

# 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 16, 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.

#### 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

## 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/elintsocst.html](http://www.emsc.nysed.gov/osa/elintsocst.html). Click on the manual under Grade 5.

### 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. Do *not* round up essay scores.

### Rating the Part III A (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.

(4) Each correct response in Part III A has a score of 0.5.

(5) If the total Part III A score ends in .5, round **up** to the *nearest* whole number before recording the total Part III A score.

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 test score. The conversion chart for this test is located on the Department's web site <http://www.emsc.nysed.gov/osa/>. Only the chart for the November 2006 test may be used for determining the final test score.

**Grade 5 Elementary-Level Social Studies**  
**Part III A—Content Specific Rubric**  
**Short-Answer Questions—November 2006**

**Scoring Notes:**

1. Correct responses in Part III A are awarded  $\frac{1}{2}$  credit. The maximum number of credits for this part of the test is **6**.
2. If a student's **total** credits for Part III A ends in 0.5, round **up** to the *nearest* whole number. For example, if the total credit is 4.5, round up to 5 and place that score on the student's Part I answer sheet *or* on page 9 of test booklet 2 *and* on the back cover of test booklet 2.

**Document 1**



Source: Lewis Hine photograph

Gus Misuinas and Catherine Hutt worked at a factory in Philadelphia.

... In 1902, 12-year-old Catherine Hutt went to work at a knitting mill. Her working hours were “from 6:30 in the morning until six at night” — even longer than Gus’s. At age 14, Catherine switched to working in a paper mill. “All I did,” she said years later, describing her job, “was fold the ends of each roll as they came out.” How did she enjoy the work? About as much as Gus enjoyed his job: “I hated it.” . . .

Source: Stephen Currie, *We Have Marched Together*, Lerner Publications (adapted)

**Question 1** Today, most people work about eight hours a day. Compared to today, what conclusion can be made about the length of Catherine’s workday?

**Score of 0.5:**

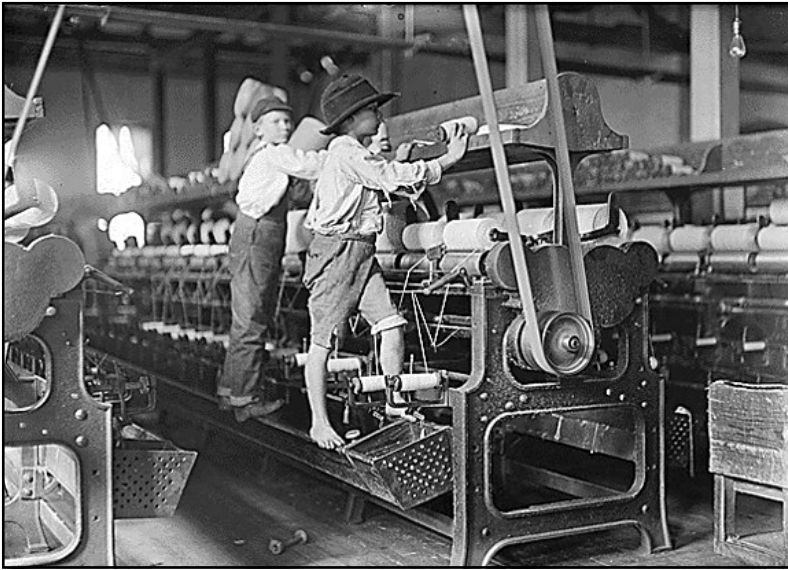
- States a conclusion that can be made about the length of Catherine’s workday when compared with today’s 8-hour workday

*Examples:* Catherine worked longer/more hours; she worked about 3–4 hours more than people do today; worked 11½ hours a day in a dangerous factory; they worked more than us

**Score of 0:**

- Incorrect response  
*Examples:* shorter; she should have more to do; we work more than she did
- Vague response that does not answer the question  
*Examples:* 4 to 5 hours; all day; Catherine worked a lot
- No response

## Document 2



Source: Lewis Hine photograph

. . . Boys began working as doffers when they were seven or younger. It was their job to remove the whirling bobbins when they were filled with thread and replace them with empty ones. Many of the youngsters worked barefoot. That made it easier to climb onto the huge machines so they could reach the bobbins or broken threads. If they weren't careful, they could fall into the moving machinery or be caught by it. The accident rate for children working in the mills was twice as high as it was for adults. . . .

Source: Russell Freedman, *Kids at Work*, Scholastic

**Question 2a** According to this document, what could happen to children while they worked on these machines?

### Score of 0.5

- States what could happen to children while working on the machines, *as shown in the picture and described in the reading passage*  
*Examples:* they could fall in the machinery; they could have an accident; killed; fall; crippled; they could get hurt/injured; they could be caught in the machine; they could be killed or crippled

### Score of 0:

- Incorrect response  
*Examples:* change bobbins; stand on machines
- Vague response that does not answer the question  
*Example:* no safety measures; bad things could happen
- No response

**Question 2b According to this document, why were accidents common in many factories?**

**Note:** Question 2b is an inferential question that asks about the frequency of accidents.

**Score of 0.5**

- States a reason that accidents were common in many factories, *based on information in the picture and the reading passage*

*Examples:* no safety measures on machines; machines were dangerous; small children worked on machines; children had to stand/climb on machines; children were working around heavy machines/big machines; children were not careful around machinery; factories had moving machinery; the children were barefoot and could get caught by the machine and get hurt; kids were too young to work around these kinds of machines

