

# FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

# GRADE 8

## INTERMEDIATE-LEVEL TEST SOCIAL STUDIES

### RATING GUIDE

#### BOOKLET 1

#### MULTIPLE-CHOICE AND CONSTRUCTED-RESPONSE QUESTIONS

JUNE 3, 2008

Updated information regarding the rating of this test may be posted on the New York State Education Department web site at <http://www.emsc.nysed.gov/osa/>. Select the link “Examination Scoring Information.” This site should be checked before the rating process 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 *Manual for Administrators and Teachers for the Grade 8 Intermediate-Level Social Studies Test*.

#### **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. 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 at the end of Part I in the test booklet.)

## **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 test booklet.)

**Grade 8 Intermediate-Level Social Studies**  
**Part II Specific Rubric**  
**Constructed Responses—June 2008**

**Branches of the Federal Government (Questions 1–3)**

**Question 1 Which branch of the federal government includes the Supreme Court?**

**Score of 1:**

- States that the Supreme Court is included in the **judicial branch** of the federal government  
*Other Acceptable Response:* judicial

**Score of 0:**

- Incorrect response  
*Examples:* legislative branch; executive branch; Supreme Court; federal government; other federal courts
- Vague response that does not answer the question  
*Examples:* court; branch; the one on the right
- No response

**Question 2 What is *one* function of the legislative branch of government?**

**Score of 1:**

- States a function of the legislative branch of government  
*Examples:* make laws; write bills; pass laws; enact laws; coin money; approve/deny presidential appointments; declare war; accept/reject treaties; represent the people; vote on bills/legislation; hold committee meetings; raise an army; investigate problems; can bring charges of impeachment against the president

**Score of 0:**

- Incorrect response  
*Examples:* enforce laws; House of Representatives; Senate; Congress; veto laws
- Vague response that does not answer the question  
*Examples:* to make important decisions; to take care of the people; vote
- No response

**Question 3 Under the Constitution, what system is used to keep any one branch of the federal government from gaining too much power?**

**Score of 1:**

- States the system that is used to keep any one branch of the federal government from gaining too much power under the Constitution

*Examples:* checks and balances; separation of powers; the one that gives each branch specific powers

**Score of 0:**

- Incorrect response

*Examples:* federalism; legislative; executive; judicial

- Vague response that does not answer the question

*Examples:* they check each other; a system is used; the Constitution is used; the one that keeps them apart

- No response

## Photographs of Native American Indians (Questions 4–6)

### Question 4 Which group of people is represented by the boys in photograph A?

#### Score of 1:

- Identifies the group of people represented by the boys in photograph A  
*Examples:* Native American Indians; Native Americans; First People; Indians; indigenous people

#### Score of 0:

- Incorrect response  
*Examples:* young men on the right; poor boys; English boys
- Vague response that does not answer the question  
*Examples:* brothers; people
- No response

### Question 5 Identify *one* change that has occurred in the appearance of the boys in photograph B.

#### Score of 1:

- Identifies a way the appearance of the boys in photograph B differs from the appearance of the boys in photograph A that conveys a sense of assimilation or transition to “American” society  
*Examples:* they were Americanized; they were made to look/dress like white Americans; their clothing changed; their hair was cut; they wore uniforms/suits instead of tribal clothing; they don’t wear moccasins; they look more “American”

#### Score of 0:

- Incorrect response  
*Examples:* they wore native dress; the room is different; there was no change
- Vague response that does not answer the question  
*Examples:* they were nice; they changed; they were better
- No response

**Question 6 State *one negative* result of the changes the United States government forced on this group of people.**

**Score of 1:**

- States a negative result of the changes the United States government forced on this group of people  
*Examples:* their Native American Indian culture/language/religion/form of government was lost/alterd; they lost their land/homes/tribal connections/livelihood; they were forced to live on reservations; Native American Indian culture/history was lost; they died from diseases; they were forced to defend their homes; they had to fight to protect themselves; led to a high rate of alcoholism/suicide; had to fight to protect themselves

**Score of 0:**

- Incorrect response  
*Examples:* Native American Indian culture was taught in schools; Native American Indians could live anywhere in the United States; buffalo population increased; the fighting stopped
- Vague response that does not answer the question  
*Examples:* they got older; they changed; results were negative; things got worse
- No response

## **Internment of Japanese Americans (Questions 7–10)**

**Question 7** Based on the photograph, which group was being held in relocation centers or camps during this period in United States history?

