

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 19, 2003

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*.

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 2003

Chart: Comparing Sides in the Revolutionary War (Questions 1–3)

Question 1 Which country helped the American colonies during the Revolutionary War?

Score of 1:

- States that **France** or **the French** helped the American colonies during the Revolutionary War

Score of 0:

- Incorrect response
Examples: England; the English government
- No response

Question 2 Using this chart, identify *two* phrases that describe the military of the American colonies.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each phrase *listed in the chart* that is used to describe the military of the American colonies
Examples: soldiers familiar with countryside
poorly trained army
military leaders with little experience
soldiers used to frontier fighting
small army
no navy

Note: Award 2 credits if two correct responses are placed on the same line instead of one on line *a* and one on line *b*. If more than two phrases are provided, score only the first two given.

Score of 0:

- Incorrect response
Examples: few factories to make supplies
fighting for liberty
getting help from France
little money to wage war
- Vague response
Example: military leaders
- No response

Question 3 England lost the war even though it had a powerful navy and a well-trained army.

Using information from the chart, give *two* reasons England lost the Revolutionary War.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each reason England lost the Revolutionary War, *based on information from the chart*

Note: An acceptable response may be given from either a British or an American point of view.

Examples: soldiers inexperienced in frontier fighting
opposition to war by many in English government
they had long delays in getting supplies and orders from England
soldiers unfamiliar with countryside
American soldiers were more familiar with the frontier fighting
Americans received help from France
colonists were fighting for their liberty

Note: Award 2 credits if two correct responses are placed on the same line instead of one on line *a* and one on line *b*. If more than two phrases are provided, score only the first two given.

Score of 0:

- Incorrect response
Examples: France helped Britain
Britain had a well-supplied army
England had a powerful navy
England had lots of money
soldiers were familiar with frontier fighting
- Vague response
Examples: they are better
fighting for their freedom
- No response

Chart: Differences between Native Americans and early European settlers
(Questions 4–9)

Questions 4–9 Place the letter of each fact or belief in its correct location in the chart.

Score of 5, 4, 3, 2, or 1:

- Award 1 credit (up to a maximum of 5 credits) for each letter response placed in its correct location on the chart

- Question 4 **F**
 Question 5 **C**
 Question 6 **D**
 Question 7 **No Credit**
 Question 8 **B**
 Question 9 **E**

Group	Cultural Belief About Land	Tools	Geographic Location
Native Americans	4 <u>F</u>	5 <u>C</u>	6 <u>D</u>
Early European Settlers	7 <u>A</u> (<i>Example</i>) (<i>No Credit</i>)	8 <u>B</u>	9 <u>E</u>

Note: No credit is to be awarded for question 7 because the correct answer was given in the student’s test booklet as an example of how to answer this question.

Score of 0:

- All incorrect responses
- No responses

Map: Arizona (Questions 10–12)

Question 10 Which part of a map tells us the meaning of symbols used on that map?

Score of 1:

- States which part of the map shows the meaning of symbols used on that map
Examples: map key; key; legend

Score of 0:

- Incorrect response
Examples: grid; map of Arizona
- No response

Question 11 In which square on the grid is San Carlos located?

Score of 1:

- States that San Carlos is located in grid **E–3** or **3–E**

Score of 0:

- Incorrect response
Examples: E–4; F–3
- Vague response such as giving only a partial grid designation
Examples: E or 3
- No response

World Map: Continents and Oceans (Questions 12–14)

Question 12 Which continent is bordered by the Atlantic and Indian Oceans?

Score of 1:

- States that **Africa** is bordered by the Atlantic and Indian Oceans

Score of 0:

- Incorrect response
Example: any continent or any response other than Africa
- No response

Question 13 Which continent is identified by an X on the map?

Score of 1:

- States that **Europe** is identified by an **X** on the map

Score of 0:

- Incorrect response
Example: any continent or any response other than Europe
- No response

The maximum score for Part II is 14.

Grade 5 Social Studies Specifications Grid

November 2003

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

Part II

CONSTRUCTED RESPONSES	STANDARDS TESTED
Questions 1–3	Standards: 1, 2, and 3 Unit: 6
Questions 4–9	Standards: 1 and 3 Unit: 5
Questions 10–11	Standards: 1 and 3 Units: 2 and 10
Questions 12–14	Standard: 3 Units: 2 and 10