

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 2, 2009

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 procedures on the next page 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. A list of correct answers is printed on the scoring key.

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.

Hand Scoring. Directions are provided on the Scoring Key for Part I. If using the online answer sheet from the OSA website, record the Part I score in the space provided on that 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 a review of specific rubric for each constructed-response question

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 is 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 and/or in the student's test booklet at the end of Part II. (A box for recording scores also appears on the back cover of Booklet 2.)

Grade 8 Intermediate-Level Social Studies
Part II Specific Rubric
Constructed Responses
June 2009

Declaration of Independence/Declaration of Sentiments (Questions 1–3)

Question 1 When the Declaration of Independence was written in 1776, who was considered to be created equal?

Score of 1:

- States that **men** or **all men** were created equal according to the original intent of the Declaration of Independence

Score of 0:

- Incorrect response
Examples: all people; leaders; everyone; men and women
- Vague response
Examples: people; all; governed
- No response

Question 2 State *one* way the ideas found in the Seneca Falls Declaration of Sentiments are different from the ideas found in the Declaration of Independence.

Score of 1:

- States a way the ideas found in the Seneca Falls Declaration of Sentiments are different from the ideas found in the Declaration of Independence
Examples: states women are equal to men; adds women to “all men are created equal”; it includes women; instead of “it is the right of the people to change or abolish it/the government,” the Declaration of Sentiments states “it is the right of those who suffer from the government to refuse allegiance to it”; instead of changing or abolishing the government, those who suffer can refuse allegiance to the government; the Declaration of Sentiments demanded rights whereas the Declaration of Independence declared independence; the Declaration of Independence complained about abuses of Britain whereas the Declaration of Sentiments complained about abuses by men

Score of 0:

- Incorrect response
Examples: truths were self-evident; people were endowed with rights by their Creator; governments get their powers from the consent of the governed; they were both the same
- Vague response
Examples: Seneca Falls was different; people suffered; independence was created; they said different things
- No response

Question 3 Why was the Seneca Falls Declaration of Sentiments based on the ideas found in the Declaration of Independence?

Score of 1:

- States a reason the Seneca Falls Declaration of Sentiments was based on the ideas found in the Declaration of Independence

Examples: Declaration of Independence was the basis of American freedom; to show that women were left out of the Declaration of Independence; they agreed with the Declaration of Independence except that it left women out; Declaration of Independence proclaimed the country's freedom/independence and now women wanted to be free/have equal rights; Declaration of Independence claimed universal rights, but then limited them to men

Score of 0:

- Incorrect response
Examples: it was our government; the consent of the governed is important; it excluded men; the Declaration of Independence had been unsuccessful
- Vague response
Examples: they both were declarations; it was helpful; it gave freedom
- No response

United States—Cuban Relations Outline (Questions 4–6)

Question 4 How did President Polk and President Pierce attempt to gain control of Cuba?

Score of 1:

- Identifies a way that President Polk and President Pierce attempted to gain control of Cuba
Examples: they both tried to purchase Cuba; they tried to purchase Cuba from Spain; Polk tried to purchase it in 1848 and Pierce tried to purchase it in 1854

Score of 0:

- Incorrect response
Examples: they went to war; they defeated the Spanish; they invaded Cuba; they made Cuba a protectorate; Polk and Pierce bought it; Pierce tried to buy it
- Vague response
Examples: they tried; they took action before World War II; they gave friendly treatment
- No response

Question 5 State *two* problems between the United States and Cuba after World War II.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* problem between the United States and Cuba after World War II
Examples: Cuba became a communist nation/Castro was a communist/Castro made Cuba a communist nation; Castro seized United States property; Cuba signed a friendship agreement with the Soviet Union; the United States placed an embargo on Cuban trade; the United States supported an invasion by Cuban refugees to overthrow Castro; Cuban missile crisis; the United States supported Cuban dictator, Batista

Note: To receive maximum credit, *two different* problems between the United States and Cuba after World War II must be identified. For example, *an embargo was placed on trade between the United States and Cuba* and *trade between the United States and Cuba was restricted* are the same problem expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: Cubans continued to speak Spanish; the United States tried to purchase Cuba; the United States continued to trade with Cuba; any actions stated in the outline under **Before World War II**
- Vague response
Examples: trade; Cuban property; agreements
- No response

Question 6 State *two* reasons Americans have had a long-term interest in Cuba.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason Americans have had a long-term interest in Cuba

Examples: Cuba was close to the United States/Cuba's close location makes it a potential threat; the United States was interested in Cuban resources (sugar, tobacco); some Americans had investments in Cuba; Cuba was an area included as part of the Monroe Doctrine/Roosevelt Corollary foreign policy; the United States has a military base in Cuba; many Cuban Americans still have family in Cuba; some Americans were afraid of communism in a neighboring country; part of expansionist hopes under Manifest Destiny/imperialism; it was once a protectorate; an unstable Cuba might invite foreign intervention that would threaten the United States

