

# FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

# GRADE 8

## INTERMEDIATE-LEVEL TEST SOCIAL STUDIES

### RATING GUIDE

#### BOOKLET 1 OBJECTIVE AND CONSTRUCTED RESPONSE

JUNE 7, 2006

Updated information regarding the rating of this test 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 test. This site should be checked before the rating process for this test begins and at least one more time before the final scores for the test 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 *Test Manual for Administrators and Teachers for the Grade 8 Intermediate-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 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 for Part I, 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 last page of the test packet.)

### **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 last page of the test packet.)

**Grade 8 Intermediate-Level Social Studies**  
**Part II Specific Rubric**  
**Constructed Responses**  
**June 2006**

**Articles of Confederation** (Questions 1–3)

**Question 1** According to Article I, what form of government in the United States was established by these articles?

**Score of 1:**

- Identifies the form of government established by these articles  
*Examples:* confederation; a confederacy; democracy; confederation of states; union of states; a group of united states; national/central government; representative government; a republic

**Score of 0:**

- Incorrect response  
*Examples:* judicial system; United States government; Congress; president; Democratic-Republican; States rights; federalism; United States of America
- Vague response that does not address the question  
*Examples:* friendship with each other; assist each other; Articles of Confederation; of confederation
- No response

**Question 2** Identify *two* advantages states had under this form of government.

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each *different* advantage that states had under this form of government  
*Examples:* states retained their independence; states joined together for protection; states joined together to protect the liberties of all of their citizens; keep sovereignty; freedom; independence; liberties; common defense; states get assistance from each other for defense; promote their mutual and general welfare

**Note:** To receive maximum credit, two *different* advantages must be identified. For example, *states retained their independence* and *independence* are the same advantage, expressed differently. In similar cases, award only *one* credit for this question.

**Score of 0:**

- Incorrect response  
*Examples:* welfare; religion; trade; freedom to do as they pleased; freedom of speech
- Vague response that does not address the question  
*Examples:* delegated to the United States; friendship; each state is assembled; it was better; states could do what they wanted
- No response

**Question 3 State *two* reasons this form of government was replaced by the United States Constitution.**

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason this form of government was replaced by the United States Constitution

*Examples:* states acted as separate countries/states were not united; central/national government was not strong enough to enforce laws; states had too much power; difficulty in raising national taxes; currency issues; difficulty in raising an army; inability to pay national debts; no executive branch; no judicial branch; central government was too weak/did not have enough power

**Note:** To receive maximum credit, two *different* reasons must be identified. For example, *central/national government was not strong enough to enforce laws* and *central government was too weak/did not have enough power* are the same reason, expressed in different words. In similar cases, award only *one* credit for this question.

**Score of 0:**

- Incorrect response  
*Examples:* slavery; women's rights issues; many people were trying to take over
- Vague response that does not address the question  
*Examples:* it took a long time to establish; people would change their minds; not everyone agreed; it was unfair; it was bad
- No response

## Civil War Graph (Questions 4–6)

**Question 4** Based on the information in this graph, state *one* advantage the Union had over the Confederacy during the Civil War.

### Score of 1:

- States an advantage the Union had over the Confederacy during the Civil War  
*Examples:* total troop differences helped the Union win the Civil War; the Union had more troops; the Union had over 1 million more total troops; more soldiers; the South had fewer troops

### Score of 0:

- Incorrect response  
*Examples:* more Union troops/soldiers died from disease; both Union and Confederate soldiers died from disease
- Vague response that does not address the question  
*Examples:* troops; war deaths; fewer troops
- No response

**Question 5** Approximately how many Confederate troops died during the Civil War?

### Score of 1:

- Identifies approximately how many Confederate troops died during the Civil War  
*Examples:* 250,000; 200,000; 300,000; any number between 200,000 and 300,000

### Score of 0:

- Incorrect response  
*Examples:* 250; 3 thousand; 100,000; 500,000; 1 million *or* any number that is *not* between 200,000 and 300,000
- Vague response that does not address the question  
*Examples:* many; a lot
- No response

**Question 6** State *one* reason deaths from disease and infections were greater than battlefield deaths during the Civil War.