**Score of 0:**

- Incorrect response  
*Examples:* they were killed or crippled; the accident rate for children was twice as high as for adults  
**Note:** These responses do not answer **why** accidents were more common.
- Vague response that does not answer the question  
*Example:* accidents were common because a lot of people died
- No response

**The Dangers of Factory Work in New York State in the 1880s**

Name	Age	Machine	Cause of Accident	Result of Accident
Rensselaer Rapp	14	Shears	Caught in machine	Middle finger cut off
Stephen Morzkiwenz	15	Power cutting press	Attempted to extract [remove] tin	Index fingers crushed
Barney Skerritt	16	Counter-shaft	Clothing caught	Killed
Mary Moore	17	Ironing machine	Caught in machine	Arm bruised and burned
Charles Nichols	17	Shafting	Clothes caught	Serious body strain
Syble Filter	17	Drop-box machine	Machine started unexpectedly	Finger cut off
Robert King	18	Centrifugal machine	Machine burst	Killed
Ludwig Zandrokfski	19	Nut tapper	Slipped	Loss of 3 fingers

Source: Gray and Owens, *New York State: History Activities*, Glencoe/McGraw Hill (adapted)

**Question 3 Using the information in this chart, write *one* general statement about the working conditions of children in the 1800s.**

**Score of 0.5:**

- Writes a general statement about the working conditions for children in the 1800s *based on the information in the chart*  
*Examples:* factory work in New York State in the 1880s was dangerous; children were injured; children were killed; children were harmed; children worked in dangerous working conditions; children lost body parts; machinery was unsafe; they all got hurt in different ways; working conditions were very bad for kids; children worked on many different dangerous machines

**Score of 0:**

- Incorrect response  
*Examples:* children should have had adult supervision; it was the children’s fault; children should not work; Rensselaer Rapp got caught in a machine; Syble Filter had a finger cut off
- Vague response that does not answer the question  
*Examples:* bad; not fun; they should have paid more attention to what they were doing
- No response

## Document 4

### Statements About Working Conditions

. . . Children toiled in cotton mills as spinners, doffers, and sweepers. Girls were employed as spinners. They walked up and down long aisles, brushing lint from the machines and watching the whirling spools or bobbins for breaks in the cotton thread. When a break occurred, they had to mend it quickly by tying the ends together. A spinner tended six or eight “sides,” as the long rows of spindles were called. She had to be on her feet nearly all the time, working eleven or twelve hours a day, six days a week. . . .

. . . The machinery made such a racket, workers had to shout to be heard above the din [noise]. And because heat and moisture helped keep the cotton threads from breaking, the mill windows were always kept closed. The hot, steamy air was filled with dust and lint that covered the workers’ clothes and made it hard to breathe. Mill workers frequently developed tuberculosis, chronic bronchitis, and other respiratory diseases. A boy working in a cotton mill was only half as likely to reach twenty years of age as a boy outside the mill. Girls had even less chance. . . .

. . . Glass making was another industry that employed thousands of boys in tough and dangerous jobs. Most of these youngsters worked as blowers’ assistants in glassworks furnace rooms. The intense heat and glaring light of the open furnaces, where the glass was kept in a molten state, could cause eye trouble, lung ailments, heat exhaustion, and a long list of other medical problems. The temperature of molten glass is 3,133 degrees Fahrenheit. The temperature in the glass factories ranged between 100 and 130 degrees. Fumes and dust hung in the air. Broken glass littered the floors. It wasn’t surprising that cuts and burns were the most common injuries. . . .

Source: Russell Freedman, *Kids at Work*, Scholastic

#### Question 4 Give *two* examples of dangerous working conditions described in this document.

##### Score of 1.0 or 0.5:

- Award  $\frac{1}{2}$  credit (up to a maximum of 1 credit) for each *different* example of dangerous working conditions *as described in the document*  
*Examples:* closed windows kept heat and moisture in; humid or damp conditions; lint-filled air made it hard to breathe; intense heat; glaring light of open furnaces; fumes; dust; broken glass on the floor; hot temperatures (100–130 degrees); people with bronchitis and tuberculosis could spread these diseases
- Notes:**
1. To receive maximum credit, two *different* examples must be stated. For example, *it was hot* and *there was intense heat* are the same example expressed in different words. In similar cases, award only  $\frac{1}{2}$  credit.
  2. Award no credit for a response that expresses a consequence of a working condition.

##### Score of 0:

- Incorrect response  
*Examples:* girls got tired and/or sick; girls got backaches; they had to be careful around machines; eye troubles; lung ailments; heat exhaustion; caused medical problems; cuts; they shouldn’t breathe; more girls died than boys
- Vague response that does not answer the question  
*Examples:* it was dangerous to work in there; bad; not fun; boring; tuberculosis; bronchitis; respiratory diseases
- No response



American Federation of Labor's seal for the eight-hour workday. The Latin words mean "Work Conquers All."

Source: Samuel Gompers Papers, University of Maryland

Samuel Gompers, a union leader, organized national unions and local labor councils designed to educate the public on working-class issues. They also prepared labor legislation and persuaded the United States Congress to act on it. From 1881 to 1886, Gompers worked for laws that required school attendance, made children go to school, and regulated child labor and the eight-hour day.