Note: To receive maximum credit, *two different* reasons Americans have had a long-term interest in Cuba must be identified. For example, *there is little distance between the United States and Cuba* and *Cuba is only ninety miles from Florida* 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: Cuba had once been a state in the United States; Cuba was once part of Florida; Cuba had oil; Cuba had no resources
- Vague response
Examples: foreign policy is important; distance; Cuba is an island
- No response

World War II Poster (Questions 7–9)

Question 7 In this poster, what is the government asking Americans to buy during World War II?

Score of 1:

- States that the government is asking Americans to buy **war bonds** or **bonds** during World War II in this poster

Score of 0:

- Incorrect response
Examples: flags; education; World War II posters; dolls; toys; airplanes; records; national archives
- Vague response
Examples: persuasion; war; buy
- No response

Question 8 What does the caption, “Don’t Let That Shadow Touch Them,” mean?

Score of 1:

- States what the caption “Don’t Let That Shadow Touch Them” means
Examples: do not let the Nazis/Germany/Hitler win the war; keep the children of the United States safe; keep United States enemies out of the country; do not let Hitler/Nazis conquer the United States

Score of 0:

- Incorrect response
Examples: children should be taught how to fight; children need to stand in the light; do not let the Japanese win the war; the shadow cannot hurt them
- Vague response
Examples: the shadow passes; stand/sit in the shadow
- No response

Question 9 Why were posters like this important to the war effort of the United States government?

Score of 1:

- States a reason posters like this were important to the war effort of the United States government
Examples: they helped raise money/financial support for the war effort; people were encouraged to help in the war effort; they kept people thinking about the war effort; they helped to recruit soldiers; they helped people understand the threat to this country; to encourage patriotism; they could be used as positive propaganda tools; they appealed to emotions and helped increase support for the war

Score of 0:

- Incorrect response
Examples: television ads for war bonds were better; it turned people against the war; it increased support for Germany
- Vague response
Examples: they were available; people collected them; they helped people; people got mad
- No response

Government Spending Political Cartoon (Questions 10–12)

Question 10 Identify *two* areas of government spending as shown in this cartoon.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* area of government spending that is shown in this cartoon

Examples: foreign spending/spending abroad/spending on the Vietnam War/military/war/defense spending; **and** domestic spending/spending at home/spending on Great Society programs/spending on social programs

Note: To receive maximum credit, *two different* areas of government spending must be identified. For example, *spending at home* and *domestic spending* are the same example expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: on communism; dollars/cents; taxes; *Washington Post*
- Vague response
Examples: the faucet is on; the dollars are big/small; buckets are being filled
- No response

Question 11 Why is the Vietnam bucket the soldier is holding bigger than the Great Society bucket?

Score of 1:

- States why the Vietnam bucket the soldier is holding is bigger than the Great Society bucket
Examples: government was spending more money on the Vietnam War/the military/the war; government was spending less money on the Great Society; the Vietnam War was taking money away from the Great Society program

Score of 0:

- Incorrect response
Examples: Great Society needed more money; the soldier was taller than the man; the Great Society was successful in Vietnam
- Vague response
Examples: it was the right thing to do; money was spent; the government spent the money
- No response

Question 12 What is the message expressed in this cartoon?

Score of 1:

- States the message that is expressed in this cartoon

Examples: it costs a large amount of money to fight a war/wars cost a lot of money; war spending takes priority over domestic spending; more money is being spent on foreign issues rather than on domestic issues; domestic programs are suffering because of the war; the cartoonist is critical of the large amount of money being spent on the war; not much money is left for other things when fighting a war

Score of 0:

- Incorrect response

Examples: there was more oil for Vietnam; no money should go to the Great Society; government spending should be stopped

- Vague response

Examples: one bucket is bigger/smaller; there is more; money is divided

- No response

Grade 8 Social Studies Specifications Grid

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

Part II

CONSTRUCTED RESPONSES	STANDARDS
Questions 1–3	Standards 1 and 5: United States and New York History; Civics, Citizenship, and Government Units 3 and 5: A Nation Is Created; Life in the New Nation
Questions 4–6	Standards 1 and 2: United States and New York History; World History Units 8, 9, and 10: An Independent World; Between the Wars; Worldwide Responsibilities
Questions 7–9	Standards 1 and 2: United States and New York History; World History Unit 10: Worldwide Responsibilities
Questions 10–12	Standards 1 and 4: United States and New York History; Economics Unit 11: World War II to the Present

