

FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 5

ELEMENTARY-LEVEL SOCIAL STUDIES TEST

RATING GUIDE

BOOKLET 1

OBJECTIVE AND CONSTRUCTED-RESPONSE QUESTIONS

NOVEMBER 16, 2005

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination 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 5 Elementary-Level Social Studies Test*. The 2005 edition of the test manual can be found at www.emsc.nysed.gov/osa/elintsocst.html. Click on the manual under Grade 5.

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. 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 supplied by the Department 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, award no credit 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 of test, count the number of correct answers. The maximum score for Part I is 35.

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 student's test booklet and on the back cover of test booklet 2.)

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 student's test booklet and on the back cover of test booklet 2.)

Grade 5 Elementary-Level Social Studies

Part II Specific Rubric Constructed Responses—November 2005

Immigration Information (Questions 1–3)

Question 1 What word is used to describe people who move from one country to live in another country?

Score of 1:

- States that *immigrant* is the word used to describe people who move from one country to live in another country

Note: The word *emigrant* is also an acceptable response.

Score of 0:

- Incorrect response
Examples: nomads, foreigner
- No response

Question 2 Give *one* reason people moved from Europe to the United States between the years 1881 and 1920.

Score of 1:

- States why people moved from Europe to the United States between the years 1881 and 1920
Examples: job opportunities; lack of jobs at home; to be farmers; political freedom; to escape war; better life opportunities; to be free; freedom; to join family members already here; to make New York City their new home

Score of 0:

- Incorrect response
Examples: lack of work in the United States; lack of political freedom in the United States; lack of opportunities in the United States; they were slaves; because the United States had better homes
- Vague response
Examples: to do more things; to have their own culture; life was unfair; to experience a new country; new home
- No response

Question 3 Which symbol of American freedom welcomed many of these people as they entered New York Harbor?

Score of 1:

- States a symbol of American freedom that welcomed people as they entered New York Harbor
Examples: Statue of Liberty; American flag; Ellis Island; New York skyline

Score of 0:

- Incorrect response
Example: Liberty Bell
- Vague response
Examples: liberty; statue; flag; buildings
- No response

Family Picture and Passage about the 1920s (Questions 4–6)

Question 4 Based on the picture, what are *two* different ways that people entertained themselves in the 1920s?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different way shown in the picture* that people entertained themselves in the 1920s
Examples: listened to the radio; played with toys; played with planes; sewed, knitted, or crocheted; read books; played the piano or listened to piano music; listening to music; listening to news; listening to radio shows; by talking to each other

Note: Each way of entertainment must be different, i.e., similar responses such as *listened to the radio* **and** *listening to news* should receive only 1 credit.

Score of 0:

- Incorrect response
Examples: watched television; played with their Gameboy; went to the movies; went bowling
- Vague response
Examples: entertained each other; did stuff; sat around
- No response

Question 5 According to the passage, what was *one* way that radio changed the lives of American families in the 1920s?

Score of 1:

- States *one* way that radio changed the lives of American families in the 1920s, *based on the passage*

Examples: brought news from all over the world; brought music and other entertainment into people's homes; families spent the evening listening to the radio together; made the world seem smaller; learned about events much faster

Score of 0:

- Incorrect response

Examples: life really did not change; WGY changed the lives of everyone; it was all over cities so they could listen to it; radio stations began to spring up in cities across the United States

- Vague response

Examples: the radio was new so listening to it changed their lives; made life better

- No response

Question 6 Give *two* different examples of how family entertainment in the home has changed since the 1920s.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* example of how family entertainment in the home has changed since the 1920s

Examples: now we watch television (satellite TV, cable TV); play computer games; get on the internet; listen to CD's; watch DVD's; use VCR's; have more radio stations to listen to; watch pay per view movies; play video games; use video cameras; can record programs on TiVo; listen to iPods; can watch TV in different rooms of the house; some families don't spend as much time together

Note: Each example of how family entertainment changed must be different, i.e., similar responses such as *watch satellite TV* **and** *watch television* should receive only 1 credit.

Score of 0:

- Incorrect response

Examples: we spend much more time listening to the radio today; we spend less time watching television; going to movies; going to the park; going to a skateboard park; going bowling; going to the mall

- Vague response

Examples: we have different music; gather together as a group

- No response

Diary Entry (Questions 7–9)

Question 7 What is the purpose for wearing brightly colored clothing in Antarctica?

