

# 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 2001

#### **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, 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**

**New England Village (Questions 1-4)**

**Question 1**

“Name *two* industries shown on the map.”

**Score of 2:**

- Names two industries shown on the map

*Examples:* “mill, potter, shoe maker, furniture maker, cooper (barrel maker), blacksmith, chandler (candle maker)”

**Score of 1:**

- Names only one industry shown on the map

**Score of 0:**

- Incorrect response
- Vague response that does not address the question
- Blank paper

**Question 2**

“What was the purpose of the stocks?”

**Score of 1**

- Identifies the purpose of stocks as punishment for misdeeds or wrongdoing

**Score of 0:**

- Incorrect response
- Vague response that does not address the question
- Blank paper

**Question 3**

“Why was the mill located on the river?”

**Score of 1:**

- Identifies water as a source of energy or states that the mill is near the river for transportation of raw materials or goods

**Score of 0:**

- Incorrect response
- Vague response that does not address the question
- Blank paper

**Question 4**

“Based on information presented in the drawing, describe *one* way New England villagers were dependent on one another.”

**Score of 1:**

- Describes one way New England villagers were dependent on one another

*Examples:* “The villagers shared a common well for their water supply; the school or church served all the villagers; a person in one occupation helped one in another (e.g., the shoe maker needed furniture from the furniture maker)”

**Score of 0:**

- Incorrect response
- Vague response that does not address the question
- Blank paper

**Drawing of Factory (questions 5-8)****Question 5**

“What manufacturing process is illustrated in the drawing?”

**Score of 1**

- Identifies the manufacturing process as “assembly line” or “mass production”

**Score of 0:**

- Incorrect response
- Vague response that does not address the question
- Blank paper

**Question 6**

“Explain how this process was different from previous production methods.”

**Score of 2**

- Gives a specific explanation of how the assembly line differs from previous production methods

*Examples:* “Many employees with specific jobs were used to make more cars, thereby making it cheaper to produce cars than if cars were made individually.”

**Score of 1:**

- Gives general statement of how the assembly line was different

*Examples:* “It was faster; it was easier; they used inter-changeable parts.”

**Score of 0:**

- Incorrect response
- Vague response that does not address the question
- Blank paper

**Question 7**

“State *one* positive effect of this process on a worker.”

**Score of 1:**

- States one positive effect

*Examples:* “Employee learned to perform a single task, could feel confident that he did that task well.”

**Score of 0:**

- Incorrect response
- Vague response that does not address the question
- Blank paper

**Question 8**

“State *one* negative effect of this process on a worker.”

**Score of 1:**

- States one negative effect

*Examples:* “Job is repetitive; job is boring; worker uses heavy machinery, job may be dangerous.”

**Score of 0:**

- Incorrect response
- Vague response that does not address the question
- Blank paper

**Martin Luther King, Jr. Quotation (Questions 9-11)****Question 9**

“According to the quotation, what does nonviolence try to win?”

**Score of 1:**

- States that nonviolence tries to win the opponent’s friendship and understanding

**Score of 0:**

- Incorrect response
- Vague response that does not address the question
- Blank paper

**Question 10**

“State *two* different forms of nonviolent protest supported by Martin Luther King, Jr., in the 1950s and 1960s.”

**Score of 2:**

- States *two* forms of nonviolent protest supported by King

*Examples:* “avoiding physical violence; refusing to hate an opponent; making friends with an opponent; boycotts; marches; sit-ins; other forms of civil disobedience”

**Score of 1:**

- States *one* form of nonviolent protest supported by King

**Score of 0:**

- Incorrect response
- Vague response that does not address the question
- Blank paper

**Question 11**

“State *two* changes brought about by nonviolent protests in the 1950s and 1960s.”

**Score of 2:**

- States *two* changes brought about by nonviolent protests  
(General and specific examples are acceptable.)

*Examples:* “*Brown v. Board of Education*; integration of public schools, colleges, buses, restaurants; movement by whites to hire blacks for jobs; a quota system in colleges; government jobs; civil rights laws”

**Score of 1:**

- States *one* change brought about by nonviolent protests

**Score of 0:**

- Incorrect response
- Vague response that does not address the question
- Blank paper

# Grade 8 Social Studies Specifications Grid

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

## Part II

CONSTRUCTED RESPONSES	STANDARDS
Questions 1-4	Standard 1: United States and New York History Units 2 and 5: Exploration /Colonization and Life in a New Nation
Questions 5-8	Standard 4: Economics Unit 7: An Industrial Society
Questions 9-11	Standard 5: Civics, Citizenship, and Government Unit 11: WW II to the Present