### Score of 1:

- States a reason that deaths from disease and infections were greater than battlefield deaths during the Civil War  
*Examples:* primitive/poor medical treatment; not enough doctors/nurses; unsanitary conditions; spoiled food; hospitals understaffed; troops not properly protected from the elements; few effective ways to deal with infection; harsh conditions in military prisons; overcrowding in encampments

### Score of 0:

- Incorrect response  
*Examples:* people were not immune to viruses; most soldiers did not have guns
- Vague response that does not address the question  
*Examples:* harsh conditions; many diseases
- No response

**Child Labor Cartoon** (Questions 7–9)

**Question 7 What is the primary issue addressed in this cartoon?**

**Score of 1:**

- Identifies **child labor** as the primary issue addressed in this cartoon  
*Other acceptable responses:* child workers; children working in factories; working children

**Score of 0:**

- Incorrect response  
*Examples:* poverty; ignorance; indifference; greed; profit; luxury; what are you going to do about it
- Vague response that does not address the question  
*Examples:* labor; spiders; children, tired children; sleeping children
- No response

**Question 8 Based on the cartoon, identify *two* factors that were responsible for the issue addressed in the cartoon.**

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each *different* factor shown in the cartoon that the cartoonist believed was responsible for the issue addressed in the cartoon  
*Examples:* profit; luxury; poverty; ignorance; indifference; greed

**Score of 0:**

- Incorrect response  
*Examples:* children; increasing child labor
- Vague response that does not address the question  
*Examples:* spiders; words connecting the web
- No response

**Question 9 Identify *one* group of people who helped cause the situation shown in the cartoon.**

**Score of 1:**

- Identifies a group of people who helped cause the situation shown in the cartoon  
*Examples:* business owners; factory managers; industrialists; robber barons; parents; the government

**Score of 0:**

- Incorrect response  
*Examples:* labor unions; young children; the cartoonist; Carnegie; Rockefeller; the president
- Vague response that does not address the question  
*Examples:* people who worked in factories; rich people; greedy people
- No response

## Unemployment Letter to President Truman (Questions 10–12)

### Question 10 Which situation concerning women is the author of this letter protesting?

#### Score of 1:

- Identifies the situation the author is protesting  
*Examples:* unemployment; lack of jobs for women after the war; getting an even employment break for women who are the head of a family; office jobs pay too little to support a family; lack of jobs that pay a living wage

#### Score of 0:

- Incorrect response  
*Examples:* she is a widow; she is a woman
- Vague response that does not address the question  
*Examples:* living wage; only office jobs available
- No response

### Question 11 State *two* arguments the author of this letter gives to support her request.

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* argument the author gives to support her request  
*Examples:* women were employed as skilled workers during the war; she is a widow supporting a mother and son; she cannot manage on a lower income; she served the company for 3½ years; Grumman will not rehire any women; no jobs are available with a living wage on Long Island; because I happen to be a woman, I am not wanted

#### Score of 0:

- Incorrect response  
*Examples:* the unemployment situation on Long Island; first woman to be employed by Grumman in 1942; my rent is \$45 a month; there are no cheap places to rent
- Vague response that does not address the question  
*Examples:* it is impossible to obtain employment with Grumman; office jobs pay only \$22 a week salary
- No response

### Question 12 State *one* likely reason the Grumman Corporation would have used to justify its actions.

#### Score of 1:

- States a reason the Grumman Corporation would have used to justify its actions  
*Examples:* men returning from the war must be given the jobs first; the law says veterans must be rehired; men are the breadwinners; since the war ended, we have fewer orders for planes; fewer military goods were needed after the war

#### Score of 0:

- Incorrect response  
*Examples:* women are too weak; there are no orders for new airplanes
- Vague response that does not address the question  
*Examples:* men do the job better; women can't work on jet planes; don't use lathes anymore
- No response

# Grade 8 Social Studies Specifications Grid

June 7, 2006

## Part I

### Multiple-Choice Questions by Unit and Standard

Standard Unit ↓ →	1 US and NY History	2 World History	3 Geography	4 Economics	5 Civics, Citizenship, and Government	Number
1-Prior to 1500	1	4	2, 3			4
2-Exploration/ Colonization	5, 6		7, 9	8		5
3-A Nation Created	13			10	12	3
4-Experiment in Government	16				11, 14, 15	4
5-Life in a New Nation	18, 19		17			3
6-Division and Reunion	21		20		22, 23	4
7-An Industrial Society	25, 27		24	26		4
8-An Independent World	29, 36	28, 30				4
9-Between the Wars	33		34	31, 32		4
10-Worldwide Responsibilities	35, 37	38		39		4
11-WWII to the Present	40, 43			45	44	4
12-Cross Topical	41, 42					2
TOTAL	19	4	8	7	7	45

## Part II

CONSTRUCTED RESPONSES	STANDARDS
Questions 1–3	Standards 1 and 5: United States and New York History; Civics, Citizenship, and Government Units 3 and 4: A Nation Created; Experiment in Government
Questions 4–6	Standard 1: United States and New York History Unit 6: Division and Reunion
Questions 7–9	Standards 1 and 4: United States and New York History; Economics Unit 7: An Industrial Society
Questions 10–12	Standard 1: United States and New York History Unit 10: Worldwide Responsibilities