

# FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

# GRADE 5

## ELEMENTARY-LEVEL SOCIAL STUDIES TEST

### RATING GUIDE

#### BOOKLET 1

#### MULTIPLE-CHOICE AND CONSTRUCTED-RESPONSE QUESTIONS

NOVEMBER 15, 2006

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 2006 edition of the test manual can be found at [www.emsc.nysed.gov/osa/elintsofst.html](http://www.emsc.nysed.gov/osa/elintsofst.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 the 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 2006

#### Chart: Expenditures of a Family (Questions 1–3)

##### Question 1 On which item did the family spend most of their money?

###### Score of 1:

- States that the family spends the most money on **housing**  
*Other Acceptable Responses:* homes; lodging; shelter

###### Score of 0:

- Incorrect response  
*Examples:* food; taxes; clothing
- No response

##### Question 2 Name *three* items that, when combined, use more than half of the family's money.

###### Score of 1:

- Names three items that, when added together, equal more than half of the money the family spends  
*Examples:* housing, food, taxes  
housing, food, clothing  
housing, food, health care  
housing, food, savings  
housing, food, transportation  
housing, taxes, transportation

- Notes:** 1. If *housing* is not listed as one of the items, the response will be incorrect.  
2. To receive credit for this question, the response must include *three* items that total more than 50% of expenditures. No partial credit may be awarded. The items may be listed in any order.

###### Score of 0:

- Incorrect response (any response of three items that, when added together, does *not* equal more than half of the money the family spends)  
*Examples:* food, taxes, transportation  
housing, taxes, health care  
housing, food, other  
housing, taxes, savings
- No response

**Question 3 All people have basic needs. Identify *three* basic needs from the circle graph.**

**Score of 3, 2, or 1:**

- Award 1 credit (up to a maximum of 3 credits) for each *different* basic need that is stated  
**Food, housing, and clothing** are the three items that are basic needs.

**Note:** The items may be listed in any order.

**Score of 0:**

- Incorrect response  
*Examples:* health care  
transportation  
taxes  
savings  
other
- No response

\* \* \* \* \*

**Map: City of Smithville (Questions 4–7)**

**Question 4 Name the *two* streets that intersect [come together] in section A-1.**

**Score of 1:**

- Names **Main Street** and **Olive Street** as the streets that intersect in grid A-1  
*Other Acceptable Response:* Olive and Main

**Note:** No partial credit is awarded for naming only one of these streets. The streets may be named in either order.

**Score of 0:**

- Incorrect response  
*Examples:* Oak Street and Main Street  
Olive Street  
any streets other than Olive and Main  
City Hall  
Police Station
- No response

**Question 5 Using the letters *and* numbers from the map grid, identify the section where the hospital is located.**

**Score of 1:**

- States that the hospital is located in section **C-3** or **3-C**

**Score of 0:**

- Incorrect response  
*Examples:* any section other than C-3 or 3-C
- No response

**Question 6 In which main direction would a person travel to go from Washington Elementary School to Jefferson High School?**

**Score of 1:**

- States that a person would travel **North** to go from Washington Elementary School to Jefferson High School  
*Other Acceptable Responses:* South to North; North on Andrew Avenue

**Score of 0:**

- Incorrect response  
*Examples:* along Andrew Avenue  
up  
North to South  
any direction other than North
- No response

**Question 7 Using the shortest route, on which two streets would a person travel to get *from* the Acme Supermarket *to* the mini mall?**

**Score of 1:**

- States that **Main Street** to **Capital Avenue** is the shortest route  
*Other Acceptable Response:* Main to Capital

**Note:** No partial credit should be awarded for naming only one of these streets. Streets must be named in this order.

**Score of 0:**

- Incorrect response  
*Examples:* Capital Avenue to Main Street  
Main Street to Oak Street  
Oak to Main  
South to West
- No response

## Map: Dutch and English Settlement (Questions 8–10)

### Question 8 Along which river did the Dutch build settlements?

#### Score of 1:

- States that the **Hudson** is the river along which the Dutch settled  
*Other Acceptable Response:* Hudson River

#### Score of 0:

- Incorrect response  
*Example:* Connecticut River
- No response

### Question 9 About how many miles is Boston from Plymouth?

#### Score of 1:

- States that Boston is between 30 and 40 miles from Plymouth  
*Examples:* about 30 miles  
about 40 miles  
35 miles  
any number between 30 miles and 40 miles

#### Score of 0:

- Incorrect response  
*Examples:* any number below 30 miles or above 40 miles  
distances using kilometers
- No response

### Question 10 State *one* major reason these early settlements were located on or near water.

#### Score of 1:

- States *one* reason these early settlements were located on or near water  
*Examples:* fertile farmland; defense; trade; transportation; water for farming; water for drinking; water to wash clothes; water was needed to cook food; ships can dock there; they needed a port; to get food; water for bathing; they needed water to survive; people needed water for a lot of things

#### Score of 0:

- Incorrect response  
*Examples:* swimming; recreation; they liked it there
- Vague response that does not answer the question  
*Examples:* water; living; they had everything; because they were exploring; they liked it there
- No response

## **Drawing: Sons of Liberty (Questions 11–13)**

### **Question 11 Which country does the tax collector represent?**

#### **Score of 1:**

- States that the country represented by the tax collector is **England or Great Britain or Britain**

#### **Score of 0:**

- Incorrect response  
*Examples:* English; British; America; the colonies
- No response

### **Question 12 Why did the Sons of Liberty tar and feather the tax collector?**

#### **Score of 1:**

- States a reason the Sons of Liberty tarred and feathered the tax collector  
*Examples:* unfair taxation; British passed the Stamp Act; protesting against the British; high taxes

#### **Score of 0:**

- Incorrect response  
*Examples:* the guy had overdue taxes; they believed in unfair taxation
- Vague response that does not answer the question  
*Examples:* because they wanted him to stop; they were patriots; they wanted freedom
- No response

### **Question 13 These actions by the Sons of Liberty and other patriots helped lead to which war?**

#### **Score of 1:**

- States the war that resulted from the protests of the Sons of Liberty and other patriots  
*Examples:* Revolutionary War; American Revolution; War for Independence

#### **Score of 0:**

- Incorrect response  
*Examples:* American versus British; British War; French and Indian War; War of 1812
- No response

**The maximum score for Part II is 15.**

# Grade 5 Social Studies Specifications Grid

## November 2006

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

### Part II

CONSTRUCTED RESPONSES	STANDARDS TESTED
Questions 1–3	Standard: 4 Units: 3 and 10
Questions 4–7	Standard: 3 Units: 2 and 10
Questions 8–10	Standards: 1 and 3 Units: 2, 3, and 5
Questions 11–13	Standards: 1, 2, and 5 Unit: 6