

FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 8

INTERMEDIATE-LEVEL TEST SOCIAL STUDIES

RATING GUIDE

BOOKLET 1

MULTIPLE-CHOICE AND CONSTRUCTED-RESPONSE QUESTIONS

JUNE 5, 2007

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 *Manual for Administrators and Teachers for the Grade 8 Intermediate-Level Social Studies Test*.

Scoring the Part I 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 at the end of Part I in the test booklet.)

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 test booklet.)

Grade 8 Intermediate-Level Social Studies
Part II Specific Rubric
Constructed Responses—June 2007

Triangular Trade Routes (Questions 1–3)

Question 1 Identify *one* export from the British colonies to Great Britain during the 1700s.

Score of 1:

- Identifies an export from the British colonies to Great Britain during the 1700s
Examples: lumber; furs; fish; whale oil; iron; gunpowder; rice; tobacco; indigo; sugar; molasses; fruit; raw materials

Score of 0:

- Incorrect response
Examples: manufactured goods; rum; cloth; tools; money; enslaved persons
- Vague response that does not answer the question
Examples: things they wanted; goods
- No response

Question 2 What is *one* characteristic of British mercantilism?

Score of 1:

- Identifies a feature of British mercantilism
Examples: colonies should benefit the mother country; raw materials went to Great Britain; finished goods were sent to the colonies; Britain controlled trade; Britain exported manufactured goods/imported raw materials; British colonies exported raw materials/imported manufactured goods from Britain; lumber is sent to Great Britain and made into furniture which is then sold in the colonies

Score of 0:

- Incorrect response
Examples: colonies sent manufactured goods to Great Britain; sugar sent to the West Indies
- Vague response that does not answer the question
Examples: manufactured goods; exports; imports; unfair; greedy; lumber; rum sent to Africa
- No response

Question 3 Which war resulted from objections in the original thirteen colonies to British mercantilism?

Score of 1:

- Identifies the war which resulted from colonial objections to British mercantilism
Examples: American Revolution; Revolutionary War; War of/for Independence

Score of 0:

- Incorrect response
Examples: French and Indian War; British War; Colonial War; war with South America; War of 1812; it did not lead to war
- Vague response that does not answer the question
Examples: war; fighting; the war the colonists won
- No response

Lincoln's Last Warning Cartoon (Questions 4–6)

Question 4 What does the tree represent in the cartoon?

Score of 1:

- Identifies that the tree represents **slavery** or the **institution of slavery**

Score of 0:

- Incorrect response
Examples: 13th amendment; freedom; African Americans; the South; sectionalism
- Vague response that does not answer the question
Examples: people; amendments; a big problem; bad things
- No response

Question 5 Which *two* sections of the United States are represented by Abraham Lincoln and Jefferson Davis in the cartoon?

Score of 1:

- Identifies the two sections of the United States represented by Abraham Lincoln and Jefferson Davis
Examples: North and South; Union and Confederacy; Confederate States of America and the United States of America; USA and CSA; slave states and free states

Note: To receive one credit, the response must correctly identify *both* sections. Partial credit may *not* be awarded for correctly identifying *only one* section of the United States.

Score of 0:

- Incorrect response
Examples: Lincoln represented the white man and Davis represented the black man; North and Northeast; Washington and Richmond
- Vague response that does not answer the question
Examples: America; frontier; the section they controlled; the parts of the nation they were president of
- No response

Question 6 Which major conflict in United States history was occurring when this cartoon was drawn?

Score of 1:

- Identifies the major conflict in United States history occurring when this cartoon was drawn
Examples: Civil War; War Between the States; War of the Rebellion

Score of 0:

- Incorrect response
Examples: any war other than the Civil War; civil rights movement
- Vague response that does not answer the question
Examples: war; conflict; slavery; the war about slavery
- No response

Newspaper Advertisement (Questions 7–9)

Question 7 What is the main idea of this newspaper advertisement?

Score of 1:

- States the main idea of this newspaper advertisement
Examples: people should go back to work; the strike has failed; Uncle Sam wants workers to go back to work; the steel trust wanted the strikers to go back to work

Score of 0:

- Incorrect response
Examples: Pittsburgh Chronicle Telegraph; steel is the only industry in Pittsburgh; America is against strikes
- Vague response that does not answer the question
Examples: the man spoke many languages; it failed; work is over
- No response

Question 8 Why is this message stated in several different languages?

Score of 1:

- States a reason that this message is in several different languages
Examples: some workers did not understand English; many workers were immigrants; so everyone knows to go back to work; not everyone spoke/understood English; workers/employees were from many parts of the world

Score of 0:

- Incorrect response
Examples: it was a worldwide strike; many nations went on strike; to show the speaker knew a lot of languages; strikers were hard of hearing; shouting got the people's attention
- Vague response that does not answer the question
Examples: to help understand; different races; had different languages
- No response

Question 9 State *two* reasons workers in the late 1800s and early 1900s went on strike.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason workers in the late 1800s and early 1900s went on strike
Examples: low pay; poor/dangerous working conditions; long hours; lack of benefits; the union called a strike

Note: To receive maximum credit, two *different* reasons for strikes must be stated. For example, *they wanted more money* and *they wanted higher wages* are the same reason expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: taxes; they were angry with the government
- Vague response that does not answer the question
Examples: conditions; work; they were mad
- No response

Bus Boycott Article (Questions 10–12)

Question 10 In which city did this bus boycott occur?

Score of 1:

- Identifies **Montgomery** as the city in which this bus boycott occurred
Other Acceptable Response: Montgomery, Alabama

Score of 0:

- Incorrect response
Examples: Alabama; New York City; any city other than Montgomery
- Vague response that does not answer the question
Examples: cities; many; a Southern city; a city in Alabama
- No response

Question 11 Who is the African American woman referred to in the last sentence of this document?

Score of 1:

- Identifies **Rosa Parks** as the African American woman referred to in this document

Score of 0:

- Incorrect response
Examples: black woman; African American woman; any woman other than Rosa Parks
- Vague response that does not answer the question
Examples: woman; Rosa
- No response

Question 12 What was the purpose of the bus boycott?

Score of 1:

- States a purpose of the bus boycott
Examples: to end segregation/discrimination/racism; to gain equal rights; so African Americans could sit anywhere on the bus; so blacks and whites would have the same rights; to force the bus company to provide equal seats/seating

Score of 0:

- Incorrect response
Examples: to get African Americans off the bus; to get better buses
- Vague response that does not answer the question
Examples: freedom; rights; better protests; to make things better
- No response

Grade 8 Social Studies Specifications Grid

June 5, 2007

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

Part II

CONSTRUCTED RESPONSES	STANDARDS
Questions 1–3	Standards 1, 2, and 4: United States and New York History; World History; Economics Unit 2: Exploration/Colonization
Questions 4–6	Standards 1 and 3: United States and New York History; Geography 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, 4, and 5: United States and New York History; Economics; Civics, Citizenship, and Government Unit 11: WW II to the Present