**Question 5** What were *two* things that Samuel Gompers wanted the United States Congress to do?

**Score of 1.0 or 0.5:**

- Award  $\frac{1}{2}$  credit (up to a maximum of 1 credit) for each *different* thing that Samuel Gompers wanted the United States Congress to do

*Examples:* to protect working children/regulate child labor; create an 8-hour work day for all workers; make a shorter workday; pass school attendance laws; make children attend school; require school attendance; pass labor legislation

**Note:** To receive maximum credit, two *different* examples must be stated. For example, *pass school attendance laws* and *make children go to school* are the same example expressed in different words. In similar cases, award only  $\frac{1}{2}$  credit.

**Score of 0:**

- Incorrect response  
*Examples:* protecting children from working; educate the public about working conditions
- Vague response that does not answer the question  
*Examples:* protect; create workdays; did not want kids to work like that anymore; go to school
- No response



## Document 6



Source: Stephen Currie, *We Have Marched Together*, Lerner Publications

“Mother” Mary Jones gave lectures on the conditions and hazards of child labor. She also organized and encouraged children and adults to strike.

**Question 6a** According to this picture, what are the children asking for?

**Score of 0.5:**

- States what the picture shows that the children are asking for  
*Examples:* justice; to go to school; more schools; less hospitals; rights

**Score of 0:**

- Incorrect response  
*Examples:* we are protected by a tariff; stop working; let justice go to school
- Vague response that does not answer the question  
*Examples:* freedom; children picketed; more things; better things
- No response

**Question 6b** List *two* ways Mary Jones tried to improve working conditions for children.

**Score of 1.0 or 0.5:**

- Award  $\frac{1}{2}$  credit (up to a maximum of 1 credit) for each *different* way Mary Jones tried to improve working conditions for children  
*Examples:* gave lectures on conditions and hazards/gave lectures; encouraged children and adults to strike/encouraged strikes; organized children and adults to strike/organized strikes; she encouraged children to march together to draw attention to the problem

**Note:** To receive maximum credit, two *different* examples must be stated. For example, *gave lectures on conditions and hazards* and *gave lectures* are the same example expressed in different words. In similar cases, award only  $\frac{1}{2}$  credit.

**Score of 0:**

- Incorrect response  
*Examples:* Mother; Mary Jones was striking
- Vague response that does not answer the question  
*Examples:* organized; encouraged; she tried to make things better
- No response

## Compulsory Education Law

The New York State legislature passed a law in 1874 stating that all school age children *must* attend school at least fourteen weeks per year.

**Question 7** How did the Compulsory Education Law of 1874 improve the lives of child workers?

**Score of 0.5:**

- States how the Compulsory Education Law of 1874 improved the lives of child workers  
*Examples:* making all school-age children attend school at least 14 weeks per year; making children attend school; requiring children to get an education; gave children an education so they could get a better job

**Score of 0:**

- Incorrect response  
*Examples:* by making them smarter
- Vague response that does not answer the question  
*Examples:* taking up children's work time
- No response

**The maximum score for Part III A is 6.**

**Grade 5 Elementary-Level Social Studies**  
**Part III B—Content Specific Rubric**  
**Document-Based Question—November 2006**

**Historical Background:**

During the late 1800s and early 1900s, many children were hired to work in factory sweatshops. Often they worked under very dangerous conditions.

**Task:** Write about the dangerous working conditions of children during the late 1800s and early 1900s *and* describe the actions taken to improve the lives of child workers during this period

*Key Ideas from the Documents*

**Dangerous Working Conditions of Children**

<b>Document 1</b>	Working long hours; working barefoot; working around big machines
<b>Document 2</b>	Removing whirling bobbins; working barefoot; climbing on huge machines; falling into/caught by moving machines
<b>Document 3</b>	Hands and fingers catching in machine; crushing index fingers attempting to extract tin; clothing catching in machinery; machines starting unexpectedly; machine bursting, slipping into machine
<b>Document 4</b>	Keeping windows closed in hot, steamy air filled with dust and lint, making it hard to breathe; intense heat and glaring light of open furnaces; temperatures ranging between 100 and 130 degrees; fumes and dust hanging in the air; broken glass littering the floor

**Actions Taken to Improve the Lives of Children**

<b>Document 5</b>	AF of L supported 8-hour workday; Samuel Gompers organized national unions and local labor councils to educate public on working-class issues; prepared labor legislation; lobbied the United States Congress; Gompers worked for compulsory school attendance laws, regulation of child labor, 8-hour work day
<b>Document 6</b>	Children marched to obtain justice and school; children picketed/marched to go to school; “Mother” Mary Jones gave lectures on the conditions and hazards of child labor; Jones organized/encouraged children/adults to strike
<b>Document 7</b>	New York State passed compulsory education law in 1874; New York State required all children to attend school at least fourteen weeks per year

**How to determine the number of documents used in a response:**

- Using, referring to, or making an inference from information in either the text or in the graphic provided in a given document constitutes the use of that document.
- Using separate or multiple pieces of information from a graphic and/or text found on the same page constitutes the use of *only one* document.

