

FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 5

ELEMENTARY-LEVEL SOCIAL STUDIES TEST

RATING GUIDE

BOOKLET 2 DOCUMENT-BASED QUESTION (DBQ)

NOVEMBER 15, 2001

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 5 Elementary-Level Social Studies Test*.

Contents of the Rating Guide

For **Part III A** (scaffold questions):

- A question-specific rubric

For **Part III B** (DBQ) essays:

- A content-specific rubric
- Prescored anchor papers. Score levels 4 and 1 have two papers each, score levels 3 and 2 have three papers each, and score level 0 has one paper. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers with scoring commentaries

Rating the Part III B Essay Question

(1) Follow your school's procedures for training raters. This process should include:

Introduction to the task—

- Raters read the task
- Raters identify the answers to the task
- Raters discuss possible answers and summarize expectations for student responses.

Introduction to the specific rubric and anchor papers—

- Trainer leads review of specific rubric with reference to the task
- Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the response to the rubric.
- Trainer leads review of each anchor paper and commentary.

Practice scoring individually—

- Raters score a set of papers independently without looking at the scores and commentaries provided.
- Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating.

(2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.

(3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

Rating the Part IIIA (Scaffold) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's test booklet.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet or on the last page of test booklet 2, and determining the student's final examination score. The conversion chart located at the end of these scoring materials must be used for determining the final test score.

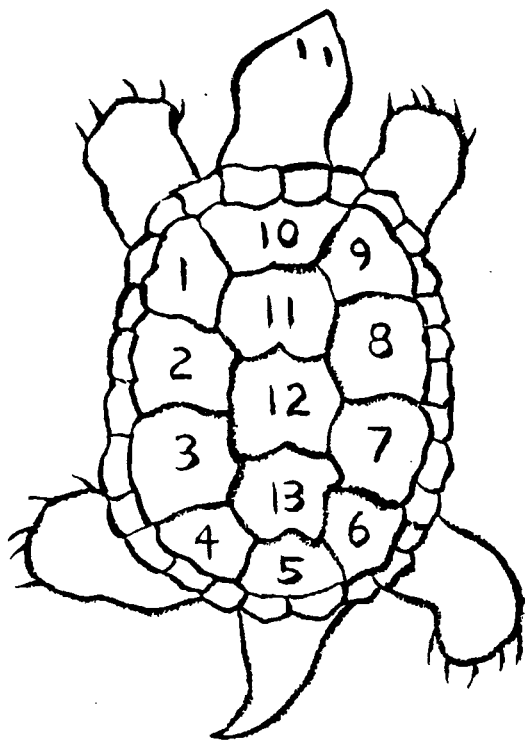
Note: A new conversion chart is provided with each administration of the Grade 5 Elementary-Level Social Studies Test. Be sure that only the chart included in this booklet is used to determine the final score of a student taking the November 2001 test.

Grade 5 Elementary-Level Social Studies

Part III A—Specific Rubric

Short-Answer Questions—November 2001

Document 1



The native people of North America have always depended upon the natural world for their survival. Watching the changes going on in the natural world with each season, they also look up into the sky and see it changing. In many parts of North America, the native people relate the cycles of the moon (called Grandmother Moon by many Native Americans) to those seasons. In every year, there are thirteen of those eight days from one new moon to the next.

Many Native American people look at the turtle's back as a sort of calendar, with its pattern of thirteen large scales standing for the thirteen moons in each year, and twenty-eight smaller scales standing for the twenty-eight days between each new moon. It reminds them that all things are connected and that they must try to live in balance.

Question 1 Tell how Native Americans have used the turtle to explain changes in their natural world.

Score of 2:

- States how Native Americans have used a turtle to explain changes in their natural world

Examples: "Turtle's back used as a calendar to show the 13 moon months.

Turtle's back used as a calendar to show 28 days between each moon.

Turtle used as a calendar and to check new moons and the days between them."

Score of 1:

- Gives a partially correct response that demonstrates an incomplete understanding of the question
- Gives a response that shows limited interpretation of the document

Examples: "Turtle's back used as a calendar.

Turtle's back used as a calendar with 13 large scales and 28 smaller ones.

Used turtles to show moons changing."

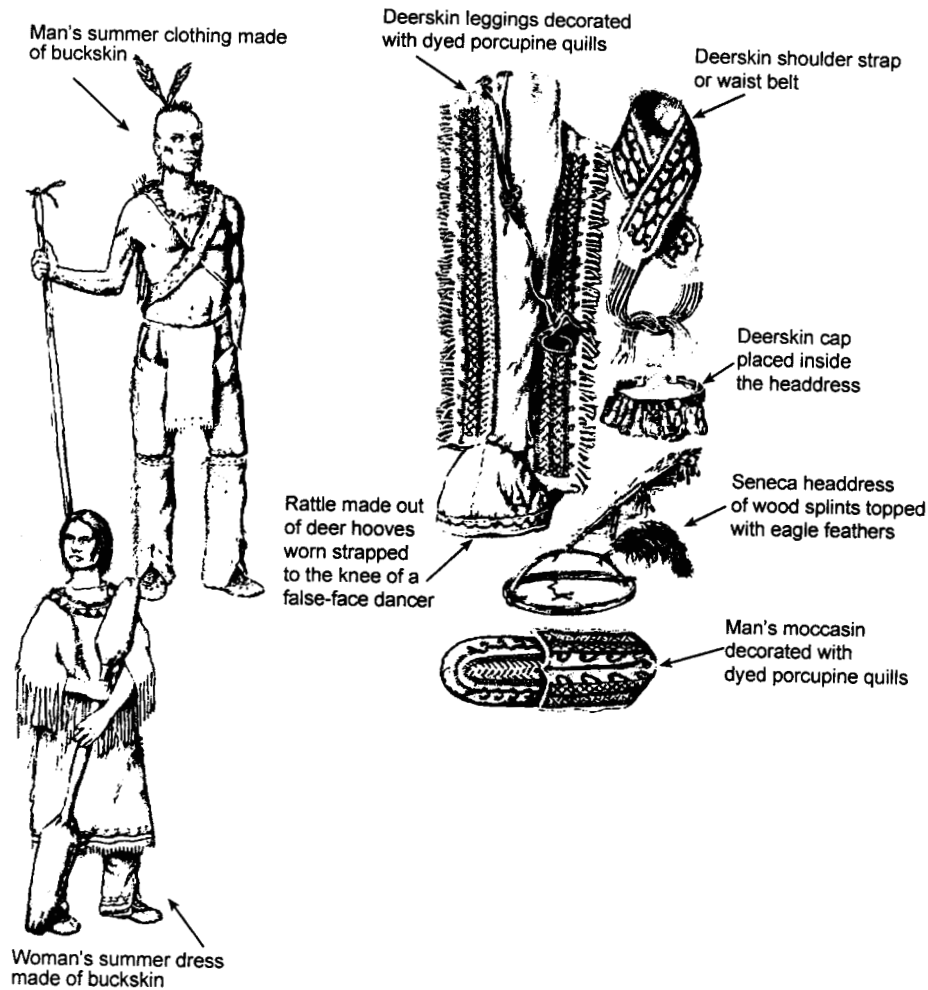
Score of 0:

- Incorrect response

Examples: "Reminds them that all things are connected; they try to live in balance."

