

# FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

# GRADE 5

## ELEMENTARY-LEVEL SOCIAL STUDIES TEST

### RATING GUIDE

#### BOOKLET 2

#### DOCUMENT-BASED QUESTION (DBQ)

NOVEMBER 14, 2002

#### **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*.

#### **Contents of the Rating Guide**

For **Part III A** (scaffold questions):

A question-specific rubric

For **Part III B** (DBQ) essays:

- A content-specific rubric
- Prescored anchor papers. Score levels 4 and 1 have two papers each, score levels 3 and 2 have three papers each, and score level 0 has one paper. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers with scoring commentaries

## Rating the Part III B Essay Question

(1) Follow your school's procedures for training raters. This process should include:

*Introduction to the task—*

- Raters read the task
- Raters identify the answers to the task
- Raters discuss possible answers and summarize expectations for student responses.

*Introduction to the specific rubric and anchor papers—*

- Trainer leads review of specific rubric with reference to the task
- Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the response to the rubric.
- Trainer leads review of each anchor paper and commentary.

*Practice scoring individually—*

- Raters score a set of papers independently without looking at the scores and commentaries provided.
- Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating.

(2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.

(3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. Do not round up essay scores.

## Rating the Part IIIA (Scaffold) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's test booklet.
- (4) Beginning with this examination, each correct response in Part IIIA has a score of 0.5.
- (5) If the total Part IIIA score ends in .5, round **up** to the *nearest* whole number before recording the total Part III A score.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet or on the last page of test booklet 2, and determining the student's final examination score. The conversion chart located at the end of these scoring materials must be used for determining the final test score.

**Note:** A new conversion chart is provided with each administration of the Grade 5 Elementary-Level Social Studies Test. Be sure that only the chart included in this booklet is used to determine the final score of a student taking the November 2002 test.

**Grade 5 Elementary-Level Social Studies**  
**Part III A—Specific Rubric**  
**Short-Answer Questions—November 2002**

**New Scoring Notes:**

1. Correct responses in Part III A are awarded  $\frac{1}{2}$  credit. The maximum number of credits for this part of the test is **8**.
2. If a student's **total** credits ends in 0.5, round **up** to the *nearest* whole number. For example, if the total credit for Part III A is 5.5, round up to 6 and place that score on the student's Part I answer sheet or on the back cover of test booklet II.

**Document 1**

**Games**

The most popular ball game of the North American Indians . . . was *Tokonhon*, or "little-brother-of-war." This free-for-all sport, with few fixed rules, was later adopted by the French settlers and renamed lacrosse. . . .

Source: Alex Whitney, *Sports and Games the Indians Gave Us*, David McKay Co.

Guessing Games were popular [among Native American children], with as many versions as the players could think up. The "Hand Game" had two versions:

- (1) A stone or small object was hidden in one hand, and the players tried to guess which hand.
- (2) Two objects were hidden, one in each hand. Players tried to guess which hand held which object. . . .

"Cat's Cradle" was popular with the girls, and played just the way it's played today except with string made from sinews [animal muscle].

Source: E. Cleary, *Woodland Indians*, Evan-Moor Corp.

**Question 1** Name *two* different games originally played by Native American Indians that are still played today.

**Score of 1 or 0.5:**

- Award  $\frac{1}{2}$  credit (up to a maximum of 1 credit) for naming a game played by Native American Indians that is still played today

*Examples:* Lacrosse or Tokonhon or "little brother of war" or ballgame  
handgame or stonegame  
guessing games  
Cat's cradle

**Score of 0:**

- Incorrect response  
*Examples:* any sport not mentioned in document such as field hockey, hackey-sack, tag, soccer, kickball
- Describing the game without naming it
- No response

## Document 2

For many [English] colonists, pumpkins were the difference between survival and starvation. Native North Americans grew them and traded or sold them to the colonists until the colonists had saved up pumpkin seeds and learned to plant their own.

People ate pumpkin soup, pumpkin pudding, baked pumpkin, boiled pumpkin, pumpkin pancakes, and, of course, pumpkin pie. People jokingly called Thanksgiving Day, St. Pompion's Day. (Colonists spelled pumpkin, *pompion*.)

Source: Laurie Carlson, *Colonial Kids: An Activity Guide to Life in the New World*, Chicago Review Press, Inc.

**Question 2a** According to this document, what food did the Native American Indians trade or sell to the English colonists?

**Score of 0.5:**

- Names “pumpkins” or “pompions” as the specific food the Native Americans traded or sold to the English colonists

**Score of 0:**

- Incorrect response  
*Examples:* pumpkin seeds; pompion seeds; pumpkin pie; pumpkin soup; pumpkin pudding; pumpkin pancakes; baked pumpkin; boiled pumpkin
- No response

**Question 2b** According to this document, list *two* food items English colonists made from *pompion*.

**Score of 1 or 0.5:**

- Award  $\frac{1}{2}$  credit (up to a maximum of 1 credit) for each specific food item that the English colonists made from *pompion*  
*Examples:* soup or pumpkin soup or pompion soup  
pudding or pumpkin pudding or pompion pudding  
pancakes or pumpkin pancakes or pompion pancakes  
pie or pumpkin pie or pompion pie  
baked pumpkin or baked pompion  
boiled pumpkin or boiled pompion

**Score of 0:**

- Incorrect response  
*Examples:* pumpkin seeds or pompion seeds; pumpkin (pompion); boiled; baked
- No response

### Document 3

The Dutch may have invented the fried doughnut, but it was good old Yankee [American] ingenuity [ideas] that put the hole in the center. The Dutch called them *Olykoek* (oily cake), but when the Pilgrims pirated [borrowed] their recipe and brought it to New England, they began shaping their *dough* into spheres the size of *walnuts* and the new name, dough “nuts,” emerged.

Source: Stephanie Bernardo, *The Ethnic Almanac*, Doubleday, Inc.

