grade 5 Elementary-Level Social Studies

### Descriptions of Performance Levels

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Range of Final Scores</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Meeting the Standards with Distinction</td>
<td>85-100</td>
</tr>
<tr>
<td>3</td>
<td>Meeting the Standards</td>
<td>65-84</td>
</tr>
<tr>
<td>2</td>
<td>Not Fully Meeting the Standards</td>
<td>58-64</td>
</tr>
<tr>
<td>1</td>
<td>Not Meeting the Standards</td>
<td>0-57</td>
</tr>
</tbody>
</table>

### Part III

#### Specifications Chart for Document-Based Question

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>STANDARDS TESTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dangerous working conditions of children in the late 1800s and early 1900s and actions taken to improve the lives of child workers during this period</td>
<td>Standards: 1, 4, and 5 Units: 8 and 9</td>
</tr>
</tbody>
</table>
The Chart for Determining the Final Examination Score for the November 2006 Elementary-Level Social Studies Test, will be posted on the Department’s website 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:

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.