- Vague response that does not answer the question
- No response

Document 2



Question 2 Based on the document, complete the chart below by listing *three* examples of the Iroquois using different parts of animals to make their clothing.

Score of 3, 2, or 1:

- Award 1 credit (up to a maximum of 3 credits) for each example of how the Iroquois used the different parts of animals to make their clothing. Both an animal part **and** the appropriate article of clothing must be paired for credit to be given.

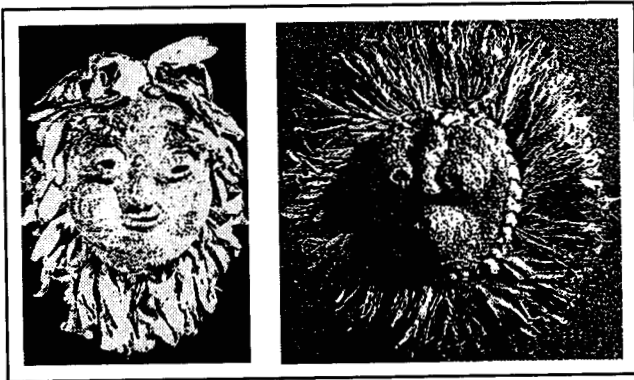
Examples:

Animal Part Used	Clothing Made
Deerskin	Shoulder straps <i>or</i> waist belts <i>or</i> moccasins <i>or</i> cap worn inside headdress
Porcupine quills	Decoration for leggings <i>or</i> moccasins
Deer hooves	Knee rattles
Eagle feathers	Headdress
Buckskin	Men's <i>and/or</i> women's clothing

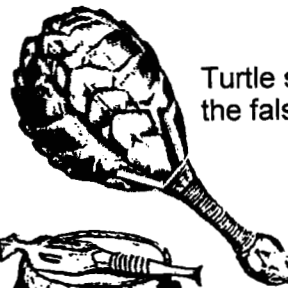
Score of 0:

- Incorrect response (Clothing made is not correctly paired with the appropriate animal part.)
- Vague response or incomplete response
Examples: "Deerskin—most clothing."
- No response

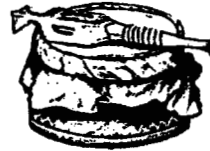
Ceremonial Objects:



Husk Faces, also called "bushy head" or "fuzzy hair" masks, represent the supernaturals who taught humans how to hunt and farm. They are made by women from braided dried cornhusks.



Turtle shell rattle used in the false-face ceremony



Burl drum filled with water, used in the eagle dance



Five-feathered fan used in the eagle dance



Horn rattle used in the eagle dance

Question 3 Based on this document, list *two* examples of how the Iroquois have used plants or animals to make objects used for their special ceremonies.

Score of 2 or 1:

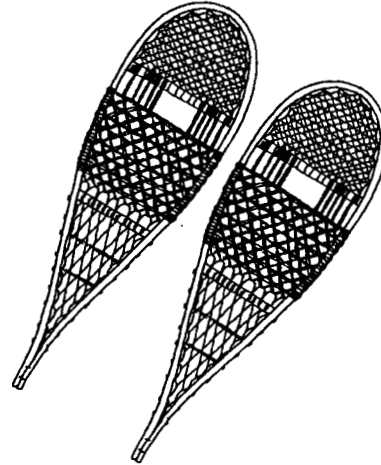
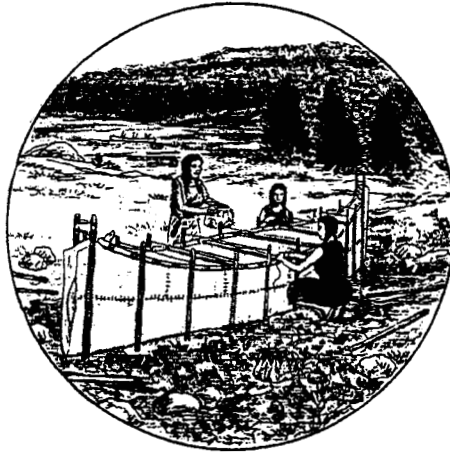
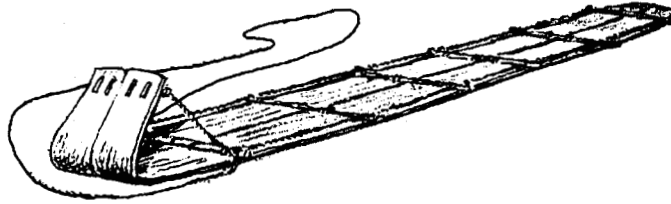
- Award 1 credit (up to a maximum of 2 credits) for each example of how the Iroquois used plants and animals for ceremonial objects
Examples: "Used cornhusks to make masks; used turtle shells for rattles; used burls to make drums; used feathers for fans; used horns to make rattles"

Note: The response must include the name of the plant or the animal part as well as the ceremonial object for credit.

Score of 0:

- Incorrect response
- Vague response that does not answer the question
Examples: "Used some of the animal objects on them; used for false-face ceremony; used for eagle dance; women braided cornhusks; used cornhusks to represent supernaturals"
- No response

Document 4



Question 4 Based on these drawings, tell *three* ways the Iroquois have used trees to meet their transportation needs.