**Score of 4:**

- Thoroughly addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s *and* describing the actions taken to improve the lives of child workers during this period
- Consistently uses accurate data from *at least four* documents (see Key Ideas chart)
- May include relevant outside information related to the dangerous working conditions of children during the late 1800s and early 1900s *and/or* the actions taken to improve the lives of child workers during this period
- Develops ideas fully, using supporting evidence such as examples, reasons, details, explanations, and generalizations that are relevant and appropriate
- Demonstrates a logical plan of organization and coherence in the development of ideas, including an introduction, a body, and a conclusion
- Consistently expresses ideas clearly

**Score of 3:**

- Addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s *and* describing the actions taken to improve the lives of child workers during this period
- Generally uses accurate data from some of the documents
- Develops ideas satisfactorily with adequate supporting evidence
- Uses a general plan of organization; may use a list style format; may lack an introduction *and/or* a conclusion
- Generally expresses ideas clearly

**Score of 2:**

- Minimally addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s *and/or* describing the actions taken to improve the lives of child workers during this period
- Makes limited use of the documents; may only restate the contents of the documents; may include irrelevant or inaccurate information
- Demonstrates weakness in development of ideas with little supporting evidence
- Organizes information but is weak and may go off the topic; may list examples without tying them together; may lack an introduction *and/or* a conclusion; may lack focus
- Expresses ideas but does not do so fully and clearly

**Score of 1:**

- Shows a limited understanding of the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s *and/or* describing the actions taken to improve the lives of child workers during this period
- Fails to use the documents or makes vague or unclear references to the documents
- Does not use specific information to support ideas or uses information that is not relevant or accurate
- Lacks a plan of organization
- Does not express ideas clearly

**Score of 0:**

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

Back in the late 1800's children were forced to work in factories, and mills, in very dangerous conditions! After a while, things change, and there are new laws!

When young children worked in factories, it wasn't that they go to work, for about five or six hours and come home! Some kids actually had to work for about twelve hours before they could go home! When the young women worked in factories, they had to work in very hot and humid conditions! The reason it was so hot and humid all the time is because they always had the windows closed so they could keep the cotton threads from breaking. They could barely breathe! (Doc. 4)

The younger boys had an even more dangerous job! Mostly the boys worked in factories. Many of them killed, or injured! This could be a problem. This was probably not a very fun job either! (Doc. 2)

The job of the children were outrageous back then! Again, there were far too many poor kids killed, or brutally injured! One machine had once burst, and killed a kid named Robert King. Robert was only eighteen years old, and he was only just doing his job. (Doc. 3, 4)

Children also had to work in glass factories! That could be just as dangerous as any of the other factories! Some of the kids could seriously injure them selves if they get cut! Their working conditions are also very poor! They could also probably be killed there too! (Doc. 4)

Samuel Gompers was someone who helped give the kids freedom from what they were forced to do! One thing Samuel Gompers wanted the United States Congress to do was cut down on the kids hours! That would help them out a lot!!! (Another thing he wanted to do was he wanted there to be laws stating that the United States Congress should let kids go to school if they wanted! Marry Jones was another person

that helped out. She is the one that encouraged adults and kids to go on a strike! One way Mary Jones helped improve on conditions is that she tried to change the conditions they worked in, and the hazards of child labor! (Doc. 6, 7)

In conclusion, many people tried to help change things about the ways kids had to work those days! They all did a very good job! As you can see, things have change a lot since then, and it's a good thing too!

Anchor Paper 4–A

**The response:**

- Thoroughly addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Consistently uses accurate data from documents 1, 2, 3, 5, and 6
- Develops ideas fully, using supporting evidence (some kids actually had to work for about twelve hours before they could go home; far too many poor kids were killed or injured)
- Demonstrates a logical plan of organization and coherence in the development of ideas, including a strong introduction and a conclusion
- Consistently expresses ideas clearly

**Conclusion:** Overall, this response best fits the criteria for Level 4. The response accurately rephrases facts and details in a well-organized manner. The paragraphs integrate information from multiple documents and include sufficient supporting details. The overuse of exclamation marks does not detract from the overall quality of this well-written essay.

During the late 1800<sup>s</sup> and the early 1900s, many children were hired to work in factories and sweatshops. The working conditions were often very dangerous. There ~~are~~<sup>were</sup> many ~~very~~ dangerous conditions and people tried to change it.

One poor working condition ~~was~~<sup>was</sup> that kids had to work ~~in~~ in factories, and the floors of the factories had ~~broken~~<sup>broken</sup> glass all ~~over~~ over. ~~According~~ According ~~to~~ to statements about the working conditions by Russel ~~Freedman~~ Freedman ~~the~~ kids had to work with broken glass jars all over the floor. That ~~is~~ is bad because



several kids would cut their feet and get hurt.

Another poor working condition ~~was~~ that kids could fall in the machines and get badly hurt.

According to a chart on examples of on-the-job injuries in New York State factories during the late 1800s many kid would ~~to~~ get their fingers chopped off ~~or~~ or die if they <sup>were to</sup> get caught in a machine.

Another poor working ~~condition~~ ~~was~~ that kids had to work ~~in~~ in hot and steamy conditions.

According to ~~the~~ statements about working conditions <sup>by Russel Freedman</sup> the widows had to be ~~the~~ closed, and

that would make it ~~very~~  
very hot and steamy. That  
was bad because ~~that~~ it would  
make it hard for kids to  
breathe.

Samual Gompers and Mary  
Jones tried to ~~make~~ get ~~the~~ boys  
~~able~~ to go to school so ~~that~~  
they wouldn't have to go to ~~school~~  
work. According to a photo  
and a article they tried to  
get the congress to ~~let~~ let boys  
go to school. They improved  
lives of children because they  
wouldn't have to work all the time.

in such  
bad  
conditions

In conclusion there were  
many ways boys could get hurt  
while working. People ~~that~~ changed that

because boys were able  
to go to school.