### Question 3 Name *two* changes the Pilgrims made to the original Dutch “oily cake.”

#### Score of 1 or 0.5:

- Award  $\frac{1}{2}$  credit (up to a maximum of 1 credit) for naming two different changes the English made to the original Dutch “oily cake”

*Examples:* put a hole in it; shaped it into a sphere; made them walnut-sized spheres; changed the look of the doughnut; looked different; gave it a new name; named it “doughnut”

**Scoring Note:** Changes must be clearly unique. The same change worded differently should only receive  $\frac{1}{2}$  credit. For example, “they put a hole in it” and “they made it with a hole in the middle” are the same change. These responses should receive only  $\frac{1}{2}$  credit.

#### Score of 0

- Incorrect response  
*Examples:* brought recipe; sold recipe; borrowed recipe
- No response

**Native Americans and the English Language**

When European explorers and settlers came to the New World, they adopted many Native American words for animals and plants not found in the Old World. Eventually, many of these words became part of the English language. Animal names that come from Indian words include *moose*, *opossum*, *raccoon*, *skunk*, and *woodchuck*. Among the plant names based on Indian words are *hickory*, *hominy*, *pecan*, . . . *squash*, and *succotash*.

Other English words borrowed from Indian languages include *moccasin* and *toboggan*. In addition, *avocado*, *canoe*, *chili*, *chocolate*, *coyote*, *hurricane*, *tobacco*, *tomato*, and many other words come from Spanish versions of Indian words.

Hundreds of mountains, rivers, cities, and towns in North and South America also have Indian names. For example, the name of the *Mississippi River* comes from an Algonquian word meaning “big river.” Such cities as *Chicago*, *Milwaukee*, *Omaha*, and *Ottawa* have Indian names. So do more than half the states of the United States, including *Alabama*, *Connecticut*, *Illinois*, *Iowa*, *Kansas*, *Utah*, and *Wyoming*.

Source: *World Book Encyclopedia*, World Book, Inc.

**Question 4** Based on the reading passage, complete the chart below by giving *one* example of an English word that first came from a Native American Indian word in *each* category.

**Score of 2, 1.5, 1 or 0.5:**

- Award  $\frac{1}{2}$  credit (up to a maximum of 2 credits) for listing *one* example in *each* category of a word that first came from a Native American Indian word listed in this passage

*Examples:*

Category	Acceptable Word
Animal	moose, opossum, raccoon, skunk, woodchuck, <i>or</i> coyote
Food/Plant	hickory, hominy, pecan, squash, succotash, avocado, chili, chocolate, tobacco, <i>or</i> tomato
City	Chicago, Milwaukee, Omaha, <i>or</i> Ottawa
State	Alabama, Connecticut, Illinois, Iowa, Kansas, Utah, <i>or</i> Wyoming

**Score of 0:**

- Incorrect response  
*Examples:* pumpkin; canoe; hurricane; Mississippi; *or* an acceptable response that is placed in the wrong category such as “Chicago” is listed as a state or “succotash” is listed as an animal
- No response

**Scoring Note:** If a response includes more than one word (example) in a category, only the first word is scored, even if that first word is incorrect and the next example in that category is correct.

## Document 5

### Dutch Heritage in New York

The Dutch. . . left their strongest impress [influence] on social customs. Sleighing, coasting, and ice skating count among their innovations. . . .

The Dutch gave to the city of New York its colors and seal and to the state some of its most distinguished names: the Van Rensselaers, Van Burens, and Roosevelts. And they gave to the nation several words from their language: *bowery* (farm), *brief* (letter), *spook* (ghost), *scow* (riverboat), and *yacht*. *Cruller* and *cooky* are Dutch words, as are *boss*, *dope* (as in 'give me the inside dope'), *lope*, and *kill* (meaning creek, and common mainly in the Middle Atlantic states). The front *stoop* [step] is a Dutch word and architectural innovation.



Source: David Hawke, *The Colonial Experience*, Bobbs-Merrill Company, Inc.

**Question 5a** Based on this document, name *two* social customs that the Dutch brought to New York.

**Score of 1 or 0.5:**

- Award  $\frac{1}{2}$  credit (up to a maximum of 1 credit) for naming a social custom that the Dutch brought to New York

*Examples:* sleighing *or* sledding; coasting; ice skating *or* ice skate

**Score of 0:**

- Incorrect response  
*Examples:* bowery; dancing; skiing; language *or* words; cruller; culture; colors; seals; letter; farm
- No response

**Question 5b** List *two* Dutch words that have become part of the English language today.

**Score of 1 or 0.5:**

- Award  $\frac{1}{2}$  credit (up to a maximum of 1 credit) for each word listed as having become part of the English language today

*Examples:* bowery; brief; spook; scow; yacht; cruller; cooky; boss; dope; lope; kill; stoop

**Scoring Notes:** The response must use the Dutch word, not the explanation provided in the passage for clarity. If both the word and the bracketed word are provided, award credit.

**Score of 0:**

- Incorrect response  
*Examples:* farm; letter; ice skating; sleighing; coasting; Van Burens; Van Rensselaers; Roosevelts
- No response

**Document 6**



Source: Carol Beach (retold), *Washington Irving's Rip Van Winkle*, Troll Associates

In the 1600s, people in the Netherlands enjoyed bowling. The early Dutch colonists brought the game with them when they came to North America.

The game they played then was a little bit different from the one we play now. The players used nine pins, not ten like today. And they played the game outside. They rolled the bowls, or balls, down a long strip of grass called a bowling green. . . .