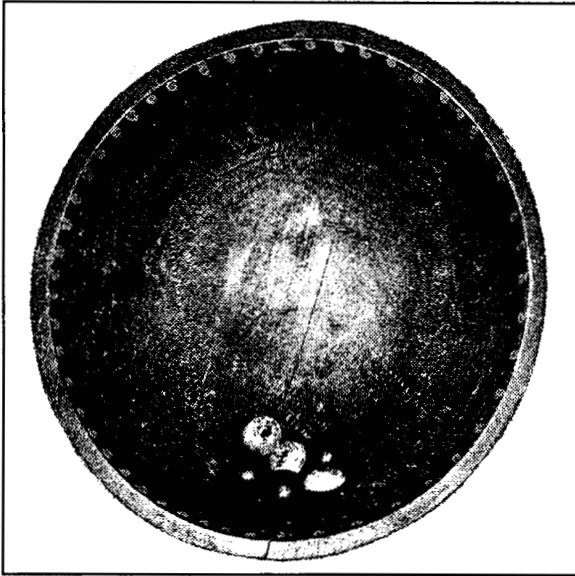
Score of 3, 2, or 1:

- Award 1 credit (up to a maximum of 3 credits) for each way the Iroquois have used trees or parts of trees for transportation

Examples: “They used trees or tree branches to make snowshoes.
They used bark to make toboggans.
They used branches and/or bark to build canoes.”

Score of 0:

- Incorrect response (Response just identifies the objects in the picture, e.g., snowshoes; toboggan; canoe)
- Vague response that does not answer the question
Examples: “They used trees to transfer loads to heavy and too large to carry anywhere.
Iroquois took wood from their trees.”
- No response



Bowl and markers for the Peach Pit Game

The Peach Pit Game

A favorite game played at the Green Corn Festival is the Peach Pit Game. The rules of the game are simple. Six peach pits are painted with a color on one side. The pits are placed in a wooden bowl. The player raps the bowl sharply on the ground, and the pits bounce. Points are scored on how many pits turn up the same color.

The game may go on for days before there is a winner. People place bets on who the winner will be. Clans often compete with each other.

This game reminds the people that material wealth is not important. Players bet with a favorite possession, such as a ribbon shirt or a turtle rattle. If this is lost to the other player, the belief is that the item will be waiting for the person in the “next world.”

Question 5 Based on this picture and the reading passage, name *two* different objects from nature that the Iroquois have used in making and playing the Peach Pit Game.

Score of 2 or 1:

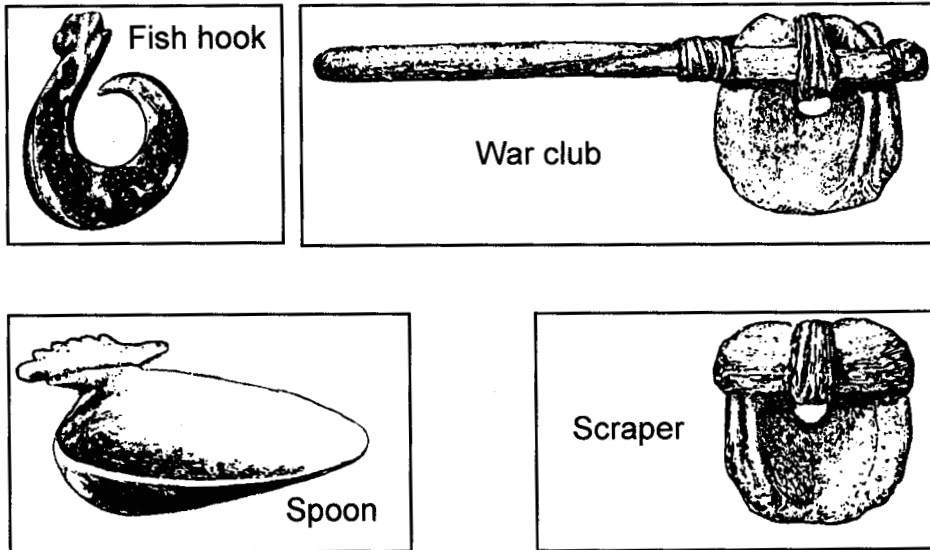
- Award 1 credit (up to a maximum of 2 credits) for each object from nature used in making and playing the Peach Pit Game

Examples: “peach pits; trees; wooden bowls; dyes

Score of 0:

- Incorrect response
Example: “A favorite game played at the Green Corn Festival is the Peach Pit Game.”
- Vague response that does not answer the question
- No response

Iroquois Objects Made from Shells



Question 6 Choose *two* Iroquois objects and explain how each one has been used in daily life.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each object used by the Iroquois that is correctly pair with its use in daily life

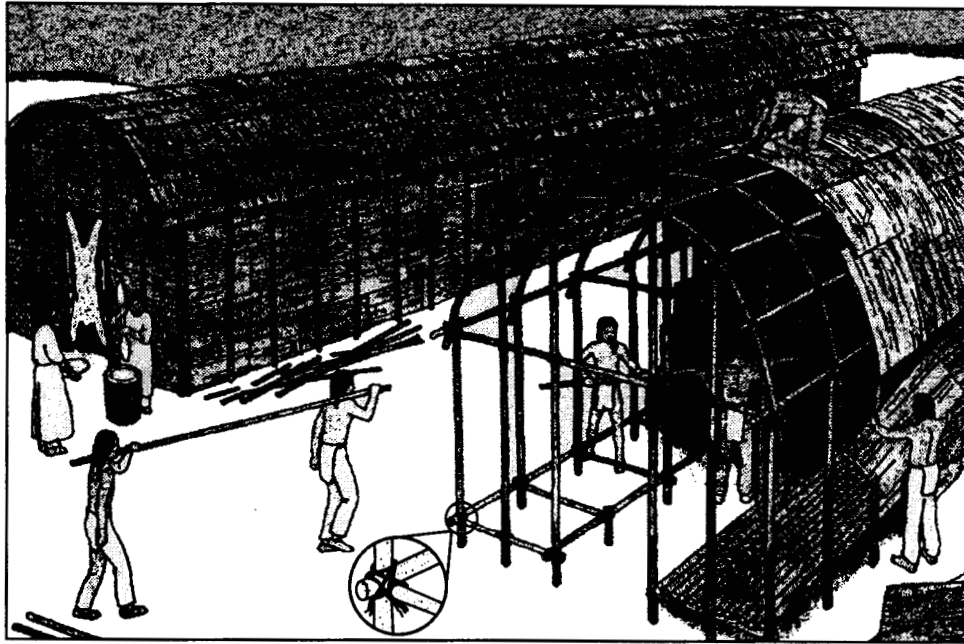
Examples:

Object	How Used in Daily Life
War club	as a weapon <i>or</i> for defense <i>or</i> for protection <i>or</i> for war
Scraper	as a tool <i>or</i> as a utensil <i>or</i> to dig <i>or</i> to scrape bark <i>or</i> to clean animal hides
Fishhook	to catch food
Spoon	as a utensil for eating <i>or</i> scooping <i>or</i> digging

Note: Each object must be correctly paired with its use to receive credit.