Score of 1:

- States a reason for wearing brightly colored clothing in Antarctica
Examples: so you can be seen in the blowing snow; to be more visible; so other people can see you better

Score of 0:

- Incorrect response
Examples: it is cheaper to wear colored clothing; to blend in with environment; to look nice
- Vague response
Examples: it is snowy in Antarctica; it's cold there
- No response

Question 8 Why do people in Antarctica need to wear sunglasses?

Score of 1:

- States why people in Antarctica need to wear sunglasses
Examples: going without sunglasses could cause a person's eyes to hurt for many days; protection from the bright sunshine; to protect their eyes; so they don't damage their eyes; to protect from blowing winds and/or snow; not wearing them is bad for the eyes

Score of 0:

- Incorrect response
Examples: they could go blind for many days; to look cool
- Vague response
Examples: hurt; wear them outdoors; it would hurt for many days; it's bad
- No response

Question 9 How does clothing worn in Antarctica differ from clothing worn in a place near the equator?

Score of 2:

- Explains one comparison between clothing worn in Antarctica **AND** clothing worn near the equator

Examples: clothing is worn in Antarctica to protect the body from the cold, and clothing is worn at the equator to protect the body from the sun; they wear five layers in Antarctica, but near the equator, they wear only a few clothes; in Antarctica, people wear parkas and many layers of clothing, but near the equator, people wear shorts and T-shirts

Note: To receive 2 credits, the response must explicitly make a comparison between the clothing worn in the two places: in Antarctica and near the equator.

Score of 1:

- States one way the clothing is worn in **either** Antarctica **or** near the equator

Example: they wear five layers of clothing in Antarctica **or** they wear very little clothing near the equator

Score of 0:

- Incorrect response

Examples: it is cold in Antarctica and hot near the equator; near the equator, people wear dark clothing but in Antarctica, they wear light clothing; they need about five layers of clothes but we need one layer

Note: In these examples, the responses do not compare the use of clothing in relation to one another, but compare other factors such as climate, color of clothing, or layers.

- Vague response

Examples: lots of clothing and light clothing; they both wear clothes; sunglasses

- No response

Chart: Largest City Populations in New York State, 1990 (Questions 10–11)

Question 10 Which city in New York State has the *third* largest population?

Score of 1:

- States that **Rochester** is the city that has the third largest population in New York State

Score of 0:

- Incorrect response
Example: any city other than Rochester
- No response

Question 11 Which *two* cities are closest in the size of their populations?

Score of 1:

- States that **Mount Vernon** and **New Rochelle** are the two cities that are closest in the size of their populations

Note: *Both* cities must be named to receive credit for this question. Award no partial credit. The cities may be listed in either order.

Score of 0:

- Incorrect response
Examples: either city listed alone or in combination with another city; any other combinations of cities listed in the chart
- No response

The maximum score for Part II is 14.

Grade 5 Social Studies Specifications Grid

November 2005

Part I Multiple-Choice Questions by Unit and Standard

Unit ↓	Standard →	1 US and NY History	2 World History	3 Geography	4 Economics	5 Civics, Citizenship, and Government	Number
1-Culture and History of World Communities			1, 2				2
2-Location and Geographic Characteristics of World Communities				3, 5, 6, 8, 10			5
3-Meeting Basic Needs and Wants in World Communities					4, 7, 11, 12		4
4- Government of World Communities						13, 14	2
5-Early Inhabitants and the European Encounter		9, 15					2
6-Colonial Life and the Revolutionary War in NY State		17, 18					2
7-The New Nation and NY State		20, 21				16	3
8-Industrial Growth and Expansion in NY State		22, 29, 30		19	23		5
9-Government: Local, State, and National		26, 28				25, 27	4
10-Cross-Topical and Skills-Based		24, 32		31, 33, 34, 35			6
TOTAL		13	2	10	5	5	35

Part II

CONSTRUCTED RESPONSES	STANDARDS TESTED
Questions 1–3	Standards: 1, 2, 3, and 4 Unit: 8
Questions 4–6	Standard: 1 Unit: 8
Questions 7–9	Standard: 3 Units: 2 and 3
Questions 10–11	Standards: 1 and 3 Units: 8 and 10