Source: *New York Adventures in Time and Place*, Macmillan/McGraw Hill

**Question 6** Which game did the Dutch bring to North America in the 1600s?

**Score of 0.5:**

- Names “bowling” or “nine pins” as the game that the Dutch brought to North America in the 1600s

**Score of 0:**

- Incorrect response  
*Examples:* bowling green; bowls; ten pins; grass lane
- No response

**The maximum score for Part III A is 8.**



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**Grade 5 Elementary-Level Social Studies**  
**Part IIIB—Content Specific Rubric**  
**Document-Based Question—November 2002**

**Historical Background:**

Some of the words, foods, games, and social customs that are part of our culture had their beginnings in the early history of New York State. Native American Indians, the Dutch, and the English have all made contributions to our culture today.

**Task:**

- Discuss *four* kinds of contributions made by Native American Indians, the Dutch, and/or the English to our culture today.

**Scoring Notes:**

1. The task requires a discussion of *four* kinds of contributions (words, foods, games, social customs) made by Native American Indians, the Dutch, and/or the English to our culture today. A discussion of *three* examples of games (bowling, cat's cradle, guessing games) does *not* constitute a discussion of *three* kinds of contributions. The response does *not* specifically have to state the kind of contribution, but may use an example of that category.
2. A response does *not* have to include a contribution from each of the three groups used in this question (Native American Indians, Dutch, and/or English).

**Score of 4:**

- Thoroughly answers all aspects of the task by discussing *four* kinds of contributions or examples of those contributions made by Native American Indians, the Dutch, and/or the English to our culture today
- May include relevant outside information to discuss contributions made by Native Americans Indians, the Dutch, and/or the English to our culture today
- Consistently uses accurate information from the documents (See Key Ideas Chart)
- Develops ideas fully about contributions made by Native American Indians, the Dutch, and/or the English to our culture today, using supportive evidence such as relevant examples and details
- Demonstrates a logical plan of organization and coherence in the development of ideas by including an introduction, a body, and a conclusion
- Consistently expresses ideas clearly in discussing the contributions of the Native American Indians, the Dutch, and/or the English to our culture today

**Score of 3:**

- Answers most aspects of the task by discussing *at least three* kinds of contributions or examples of those contributions made by Native American Indians, the Dutch, and/or the English to our culture today
- Generally uses accurate data from some of the documents (See Key Ideas Chart)
- Develops ideas satisfactorily with adequate supporting evidence
- Develops an answer, using a general plan of organization but may lack an introduction or a conclusion
- Generally expresses ideas clearly in discussing the contributions of the Native American Indians, the Dutch and/or the English to our culture today

**Score of 2:**

- Answers some aspects of the task by discussing *at least two* kinds of contributions or examples of those contributions made by Native American Indians, the Dutch, and/or the English to our culture today
- Uses some accurate data from the documents but may include irrelevant or inaccurate data
- Demonstrates weakness in development of ideas with little supporting evidence such as only lists examples without tying them together or lacks both an introduction and a conclusion
- Attempts to organize an answer but is weak and goes off the topic *or* may lack focus
- Attempts to express ideas clearly but does not do so fully and completely

**Score of 1:**

- Shows limited understanding of the task of discussing contributions made by Native American Indians, the Dutch, and/or the English to our culture today
- Does not use information to support ideas *or* uses information which is not relevant or accurate
- Fails to use the documents or only vaguely refers to the documents
- Lacks a plan of organization
- Does not express ideas clearly

**Score of 0:**

- Fails to answer the question or is totally unrelated to the topic
- Uses no accurate data
- Is illegible or so many words cannot be read that no sense can be made
- Is a blank paper
- Is incoherent; i.e., words are legible but syntax is so garbled that no sense can be made

## *Key Ideas from the Documents*

<b>Contribution</b>	<b>Document</b>	<b>Group</b>	<b>Examples</b>	<b>Details</b>
Games	1	Native American Indians	Lacrosse (Tokonhon or “little-brother-of-war”)	Free-for-all sport with few fixed rules
			Guessing games—2 versions of hand games	Hide objects in hand and players guess where object is
			Cat’s cradle—popular with girls	Used string made from sinews
	6	Dutch	Bowling	Brought game to North America in the 1600s; nine pins were used (instead of 10); played outside on a long strip of grass called a bowling green; balls called “bowls”
Food	2	Native American Indians English	Pumpkin ( <i>pompion</i> )	Traded or sold to English colonists
			Pumpkin soup, pumpkin pudding, baked pumpkin, boiled pumpkin, pumpkin pancakes, pumpkin pie	Thanksgiving jokingly called “St. Pompion’s Day”
			<i>Olykoek</i> —Fried dough Doughnut	Recipe brought from Holland by Pilgrims Pilgrims made some changes: put a hole in it; shaped it into spheres; shaped it like a walnut; gave it a new name.
Words	4	Native American Indians	Animals: moose, opossum, raccoon, skunk, woodchuck, coyote	European explorers and settlers wanted to name plants and animals not found in the old world so they used Native American words.
			Foods/Plants: hickory, hominy, pecan, squash, succotash, avocado, chili, chocolate, tobacco, tomato	
			Cities: Chicago, Milwaukee, Omaha, Ottawa States: Alabama, Connecticut, Illinois, Iowa, Kansas, Utah, Wyoming Other words: moccasin, toboggan, canoe, hurricane, Mississippi (River)	
	5	Dutch	Famous family names: Van Rensselaer, Van Buren, and Roosevelt Other words: bowery, brief, spook, scow, yacht, cruller, cooky, boss, dope, lope, kill, stoop	
Social Customs	2	English	Thanksgiving	St. Pompion’s Day
	5	Dutch	Sleighing, coasting, ice skating	

The Native Americans, Dutch, and the English contributed lots of things that are still used today. Some things are words, games, and even food. Most of these are still used and played today.

The North American Indians invented some games that were played by boys and girls. One game is called "little-brother-of-war" that was adopted by the early settlers and renamed lacrosse as stated in Document 1. There were also guessing games which were very popular among Native American children. One of those games is the Hand Game which had two versions which is also stated in Document 1. Cat's Cradle is another game which is still played today except back then ~~it~~ the string was made from sinews which is animal muscle.