Score of 0:

- Incorrect response
Examples: “War club—as a hammer”
 (The name of the object is placed in the use column.)
- Vague response (The answer does not specify the exact use of tool.)
- No response



Iroquois building longhouses

Question 7 Using the picture above, list *two* different natural resources or parts of natural resources that the Iroquois have used to meet their need for shelter. Then tell *how* each resource has been used.

Score of 4, 3, 2, or 1:

- Award 1 credit (up to a maximum of 4 credits) for listing *two* different natural resources used for shelter and then explaining how the Iroquois used those natural resources

Examples:

Natural Resource or Part	How Used for Shelter
Trees/wood	To make a longhouse
Small trees or branches	To make a home <i>or</i> to frame the longhouse
Bark from trees	To cover the roofs <i>and/or</i> sides of the longhouse
Deerskin	To cover a doorway
Vines	To tie the frame together

Notes: To receive 4 credits, the responses must identify *two different* natural resources and tell how those *specific* resources were used for shelter.

Award 2 credits if only *one* resource is correctly paired with its use.

If the paper identifies a natural resource *or* a use without tying the resource and use together, award only 1 credit for a maximum of 2 credits.

Score of 0:

- Incorrect response
Examples: “Bamboo—to build homes; natural resources—to make utensils; buffalo hides—to build tepees”
- Vague responses
Example: “They carried trees and bark.”
- No response

Grade 5 Elementary-Level Social Studies
Part III B—Content-Specific Rubric
Document-Based Question—November 2001

Key Ideas from Documents

NEEDS/WANTS	NATURAL RESOURCE	HOW USED
Clothing—document 2	Buckskin	Summer clothing/men & women
	Porcupine quills	Leggings, moccasins
	Deerskin	Headdress cap Shoulder strap/waist belt Leggings Moccasins
Food—documents 5 & 6	Shells	Spoon, fishhook, scraper
	Wood	Bowls
Shelter—document 7	Bark	Roof, walls of longhouse
	Branches	Frame of longhouse
	Vines	Fasteners for frame
	Deer skin	Cover for doorways
Spiritual/ceremonial/entertainment—documents 1, 2, 3, & 5	Turtle	As calendar, to explain seasonal changes
	Eagle feathers, wooden splints	Headdress, fan
	Deer hooves	Knee rattle
	Corn husks	Masks
	Turtle shells, horns	Rattles
	Burl	Drum
	Peach pits	Game
Transportation—document 4	Wood	Toboggan, canoe
	Bark	Canoe
	Branches	Snow shoes
Weapons/tools—document 6	Wood	Handle of weapon
	Shells	War club for defense Scraper for hides Spoon for eating Fishhook for fishing

Score of 4:

- Thoroughly addresses all aspects of the task by relating how the Iroquois used natural resources to fulfill their needs and wants by including information from many documents
- May incorporate relevant outside information related to the lives of the Iroquois such as the use of corn and deer for food, a belief in gods and spirits, contests for entertainment, the idea of a “clan”, or other additional details about the Iroquois
- Consistently uses accurate data to discuss the Iroquois’ use of natural resources to meet their needs and wants such as using deerskin for clothing or using trees for transportation and shelter
- Develops ideas fully by thoroughly explaining how the Iroquois used natural resources and by making the connection from the resource to the specific use (See chart for examples.)
- Demonstrates a logical plan of organization and coherence, including a clear beginning (introduction), middle (body), and ending (conclusion)
- Consistently expresses ideas clearly about the Iroquois’ use of natural resources

Score of 3:

- Addresses most aspects of the task of relating how the Iroquois used natural resources to fulfill their needs and wants by including information from several documents
- Includes accurate data, using specific examples
- Develops ideas satisfactorily but may include few specific details and/or may not make specific connections between natural resources and the uses of those resources
- Uses a logical plan of organization, including a list style
- Generally expresses ideas clearly about the Iroquois’ use of natural resources

Score of 2:

- Addresses some aspects of the task of relating how the Iroquois used natural resources to fulfill their needs and wants but includes information from only a few documents
- Uses some accurate data but may include some irrelevant or inaccurate data
- Demonstrates weakness in the development of ideas with few if any supporting details or may be just a list or repetition of ideas
- Attempts to organize information, but may go off the topic or may lack focus
- Attempts to express ideas clearly but does not do so fully and completely

Score of 1:

- Shows limited understanding of the task
- Does not use specific information to support ideas or uses much incorrect or irrelevant information
- Fails to make use of the documents or makes only vague reference to the documents
- Lacks a plan of organization
- Does not express ideas clearly

Score of 0:

- Fails to answer the question or is totally unrelated to topic
- Uses no accurate data
- Is illegible (So many words cannot be read that no sense can be made of the response.)
- Is incoherent (Words are legible, but syntax is so garbled that no sense can be made of the response.)
- Is a blank paper

Iroquois are one of many Native American Tribes. Another name for the Iroquois is Haudenosaunee.

The Iroquois used a lot of natural resources. They used animals for food and clothing. They used a particular animal called the turtle to help them tell time. The turtle has 13 large spots that each stand for 1 of the 13 moons in the year. The turtle had 28 smaller spots to stand for the days in between each moon. Those are some of the uses of animals to the Iroquois people.

The Iroquois also use a lot of wood from trees. They use wood to make houses. An Iroquois house is called a longhouse. Several families lived in a longhouse together. The longhouse is long and is made

of a wooden frame and bark from trees to make the walls and roof.

They also used wood to make transportation. They made canoes to use on water. They also made snowshoes and wooden sleds to use in the winter snow. During the summer they usually walked barefoot.

The Iroquois life was very similar as we live today, but in many different ways. They played games and had festivals. One of their favorite festival games was the Peach Pit Game. The Peach Pit Game was played by having 6 peach pits in a wooden bowl. Each peach pit was on one side dyed a color. To play each player would hit the bowl against the ground and make the

peach pits turnover. Whichever player gets the most peach pits of one color right side up wins the game. Games could go on for many days and people bet favorite items on this game.

The Iroquois were very smart people and were some of the first people in America.

