

# FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

# **GRADE 5**

## **ELEMENTARY-LEVEL SOCIAL STUDIES TEST**

### **RATING GUIDE**

#### **BOOKLET 1**

#### **OBJECTIVE AND CONSTRUCTED-RESPONSE QUESTIONS**

NOVEMBER 17, 2004

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 *Test Manual for Administrators and Teachers for the Grade 5 Elementary-Level Social Studies Test*. The 2004 edition of the test manual can be found at [www.emsc.nysed.gov/osa/elintsocst.html](http://www.emsc.nysed.gov/osa/elintsocst.html). Click on the manual under Grade 5.

#### **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 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 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 Responses—November 2004

#### Time Line: Early European Explorers in the New York State Region (Questions 1–3)

##### Question 1 In which year did Champlain explore the Onondaga region?

###### Score of 1:

- States that **1615** is the year in which Champlain explored the Onondaga region

###### Score of 0:

- Incorrect response  
*Examples:* 1609, 1616, or any other year *except* 1615
- No response

##### Question 2 According to this time line, what was the *first* river in the New York State region to be explored by Europeans?

###### Score of 1:

- States that the **St. Lawrence River** *or* **St. Lawrence** was the first river in the New York State region to be explored by Europeans, *according to this time line*

###### Score of 0:

- Incorrect response  
*Examples:* New York Bay; Hudson River; or any response other than the St. Lawrence River
- No response

##### Question 3 Which statement from this time line supported the Dutch claim to present-day New York State?

###### Score of 1:

- Quotes or paraphrases the statement from this time line that supports the Dutch claim to present-day New York State  
*Examples:* Dutch led an expedition up the Hudson River.  
In 1609, Henry Hudson explored the Hudson.  
Henry Hudson leads Dutch expedition up Hudson River.

###### Score of 0:

- Incorrect response  
*Examples:* Giovanni da Verrazano leads French expedition into New York Bay.  
Samuel de Champlain explores northern New York.
- Vague response that does not answer the question  
*Examples:* Henry Hudson; in 1609, Hudson River
- No response

## Map: The Thirteen Colonies (Questions 4–6)

**Question 4** Name the *three* different groups of colonies that existed within the thirteen colonies.

### Score of 1:

- Names the three different groups of colonies that existed within the thirteen colonies

*Examples:* New England Colonies, Middle Colonies, and Southern Colonies

*or*

New England, Middle, and Southern

**Note:** All *three* groups of colonies must be stated to receive credit for this question. No partial credit may be awarded. The groups may be listed in any order.

### Score of 0:

- Incorrect response

*Examples:* Massachusetts, New York, and Virginia (or a list of any three colonies); northern, eastern, and southern; or any response that does *not* include all *three* names listed in the Map Key

- No response

**Question 5** According to this map, the New York colony was part of which group of the thirteen colonies?

### Score of 1:

- States that the New York colony was part of the **Middle Colonies** *or* **Middle**

### Score of 0:

- Incorrect response

*Examples:* New England  
Southern Colonies  
New York State

- No response

**Question 6** Which natural boundary made it difficult for the colonists to move west?

### Score of 1:

- States the natural boundary that made it difficult for the colonists to move west

*Examples:* Appalachian Mountains  
mountains  
Appalachians

### Score of 0:

- Incorrect response

*Examples:* Mississippi River  
St. Lawrence River  
Atlantic Ocean  
New Hampshire

- No response

## **Chart: Events Surrounding Passage of the Stamp Act (Questions 7–9)**

**Question 7 What was the most direct effect of the British needing money to pay for the cost of the French and Indian War?**

**Score of 1:**

- States the most direct effect of the British needing money to pay for the cost of the French and Indian War

*Examples:* Parliament passed the Stamp Act to raise money; Parliament passed the Stamp Act; Stamp Act

**Score of 0:**

- Incorrect response  
*Examples:* the colonists petition Parliament; Sons of Liberty organize protests; Stamp Act is repealed
- Vague response that does not answer the question  
*Examples:* Parliament needed money; Parliament raised money
- No response

**Question 8 Which fact from the chart shows that the protests of the colonists and the Sons of Liberty were successful?**

**Score of 1:**

- Quotes or paraphrases the statement from the chart that shows that the protests of the colonists and the Sons of Liberty were successful

*Examples:* the Stamp Act is repealed; repealing the Stamp Act; the Stamp Act ends (stops)

**Score of 0:**

- Incorrect response  
*Examples:* Sons of Liberty organize protests; colonists petition Parliament; Parliament passes the Stamp Act
- No response

**Question 9 Today, what could a citizen do to protest peacefully against an action taken by the government?**

**Score of 1:**

- States how a citizen today could peacefully protest against an action taken by the government

*Examples:* write a letter of complaint to the government or some government official  
write a letter to the editor of the local newspaper  
picket a government official's office  
place a protest sign in your front yard  
petition (circulate a petition)  
vote in the next election

**Score of 0:**

- Incorrect response  
*Example:* pass a law
- Vague response that does not answer the question  
*Examples:* protest; letter; sign
- No response

## Illustrations: How a Town Can Change Over Time (Questions 10–12)

**Question 10** In 1960, which business operated in this town?

**Score of 1:**

- States the business that operated in this town in 1960

*Examples:* gas station  
gas company  
gas  
service station  
garage  
car repair service

**Score of 0:**

- Incorrect response

*Examples:* eating place  
restaurant  
bus station

- No response

**Question 11** Describe *two* different changes shown in these pictures that occurred in the town between 1960 and 1980.

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each stated change *shown in these pictures* that occurred in the town between 1960 and 1980

*Examples:* houses were built (other buildings were built)  
a bus station was built (a bus stop)  
a restaurant was built (a place to eat)  
the community, town, or neighborhood started to grow  
more businesses came to the town  
more roads  
more people moved into town

**Note:** Each change in the town must be different, i.e., responses such as *an eating place was built* and *more businesses came to the town* should receive only 1 credit.

**Score of 0:**

- Incorrect response

*Examples:* fewer roads  
fewer residences  
fewer homes  
more things are getting invented

- Vague response that does not answer the question

*Examples:* roads  
crowded  
growing

- No response

**Question 12** Based on the pattern of changes from 1960 to 1980, what might this town have looked like in 2000?

**Score of 1:**

- States a plausible characteristic of the town in 2000 if the town continued to grow as it had from 1960 to 1980

*Examples:* it would have more roads, houses, and businesses

there would be more houses

more businesses near the intersections

there might be a playground

might be a video store, a supermarket, or a discount department store (Wal-Mart or K-Mart)

**Score of 0:**

- Incorrect response

*Examples:* fewer houses

the town would be smaller in size

- Vague response that does not answer the question

*Example:* changed

- No response

**The maximum score for Part II is 13.**

# Grade 5 Social Studies Specifications Grid

November 2004

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

## Part II

CONSTRUCTED RESPONSES	STANDARDS TESTED
Questions 1–3	Standards: 1, 2, and 3 Unit: 5
Questions 4–6	Standards: 1 and 3 Unit: 6
Questions 7–9	Standards: 1 and 5 Units: 6 and 9
Questions 10–12	Standard: 4 Units: 2 and 8