Pumpkins were very popular to English colonists. The Native Americans traded and sold pumpkins to English colonists as

stated in Document 2. The colonists learned how to plant their own so they wouldn't have to trade or buy. The colonists made lots of food products from pumpkins including pies and soups.

The Dutch invented the fried doughnut but it is much different than it was back then. America thought of putting the hole in it as stated in Document 3. The Dutch also invented ice skating and coasting. They also invented words like cooby and loss as stated in Document 5.

The Native Americans also invented words. They invented words ~~the~~ for plants, animals, cities, and states. They invented words like raccoon, hickory, Ottawa, and Alabama as stated in Document 4.

The Dutch invented the game bowling. Although it is played differently now than it was back then. The Dutch played with only nine pins. They played on a bowling green

instead of a bowling alley as stated in Document 6,

The Dutch, English, and the Native Americans contributed so much to this country. If they didn't do this our country wouldn't be like it is now.

**Anchor Level 4–A**

**The response:**

- Thoroughly answers all aspects of the task by discussing *four* kinds of contributions (words, foods, games, social customs) made by Native American Indians, the Dutch, and the English to our culture today
- Includes relevant outside information related to the English learning to grow their own pumpkins as taught by Native American Indians (colonists learned how to plant their own pumpkins so they wouldn't have to trade or buy; bowling is done on an alley today)
- Consistently uses accurate information from all the documents, describing how bowling was played by the Dutch and what materials were used to play Cat's Cradle originally
- Develops most ideas fully and thoroughly by explaining, for example, the different types of Native American Indian words that were incorporated into the English language
- Demonstrates a logical plan of organization and coherence with a good introduction, body and conclusion
- Consistently expresses ideas clearly in discussing contributions made by Native American Indians, the Dutch, and the English to our culture today

**Conclusion:** Overall, the response fits the criteria for Level 4. Accurate information from all of the documents is incorporated into the response to explain the different kinds of contributions made by the Native American Indians, the Dutch, and the English, although the reference to social customs is brief. A small amount of outside information is included. The response is well written and organized.

Some of the words, food, and games and social customs are a part of our culture. They began in the early history of the state of New York. Native Americans, the Dutch, and the English all made contributions to our culture today.

One kind of contribution made by Native Americans is found in document 4. It talks about the different names of animals, plants, mountains, rivers, cities, towns, and states that are Native American words. The European explorers and settlers that came to the New World adopted a lot of the words.

One kind of contribution made by the Dutch is found in document 3. It talks about the original recipe of the doughnut. The original doughnut was dough fried in oil and it was called Olykoek. But when the Pilgrims borrowed their recipe they changed it around. They began shaping the



dough into spheres the size of walnuts. Then they put a hole in the center of the dough. That is why they are called doughnuts.

One contribution made by the English is found on document 2. It talks about what the English colonists made food out of pumpkins. When the Indians showed the English how to make them the colonists' made all different food out of the pumpkins. Most of the food that was made out of pumpkins was served at Thanksgiving. Some people jokingly called Thanksgiving Day, St. P.umpkin's Day.

Another kind of contribution made by the Dutch is found in document 6. It talks about the original Dutch game of bowling. In the original game they used 9 pins, not ten like today. They also rolled bowls, or balls on a long strip of grass outside called a bowling green.

They brought that game with them to North America.

Another kind of contribution made by the Dutch is found in document 5. It talks about the social customs of ice skating, sleighing, and coasting that the Dutch brought with them to New York. Children enjoy these activities even today.

As you can see this esa was about the contributions of the Dutch, English, and Native Americans. There for this esa ~~teach~~ teaches you about the American culture.

## Anchor Level 4–B

### **The response:**

- Thoroughly answers all aspects of the task by discussing *four* kinds of contributions (words, foods, games, social customs) made by Native American Indians, the Dutch, and the English to our culture today
- Includes no relevant outside information
- Consistently uses accurate information from many of the documents such as the detailed explanation of how the doughnut was changed and named by the English
- Develops the contributions of the doughnut and bowling fully, using much supporting evidence relating to their use then and now, but simply describes the incorporation of Native American words and the uses of the pumpkin
- Demonstrates a logical plan of organization and coherence with a good introduction, body and conclusion
- Consistently expresses ideas clearly in discussing contributions made by Native American Indians, the Dutch, and the English to our culture today

**Conclusion:** Overall, the response best fits the criteria for Level 4. Accurate information from most of the documents is incorporated to explain in detail contributions made by Native American Indians, the Dutch, and the English to our culture today. The response is sufficiently well organized and written to make this an average Level 4 response.

The Dutch and Indians did a lot that we do today. They gave us some of our language, games, and also food.

Some of the games that we still play are lacrosse and Cats Cradle. For Cats Cradle they used sinews which is part of an animal's muscle. The Indians played those games. The Dutch made up bowling, but they used 9 pins instead of 10.

The Dutch and Indians ate a lot of food that we eat now.

The Indians grew pumpkins and traded them to the Dutch. The Dutch made the pumpkins into pumpkin soup, pumpkin pudding, pumpkin pie, baked pumpkin, boiled pumpkin, and pumpkin pancakes. The Dutch did a lot with pumpkins!!

Many words we speak come from the Indians and Dutch. Some cities that the Indians made up are Chicago, Milwaukee, Omaha, and Ottawa. Some animals are moose,

Opossum, racoon, skunk, and woodchuck.  
For plants chocolate, hickory, squash, tomato,  
and pecan. Some states are Alabama, Iowa,  
Kansas, Utah, Connecticut, Wyoming, and Illinois.  
A couple others are moccasin and toboggan.  
The Dutch made up bass, cooky, Cruller,  
and bowery.

Those are some things that we  
do in common. I am sure we will pass  
some things on to!