Anchor Level 4-A

The response:

- Thoroughly addresses all aspects of the task of relating how the Iroquois used natural resources and nature to fulfill their needs and wants by including information from most of the documents
- Incorporates relevant outside information related to the lives of the Iroquois (walking barefoot during the summer; several families lived in a longhouse)
- Consistently uses accurate information to discuss the Iroquois' use of natural resources to meet their needs and wants such as the detailed description of how the Iroquois used trees and wood for shelter, transportation, and entertainment
- Develops ideas fully and thoroughly, explaining how the Iroquois used the turtle shell as a calendar
- Demonstrates a logical plan of organization and coherence with a good introduction, a detailed body, and an adequate conclusion
- Consistently expresses ideas clearly about the Iroquois' use of natural resources

Conclusion: Overall, the essay fits the criteria for Level 4. Information from most of the documents is incorporated into the essay to explain in detail the Iroquois' use of natural resources and nature for meeting their needs and wants. Some outside information was included. The essay is well organized.

My essay is about how the Iroquois used nature to help them live in life. Trees take a big part in the Iroquois life wood gives them shelter, and gives them boats to fish in. Another good use of wood is gear for winter. They make snowshoes so they can walk in snow and sleds so they can transport fish and other things back to their homes. Wood makes games like the well played peach pit game. Trees make tons more of things that I can't name right now. Animals are number two on the list of things they use. They use animals for drums and other things like clothing and rattles. An example is a turtle shell^{rattle} made for the false face ceremony. Deerhide is very useful in things like drums and buckskin is very warm during cold winters. They use the scales on turtles like a calendar, the 13 big scales mean the 13 moons in a year. The 28 scales mean the 28 days in between the 13 moons. In the eagle dance they use a fan with five eagle feathers. They get a little help from the shells. They are made into spoons, war clubs, fish hooks, and scrapers to scrape things. Peaches and other crops come in handy sometimes. To make masks sometimes they use corn husks. They also use peach pits for the Peach Pit game. The Iroquois have a very interesting way of staying alive, but I would rather not be an Iroquois Indian.

Anchor Level 4-B

The response:

- Thoroughly addresses all aspects of the task of relating how the Iroquois used natural resources and nature to fulfill their needs and wants by including information from most of the documents
- Incorporates no outside information related to the lives of the Iroquois
- Consistently uses accurate data to discuss the Iroquois' use of natural resources to meet their needs and wants such as the use of the five-feathered fan for the eagle dance
- Develops ideas reasonably well with some thorough explanations of how the Iroquois used the natural resources and makes connections from the resource to the specific use
- Demonstrates problems with organization by failing to indicate paragraphs, but the single paragraph does include an introduction and a conclusion and the information is organized
- Expresses ideas adequately about the Iroquois' use of natural resources

Conclusion: Overall, the essay fits most of the criteria for Level 4. Accurate information from most of the documents is incorporated into the essay to explain in detail the Iroquois' use of natural resources and nature for meeting their needs and wants. The lack of outside information does not affect the score; however, the weak organization makes this paper a low 4.

You know there is a tribe called the Iroquois. They had a dance called the eagle dance. They used a burl drum filled with water to make music, there also was a horn rattle to make more music.

The women's summer dresses were made out of ~~of~~ buck skins as well as the men's summer clothing. The men's moccasins were decorated with dyed porcupine quills. Seneca headdresses were made out of wood splints topped with eagle feathers. The shoulder strap and belt were made out of deer skin. Rattles were made out of deer hooves.

As for shelter and transportation they mostly used wood. A bob sled was made of wood that could get them to places quickly. The longhouses were made with wood tied with ropes. For the Iroquois boats were also made of wood. They used boats so they could simply row to the next town instead of walking. The shoes had many patterns on them. They were made of wood as well.

The turtle shell rattle was used in the ~~the~~ face ceremony. The husk faces are made from

dried corn husks. The peach pit game was a game that the Native Americans played. You put peach pits in the bowl and see if the painted side lands right side up or if the unpainted side lands facing up. Many people place bets. The game can go on for days.

There are also some objects made from shell. The spoon was made out of shell so they wouldn't dip their dirty hands in clean food or water. The fish hook was made so they could catch fish instead of spearing them. That is what I know about the Iroquois.

Anchor Level 3-A

The response:

- Addresses most aspects of the task of relating how the Iroquois used natural resources and nature to fulfill their needs and wants by including information from most of the documents
- Includes accurate data, using specific examples from the documents, but has an inaccurate reference to Iroquois shoes being made of wood
- Develops ideas satisfactorily with few supporting details except for three specific topics (ceremonial objects, clothing, and the peach pit game)
- Organizes the information in a list style with a weak introduction and conclusion
- Expresses ideas clearly about the Iroquois' use of natural resources

Conclusion: Overall, the essay fits the criteria for Level 3. The information included in the essay is mostly accurate. Many details are listed, but only a few topics are expanded upon with appropriate details. The essay is generally well organized, but the list style and the lack of connections detract from the overall quality.

• The Iroquois used their resources from nature very wisely. The Iroquois used animals a lot. Examples of the the Iroquois using animals is taking deer hooves and making rattles out of them, using deer skin to make a cap and taking porcupine quills dying them and decorating mocassins with them and these are only a few example of animals being used by the Iroquois. Animals were also a big part of their meals. The Iroquois didn't waste any part of the animal that they killed. The Iroquois also used plants a lot too. The Iroquois used peach pits for a game called the "peach pits game." Trees were used by the Iroquois for making sleds, building canoes, making shelters, making bowls, building rattles and lots more. Trees are important to the Iroquois. Plants were also used for making medicine. The Iroquois harvested and ate plants like tomatoes and carrots and lots of other stuff. Another name for Iroquois is Haudenosaunee. You could also call them Native Americans. The Iroquois were Indians. I think that the people today should use nature more like the Iroquois (Haudenosaunees) did along time ago.

Anchor Level 3-B

The response:

- Addresses most aspects of the task of relating how the Iroquois used natural resources and nature to fulfill their needs and wants by including information from several documents
- Includes accurate data, using specific examples from the documents, but has an inaccurate reference to the Iroquois eating tomatoes
- Develops ideas with some details, but does not expand upon the connection between the resource and the use
- Demonstrates a logical plan of organization with a strong introduction and conclusion by giving the natural resource, but then only listing its uses
- Expresses ideas clearly

Conclusion: Overall, the essay fits the criteria for Level 3. The essay is logically organized so that it addresses one resource at a time and all its uses, but it does not elaborate on the connection between the resource and its use. Some outside information (deer used for meat, plants for medicine) is provided, but the lack of explanation, the list style, and the limited development of some ideas make this paper clearly a level 3 score.

Here are some things wood is used for. Wood is used for boats. Wood is also used for houses. Another thing wood is used for is sleds. The next use is snow shoes. These are some things wood is used for.