**Anchor Paper 4–B**

**The response:**

- Thoroughly addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Consistently uses accurate data from documents 2, 3, 4, 5, and 6
- Develops ideas fully, using supporting evidence (according to statements about the working conditions by Russell Freedman, kids had to work with broken glass jars all over the floor); uses overgeneralizations (that is bad because several kids would cut their feet and get hurt)
- Demonstrates a logical plan of organization and coherence in the development of ideas, including an introduction and an original conclusion
- Consistently expresses ideas clearly

**Conclusion:** Overall, this response best fits the criteria for Level 4. The response demonstrates a clear, thorough understanding of the task by accurately stating most facts and details in an organized manner. Ideas are fully developed with consistent use of facts and supporting details. The appearance of the essay does not detract from the overall high quality of the response.

During the late 1800s and early 1900s, many children were hired to work in factory sweatshops.

Often they worked under dangerous conditions.

They didn't go to school a lot, they worked.

They did not have a happy life.

Some girls woke up at 6:30<sup>AM</sup> and worked until 6:00 at night at a knitting mill. The

boys worked on a huge machine. If they weren't careful they could lose some

fingers. You can get your fingers chopped off or get killed. You have to be care-

ful because you can get caught in the machine and get your hand smashed. In

cotton mills they worked twelve hours. It was not fun. It was hard to breathe.

Some adults tried to help children

so they can go to school. Samuel Gompers worked for others to work an eight hour day. Mary Jones wanted kids to be free and not have to work every single day. In 1874 they made a law that kids have to go to school.

Anchor Paper 3–A

**The response:**

- Addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Generally uses accurate data from most of the documents but misinterprets document 1
- Develops ideas satisfactorily with adequate supporting evidence (boys worked on a huge machine; if they weren't careful, they could lose some fingers)
- Uses a general plan of organization with a good introduction but lacks a conclusion
- Generally expresses ideas clearly

**Conclusion:** Overall, this response best fits the criteria for Level 3. The response demonstrates an understanding of the task by selecting key information from the documents and integrating it into a well-organized essay. The introduction is copied directly from the historical background with a few original statements adding to the quality of the introduction. However, the actions taken to improve the lives of child workers are stated in very general terms without giving supporting details.

There were poor working conditions of children during the late 1800s and the early 1900's, and many different kinds of jobs.

Many people were injured or killed because of these poor working conditions. One person is Rensselaer Rapp. He was fourteen years old and was working with a shears machine. He got caught in the machine and his middle finger was cut off! Another example is Barney Sterritt. He was sixteen years old and was working with a countershaft machine. He got his clothing caught and was killed!

There were many different machines. For example, one is working at a knitting mill. Another is an ironing machine. Third is a nut tapper. Fourth a drop-box machine. Fifth a shafting machine. Last, a shears machine.

Some people did things to help children. One person is Mary Jones. Many of the children wanted to go to school, but couldn't, it was against the law then. Then Mary Jones decided to help them. She gave lectures on the conditions and hazards of child labor. She organized and encouraged children, plus adults to strike too. After that children had to go to school at least fourteen weeks a year.

Many children didn't like their jobs at all. A person like that is Catherine Hutt. She worked at a knitting mill. Her working hours were from 6:30 in the morning until 6:00 at night. All she did was fold the ends of each roll as they came out. Catherine Hutt hated doing that so much.

Many people did many different things while working than we do today.

Anchor Paper 3–B

**The response:**

- Addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Generally uses accurate data from documents 1, 3, 6, and 7
- Develops ideas satisfactorily with some supporting evidence (there were many different machines; an ironing machine; a nut tapper; a shafting machine)
- Uses a general plan of organization with a brief introduction and conclusion
- Generally expresses ideas clearly

**Conclusion:** Overall, this response best fits the criteria for Level 3. The response discusses the injuries received from the dangerous working conditions and lists some of the machines used. The actions taken to improve the lives of child workers during this period are clearly expressed. The one misinterpretation, “it was against the law to go to school,” detracts slightly from the overall quality of the response.



## Problems of Children Long Ago

During the late 1800's and early 1900's, many children were hired to work in factory sweatshops. Often they worked under dangerous conditions. They would usually work about twelve hour days. Now most people work eight hour days. That is a three hour difference. That is just one problem (found in document # 1.)

There were many problems during the late 1800's early 1900's. In document number 3 it shows that many people from fourteen to nineteen had fingers cut off when they were working. Two people were killed working. It shows in document number 4 that if a child was a glass maker they would have to

stand heat temperatures between 100 and 130 degrees. Fumes and dust was always in the air. Glass was on the floors every where.

I learned that in document 5 + 6 that Samuel Gompers and Mary Jones helped in many different ways to have child labor laws. Luckily they were convinced so they granted the wish to Gompers and Jones. So now children today donot have to deal with thoes problems

Anchor Paper 3–C

**The response:**

- Addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period.
- Generally uses accurate data from documents 1, 3, 4, 5, and 6
- Develops ideas with some supporting evidence (fumes and dust was always in the air)
- Uses a general plan of organization with a brief introduction and lacks a conclusion
- Generally expresses ideas clearly

**Conclusion:** Overall, this response best fits the criteria for Level 3. The response uses accurate facts from the documents and provides carefully selected supporting detail.

In the early 1800 to the 1900s many children were hired to work in factory sweatshop. Often they worked under dangerous conditions. In the 1900s a 12 year old girl was working in a knitting mill and her name was Cathrine Hutt. Her job was to fold the ends of the rolls if they came out. She has to work 6:30 am to 6:00 pm. She said "she hated it."