Anchor Level 3–A

**The response:**

- Answers most aspects of the task by discussing *three* kinds of contributions (words, foods, games) made by Native American Indians and the Dutch to our culture today
- Generally uses accurate data from most of the documents but has an inaccurate reference to the Dutch having made pumpkin recipes
- Develops ideas satisfactorily with supporting details for the examples included in the response, while only mentioning the sport of lacrosse
- Develops an answer with a good plan of organization, including an introduction and a conclusion
- Generally expresses ideas clearly in discussing the contributions of the Native American Indians and the Dutch to our culture today

**Conclusion:** Overall, the response fits the criteria for Level 3. The information included in the response is mostly accurate. Many examples are listed, especially “words”, but only a few topics are expanded on with appropriate details. The response is generally well organized, but the lack of details detracts from the overall quality.

Some of the words, food, and games that are a part of our culture have their beginnings. In Document 1 it showed many popular games come from Native Americans. This included lacrosse a ball game and Cribbage which was popular with girls.

In Document 2 it showed words that were borrowed from Native Americans. The European explorers borrowed the words moose, pecan, chili, and tomato.

In Document 5 it showed social customs and words borrowed from the Dutch. Social customs we borrowed is sleighing, coasting, and ice skating. The words we used are bowery, cruller, cocky, and boss.

In Document 6 it showed that the Dutch brought a game to North America which was a little bit different from the game we play now. They used nine

pins, not ten like today. They also played the game outside. This gave the idea of bowling. This showed that Native Americans, the Dutch, and the English have all made contributions to our culture today.

Anchor Level 3–B

**The response:**

- Answers most aspects of the task by fully discussing *three* kinds of contributions (words, games, social customs) made by Native American Indians and the Dutch to our culture today
- Uses accurate data from several documents (Native American game Cat’s Cradle was popular with girls)
- Develops ideas satisfactorily with some supporting details, such as naming the social customs we borrowed from the Dutch (sleighing, ice skating, coasting)
- Develops an answer, using a general plan of organization
- Generally expresses ideas clearly in discussing the contributions of the Native American Indians, the Dutch, and/or the English to our culture today

**Conclusion:** Overall, the response best fits the criteria for Level 3. The response is generally well organized, but except for the paragraph on bowling, contributions are only mentioned briefly. The incomplete introduction and the limited development of details make this a Level 3 response.

Some games the native americans brought over were lacrosse and Cats Cradle. The native americans taught pilgrims to the english. They made pumpkin pie, pumpkin soup, ect.

The Dutch were also making doughnuts that they called Oily Cakes. The pilgrims borrowed their recipe. They shaped their dough into spheres the size of walnuts. They brought that recipe to New England.

The European explorers adopted many native words to speak to them. The Dutch brought a sport called Bowling to America. These are three ways the Native american, Dutch, and English's cultures.



### Anchor Level 3–C

**The response:**

- Answers most aspects of the task by mentioning *three* kinds of contributions (words, foods, games) made by Native American Indians, the Dutch, and the English to our culture today
- Generally uses accurate data from several documents such as the English using pumpkin for pies and soup
- Develops only one contribution (food) with supporting details
- Develops an answer, using a general plan of organization, but lacks an introduction and has a weak conclusion
- Generally expresses ideas clearly in discussing the contributions of the Native American Indians, the Dutch, and the English to our culture today

**Conclusion:** Overall, the response fits most of the criteria for Level 3. The information included in the response is accurate. Most contributions are mentioned briefly, but no supporting details are provided. This paper represents a low Level 3 response.

In this essay I'm going to talk about Indians and the games or foods they invented.

The North American made up a lot of things. Some of them are lacrosse and catagudloo. A type of food they traded were pumpkins when they traded to Dutch colonists. Another famous group of Indians were the Dutch. They invented a very popular sport which a lot of people like to play which is bowling. A type of food they made is also popular, a doughnut except these doughnuts didn't have holes in the middle.

Those were some of the things the Dutch and the North American Indians invented. I hope you have a good idea of what they are because those were some of them in my essay.

## Anchor Level 2–A

### **The response:**

- Answers some aspects of the task by mentioning *two* kinds of contributions (foods, games) made by the Native American Indians and the Dutch to our culture today
- Uses some accurate data from the documents (Native Americans—lacrosse, cat’s cradle, pumpkins; Dutch—bowling, doughnut) but includes inaccurate data (Dutch were another famous group of Indians)
- Demonstrates weakness in development of ideas with little supporting evidence (information is mentioned but not discussed, except for doughnuts) and contains an incomplete introduction and a weak conclusion
- Attempts to organize an answer but is weak and brief
- Attempts to express ideas clearly but fails to do so fully and completely

**Conclusion:** Overall, the response best fits the criteria for Level 2. The introductory paragraph indicates the response will discuss only Native American contributions, but mentions both Native American and Dutch contributions. The student shows some confusion by calling the Dutch “colonists” and then referring to them as another famous group of Indians.

The Native Americans brought 2 games to the New World. They are called Cat's Cradle and The Guessing Game. Cat's Cradle is when you have a string and you need to make a Cat's Cradle. The Guessing Game is when you have 2 objects in your hands and somebody tries to guess what is in what hand.

English men traded stuff for pumpkins. Later they made it into pumpkin soup, pumpkin pie, pumpkin pancakes, pumpkin pudding, and boiled pumpkin.

Europeans came to the New World and adapted a new language "English." The Indians had spoke English words like, moose, opossum, raccoon, skunk, and wood chuck. They made up States and Cities names like Alabama, Connecticut, Illinois, Iowa, Kansas, Utah, Wyoming, Chicago, Milwaukee, Omaha, and Ottawa.

