

FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 5

ELEMENTARY-LEVEL SOCIAL STUDIES TEST

RATING GUIDE

BOOKLET 1

MULTIPLE-CHOICE AND CONSTRUCTED-RESPONSE QUESTIONS

NOVEMBER 14, 2007

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.

Mechanics of Rating

The following procedures are to be used in rating papers for this test. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Grade 5 Elementary-Level Social Studies Test, Manual for Administrators and Teachers*. The 2007 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 Multiple-Choice Questions

The student's score on Part I is the total number of questions that the student answers correctly. 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 the 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.)

Grade 5 Elementary-Level Social Studies
Part II Specific Rubric
Constructed Response–November 2007

Branches of the National Government (Questions 1–3)

Question 1 Which branch of government decides how much money is to be spent on national parks?

Score of 1:

- Identifies **legislative** as the branch of government that decides how much money to spend on national parks
Other acceptable responses: Congress; legislative branch; congressional branch

Score of 0:

- Incorrect response
Examples: any branch other than legislative; executive branch; judicial; the president; justices; the 100 senators and 435 representatives
- Vague response that does not address the question
Examples: the one that decides spending; senators; representatives; congressman; legislators
- No response

Question 2 What is the role of the United States Supreme Court?

Score of 1:

- Identifies the role of the United States Supreme Court
Examples: making sure our laws follow the Constitution; make sure our laws are constitutional; interprets the Constitution

Score of 0:

- Incorrect response
Examples: carries out laws; leads the military; makes laws for our country; nine justices; to convict criminals; they are judicial; to be the judicial branch
- Vague response that does not address the question
Examples: Constitution; a major one; an important role
- No response

Question 3 Who is the commander in chief of the United States military?

Score of 1:

- Identifies the **president** as commander in chief of the United States military
Other acceptable responses: George Bush; George W. Bush; President Bush; U. S. President

Score of 0:

- Incorrect responses
Examples: George Washington; vice-president; Congress
- Vague response that does not address the question
Examples: executive branch; the leader of the military; the guy in charge
- No response

Grassland Areas of the World (Questions 4–6)

Question 4 Name the *two* continents shown on this map with grasslands along the equator.

Score of 1:

- Identifies **South America** and **Africa** as the two continents shown on the map with grasslands along the equator

Note: The two continents may be listed on the lines for question 4 in either order. Both correct answers may be listed on either line for 1 credit. No partial credit should be awarded for naming only one correct continent. Only the first two continents listed may be considered in deciding whether to award credit. For example, if *Africa* is listed along with an incorrect answer on line *a*, and *South America* is listed on line *b*, award **no** credit.

Score of 0:

- Incorrect responses
Examples: Australia; Europe; India; any continent other than Africa or South America
- No response

Question 5 Name the continent with the most grassland areas.

Score of 1:

- Identifies **Africa** as the continent with the most grassland areas

Score of 0:

- Incorrect response
Examples: Europe; South America; Germany; Nigeria; Australia
- Vague response that does not address the question
Example: the center one; the middle one; the one by the compass
- No response

Question 6 Why are there no grasslands in Antarctica?

Score of 1:

- States a reason there are no grasslands in Antarctica
Examples: Antarctica has no grasslands because it is covered in snow; it is too icy; too cold; it is too far from the equator; it is below/south of the Antarctic Circle; the climate in Antarctica is cold and icy

Score of 0:

- Incorrect response
Examples: because it has too many mountains; because no one lives there; because it is in the south
- Vague response that does not address the question
Examples: because it is always snowing; it has a bad climate; the weather is bad
- No response

First Amendment Freedoms (Questions 7–9)

Question 7 List *two* freedoms found in the First Amendment.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* first amendment freedom listed in the chart
Examples: freedom of speech; freedom of the press; petition; religion; freedom of assembly; the right to speak your ideas and opinions; the right to practice your own religion; the right to say what you think; the right to be a Hindu/Catholic/Muslim, etc.

Note: To receive maximum credit, two *different* freedoms must be stated. For example, *freedom of speech*, *freedom to say what you think*, and *the right to speak your ideas and opinions* are the same freedom expressed in different words. In similar cases, award only 1 point.

Score of 0:

- Incorrect response
Examples: the right to bear arms; the right to vote; the right to go to school; any freedoms other than those listed in the chart
- Vague response that does not address the question
Examples: right to do what you want; Catholic; Protestant; freedom to do stuff
- No response

Question 8 Which freedom allows citizens to write their senators asking for a law to correct something they think is wrong?

Score of 1:

- Identifies the freedom that allows citizens to write to their senators
Examples: freedom of petition; petition

Score of 0:

- Incorrect response
Examples: freedom of speech; freedom of religion; assembly; press
- Vague response that does not address the question
Examples: the right to ask the government to correct things they think are wrong; the right to vote
- No response

Question 9 Which important document includes the Bill of Rights?

Score of 1:

- Identifies the document that includes the Bill of Rights

Examples: Constitution; the Constitution of the United States; the U. S. Constitution;
N. Y. State Constitution

Note: While the focus of this question is the first amendment of the Bill of Rights in the federal constitution, the New York State Constitution has a Bill of Rights in Article 1. Therefore, the New York State Constitution may also be accepted as a correct response.

Score of 0:

- Incorrect response

Examples: Bill of Rights; the petition; Declaration of Independence; first amendment

- No response

New York State Governors (Questions 10–12)

Question 10 List the names of the *two* governors missing from this time line.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for identifying **W. Averell Harriman** and **Nelson Rockefeller** as the governors missing from the time line
Other acceptable responses: Rockefeller; Harriman; Nelson A. Rockefeller; Governor Rockefeller; Averell Harriman

Note: The governors missing from the time line may be listed on the lines for question 10 in either order. Only the first two governors listed may be considered in deciding on the number of credits to award. For example, if *Averell Harriman* is listed along with an incorrect answer on line *a*, and *Nelson Rockefeller* is listed on line *b*, award only 1 credit.

Score of 0:

- Incorrect response
Examples: Mario Cuomo; Dewey; George Washington; George Pataki; any name other than Harriman or Rockefeller
- Vague response that does not address the question
Examples: the 2nd governor; the sixth governor; the ones from the 1950s
- No response

Question 11 Who was governor of New York State in 1980?

Score 1:

- Identifies **Hugh L. Carey** as the governor of New York State in 1980
Other acceptable responses: Carey; Governor Carey

Score of 0:

- Incorrect response
Examples: George Pataki; Mario Cuomo; any governor or individual other than Hugh Carey; 1975–1982
- Vague response that does not address the question
Example: Hugh; the middle governor
- No response

Question 12 Who is the current governor of New York State?

Score of 1:

- Identifies **Eliot Spitzer** as the current governor of New York State
Other acceptable responses: Governor Spitzer; Spitzer

Score of 0:

- Incorrect response
Examples: George Bush; any individual other than Eliot Spitzer; 2007
- Vague response that does not address the question
Example: Eliot; the guy at the end
- No response

Grade 5 Social Studies Specifications Grid

November 2007

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

Part II

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

