

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 14, 2010

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 “Scoring of Examinations.” 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 procedures on the next page 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

Machine Scoring. Schools should be sure to check with their scoring center concerning the procedure to be followed in preparing the answer sheets for machine scoring.

The student's score on Part I is the total number of questions that the student answers correctly. For information only, a list of correct responses is printed on the answer key.

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 8 Intermediate-Level Social Studies
Part II Specific Rubric
Constructed Responses
June 2010

Native American Indian Homes (Questions 1–3)

Question 1 Based on this document, what animal was important to the tribes living on the Great Plains?

Score of 1:

- Identifies the **buffalo** as the animal that was important to the tribes living on the Great Plains
Other Acceptable Response: bison; the American buffalo

Score of 0:

- Incorrect response
Examples: any other animal; elk; sheep; oxen; cows; cattle
- Vague response
Examples: animals; all of them; big ones
- No response

Question 2 Based on this document, which Native American Indian group lived in what is now New York State?

Score of 1:

- Identifies the **Iroquois/Haudenosaunee** as the Native American group who lived in what is now New York State as shown in this document

Notes: (1) Credit may be given for listing any or all of the original tribes of the Iroquois Confederacy (Seneca, Onondaga, Oneida, Cayuga, and Mohawk) or the Tuscarora
(2) Because of the reference to the Eastern Woodlands, **Algonquin** is also an acceptable response as well as the individual tribes of the Algonquin-speaking people living in New York

Score of 0:

- Incorrect response
Examples: Cheyenne; Cherokee; Inuit; any other Native American Indian group shown on this map
- Vague response
Examples: Indians; Native Americans; Confederacy
- No response

Question 3 State *one* reason Native American Indian tribes developed different forms of shelter.

Score of 1:

- States a reason Native American Indian tribes developed different forms of shelter
Examples: Native American Indian tribes built their shelters from available resources; the environment influenced their type of shelter; they had different climates; they lived in/adapted to different places/environments; they used what materials they had; there were differences in geography

Score of 0:

- Incorrect response
Examples: they had different religions; most tribes did not have any shelter; they had longhouses
- Vague response
Examples: they were related; they were different tribes/locations; they all needed it; you must live somewhere
- No response

Letter from Abigail Adams (Questions 4–6)

Question 4 To whom was this letter written?

Score of 1: Identifies **John Adams** as the person to whom this letter was written

Other Acceptable Responses: her husband; Mr. Adams; a representative to the Continental Congress

Score of 0:

- Incorrect response
Examples: the ladies; the lot of Boston; her ancestors; ourselves; tyrants
- Vague response
Examples: government; Adams
- No response

Question 5 State *one* issue Abigail Adams mentions in this letter.

Score of 1: States an issue Abigail Adams mentions in this letter

Examples: women getting representation/having a voice in government; women's rights; fair treatment for women; men/husbands have too much power; all men would be tyrants if they could; threat of women's rebellion; they are not represented; desire for independence

Score of 0:

- Incorrect response:
Examples: more power for men; sympathy for those who are trembling; remember the ladies; code of laws
- Vague response:
Examples: evil; courage; power; women
- No response

Question 6 State *one* political *or* economic achievement of later American women that would most likely have pleased Abigail Adams.

Score of 1 States a political or economic achievement of later American women that would most likely have pleased Abigail Adams

Examples: the right to vote; passage of the 19th amendment/Title 9, women holding political office; more women in the workforce; women now run companies; women are now in Congress

Score of 0:

- Incorrect response
Examples: discrimination; few women in political office; failure of the passage of the Equal Rights Amendment
- Vague response
Examples: rights; politics is better now; education; there are more women
- No response

Early 19th-Century Working Conditions (Questions 7–8)

Question 7 State *two* working conditions Clara Lemlich experienced.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* working condition Clara Lemlich experienced

Examples: working from 7 o'clock in the morning until 8 o'clock at night/long working hours/working 13 hours a day; low pay/being paid about \$6 a week; unsanitary shops; workers must pay for torn/damaged material; boss took money without saying why/boss took money every slow season/\$2 is deducted without explanation/she is never told why money is deducted from her pay; some workers get an hourly wage while others are paid for piece work

Note: To receive maximum credit, two *different* working conditions experienced by Clara Lemlich must be stated. For example, *working from 7 in the morning until 8 at night* and *long working hours* are the same working condition expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: she had a long lunch hour; the employer explained why he deducted \$2 from the salary; the shops were sanitary/clean
- Vague response
Examples: a long time; different hours; they were charged; \$2 was taken
- No response

Question 8 State *one* way workers and *one* way the government tried to improve working conditions in factories.