## Anchor Level 2–B

### **The response:**

- Answers some aspects of the task by a brief discussion of *three* kinds of contributions (words, foods, games) made by the Native American Indians
- Uses some accurate data from the documents (cat's cradle, the guessing game, pumpkins) but includes inaccurate data (Native Americans brought 2 games to the New World; Indians spoke English)
- Demonstrates weakness in development of ideas, lacking an introduction, a conclusion, and supporting evidence
- Attempts to organize an answer but is weak (English used pumpkin for foods without stating that these foods were obtained from the Native Americans)
- Attempts to express ideas clearly but does not do so fully and completely

**Conclusion:** Overall, the response best fits the criteria for Level 2. There is weakness in the development of ideas in that there is no introduction and conclusion, and the response contains inaccurate information and has few supporting details. The last paragraph is unclear.

My essay I am writing<sup>is</sup> about contributions<sup>from</sup> the Dutch, Native americans, and English. ~~Some are~~ bowling, pumpkins, pumpkin foods, and names ~~and games.~~

Bowling was played with nine pines we ~~could~~ play with ten pines. It was played on grass. The names for animals are racoons, moose, opossums, skunks, and woodchicks. They gave us names for states such as Alabama, Connecticut, Illinois, Iowa, Kansas, Utah, and Wyoming. The pumpkin foods were pumpkin soup, pumpkin pudding, baked pumpkin, boiled pumpkin, and pumpkin pie. <sup>intil they can grow their pump</sup> The Native American's traded.

That is all about the contributions the Dutch, England, and the Native americans gave us.

Anchor Level 2–C

**The response:**

- Answers some aspects of the task with a limited discussion of *three* kinds of contributions (words, foods, games) but does not clearly identify which group made these contributions
- Uses some accurate data from the documents (lists bowling, some animal names, state names, and different kinds of pumpkin food)
- Demonstrates weakness in development of ideas with little supporting evidence
- Attempts to organize an answer but is weak and does not tie information together
- Attempts to express ideas clearly but does not do so fully and completely

**Conclusion:** Overall, the response best fits the criteria for Level 2. The response mentions contributions without tying them to a specific group. “They” is used without making clear what the word “they” refers to.

The Dutch bring to New York is games, and doughnuts.

He also played a role and, his role was an American.

The English colonists always eat pumpkin pie, pumpkin soup, pumpkin pudding, pumpkin pancakes, and pumpkin boiled.

They called Thanksgiving is St. Pompon's day.

**Anchor Level 1–A**

**The response:**

- Shows limited understanding of the task by mentioning *three* kinds of contributions (foods, games, social customs) of the Dutch and English
- Does not use information to support ideas, mentioning games but not identifying any examples of Dutch games
- Contains some information from the documents but without any discussion
- Contains weaknesses in organization, lacking an introduction and a conclusion
- Does not express ideas clearly, making an unclear reference to “He also played a role . . .”

**Conclusion:** Overall, the response best fits the criteria for Level 1. Although some documents were used to develop the response, little information is provided.

Do you want to know about Native americans. ~~They are the~~  
~~one~~ ~~who~~ They are ~~is~~ very important. They are the one who discovered america. If they didn't we wouldn't be living in freedom. They are the one who made game and names of animals and plants and they gave a language to us that we speak know. I think we should thank them.

Native americans are still in ~~this~~ part the state. Some people think they are wierd but not me because there humans just like ~~us~~ us. I think we should



thank native americans for  
what they did for us.  
It was nice of them.  
usually native americans  
eat all kind of animals  
every day maybe we don't  
like the but they sure do.

**Anchor Level 1–B**

**The response:**

- Shows very limited understanding of the task by mentioning *two* kinds of contributions (words, games,) made by Native Americans
- Uses some information from the documents (Native Americans made games and gave us names of plants and animals and gave us language) but does not state any specific examples of the contributions
- Vaguely refers to documents 1 and 4
- Contains a weak plan of organization
- Does not express ideas clearly and contains statements not related to the task (sentence 4)

**Conclusion:** Overall, the response best fits the criteria for Level 1. The weak introduction and conclusion suggest a lack of understanding of the task. Very broad unrelated statements are made without specific details.

the indians came to this country to make more money. the england to this country to learn inglesh, and the inglesh came know englesh they were born here. the body were shaking it so they could be short. this document are about really poor people. the they didn't have hoses. there were questions about indians and there were a question about a players of Football team the americans were english and they came to this country so they could make a lot of money

**Anchor Level 0**

**The response:**

- Fails to address the task of discussing the contributions made by the Native American Indians, the Dutch, and/or the English to our culture today
- Uses no data from the documents that is relevant to the task
- Is incoherent in that no sense can be made of the response

**Conclusion:** Overall, this response best fits the criteria for Level 0. The task is not addressed.

Some of our great things were brought by the Native American, the Dutch and the English. Like the Dutch gave us games like what we call bowling. Also the Native Americans gave us the game called little-brother-of-war.

The Dutch gave us ~~the~~ a food that we call doughnut but the Pilgrims named it doughnut. The Native Americans gave us pumpkins. To make pumpkin soup, pumpkin pudding, baked pumpkin, boiled pumpkin, pumpkin pancakes, and pumpkin pie.

The Dutch adopted many names for animals, plants, cities, and states. Some names for the animals were moose, opossum, raccoon, skunk, and woodchuck. ~~The~~ For the plants there was beberry, pear, and squash. Some cities were Chicago, Milwaukee, Omaha, and Ottawa and for the states there was Alabama, Connecticut, Illinois, Iowa, Kansas, Utah, and Wyoming.

The Dutch ~~also~~ gave us customs such as sleighing, coasting, and ice skating. This is how we got some of our states, foods, games, and customs.

Native Americans, Dutch and English made several contributions to our culture today. Some contributions are food, words, games, and customs.

One food that the Native Americans grew, traded, or sold to the colonists were pumpkins. Out of this, the Pilgrims made more foods that we still eat like pumpkin pie, and pumpkin soup. The other food was the doughnut that came from the Dutch, but when the pilgrims brought it to New England, they changed it a little by putting a hole in the middle of some and shaping others into balls the size of walnuts. Today these small doughnuts are called munchkins.

