

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 1–2, 2005

Updated information regarding the rating of this test may be posted on the New York State Education department web site at <http://www.emsc.nysed.gov/osa/>. Select the link “Examination Scoring Information.” This site should be checked before the rating process and at least one more time before the final scores for the test 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 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 for Part I, 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–June 2005

“Hunters Reach the Americas” Map (Questions 1–3)

Question 1 According to the theory on which this map is based, from which continent did hunters migrate to North America?

Score of 1:

- Identifies the continent from which hunters migrated to North America as shown on this map
Examples: Asia; northeastern Asia; northern Asia

Score of 0:

- Incorrect response
Examples: South America; from the northwest
- Vague response that does not address the question
Examples: north; west; south; by migration routes
- No response

Question 2 According to this map, which geographic feature probably allowed the hunters to migrate?

Score of 1:

- Identifies **land bridge** as the geographic feature that probably allowed the hunters to migrate
Other acceptable responses: ice bridge; ice sheet; glacier

Score of 0:

- Incorrect response
Examples: they came for more animals; Alaska
- Vague response that does not address the question
Examples: connection between Asia and North America; route
- No response

Question 3 State *one* reason hunters migrated further south rather than settling in the northernmost part of North America.

Score of 1:

- States why hunters migrated further south, rather than settling in the northernmost part of North America
Examples: glaciers were poor hunting ground; too cold; more game to hunt further south; better climate further south; to grow crops and farm; get to a warmer climate

Score of 0:

- Incorrect response
Examples: land bridge; better roads; people wanted them to move; seeking religious freedom
- Vague response that does not address the question
Examples: to be near the land; glaciers
- No response

Recruiting Poster (Questions 4–6)

Question 4 According to this poster, in which city were volunteers asked to report for duty?

Score of 1:

- Identifies **Troy** as the city where volunteers were asked to report for duty

Score of 0:

- Incorrect response
Examples: Rensselaer; 69 First Street; regimental headquarters
- Vague response that does not address the question
Examples: city in New York; city in Rensselaer County; New York State
- No response

Question 5 Based on this poster, state *one* cause that volunteers were asked to fight for in the Civil War.

Score of 1:

- Identifies a cause that volunteers were asked to fight for in the Civil War as shown on this poster
Examples: preserve the Union; protect the Constitution; reunite the country; protect the country; bring the country back together; bring the South back into the Union

Score of 0:

- Incorrect response
Examples: to free slaves; to destroy the South; to win the war
- Vague response that does not address the question
Examples: to fight; to volunteer; help the government
- No response

Question 6 In addition to the two stated wartime goals shown on the poster, what became *another* wartime goal of the North as the Civil War continued?

Score of 1:

- Identifies another wartime goal of the North after the Civil War began, in addition to the two stated goals shown on the poster
Examples: free the slaves; end slavery; weaken the South; influence attitudes of foreign countries; get African American volunteers for the army; win the war

Score of 0:

- Incorrect response
Examples: draft; people paid other people to volunteer
- Vague response that does not address the question
Examples: equality; beat them
- No response

New Products for the Home—Time line (Questions 7–9)

Question 7 According to the time line, which product was developed three years after the invention of the safety match?

Score of 1:

- Identifies the **Mason jar** as being developed three years after the invention of the safety match

Score of 0:

- Incorrect response
Examples: safety pin *or* any other invention identified in the time line
- Vague response that does not address the question
Examples: invention; safety; jar; canning
- No response

Question 8 Select *one* product from the time line and state how it made life easier in the home.

Score of 1:

- Selects a product from the time line and states how it made life easier in the home

Note: No credit should be awarded for simply selecting a product.

Examples:

Canned food—better diet, more food choices, longer storage

Iron range—cooked food more easily; no longer had to cook in a fireplace

Safety pin—safer way to connect things; held clothes together

Safety match—started fires more quickly and more safely

Mason jar—safer way to store food; preserved food for later consumption; made home canning easier

Washing machine—faster way to get clothes clean; clothes were cleaner; simplified washing clothes

Carpet sweeper—more thorough way to clean carpets; better than using a broom; easier to clean carpets

Electric light—more light; helpful for seeing at night; lighted homes for working at night; safer than open flame of candle or gas light

Treadle sewing machine—less time to make clothes; clothes were better made

Score of 0:

- Incorrect response
Examples: any incorrect or implausible explanation of the inventions listed in the time line
- Vague response that does not address the question
Examples: easier; they did things easily; it made it better; they were better inventions
- No response

Question 9 State *one* way the manufacturing of new products for the home affected American business.

Score of 1:

- States how the manufacturing of new products affected American business
Examples: increased foreign trade; increased demand for raw materials; business grew; the economy boomed; people bought more products; hired more workers; lower cost of manufactured goods; increased markets; increased profits; created new industries; start of corporations

Score of 0:

- Incorrect response
Examples: fewer people worked in factories; it decreased air pollution; more people came to America
- Vague response that does not address the question
Examples: work in factories; trade; raw materials; immigrants
- No response

Note: The focus of the responses for question 9 should be on the **effect on American business**. For example, *urbanization* and *people leaving farms* are effects on American society, not specifically on American business.

Letter to Samuel Rudderow (Questions 10–12)

Question 10 In which territory of the United States was Jeremiah Fish living when he wrote this letter?

Score of 1:

- Identifies the territory in which Jeremiah Fish was living when he wrote this letter
Examples: Iowa Territory; Iowa

Score of 0:

- Incorrect response
Examples: Pensaikan; Camden; New Jersey
- Vague response that does not address the question
Examples: Louisa County; in the West; far away
- No response

Question 11 State *two* reasons Jeremiah Fish encouraged his brother and sister to join him in the West.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each reason that Fish gave to encourage his brother and sister to join him in the West
Examples: better farmland; land is easier to farm; lower prices; lower mortgages and rents; it would be more profitable; community is growing; land produces three times as much

Score of 0:

- Incorrect response
Examples: cold winters; he misses them; to travel
- Vague response that does not address the question
Examples: to live on a farm; to take a trip
- No response

Grade 8 Social Studies Specifications Grid

June 1–2, 2005

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

Part II

CONSTRUCTED RESPONSES	STANDARDS
Questions 1–3	Standards 1 and 3: United States and New York History; Geography Unit 1: Prior to 1500
Questions 4–6	Standards 1 and 5: United States and New York History; Civic, Citizenship, and Government Unit 6: Division and Reunion
Questions 7–9	Standards 1 and 4: United States and New York History; Economics Unit 7: An Industrial Society
Questions 10–12	Standards 1, 3, and 4: United States and New York History; Geography, and Economics Unit 5: Life in a New Nation