

# 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 12, 2008

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 *Grade 5 Elementary-Level Social Studies Test, Manual for Administrators and Teachers*. The 2008 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.

### **Scoring the Part I 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) Look at 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.
- (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 2008**

**Community Celebrations (Questions 1–3)**

**Question 1 Which group of people in Vancouver, Canada, most often celebrates the New Year in February?**

**Score of 1:**

- Identifies the **Chinese** as the group of people in Vancouver, Canada, that most often celebrates the New Year in February  
*Other Acceptable Response:* the Chinese people

**Score of 0:**

- Incorrect response  
*Examples:* Canadians; Canada; Vancouverites; China; Chinese New Year; Japanese New Year
- Vague response  
*Examples:* people of the community; group of people in Vancouver; people who live in Vancouver
- No response

**Question 2 What is *one* way the United States celebration on July 4th is similar to the Canadian celebration on July 1st?**

**Score of 1:**

- Identifies a similarity between the United States celebration on July 4th and the Canadian celebration on July 1st  
*Examples:* they both are birthday celebrations; setting off fireworks; hold parades; sing their country's special songs; listen to speeches

**Score of 0:**

- Incorrect response  
*Examples:* because the Canadian one is three days before ours; it's on July 4th; their birthday is the same
- Vague response  
*Examples:* they have a party; songs; listen; holidays in July; they both have a celebration about something
- No response

**Question 3 Which historical event took place in the United States on the Fourth of July in 1776?**

**Score of 1**

- Identifies the historical event that took place in the United States on the Fourth of July in 1776  
*Examples:* signing of the *Declaration of Independence*; adoption of the Declaration; the colonies declared themselves independent from Great Britain; the United States declared independence; first Independence Day; the United States became a separate country; we became an independent country

**Score of 0:**

- Incorrect response  
*Examples:* wrote the Constitution; Canada Day; won the war for freedom; the American War; British surrendered on the Fourth of July; the slaves became free; Constitution was signed; July 4th
- Vague response  
*Examples:* declared; birthday; won the revolution; we won the war; the war started
- No response

## Cities and Diet of Japan (Questions 4–6)

### Question 4 What is the capital city of Japan?

#### Score of 1:

- Identifies **Tokyo** as the capital city of Japan

#### Score of 0:

- Incorrect response  
*Examples:* Osaka; Yokohama; Nagoya; Japan
- No response

**Note:** Question 4 asks for the identification of a single city in Japan. If more than one city is listed, the question should be given a score of 0.

### Question 5 What is *one* way Japanese cities are like many American cities?

#### Score of 1:

- Identifies a way Japanese cities are like many American cities  
*Examples:* they have concrete office buildings; they have steel office buildings; they have rush-hour traffic jams; variety of stores, restaurants, and theaters; both have stores; they have big buildings; they have a variety of restaurants; they are made of steel and concrete; they are busy; there are lots of people; they are modern; there are many cars; there are many streets

#### Score of 0:

- Incorrect response  
*Examples:* the population of the states/towns/city; they have a lot of land; they have four main cities; 4/5 of the population
- Vague response  
*Examples:* they both have people; they are large cities
- No response

### Question 6 What is *one* reason seafood is an important part of the Japanese diet?

#### Score of 1:

- Identifies a reason seafood is an important part of the Japanese diet  
*Examples:* many of the Japanese live near water; they live on islands; it is a traditional food; because they don't have enough farmland on which to grow food; because they have a lot of fish; Japan is surrounded by oceans full of fish

#### Score of 0:

- Incorrect response  
*Examples:* they have to eat it; they cannot grow food; because that is what they eat; to be stronger
- Vague response  
*Examples:* part of their diet; water; fish live in water
- No response

## Battle of Valcour Island (Questions 7–9)

### Question 7 How many ships did the British have at the Battle of Valcour Island?

#### Score of 1:

- States that the British had **25** ships at the Battle of Valcour Island:  
*Other Acceptable Response:* 10 more than Benedict Arnold had