When the settlers came to the New World, they adopted Native American words for animals and plants not found in the Old World. Some of these names are moose and squash. Many states, cities, rivers, mountains, and towns in North America have names that came from Indian names. Some of these names are Chicago, Alabama, and Mississippi River.

The Indians also played games to have fun. One game was Tokonhon. It was so popular with the Indians in North America that the French settlers adopted it and renamed it lacrosse.

Guessing games were popular with Indian children and played in many versions, using hands and rocks. Children today still play these games.

Some customs that we still have in the winter were brought by the Dutch. They enjoyed ice skating, sleighing, and coasting. The Dutch also contributed some words like cooky, boss, and stoop.

The Native Americans, Dutch, and English are all part of our culture. Many words, foods, games, and customs came from them.

There's document + take about the dutch  
throw now.

In document + 6 one of the games are  
Bowling.

In document + 4 the dutch gave use  
new cities, states, plants and animals.

In document + 1 the dutch made new  
game like cat and cradle and Tokonkon  
We still play ~~the~~ games now. That is what the  
dutch did then.

There are many kinds of contributions. One kind contribution is the Native Americans gave them is pumpkins. They made all kinds of food some foods they made is pumpkin pie, pumpkin soup, pumpkin pudding, baked pumpkin, boiled pumpkin, and pumpkin pancakes. This information is in Document 4.

Another kind of contribution is bowling. They would play the game on grass. With nine pins not usually ten pins. This game was from the 1600s. They rolled bowls or balls down the grass to hit the pins. This information is stated in Document 6.

Another contribution is that the Dutch gave us some words that they use. Some words is brief [letter] and bowery [farm]. This is in Document 5.

my final contribution is the  
Doughnut. That is in Document 3,  
the Pilgrims borrowed the recipe  
and it was now called Dough  
Nuts.

In conclusion there are many  
contributions made by Native  
Americans.



Have you ever wondered what Native American, Dutch or English did for fun ~~eat~~<sup>ate</sup> and the words they used when they talked well I have if you want to know more read on. Lets start with the words they used some words they used are in the English language today. For example: raccoon<sup>and</sup> moose or squash and Kansas. Raccoon and moose are the names we call those animals, squash is a kind of plant that its called squash, and Kansas is one of our 50 States of today. So those are some of the many words they used to use. They also ate pumpkin and nuts (we still eat that today. Some of the things ~~we~~<sup>they</sup> used to do for fun are bowling, coasting and sleighing. I know bowling is a great game (though I only played it once). Coasting ~~is~~ I don't really know what coasting is but maybe it's wakin' on the beach. Sleigh-

ing my favorite thing to do in the winter. On the weekends I guess they used to go sleighing. I think that someone like me would love going <sup>bowling</sup> ~~sleighting~~. I never knew that all these things were part of the ~~the~~ Native American's Language.

### Practice Paper A—Score Level 3

**The response:**

- Answers most aspects of the task by briefly mentioning *four* kinds of contributions (words, foods, games, social customs) made by Native American Indians, the Dutch, and the English to our culture today
- Generally uses accurate data from all of the documents
- Develops ideas with limited supporting details, except for the listing of Native American words that are used today
- Develops an answer, using a general plan of organization by categorizing the contributions into paragraphs
- Generally expresses ideas clearly in discussing the contributions of the Native American Indians, the Dutch, and the English to our culture today

**Conclusion:** Overall, the response best fits the criteria for Level 3. The information included in the response is mostly accurate. Four kinds of contributions are mentioned, but none are discussed.

### Practice Paper B—Score Level 4

**The response:**

- Thoroughly answers all aspects of the task by discussing *four* kinds of contributions (words, foods, games, social customs) made by Native American Indians, the Dutch, and the English to our culture today
- Includes relevant outside information relating to walnut-sized doughnuts being called “Munchkings” today
- Consistently uses accurate information from most of the documents such as the description of the uses of the pumpkin for pies and soup
- Develops ideas reasonably well with some thorough explanations, namely explaining how Native American Indian games have been adopted for today’s use
- Demonstrates a logical plan of organization and coherence with an introduction, a body, and a good conclusion
- Consistently expresses ideas clearly in discussing contributions made by Native American Indians, the Dutch, and the English to our culture today

**Conclusion:** Overall, the response best fits the criteria for Level 4. Accurate information from most of the documents is incorporated into the response to explain, in some detail, contributions made by Native American Indians, the Dutch, and the English to our culture today. A small amount of outside information is included. Although the customs and words are not explained in detail, the games and foods are fully described with supporting details.

## Practice Paper C—Level 1

### The response:

- Shows very limited understanding of the task by listing *two* kinds of contributions and attributing them all to the Dutch
- Does not use information to support ideas and incorrectly states that the Dutch gave us cities, states, plants, and animals as well as certain games
- Makes limited use of three documents
- Contains a weak plan of organization
- Does not express ideas clearly, vaguely focusing on the contributions of the Dutch in the introduction and conclusion

**Conclusion:** Overall, the response best fits the criteria for Level 1. There is no discussion of any of the contributions mentioned in the response. The last paragraph contains several inaccuracies.

## Practice Paper D—Score Level 3

### The response:

- Answers most aspects of the task by discussing *three* kinds of contributions (words, foods, games) made by Native American Indians, the Dutch, and the English to our culture today
- Uses accurate data from all of the documents
- Develops ideas satisfactorily with supporting details for two examples (bowling and pumpkins)
- Develops an answer, using a general plan of organization, but has a weak introduction and conclusion
- Generally expresses ideas clearly in discussing the contributions of the Native American Indians, the Dutch, and the English to our culture today

**Conclusion:** Overall, the response fits most of the criteria for Level 3. The information included is accurate, but the discussion of bowling and doughnuts neglects to state the origin of these two contributions and the response omits the Dutch and English from the conclusion.