Did you know that shells are used for many things? One thing a shell is used for is a spoon to eat. A second thing is a fish hook to fish. Another thing is a was club for when they go to war. One more thing is a ~~scrap~~ scrapes to scrap with.

~~These~~

Here are just seven articles of these clothing. These summer clothes are made of buckskin. Porcupine quills are what make moccasins. Feathers make a headdress. These caps were made of deerskin. These leggings, shoulder strap, and waist belt were made of deerskin also. That was these clothing and what it was made of.

Anchor Level 3-C

The response:

- Addresses most aspects of the task of relating how the Iroquois used natural resources and nature to fulfill their needs and wants by including information from several documents
- Includes accurate data, but has an inaccurate reference to moccasins being made of porcupine quills
- Develops ideas with few details and does not expand upon the connection between the resource and the use
- Demonstrates a logical plan of organization but has no introduction or conclusion
- Expresses ideas by giving the natural resource, but then only listing its uses

Conclusion: Overall, the essay fits most of the criteria for Level 3. The essay is organized so that it addresses one resource at a time and its uses, but it makes no connections between these and provides no supporting details.

The Iroquois Indians used shells for a lot of things. They made war clubs. They made hoops. They made spoons. And they made calendars.

The Iroquois also used wood for things. They used wood for boats. They made snow shoes they made long houses.

The Iroquois used animal body parts. They made clothes. They made hats. They made other things too.

Anchor Level 2-A

The response:

- Addresses some aspects of the task of relating how the Iroquois used natural resources to fulfill their needs and wants by including information from most of the documents
- Uses accurate data from the documents, but only makes a list
- Demonstrates weaknesses in the development of ideas with no supporting details
- Attempts to organize ideas by stating a resource and then listing uses, but is weak and brief
- Attempts to express ideas clearly but has no introduction and no conclusion

Conclusion: Overall, the essay fits the criteria for Level 2. Even though several documents have been accurately referred to, the entire essay is simply a listing of three resources and how the Iroquois used them. No specific details are included.

The Iroquois used parts of animals and plants to make clothing and for ceremonial uses.

They went hunting, fishing and used agriculture. They also used trees to make stuff to travel in, like canoes, skis, and snow shoes.

Most Iroquois still use natural resources today. But the Iroquois today live on a reservation (or land set aside by the government for Native-Americans).

Back when the Iroquois didn't live on a reservation they used different materials to make weapons for war like clubs or bows and arrows. They used different materials to make shelters and different items like furniture and toys and game, including the peach pit game and they might make dolls of stuffed animals.

So in conclusion you can see

that the iroquios used natural
resources for every thing they were
dependent on. The End

Anchor Level 2-B

The response:

- Addresses some aspects of the task of relating how the Iroquois used natural resources to fulfill their needs and wants by including information from most of the documents
- Uses accurate data but includes some irrelevant information (today the Iroquois live on a reservation) and inaccurate information (they might make dolls of stuffed animals)
- Develops ideas with vague references to the documents, making weak connections between the natural resource and its use
- Attempts to organize ideas but goes off the topic
- Attempts to express ideas clearly but does not do so fully and completely

Conclusion: Overall, the essay fits the criteria for Level 2. The essay vaguely refers to several of the documents. Accurate data is mixed in with irrelevant information and inaccuracies. An attempt is made to organize the essay, but it lacks focus.

The Iroquois used natural resources such as food, water, rocks, and clothing to meet their needs and wants. The Iroquois used many natural resources to meet their needs and wants. They had to search for days sometimes looking for food but they needed food so they looked for days at a time. Clothes were hard to get to they needed the animal parts from the nature to make clothes. Rocks were easy to find but water was very hard to find in times of drought so the Iroquois always had more than enough water.

The Iroquois used nature such as wood, peach pits, animal parts, beads, clay, cornhusks, and shells to meet their needs and wants they really did have to look for all for a long time usually.

Anchor Level 2-C

The response:

- Addresses some aspects of the task of relating how the Iroquois used natural resources to fulfill their needs and wants by including only minor pieces of information from some of the documents
- Uses some accurate data but has mostly irrelevant information (searched for days sometimes looking for food)
- Demonstrates weaknesses in the development of ideas, listing and repeating irrelevant details
- Attempts to organize ideas but goes off the topic
- Attempts to express ideas clearly but does not succeed

Conclusion: Overall, the essay fits the criteria for Level 2. The essay gives a list of natural resources but makes little attempt to show any connections as to how the Iroquois used them. The response includes a large amount of irrelevant information, makes only vague references to the documents, and lacks focus.

This is my story on the Iroquois. They use stick and bark to make their house. They fish for their food. These are some of the tools they have a fishing hook, war club, and a scraper they have lots of tools. Here is one of the games they play it is called the peach pit game. They use many different furs for many different coats that all I know.

Anchor Level 1-A

The response:

- Shows limited understanding of the task (my story on the Iroquois)
- Uses little specific information to support ideas
- Vaguely refers to the documents
- Lacks a plan of organization
- Does not express ideas clearly

Conclusion: Overall, the essay fits the criteria for Level 1. Although the essay makes reference to sticks and bark for houses, it does not show an understanding that these are natural resources.

Most people know Iroquois didn't have technology. They did have endless forests and loads of rivers. They knew how to construct very large houses of wood. They could hunt all sorts of animals and never waste a thing.

They are very kin. From a simple knife to a bow. They had all sorts of tricks. The single most important tool was the canoe. Then the spear.

Examples Some Indians would put their ear to the ground and track a fox

Anchor Level 1-B

The response:

- Shows little understanding of the task
- Uses irrelevant outside information (put their ear to the ground and track a fox)
- Vaguely refers to one document (they knew how to construct houses out of wood)
- Attempts a plan of organization, but it is weak
- Does not express ideas clearly

Conclusion: Overall, the essay fits the criteria for Level 1. This essay does not demonstrate an understanding of the task. Other than one vague reference to a document, few connections were made between natural resources and how the Iroquois used them. The essay includes much irrelevant information.

The Iroquois for natruval was that when they go walking outside at nigh they instead of walk they rode a turtle on back of the shell. They used to go see the moon every single twenty eight 28 day they call the moon their grandmother becaous every twenty eight 28 days their is a new moon. The Indians in a ceremony always sing because the want to praise the new moon or sometimes their own gods.

Anchor Level 0

The response:

- Fails to answer the question and is totally unrelated to the topic, referring to only one document
- Misunderstands information in the document
- Uses very little accurate information

Conclusion: Overall, the essay fits the criteria for Level 0. Even though there is an attempt to address one document, the information is mixed up and unrelated to the task.

