

# 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 2–3, 2004

Any clarifications or changes to this rating guide or this examination will be posted on the New York State Education Department web site at <http://www.emsc.nysed.gov/osa/>. Be sure to check this web page before starting your scoring process and several times after the end of the grade 8 social studies testing period.

#### **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 2004**

**Revolutionary War Cartoon (Questions 1–3)**

**Question 1 Which conflict in United States history is referred to in this cartoon?**

**Score of 1:**

- Identifies the American Revolution as the conflict in United States history referred to in this cartoon  
*Examples:* Revolutionary War; Revolution; war for American independence; American Revolution

**Score of 0:**

- Incorrect response  
*Examples:* War of 1812; French and Indian war
- Vague response that does not address the question  
*Examples:* war against the British
- No response

**Question 2 Which group does the larger man in the cartoon represent?**

**Score of 1:**

- Identifies the group represented by the larger man in the cartoon  
*Examples:* the British; British army; Great Britain; British soldier; England; English; the mother country

**Score of 0:**

- Incorrect response  
*Examples:* American soldier; colonial soldier; freedom; minuteman
- Vague response that does not address the question  
*Examples:* soldier; fighter
- No response

**Question 3 Which group does the man with the slingshot represent?**

**Score of 1:**

- Identifies the group represented by the man with the slingshot  
*Examples:* the 13 colonies; American colonies; the colonies; American patriots; continental soldier; minutemen; colonists; Americans

**Score of 0:**

- Incorrect response  
*Examples:* the Union fighters; the Loyalists; kids; boys
- Vague response that does not address the question  
*Examples:* soldiers; fighters
- No response

## Map of North America in 1803 (Questions 4–6)

**Question 4** What is the name of the area on the map that President Thomas Jefferson acquired for the United States?

**Score of 1:**

- Names the area on the map that President Thomas Jefferson acquired for the United States  
*Examples:* Louisiana Territory; Louisiana Purchase; Louisiana

**Score of 0:**

- Incorrect response  
*Examples:* Oregon Territory; Mexican Cession
- Vague response that does not address the question  
*Examples:* land west of the Mississippi River
- No response

**Question 5** Identify *one* way the United States obtained land that had been claimed by Russia, Britain, or Spain.

**Score of 1:**

- Identifies *one* way the United States obtained land claimed by Russia, Britain, or Spain  
*Examples:* purchase (buying); treaty; arbitration; force; fighting; fighting a war; the Spanish-American War; by cession

**Score of 0:**

- Incorrect response  
*Examples:* gift; discovered by an explorer
- Vague response that does not address the question  
*Examples:* they got it; they claimed it
- No response

**Question 6** Name *one* state bordering the Gulf of Mexico that was eventually formed from land once owned by Spain.

**Score of 1:**

- Names one state bordering the Gulf of Mexico that was formed from land once owned by Spain  
*Examples:* Florida; Alabama; Mississippi; Texas; Louisiana

**Score of 0:**

- Incorrect response  
*Examples:* Georgia; Mexico
- Vague response that does not address the question  
*Example:* southern ones
- No response

## Big Business Cartoon (Questions 7–8)

**Question 7** Name *two* groups that are represented in the cartoon.

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for naming two different groups that are represented in the cartoon

**Note:** Three groups are represented in this cartoon. The two groups chosen may be listed in any order. See chart below for possible answers.

**Score of 0:**

- Incorrect response  
*Examples:* Uncle Sam; muckrakers
- Vague response that does not address the question  
*Examples:* people; citizens; big man
- No response

**Question 8** State *one way each* of the two groups was affected by the “tariff.”

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for a stated way each of the two groups identified was affected by the “tariff”

**Score of 0:**

- Incorrect response  
*Examples:* Trusts—would decrease their profits  
Consumers—goods sold in America would be cheaper  
Farmers—products they bought cost more  
**Note:** Farmers are *not* a group shown in the cartoon.
- Vague response that does not address the question  
*Examples:* Trusts — tariffs helped the trusts  
Consumers — tariffs affected the price of goods
- No response

Possible Groups—Score of 2 or 1:	Effect of tariff on group—Score of 2 or 1:
Group 1—Trusts <i>or</i> Big Business <i>or</i> corporations	Trusts—would increase their profits <i>or</i> would reduce foreign competition <i>or</i> raise their prices <i>or</i> corporations’ profits would go up
Group 2—Consumer <i>or</i> general public	Consumers—had to pay more for products (goods) <i>or</i> imports cost more <i>or</i> limits access to cheap foreign goods <i>or</i> products cost more <i>or</i> purchase more domestic goods
Group 3—Government <i>or</i> Congress <i>or</i> legislators <i>or</i> federal government	Government—tariff revenues would increase <i>or</i> the government would have more money from tariffs

## German Travel Notice (Questions 9-10)

### Question 9 Which nation's vessels were threatened in this newspaper notice?

#### Score of 1:

- Identifies a nation whose vessels were threatened in this newspaper notice  
*Examples:* Great Britain; France; Russia; Italy; Serbia; Greece; Montenegro; Romania; Portugal; Belgium; Great Britain and her allies

#### Score of 0:

- Incorrect response  
*Examples:* the United States; Germany; Austria-Hungary; Bulgaria
- Vague response that does not address the question  
*Examples:* allies; her allies
- No response

### Question 10 What was the purpose of this newspaper notice?

#### Score of 1:

- Identifies one purpose of the newspaper notice  
*Examples:* to warn Americans about the danger of sailing on vessels of Great Britain; to forewarn Americans making the Atlantic voyage on vessels of Great Britain's allies; to warn travelers that there is a war in Europe

#### Score of 0:

- Incorrect response  
*Examples:* to encourage Americans to sail on vessels of Great Britain or her allies
- Vague response that does not address the question  
*Examples:* warn people about getting on ships
- No response

# Grade 8 Social Studies Specifications Grid

June 2–3, 2004

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

## Part II

CONSTRUCTED RESPONSES	STANDARDS
Questions 1–3	Standard 1: United States and New York History Unit 3: A Nation Created;
Questions 4–6	Standards 1 and 3: United States and New York History; Geography Unit 3: A Nation Created
Questions 7–8	Standards 1 and 4: United States and New York History; Economics Unit 7: An Industrial Society
Questions 9–10	Standards 1 and 2: United States and New York History; World History Unit 8: An Independent World