## Practice Paper E—Score Level 2

### The response:

- Answers some aspects of the task by mentioning *four* kinds of contributions (words, foods, games, social customs) without identifying the group of origin
- Uses some accurate data from the documents (names of plants, animals, games, and social customs)
- Demonstrates weakness in development of ideas with little supporting evidence and contains an inaccurate conclusion
- Attempts to organize an answer but lacks focus
- Attempts to express ideas clearly, but the ideas are not fully discussed

**Conclusion:** Overall, the response best fits the criteria for Level 2. Even though four kinds of contributions are mentioned, the response goes off the topic by discussing personal experiences and feelings, fails to tie the lists of examples together, and contains inaccuracies.





## Grade 5 Elementary-Level Social Studies

### Descriptions of Levels for Academic Intervention Services (AIS)

Performance Level	Range of Final Scores	Descriptions
4  Meeting the Standards with Distinction	85-100	Shows evidence of superior understanding of the content and concepts and the skills required for elementary-level achievement in each of the learning standards and key ideas assessed in social studies. Shows evidence of superior ability to apply the social studies content, concepts, and skills required for entering intermediate-level academic environments.
3  Meeting the Standards	65-84	Shows knowledge and understanding of the content and concepts and the skills required for elementary-level achievement of the five learning standards that are assessed in social studies. Shows the ability to apply the social studies content, concepts, and skills required for entering intermediate-level academic environments.
2  Not Fully Meeting the Standards	58-64	Shows only minimal knowledge and understanding of the content and concepts and the skills required for elementary-level achievement of the five learning standards that are assessed in social studies. Shows only minimal knowledge of the social studies content, concepts, and skills required for entering intermediate-level academic environments.
1  Not Meeting the Standards	0-57	Is unable to show proficiency in understanding the content and concepts and the skills required for elementary-level achievement in any or most of the learning standards and key ideas assessed in social studies. Is unable to show evidence of an ability to apply the social studies content, concepts, and skills required for entering intermediate-level academic environments.

### Part III

#### Specifications Chart for Document-Based Question

TOPIC	STANDARDS TESTED
Contributions made by Native American Indians, the Dutch, and the English to our culture today	Standards: 1 and 2 Unit: 1, 3, 5, and 6

**Grade 5 Elementary-Level Social Studies Test — November 2002  
Chart for Determining the Final Test Score (Use for November 2002 test only.)**

To determine the student's final score, locate the student's essay score across the top of the chart and the total Part I, Part II, and Part III A score down the side of the chart. The point where those two scores intersect is the student's final test score. For example, a student receiving an essay score of 3 and a total Part I, Part II, and Part III A score of 42 would receive a final test score of 79.

Essay Score →	Total Part I, Part II, and Part III A Score									
	0	0.5	1	1.5	2	2.5	3	3.5	4	
0	0	5	10	14	19	23	26	30	34	
1	3	7	12	17	21	25	28	32	35	
2	5	10	14	19	23	26	30	34	37	
3	7	12	17	21	25	28	32	35	38	
4	10	14	19	23	26	30	34	37	40	
5	12	17	21	25	28	32	35	38	41	
6	14	19	23	26	30	34	37	40	43	
7	17	21	25	28	32	35	38	41	44	
8	19	23	26	30	34	37	40	43	46	
9	21	25	28	32	35	38	41	44	47	
10	23	26	30	34	37	40	43	46	48	
11	25	28	32	35	38	41	44	47	50	
12	26	30	34	37	40	43	46	48	51	
13	28	32	35	38	41	44	47	50	52	
14	30	34	37	40	43	46	48	51	53	
15	32	35	38	41	44	47	50	52	54	
16	34	37	40	43	46	48	51	53	56	
17	35	38	41	44	47	50	52	54	57	
18	37	40	43	46	48	51	53	56	58	
19	38	41	44	47	50	52	54	57	59	
20	40	43	46	48	51	53	56	58	60	
21	41	44	47	50	52	54	57	59	61	
22	43	46	48	51	53	56	58	60	62	
23	44	47	50	52	54	57	59	61	63	
24	46	48	51	53	56	58	60	62	64	
25	47	50	52	54	57	59	61	63	65	
26	48	51	53	56	58	60	62	64	67	
27	50	52	54	57	59	61	63	65	68	

	Total Part I, Part II, and Part III A Score (continued)									
	0	0.5	1	1.5	2	2.5	3	3.5	4	
28	51	53	56	58	60	62	64	67	69	
29	52	54	57	59	61	63	65	68	70	
30	53	56	58	60	62	64	67	69	71	
31	54	57	59	61	63	65	68	70	72	
32	56	58	60	62	64	67	69	71	73	
33	57	59	61	63	65	68	70	72	74	
34	58	60	62	64	67	69	71	73	75	
35	59	61	63	65	68	70	72	74	76	
36	60	62	64	67	69	71	73	75	77	
37	61	63	65	68	70	72	74	76	78	
38	62	64	67	69	71	73	75	77	79	
39	63	65	68	70	72	74	76	78	80	
40	64	67	69	71	73	75	77	79	81	
41	65	68	70	72	74	76	78	80	83	
42	67	69	71	73	75	77	79	81	84	
43	68	70	72	74	76	78	80	83	85	
44	69	71	73	75	77	79	81	84	86	
45	70	72	74	76	78	80	83	85	87	
46	71	73	75	77	79	81	84	86	89	
47	72	74	76	78	80	83	85	87	90	
48	73	75	77	79	81	84	86	89	91	
49	74	76	78	80	83	85	87	90	93	
50	75	77	79	81	84	86	89	91	94	
51	76	78	80	83	85	87	90	93	96	
52	77	79	81	84	86	89	91	94	97	
53	78	80	83	85	87	90	93	96	98	
54	79	81	84	86	89	91	94	97	100	