

FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 5

ELEMENTARY-LEVEL SOCIAL STUDIES TEST

RATING GUIDE

BOOKLET 1

MULTIPLE-CHOICE AND CONSTRUCTED-RESPONSE QUESTIONS

NOVEMBER 16, 2009

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 *Grade 5 Elementary-Level Social Studies Test, Manual for Administrators and Teachers*. The 2009 edition of the test manual can be found at www.emsc.nysed.gov/osa/elintsocst.html. Click on the manual under Grade 5.

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 5 Elementary-Level Social Studies
Part II Specific Response
Constructed Response
November 2009

Erie Canal Boats (Questions 1–2)

Question 1 During which years was the shortest boat used on the Erie Canal?

Score of 1:

- Identifies **1817–1830** as the years during which the shortest boats were used on the Erie Canal
Other Acceptable Responses: between 1817 and 1830; from 1817 to 1830

Score of 0:

- Incorrect response
Examples: any years other than 1817–1830
- Vague response
Examples: 1817; 1830
- No response

Question 2 As the years went by, why were larger canal boats used?

Score of 1:

- States a reason larger canal boats were used as the years went by
Examples: more products were carried on the canal; more people moved to cities along the canal and needed more goods; farmers grew more wheat and it needed to be shipped; as cities grew, people needed more wheat/products; to carry more goods/things, the canal was made wider/larger/deeper

Score of 0:

- Incorrect response:
Examples: the boats were bigger
- Vague response:
Examples: grew more; needed to ship; demand was up
- No response

Map: Worldwide Exports (Questions 3–5)

Question 3 Based on this map, name the *three* countries that export oil.

Score of 1:

- Identifies **Ecuador**, **Angola**, and **Russia** as the three countries shown on the map that export oil

Note: These countries may be listed in any order; however, all three must be listed. Award no partial credit.

Score of 0:

- Incorrect response
Examples: United States; Europe; Middle East
- Vague response
Examples: South America; Africa; Europe
- No response

Question 4 Based on this map, name *one* product that Japan exports.

Score of 1:

- States that **computers** or **PCs** are the product shown on the map that is exported by Japan

Note: Apple, Inc. products are not exported from Japan; however, for the purpose of this question, responses such as **Macs**, **iBooks**, or **Apple computer** are acceptable and should be awarded credit.

Score of 0:

- Incorrect response
Examples: any products not shown on the map that are manufactured in Japan such as cameras, cars/Toyotas; any products that may be exported by way of Japan such as coffee or oil; any other products listed on the map
- No response

Question 5 What is *one* reason that countries export goods to other countries?

Score of 1:

- States a reason countries export goods to other countries.
Examples: to make money; they can trade for supplies they don't have; to get goods they want; countries can sell what they have to get food; to make their country wealthy through trade; so they can import the products they can't/don't produce; other countries want the products that they are making; to establish relationships between countries; to help other countries

Score of 0:

- Incorrect response
Examples: the government makes them
- Vague response
Examples: they have to; it costs too much; to get stuff
- No response

New York City Subway Tunnels (Questions 6–8)

Question 6 List *two* things that workers used to dig the New York City subway system.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* thing that workers used to dig the New York City subway system
Examples: picks; shovels/spades; percussion drills/drills; dynamite; hammers; cranes; horses; carts; big buckets; crates

Score of 0:

- Incorrect response
Examples: unskilled workers; percussion
- Vague response
Examples: instruments; dug tunnels
- No response

Question 7 Name *two* groups of workers who dug subway tunnels in New York City.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* group of workers who dug subway tunnels in New York City
Examples: Irish; Italians; unskilled workers; skilled labor/skilled workers

Score of 0:

- Incorrect response
Examples: Germans; Native American Indians
- Vague response
Examples: workers; laborers
- No response

Questions 8 Why is a subway system important to New York City?

Score of 1:

- States a reason the subway system is important to New York City
Examples: improved transportation; made it easier to travel; provided jobs; moves people quicker; cars crowd city streets; too many traffic jams; it's a big city with lots of cars; traveling by car is difficult; people are able to travel to other places underground; subway relieves traffic jams; costs less than owning a car; helps get you places/helps people get to work/helps kids get to school

Score of 0:

- Incorrect response
Examples: New York City needs money; to find gold; because most of the work was done there
- Vague response
Examples: movement; to go to work
- No response

Foreign-Born People Living in the United States (Questions 9–11)

Question 9 Based on these graphs, which country had the greatest number of foreign-born people living in the United States in 1910?

Score of 1:

- Identifies **Germany** as the country shown on the graph with the greatest number of foreign-born people living in the United States in 1910

Score of 0:

- Incorrect response
Examples: any country other than Germany; Germans
- Vague response
Examples: the top one
- No response

Question 10 Based on these graphs, which country had the fewest number of foreign-born people living in the United States in 2002?

Score of 1:

- Identifies **Cuba** as the country shown on the graph with the fewest number of foreign-born people living in the United States in 2002

Score of 0:

- Incorrect response
Examples: any country other than Cuba; Cubans
- Vague response
Examples: the bottom one
- No response

Note: The focus of questions 9 and 10 is on the *countries* from which immigrants came, not on the people.

Question 11 What are *three* reasons immigrants have come to America?

Score of 3, 2, or 1:

- Award 1 credit (up to a maximum of 3 credits) for each *different* reason immigrants have come to America

Examples: religious freedom; to get jobs/better jobs; freedom of speech; escape a war; more rights; famine/lack of food; escape from unfair taxes; opportunity to get a good education; to be safe; to join their family; to get away from bad government/tyrant; to play sports; get away from sickness; to be free/to get freedom; to get a better life

Note: To receive maximum credit, *three different* reasons immigrants have come to America must be stated. For example, *freedom of speech* and *free speech* are the same reason expressed in different words. Award 1 credit for each different reason.

Score of 0:

- Incorrect response
Examples: to go to Ellis Island; to see the Statue of Liberty; no slavery
- Vague response
Examples: it was an opportunity; they wanted to; life is unfair; for kids
- No response

The maximum score for Part II is 15.

Grade 5 Social Studies Specifications Grid

November 2009

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

Part II

CONSTRUCTED RESPONSES	STANDARDS TESTED
Questions 1–2	Standards: 1 and 4 Unit: 8
Questions 3–5	Standards: 3 and 4 Units: 2 and 3
Questions 6–8	Standards: 1, 3, and 4 Unit: 8
Questions 9–11	Standards: 1, 3, 4, and 5 Units: 6 and 8