Workers

Score of 1:

- States a way workers tried to improve working conditions in factories
Examples: wrote articles about working conditions; joined unions; picketed; they held strikes; they protested; collective bargaining; signed petitions; boycotted products made by the factories; formed/joined political parties

Score of 0:

- Incorrect response
Examples: became farmers; quit their jobs; resigned from unions
- Vague response
Examples: improved; they stopped; cleaned
- No response

Government

Score of 1:

- States a way the government tried to improve working conditions in factories
Examples: passed laws; passed minimum wage laws; regulated working hours/conditions; passed child labor laws; passed fire/building codes

Score of 0:

- Incorrect response
Examples: the government sold the factories; fired the workers; boycotted
- Vague response
Examples: wages; working hours; they did something
- No response

Newspaper Headlines about *Lusitania* Sinking (Questions 9–10)

Question 9 Based on these newspaper headlines, what caused the *Lusitania* to sink?

Score of 1:

- States the cause of the sinking of the *Lusitania*
Examples: a submarine; it was torpedoed twice; it was torpedoed; it was blown up; an explosion let too much water in; a German submarine torpedoed it

Score of 0:

- Incorrect response
Examples: hit an iceberg; it was an old/big ship; it was crowded
- Vague response
Examples: it was off the Irish coast; a grave crisis; it sunk near Ireland; too much water
- No response

Question 10 Which war is associated with these newspaper headlines?

Score of 1:

- Identifies **World War I** as the war associated with these newspaper headlines
Other Acceptable Responses: First World War; the Great War

Score of 0:

- Incorrect response
Examples: World War II, the Cold War; Spanish American War; Vietnam
- Vague response
Examples: World War; war; a German war; I; One; 1
- No response

Dust Bowl Song and Picture (Questions 11–13)

Question 11 Based on these documents, state *two* problems created by the wind.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* problem that was created by the wind

Examples: fences were blown down; you could not see the sky; it turned farms into a pile of sand; wind-blown dust buried tractors/cars; it blew away the dirt/soil; wind makes it difficult/impossible to farm; it forced people/farmers to move

Note: To receive maximum credit, two *different* problems that were created by the wind must be stated. For example, *tractors are buried by wind-blown dust* and *wind-blown dust hid tractors* are the same problem expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: you hear the blues; it helps the farms/crops; roads were cleared
- Vague response
Examples: it led to songs; sad; difficult; six feet underground
- No response

Question 12 During the Great Depression, what name was given to the area described in these documents?

Score of 1:

- Identifies the **Dust Bowl** as the name given to the area described in these documents

Score of 0:

- Incorrect response
Examples: Rocky Mountains; Oklahoma; Okies/Arkies; Great Plains
- Vague response
Examples: plains; prairie; sand pit; dust
- No response

Question 13 State *one* action taken by the government *or* individuals in response to the environmental condition described in these documents.

Score of 1:

- States an action taken by the government or individuals in response to the environmental condition described in these documents

Examples: people moved/abandoned farms/left; irrigation projects were started; crop rotation was used; reforestation projects started; some stayed and worked through the problem; some people used alcoholic beverages; some became migrant farmers; photojournalists/folksingers/writers called attention to the problem; some people wrote the government for help; President Roosevelt started New Deal programs

Score of 0:

- Incorrect response

Examples: they increased the number of farms; President Theodore Roosevelt helped; they built factories

- Vague response

Examples: they tried; government started things; developed ideas

- No response

Grade 8 Social Studies Specifications Grid

June 14, 2010

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

Part II

CONSTRUCTED RESPONSES	STANDARDS
Questions 1–3	Standards 1 and 3: United States and New York History; Geography Unit 1: American People prior to 1500
Questions 4–6	Standard 1: United States and New York History Unit 3: A Nation Is Created
Questions 7–8	Standard 4: Economics Unit 7: An Industrial Society
Questions 9–10	Standards 1 and 2: United States and New York History; World History Unit 8: An Independent World
Questions 11–13	Standards 1, 3, and 4: United States and New York History; Geography; Economics Unit 9: Between the Wars