Boys were working too. When you work you have to be 7 years old and upper. When they work they are bare foot. They are bare footed because it help them climb. They could fall or get caught to the machine if they wasn't careful. Some boy died because they wasn't careful.

A boy named Barney Skeritt got killed by working to be a counter shaft and he got clothing caught then he died he was 16 years old. Another boy named Robert King was killed to because he ~~work with~~ a Centrifugal Machine and the Machine burst. He was 18 years old. There a lot more but this is very sad and his name is Ludwig and he is 18 years old he worked as a nutt tapper and his finger slipped and it cut off 3 of his finger.

Children worked as cotten mill s and when the sun is to much in the cotten Mills the cotten Mills breack so they close the window and now the people is sufering and they are hot and is harder for them to work. People work with

glass and glass fall to the floor and,  
it breaks. every time it fall to the ground

A woman named Mary Jane  
told the children to strike because  
they didn't have no school and they  
want to learn stuff they never learn  
before.

That all I have to write and  
that all I know and taught  
me in this test.

Anchor Paper 2–A

**The response:**

- Minimally addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Makes limited use of documents 1, 2, 3, 4, and 6
- Demonstrates weakness in development of ideas with little supporting evidence and includes inaccurate information (when the Sun is too much in the cotton mills, the cotton mills break)
- Organizes information but is weak; includes a satisfactory introduction and a conclusion that is unrelated to the task (that is all I have to write and that is all I know and was taught me in this test)
- Expresses ideas but does not do so fully and clearly

**Conclusion:** Overall, this response best fits the criteria for Level 2. The response satisfactorily addresses the working conditions aspect of the task with many examples of dangerous working conditions. However, the brief reference to the actions of Mary Jones does not sufficiently describe actions taken to improve the lives of child workers during this period.

Around the 1800's and <sup>the</sup> early 1900's children were hired to work in dangerous jobs.

The poor working conditions of the children were that in the glass making document ~~the~~ the boys who worked there could get bad eye vision, for the girls in the knitting job it was bad because they had to work eleven or even twelve hours a day. In the document where young children worked on machines, that was very dangerous because the kids could get cut or maybe break a bone if they fall off the

the machine. In the document where it shows the chart of how old some kids were when they started to work in the dangerous jobs the ages ~~are~~ <sup>were</sup> 14, 15, 16, 17, 18, and 19. I think that adults ~~sho~~ should do those jobs and have the younger kids do something else that is not so dangerous. In the documents the kids liked working because they got paid. But in the document where ~~Mae~~ Mary Jones came in the children wanted less school so they could work longer. Mary Jones tried to stop the act by giving

lectures and organizing and  
encouraging children and ~~adults~~ adults  
to strike, ~~so after that~~

After that the children got  
had to ~~at least~~ go to  
school 14 days a year and  
the rest of the days they  
had off they got to work at  
there very dangous jobs and get  
paid money.

Anchor Paper 2–B

**The response:**

- Minimally addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Makes limited use of documents 1, 3, 4, and 6
- Demonstrates weakness in development of ideas with little supporting evidence and includes inaccurate information (children wanted less school so they could work longer)
- Organizes information but is weak and goes off the topic; includes an introduction and lacks a conclusion
- Expresses ideas but does not do so fully

**Conclusion:** Overall, this response best fits the criteria for Level 2. The response states many examples of the dangerous working conditions. However, a personal opinion (I think adults should do these jobs and have the kids do something else that is not so dangerous) and a misinterpretation of document 6 detract from the overall quality of the response.



In 1902, 12 year old Catherine Nutt worked at 6:30 to 6:00 At night. All she did was fold the ends of each roll as they came out. She noted it. She worked 12 hours when people now work 8 hours a day so she did 4 extra hours in the factories.

Boys began working when they were younger than seven. Their job was to remove whirling bobbings when they were filled with thread, then replace them with the empty ones. The youngest worked barefoot. That made their job easy to climb onto the huge machines so they could reach

the bobbins are broken threads. If they weren't careful, they could fall into web it so moving or get caught. The accidents for children was twice as high as it was for adults.

people on their job injured in 1890. Rensselaer shears and loses her middle finger. Stephen Morzkiewicz has a crushed index finger. Barney Skennett a counter sheet killed. Mary Moore arm bruised and burned. Charles Nicolas serious body strain. Syble Filter finger cut off. Robert King machine burst so he was killed. Ludwig Zandrosski slipped and lost three of her fingers

## Anchor Paper 2–C

### **The response:**

- Minimally addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s but does not describe the actions taken to improve the lives of child workers during this period
- Makes limited use of documents 1, 2, and 3
- Demonstrates weakness in development of ideas with some supporting evidence (Ludwig Zandrokfski slipped and lost three of her fingers)
- Organizes information but is weak, listing examples without tying them together; lacks an introduction and a conclusion
- Expresses ideas but does not do so fully

**Conclusion:** Overall, this response best fits the criteria for Level 2. The response has ample information describing the dangerous working conditions in the 1800s and early 1900s. However, many of the statements were copied word-for-word from the documents.

Hi my name \_\_\_\_\_, I am here  
to tell you about poor people and  
there conditions. When poor children  
was getting hired to work in Factorices,  
often they was under dangerous conditions  
because IF a child slipped and fall  
into a ~~en~~ machine he could loss  
about 3, 2, or, more Finger or insteadly  
die.