Here are some facts about the Iroquois and about their needs and wants. Iroquois needed shelter so they chopped down trees and made themselves longhouses. With trees they could also make spoons, boats, baskets and bowls.

They also needed food. They either shoot animals for food or planted seeds into the ground. They also needed water to survive too. In the water they could go fishing.

They needed cloths so they could be warm in the winter. They designed clothes for the summer out of Buckskin. They made shoulder straps or waist belts out of Deerskin and a cap placed inside a headdress out of deer skin too. They didn't just make clothes, they also made equipment or toys. They made a rattle out of deer hooves. They made men's

moccasin dyed with porcupine quills also deer skin leggings decorated with dyed porcupine quills. That was about all there needs and wants. I hope you learned a lot about the Iroquois and what was there needs and wants.

Native Americans are as intelligent as we are today. They could make bows, drums, rattles, beds, houses, clothing, and medicine. They could hunt, fish, trap, anything. A few of the things they made are buck horns, beaver drum, turtle shell and horn rattle.

The Iroquois used nature to help them with their tools, their homes, and their food and clothes. They would use their tools for killing animals for food. They used bark for their homes and they used their home for shelter so they wouldn't get sick. They eat their food so they don't starve and their clothes to cover them so they won't get cold.

Iroquois would play games. One game is the peach pit game. The peach pit game would show the Iroquois that material wealth is not important. The game would ^{bring} families closer and the children would make new friends.

The Iroquois would wear different clothes than us and they would make them different than us so they would make their clothes out of porbine quilts and deerskins. What the Iroquois would

make out of those materials are moccasins, dresses, pants, headresses, etc... The croquiers had to work hard to live that's some of the stuff I learned from those documents.

How the Iroquois used nature.

Did you know that the Iroquois built things out of shells? Well, let me tell you some things. According to Document 1 they built fish hooks, spoons, to eat with and many other things. The Iroquois had to find lots of shells. Also they had to carve some of those things.

In document 2 all the Iroquois had taken quills and deerskins to make clothing so they wouldn't get cold. They made a waist belt out of deerskins. Moccasins are made from porcupine quills. Also in document 3 in the longhouses it goes up to 10 families. The Indians cook and raise their kids in the longhouses.

I think the Indians had a hard long life. They made lots of stuff. All the Indians took so long with everything. But I think I'll miss those Indians really much.

The Iroquois used nature and natural resources to meet their wants and needs. There was no stores or restaurants, or anything back then. They had to learn how to carve, chop, hunt, and build. Children had to do chores and help out too. This is how the Indians used what they had around them to survive.

Shelter is an important thing. The Iroquois didn't have shelter so they had to build their own. They did this by chopping down trees, cutting them into thick, large sticks of many sizes; and building with them. The Indians needed to stick things together, so they made paste out of mud. House building took lots of time to do. It was a lot of very hard work.

Clothing was another important thing for surviving. The Indians made their clothes out of animals. They needed winter clothes and summer clothes. Things like women's summer dresses were

made out of buckskin. They also wore shoes called moccasins which were made out of deerskin, and decorated with dyed porcupine quills and a variety of colored beads. Men wore leggings which were also made out of deerskin and decorated with porcupine quills. They needed many different types of clothing to keep warm.

The Iroquois also had special ceremonies. They made special ~~instruments~~ instruments like rattles out of turtle shells, or carved horn. They made drums out of wood with deerskin stretched over it. It was a very hard life having to make everything you needed. This is how the Iroquois Indians survived by using nature and natural resources.

Practice Paper A—Score Level 3

The response:

- Addresses most aspects of the task by including information from several documents relating how the Iroquois used natural resources and nature to fulfill their needs and wants
- Includes accurate data from several documents using specific examples from the documents and some outside information (planting seeds for food, needed water to survive)
- Develops ideas satisfactorily with some supporting details, expanding upon the connection between a few of the resources and their uses
- Demonstrates a simple, but logical plan of organization although the introduction and conclusion are weak
- Expresses ideas clearly

Conclusion: Overall, the essay fits the criteria for Level 3. The essay is developed logically with minimal explanation of the connections between resources and their uses. Several of the documents are referred to with the addition of some outside information.

Practice Paper B—Score Level 1

The response:

- Shows little understanding of the task
- Uses no specific information, making no connections of goods with natural resources
- Lists data from most of the documents
- Lacks a plan of organization
- Attempts to express ideas

Conclusion: Overall, the essay fits the criteria for Level 1. This essay does not demonstrate an understanding of the task, merely making a list of things that the Iroquois made.

Practice Paper C—Score Level 3

The response:

- Addresses most aspects of the task of relating how the Iroquois used natural resources to fulfill their needs and wants by including information from a few documents
- Uses mostly accurate data, provides some outside information (used tools for killing animals for food; games bring families closer and children make new friends; they ate food so they didn't starve; they wore clothes so they wouldn't get cold), and includes some inaccurate information (they made clothes out of porcupine quills)
- Develops ideas with some supporting details from the documents
- Attempts to organize ideas with a satisfactory introduction relating to the basic needs of the Iroquois and then lists information
- Attempts to express ideas clearly

Conclusion: Overall, the essay fits the criteria for Level 3. It begins with a summary of the basic needs of the Iroquois and then focuses on a few documents to provide the supporting details by using a simple list of information.

Practice Paper D—Score Level 2

The response:

- Addresses some aspects of the task of relating how the Iroquois used natural resources to fulfill their needs and wants by including information from a few documents
- Uses accurate data but has some irrelevant information (up to ten families live in a longhouse) and some inaccurate information (moccasins are made out of porcupine quills)
- Develops ideas minimally with few supporting details
- Attempts to organize ideas
- Attempts to express ideas clearly

Conclusion: Overall, the essay fits the criteria for Level 2. The essay refers to just three documents but does include some supporting details. Accurate data is mixed in with some irrelevant information and one inaccuracy, but the essay is organized and clearly written.

Practice Paper E—Score Level 4

The response:

- Thoroughly addresses all aspects of the task by including information from several documents relating how the Iroquois used natural resources and nature to fulfill their needs and wants
- Incorporates relevant outside information related to the lives of the Iroquois (making a paste out of mud to stick things together)
- Consistently uses accurate data to discuss the Iroquois' use of natural resources to meet their needs and wants (deer skins for different types of clothing)
- Develops ideas thoroughly with many details
- Demonstrates a logical plan of organization and coherence with a strong introduction, a detailed body, and an adequate conclusion
- Consistently expresses ideas clearly about the Iroquois' use of natural resources

Conclusion: Overall, the essay fits the criteria for Level 4. Many examples of the Iroquois' use of natural resources and nature to meet their needs and wants are explained and expanded throughout the essay. Outside information is incorporated, making connections to the documents. The essay is clearly organized and well developed.