#### Score of 0:

- Incorrect response  
*Examples:* 11 ships; any number other than **25**
- Vague response  
*Examples:* many; a lot; some; more; they were outnumbered
- No response

### Question 8 What is *one* reason the British Navy was able to defeat the American Navy so easily?

#### Score of 1:

- States a reason the British Navy was able to defeat the American Navy so easily  
*Examples:* the British had better firepower/more guns/cannons; the British had better weapons; British ships were manned by trained sailors; they had more ships than we did

#### Score of 0:

- Incorrect response  
*Examples:* because Benedict Arnold sailed away to Ticonderoga; because the American fleet sunk; American ships sink quicker
- Vague response  
*Examples:* the British had a navy; numbers; weapons; sailors were brave
- No response

### Question 9 During which war did the Battle of Valcour Island take place?

#### Score of 1:

- Identifies the **American Revolution** as the war during which the Battle of Valcour Island took place  
*Other Acceptable Responses:* Revolutionary War; War for Independence; the war to get our freedom from England/Britain

#### Score of 0:

- Incorrect response  
*Examples:* Crown Point; World War I; Battle of Valcour Island; Lake Champlain; War of 1812; French and Indian War; Battle of Plattsburgh; Ticonderoga; first navy lake action attack; Civil War; Oct. 11, 1776
- Vague response  
*Examples:* the war between America and England
- No response

## Voting Steps (Questions 10–12)

**Question 10** According to this document, what is the *first* step in getting someone to vote?

**Score of 1:**

- Identifies **registering** as the first step in getting someone to vote  
*Other Acceptable Responses:* register; to register; telling them to register; filling out the voter registration form; telling them where to register; register at a motor vehicle office; registering online

**Score of 0:**

- Incorrect response  
*Examples:* your state’s Department of Motor Vehicles; five steps to vote; pop the registration form in the mail; locate where adults will vote; prep your head; check issues
- Vague response  
*Examples:* voter registration form; telling them; filling it out; where to go
- No response

**Question 11** State *one* place where a voter can find information about a candidate running for office.

**Score of 1:**

- States a place where a voter can find information about a candidate running for office  
*Examples:* newspapers; magazines; television news; Internet; school; radio; from friends; candidate’s Web site; [www.DeclareYourself.com](http://www.DeclareYourself.com); League of Women Voters; debates; podcast

**Score of 0:**

- Incorrect response  
*Examples:* Department of Motor Vehicles; Secretary of State’s office; in his head
- Vague response  
*Examples:* tons of resources; important issues
- No response

**Question 12** What is *one* reason it is important for adults to vote?

**Score of 1:**

- States *one* reason it is important for adults to vote  
*Examples:* it is their duty/responsibility as a citizen; to let the government know what ideas or issues they support/disagree with; to select/choose who they want to represent them in the government; so that they can select/choose someone they want to run their government; it is a way that they can participate in their government; so we can keep our democracy; to have a voice in their government

**Score of 0:**

- Incorrect response  
*Examples:* they have to; in order to be able to drive; to choose the Secretary of State; helps kids; because it is the law; to break a tie; so there are more votes; they can find a lot of information
- Vague response  
*Examples:* shows they are responsible; to express yourself; so we can have different people every four years; to think about the future
- No response

**The maximum score for Part II is 12.**

# Grade 5 Social Studies Specifications Grid

November 2008

## Part I

### Multiple Choice Questions by Unit and Standard

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

## Part II

CONSTRUCTED RESPONSES	STANDARDS TESTED
Questions 1–3	Standards: 1, 2, and 5 Units: 1 and 7
Questions 4–6	Standards: 2 and 3 Units: 1, 2, and 3
Questions 7–9	Standard: 1 Unit: 6
Questions 10–12	Standard: 5 Unit: 9