Anchor Paper 1–A

**The response:**

- Shows a limited understanding of the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s but does not describe the actions taken to improve the lives of child workers during this period
- Makes vague references to documents 3 and 4
- Uses one specific detail to support an idea (if a child slipped and fell into a machine he could lose about 3, 2, or more fingers or instead die)
- Lacks a plan of organization
- Does not express ideas clearly

**Conclusion:** Overall, this response best fits the criteria for a Level 1. The response focuses on one detail referring to the dangerous working conditions. Although two documents are used to develop the response, not enough information, as defined by the rubric, is provided to award a score higher than Level 1. The introductory statement is irrelevant and the response lacks a conclusion.

The way children reacted about doing work with the machines like if it was that nothing wasn't going to happen at first. Many children have lost lives and fingers. I feel sorry for those children losing their life. There are many reasons why they lost fingers or lives. They lost them by small pins or by large sharp objects.

Long ago there was a strike to go to school. I think there were no schools back then in America. Well anyway the children wanted an education. The children of those days wanted an education because they wanted to be smart men and women when they grow.

They also wanted an education because they needed good jobs, learning how to drive, readings sings, and learning how to cook.

In this period of time we have decent jobs and schools. We don't go on strike that much. We do sometimes because of machines, but everything is kind of normal for now.

Anchor Paper 1–B

**The response:**

- Shows a limited understanding of the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Makes vague references to documents 3 and 6
- Includes irrelevant information (I feel sorry for those children losing their life)
- Lacks a plan of organization; goes off the topic
- Does not express ideas clearly

**Conclusion:** Overall, this response best fits the criteria for a Level 1. The response demonstrates a limited understanding of the task by making general statements and expressing personal opinions. The only accurate information was taken from document 3, relating to the loss of lives and fingers, and document 6, relating to a strike to go to school. However, these facts are stated randomly with no supporting ideas to tie them to the topic.

I think it ant right  
to work a lot of kids.

shold clean the glass up and  
open the window.

I thank the kids soald go  
to school.

you-very sad about what  
happen to the people or  
kids.

Anchor Paper—Level 0

**The response:**

- Fails to answer the question
- Uses no accurate data

**Conclusion:** Overall, the response best fits the criteria for a Level 0. The response gives a few statements related to the topic but fails to address the task. A series of opinions are stated with no relevant details from the documents.

Many kids do heard Job's They  
can get killed doing it. The kids  
can get 3 fingers cut or them.  
They wher know shoes on  
ther feet know glass on ether  
They get Rapped up in thered  
when they fall in the machines.  
Ther clothes get caught in  
the machines. The machines  
Burst into little metal They  
slip in the machines  
all the time. They have  
derty clothing on ther kids  
they are for work time. They  
worked in the 1800's and  
the 1900's they get payed  
working. They work in sweat-  
shops they can work a lot  
they got up at 5:00 in



The morning. They are really  
tired all the time they  
get hot a lot. They wanted  
to do a congress act  
there. They worked for  
lots of bosses. They had to  
work in lots of heat it  
was 100 and 130 degrees out  
there. They work at nut tapper  
and they want to go back  
to school instead of working  
for the bosses. They want  
a law to go on strike.  
All of the kids want justice  
back they all missed him a lot.  
They really want to go to school  
They hate working at the  
mashery they want justice

back. The kids have lots of  
songs that say we want to  
go to school and it says I  
want justice back. The songs  
say we are protected by a  
teacher more school less hospital.  
things got better by that and  
they went to school but they  
didn't get justice back but they  
are getting smarter at school  
they like it better than  
working at the factory.  
I talked about them working  
and getting better that is all  
I have.

In the late 1800<sup>s</sup> and in the early 1900<sup>s</sup> children had to work and were treated poorly.

Some children had to work for a very long period. Catherine Platt worked from 6:30 AM to 6:00 PM.

Boys began working at the age of seven or younger. Accidents were common. Children would fall into the mowing machinery, or get caught by it.

Many children were hurt badly by using machines. Children would get their fingers cut off or even get killed.

Children worked in bad conditions. In glass factories it could reach temperatures of 130 degrees. In the cotton mills lint and dust in the air

made it hard to breathe.

Samuel Gompers helped organize national unions and local labor councils. He worked for compulsory attendance laws, the regulation of child labor, and the eight hour day.

The children wanted education. Mary Jones gave lectures on the conditions of child labor. She organized and encouraged people to strike.

The New York State legislature passed an education law in 1874. Then all school aged children had to attend school for 14 weeks.

Now children can't work until the age of 16 and have very good education.

You know in the late 1800s and the early 1900s it was a hard life for the children. They had to work. Some worked in very hot places like mills.

It was a hard time for them. Some got killed. Others got their fingers cut off. Some children work with no shoes on. Then, they got angry and wanted to go to school. A woman named Mary Jones gave lectures on the conditions and hazards of child labor. She also organized and encouraged children and adults to strike. Also, when a girl had to work from six o'clock to 6:30 pm. And when six year old boys have to work. That is my report

I think the kids that work at the factories should not have to work there because their only little kids and some have been killed or badly injured because of their jobs. I also don't think they should have to work eleven or twelve hours a day. They never got to take showers or wear warm clothes. Most of them worked in such hot places that they had trouble breathing.

Those are some things that I think about little kid working that hard and long.

Many children worked in the 1800s. There were many accidents and few kills until the 1900s.