See definitions of levels for Academic Intervention Services (AIS) on page 43.

Grade 5 Elementary-Level Social Studies

Definitions of Levels for Academic Intervention Services (AIS)

Performance Level	Range of Final Scores	Definitions
4 Meeting the Standards with Distinction	85–100	Shows evidence of superior understanding of the content and concepts and the skills required for intermediate-level achievement in each of the learning standards and key ideas assessed in social studies. Shows evidence of superior ability to apply the social studies content, concepts, and skills required for entering secondary academic environments.
3 Meeting the Standards	65–84	Shows knowledge and understanding of the content and concepts and the skills required for intermediate-level achievement of the five learning standards that are assessed in social studies. Shows the ability to apply the social studies content, concepts, and skills required for entering secondary academic environments.
2 Not Fully Meeting the Standards	58–64	Shows only minimal knowledge and understanding of the content and concepts and the skills required for intermediate-level achievement of the five learning standards that are assessed in social studies. Shows only minimal knowledge of the social studies content, concepts, and skills required for entering secondary academic environments.
1 Not Meeting the Standards	0–57	Is unable to show proficiency in understanding the content and concepts and the skills required for intermediate-level achievement in any or most of the learning standards and key ideas assessed in social studies. Is unable to show evidence of an ability to apply the social studies content, concepts, and skills required for entering secondary academic environments.

NOTE: The range of final scores shown in this chart supercedes the performance-level range of final scores that was included in the Grade 5 Manual for Administrators and Teachers.

Part III Specifications Chart for Document-Based Question

TOPIC	STANDARDS TESTED
How the Iroquois use natural resources	Standards: 1, 3, and 4 Unit: 5

Grade 5 Elementary-Level Social Studies Test — November 2001
Chart for Determining the Final Test Score (Use for November 2001 test only.)

To determine the student's final score, locate the student's essay score across the top of the chart and the total Part I, Part II, and Part III A score down the side of the chart. The point where those two scores intersect is the student's final test score. For example, a student receiving an essay score of 3 and a total Part I, Part II, and Part III A score of 52 would receive a final test score of 79.

Essay Score	Total Part I, Part II, and Part III A Score									
	0	0.5	1	1.5	2	2.5	3	3.5	4	4
0	0	5	10	14	19	22	26	30	33	33
1	3	7	12	16	21	24	28	32	35	35
2	5	10	14	18	23	26	30	33	37	37
3	7	12	16	20	24	28	32	35	38	38
4	10	14	19	22	26	30	33	36	40	40
5	12	16	21	24	28	32	35	38	41	41
6	14	18	23	26	30	33	37	39	42	42
7	16	20	24	28	32	35	38	41	44	44
8	19	22	26	30	33	36	40	42	45	45
9	21	24	28	32	35	38	41	44	46	46
10	23	26	30	33	37	39	42	45	48	48
11	24	28	32	35	38	41	44	46	49	49
12	26	30	33	36	40	42	45	48	50	50
13	28	32	35	38	41	44	46	49	51	51
14	30	33	37	39	42	45	48	50	52	52
15	32	35	38	41	44	46	49	51	53	53
16	33	36	40	42	45	48	50	52	54	54
17	35	38	41	44	46	49	51	53	55	55
18	37	39	42	45	48	50	52	54	56	56
19	38	41	44	46	49	51	53	55	57	57
20	40	42	45	48	50	52	54	56	58	58
21	41	44	46	49	51	53	55	57	59	59
22	42	45	48	50	52	54	56	58	60	60
23	44	46	49	51	53	55	57	59	61	61
24	45	48	50	52	54	56	58	60	62	62
25	46	49	51	53	55	57	59	61	63	63
26	48	50	52	54	56	58	60	62	63	63
27	49	51	53	55	57	59	61	63	64	64
28	50	52	54	56	58	60	62	63	65	65
29	51	53	55	57	59	61	63	64	66	66
30	52	54	56	58	60	62	63	65	67	67
31	53	55	57	59	61	63	64	66	67	67
32	54	56	58	60	62	63	65	66	68	68
33	55	57	59	61	63	64	66	67	69	69
34	56	58	60	62	63	65	67	68	69	69
35	57	59	61	63	64	66	67	69	70	70

Essay Score	Total Part I, Part II, and Part III A Score (continued)									
	0	0.5	1	1.5	2	2.5	3	3.5	4	4
36	58	60	62	63	65	66	68	69	71	71
37	59	61	63	64	66	67	69	70	71	71
38	60	62	63	65	67	68	69	71	72	72
39	61	63	64	66	67	69	70	71	73	73
40	62	63	65	66	68	69	71	72	73	73
41	63	64	66	67	69	70	71	73	74	74
42	63	65	67	68	69	71	72	73	75	75
43	64	66	67	69	70	71	73	74	76	76
44	65	66	68	69	71	72	73	75	76	76
45	66	67	69	70	71	73	74	76	77	77
46	67	68	69	71	72	73	75	76	78	78
47	67	69	70	71	73	74	76	77	78	78
48	68	69	71	72	73	75	76	78	79	79
49	69	70	71	73	74	76	77	78	80	80
50	69	71	72	73	75	76	78	79	80	80
51	70	71	73	74	76	77	78	80	81	81
52	71	72	73	75	76	78	79	80	82	82
53	71	73	74	76	77	78	80	81	83	83
54	72	73	75	76	78	79	80	82	83	83
55	73	74	76	77	78	80	81	83	84	84
56	73	75	76	78	79	80	82	83	85	85
57	74	76	77	78	80	81	83	84	86	86
58	75	76	78	79	80	82	83	85	87	87
59	76	77	78	80	81	83	84	86	88	88
60	76	78	79	80	82	83	85	87	88	88
61	77	78	80	81	83	84	86	88	89	89
62	78	79	80	82	83	85	87	88	90	90
63	78	80	81	83	84	86	88	89	91	91
64	79	80	82	83	85	87	88	90	92	92
65	80	81	83	84	86	88	89	91	93	93
66	80	82	83	85	87	88	90	92	94	94
67	81	83	84	86	88	89	91	93	95	95
68	82	83	85	86	88	89	91	93	96	96
69	83	84	86	87	89	91	93	95	98	98
70	83	85	86	88	89	92	94	97	99	99
71	84	86	88	89	91	93	95	98	100	100