### **Score of 1:**

- States that **Japanese Americans** were the group being held in relocation centers or camps during this period in United States history as shown in these documents  
*Other Acceptable Responses:* Japanese; Issei; Nisei; people of Japanese descent; those of Japanese ancestry

### **Score of 0:**

- Incorrect response  
*Examples:* any nationality other than Japanese; sentry; Jack Matsuoka
- Vague response that does not answer the question  
*Examples:* Americans; teachers; Asians
- No response

**Question 8** Which international event led to the construction of these relocation camps?

### **Score of 1:**

- States an international event that led to the construction of these relocation camps  
*Examples:* World War II; attack on Pearl Harbor; Pearl Harbor; United States entry into World War II

### **Score of 0:**

- Incorrect response  
*Examples:* World War I; any other war; D-Day
- Vague response that does not answer the question  
*Examples:* bombing; war; invasion; the one in Hawaii
- No response

**Question 9 What did the illustrator mean when he wrote that the morning pledge of allegiance “sounded hollow” to the students and teacher saying it?**

**Score of 1:**

- States what the cartoonist meant when he wrote that the morning pledge of allegiance “sounded hollow” to the students and teacher saying it  
*Examples:* they were held in a relocation camp against their will; it didn’t apply to them; they were saying the words but couldn’t relate to them; they were behind barbed wire against their will; they were prisoners; they did not think they should be in the camp; there was no liberty or justice for them; liberty and justice is not what they were experiencing; their liberty was taken away; they were pledging allegiance to a country that was confining them

**Score of 0:**

- Incorrect response  
*Examples:* because it was said every day; it was against their religion; their voices were too low
- Vague response that does not answer the question  
*Examples:* even the teacher’s voice trailed off to a murmur; it was not fair; liberty and justice for all
- No response

**Question 10 State one reason this relocation camp policy was challenged in the federal courts.**

**Score of 1:**

- States a reason this relocation camp policy was challenged in the federal courts  
*Examples:* Japanese Americans believed it denied them due process of law; rights of Japanese Americans were taken away without proof that they were a threat; it took away Japanese/Japanese American civil rights; Japanese Americans believed it violated their 14th amendment rights; it discriminated against Japanese/Japanese Americans; the Japanese Americans thought it was unconstitutional

**Score of 0:**

- Incorrect response  
*Examples:* patriotism; it was challenged in the Supreme Court; it was for national defense; *Korematsu v. United States* was the case
- Vague response that does not answer the question  
*Examples:* it was government policy; it was challenged; it went to court
- No response



## **African American Organizations (Questions 11–14)**

**Question 11** Based on this chart, identify the organization that was founded by Martin Luther King, Jr.

**Score of 1:**

- Identifies the **Southern Christian Leadership Conference** as the organization that was founded by Martin Luther King, Jr.  
*Other Acceptable Response:* SCLC

**Score of 0:**

- Incorrect response  
*Examples:* any organization other than the Southern Christian Leadership Conference; Martin Luther King, Jr.; Congress
- Vague response that does not answer the question  
*Examples:* groups; churches; Christians; conference
- No response

**Question 12** According to this chart, what is *one* common goal of these organizations?

**Score of 1:**

- States a common goal of these organizations  
*Examples:* to end segregation; to end discrimination; freedom; promote African American rights; encourage African Americans to work for civil rights; civil rights; justice/equality/equal rights

**Score of 0:**

- Incorrect response  
*Examples:* to increase patriotism; to support segregation; to organize labor unions
- Vague response that does not answer the question  
*Examples:* meetings; to do good things; government; unify people
- No response

**Question 13** Based on this chart, state *one* method of civil disobedience used by these organizations.

**Score of 1:**

- States a method of civil disobedience used by these organizations  
*Examples:* freedom rides; sit-ins; boycotts; nonviolent protests; direct action; passive resistance; freedom marches; protests without fighting

**Score of 0:**

- Incorrect response  
*Examples:* riots; violence; fights; national guard; dogs; violent protests; civil disobedience; court challenges
- Vague response that does not answer the question  
*Examples:* passive; college; church; getting together
- No response

**Question 14** State *one* successful result of the efforts of these organizations.

**Score of 1:**

- States a successful result of the efforts of these organizations  
*Examples:* passage of civil rights legislation; desegregation; integration; *Brown v. Board of Education of Topeka*; affirmative action; more equal opportunities for African Americans; 24th amendment was passed; more African Americans were elected to office; more rights/education/ jobs were available; ended Jim Crow laws; Voting Rights Act; Civil Rights Act

**Score of 0:**

- Incorrect response  
*Examples:* they got their freedom; discrimination ended everywhere; Reconstruction ended
- Vague response that does not answer the question  
*Examples:* they won; results were good; they got success; things got better
- No response

# Grade 8 Social Studies Specifications Grid

June 3, 2008

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

## Part II

CONSTRUCTED RESPONSES	STANDARDS
Questions 1–3	Standards 1 and 5: United States and New York History; Civics, Citizenship, and Government Unit 4: Experiments in Government
Questions 4–6	Standard 1: United States and New York History Units 5 and 6: Life in a New Nation; Division and Reunion
Questions 7–10	Standard 1: United States and New York History Unit 10: Worldwide Responsibilities
Questions 10–12	Standard 1: United States and New York History Units 7, 10, and 11: An Industrial Society; Worldwide Responsibilities; World War II to the Present