Children worked from 6:30 am to 6:00 pm. Children had many accidents working in factories with big machines. Some children were killed by machines. Children got caught by the machines or they slipped and fell inside the machines. These are some children who died working. Barney Skeritt died working at age 16. Robert King died at age 18 and others got hurt badly.

Gompers changed the way children lived. In 1902 he got children to go to school. Gompers organized national unions and local labor councils designed to educate the public on working class issues prepare labor legislation and lobby persuade the United States congress to act on it from 1881 to 1886.

Mother Mary Jones gave lectures on the conditions and hazards of child labor. She also organized and encourage for children and adults to strike. Children wanted to go to school

In conclusion children should be treated better and they should learn to get an education not work. Children were very happy when they went to school.

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**Practice Paper A—Level 2**

**The response:**

- Minimally addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and mentioning actions taken to improve the lives of child workers during this period
- Makes limited use of documents 3, 4, 5, and 6
- Demonstrates weakness in development of ideas with little supporting evidence and includes inaccurate information (all of the kids wanted Justice back; they missed him a lot)
- Organizes information but is weak, listing examples without tying them together; lacks an introduction and a conclusion
- Expresses ideas but does not do so clearly

**Conclusion:** Overall, this response best fits the criteria for Level 2. The response mainly focuses on the dangerous working conditions, but vague references are made to the actions taken to improve the lives of child workers during this period. The response has a misinterpretation of part of document 6, referring to “justice” as a person.



## Practice Paper B—Level 4

### **The response:**

- Thoroughly addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Consistently uses accurate data from all the documents
- Includes relevant outside information related to today's work policies (now children can't work until the age of 16 and they have very good education)
- Develops ideas fully, using supporting evidence (in the cotton mills, lint and dust in the air made it hard to breathe)
- Demonstrates a logical plan of organization and coherence in the development of ideas, including a strong introduction and a conclusion
- Consistently expresses ideas clearly

**Conclusion:** Overall, this response best fits the criteria for Level 4. Summaries of the documents are used in this well-written essay. The response consistently uses carefully selected and accurate data as it rephrases many important details with supporting evidence. It demonstrates a thorough understanding of the task.

## Practice Paper C—Level 3

### **The response:**

- Addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Generally uses accurate data from documents 1, 2, 3, 4, and 6
- Develops ideas satisfactorily with some supporting evidence (then they got angry and wanted to go to school)
- Organizes information; lacks a conclusion
- Generally expresses ideas clearly

**Conclusion:** Overall, this response best fits the criteria for Level 3. The response is brief and makes only general references to the information from five documents. Selected key information is presented without sufficient supporting details. However, the response demonstrates a satisfactory understanding of the task and minimally meets the requirements of a Level 3 paper.

## Practice Paper D—Level 1

### **The response:**

- Shows a limited understanding of the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s but does not describe the actions taken to improve the lives of child workers during this period
- Makes vague references to documents 1, 3, and 4
- Does not use specific information to support ideas (I also don't think they should have to work eleven or twelve hours a day)
- Organizes information but lacks an introduction; lacks focus
- Expresses personal opinions clearly

**Conclusion:** Overall, this response best fits the criteria for a Level 1. The response demonstrates a limited understanding of the task by giving personal opinions about a few selected facts that describe the dangerous working conditions of children during the late 1800s and early 1900s.

## Practice Paper E—Level 3

### **The response:**

- Addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Generally uses accurate data from documents 1, 2, 3, 5, and 6
- Develops ideas satisfactorily with adequate supporting evidence (Gompers changed the way children lived; he got children to go to school)
- Uses a logical plan of organization and has a satisfactory introduction and conclusion
- Generally expresses ideas clearly

**Conclusion:** Overall, this response best fits the criteria for Level 3. Many facts are stated about the dangerous working conditions of the children in the 1800s and early 1900s, but little supporting evidence is presented. However, the actions taken to improve the lives of child workers during this period are thoroughly developed with accurate facts and sufficient supporting details.

## Grade 5 Elementary-Level Social Studies

### Descriptions of Performance Levels

Performance Level	Range of Final Scores	Descriptions
4  Meeting the Standards with Distinction	85-100	Shows evidence of superior understanding of the content, the concepts, and the skills required for elementary-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 intermediate-level academic environments.
3  Meeting the Standards	65-84	Shows knowledge and understanding of the content, the concepts, and the skills required for elementary-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 intermediate-level academic environments.
2  Not Fully Meeting the Standards	58-64	Shows only minimal knowledge and understanding of the content, the concepts, and the skills required for elementary-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 intermediate-level academic environments.
1  Not Meeting the Standards	0-57	Is unable to show proficiency in understanding the content, the concepts, and the skills required for elementary-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 intermediate-level academic environments.

### Part III

#### Specifications Chart for Document-Based Question

TOPIC	STANDARDS TESTED
Dangerous working conditions of children in the late 1800s and early 1900s and actions taken to improve the lives of child workers during this period	Standards: 1, 4, and 5 Units: 8 and 9

**The *Chart for Determining the Final Examination Score for the November 2006 Elementary-Level Social Studies Test*, will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> by noon of the second day of the examination. Conversion charts provided for the previous administrations of the Elementary-Level Social Studies Test must NOT be used to determine students' final scores for this administration.**

### **Submitting Teacher Evaluations of the Test to the Department**

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <http://www.emsc.nysed.gov/osa/exameval>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.