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 8 Intermediate-Level Social Studies Test.

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. There is no penalty for wrong answers. 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 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, draw a horizontal line with colored pencil through all of the answer circles, so that no credit will be allowed 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, count the number of correct answers.

Record the Part I score in the space provided on the Part I answer sheet. (The score may also be recorded on the last page of the test packet.)

**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 on the last page of the test packet.)
Articles of Confederation (Questions 1–3)

Question 1 According to Article I, what form of government in the United States was established by these articles?

Score of 1:
• Identifies the form of government established by these articles
  Examples: confederation; a confederacy; democracy; confederation of states; union of states; a group of united states; national/central government; representative government; a republic

Score of 0:
• Incorrect response
  Examples: judicial system; United States government; Congress; president; Democratic-Republican; States rights; federalism; United States of America
• Vague response that does not address the question
  Examples: friendship with each other; assist each other; Articles of Confederation; of confederation
• No response

Question 2 Identify two advantages states had under this form of government.

Score of 2 or 1:
• Award 1 credit (up to a maximum of 2 credits) for each different advantage that states had under this form of government
  Examples: states retained their independence; states joined together for protection; states joined together to protect the liberties of all of their citizens; keep sovereignty; freedom; independence; liberties; common defense; states get assistance from each other for defense; promote their mutual and general welfare

Note: To receive maximum credit, two different advantages must be identified. For example, states retained their independence and independence are the same advantage, expressed differently. In similar cases, award only one credit for this question.

Score of 0:
• Incorrect response
  Examples: welfare; religion; trade; freedom to do as they pleased; freedom of speech
• Vague response that does not address the question
  Examples: delegated to the United States; friendship; each state is assembled; it was better; states could do what they wanted
• No response
Question 3  State two reasons this form of government was replaced by the United States Constitution.

Score of 2 or 1:
• Award 1 credit (up to a maximum of 2 credits) for each different reason this form of government was replaced by the United States Constitution
  Examples: states acted as separate countries/states were not united; central/national government was not strong enough to enforce laws; states had too much power; difficulty in raising national taxes; currency issues; difficulty in raising an army; inability to pay national debts; no executive branch; no judicial branch; central government was too weak/did not have enough power

Note: To receive maximum credit, two different reasons must be identified. For example, central/national government was not strong enough to enforce laws and central government was too weak/did not have enough power are the same reason, expressed in different words. In similar cases, award only one credit for this question.

Score of 0:
• Incorrect response
  Examples: slavery; women’s rights issues; many people were trying to take over
• Vague response that does not address the question
  Examples: it took a long time to establish; people would change their minds; not everyone agreed; it was unfair; it was bad
• No response
Civil War Graph (Questions 4–6)

Question 4 Based on the information in this graph, state one advantage the Union had over the Confederacy during the Civil War.

Score of 1:
- States an advantage the Union had over the Confederacy during the Civil War
  
  *Examples:* total troop differences helped the Union win the Civil War; the Union had more troops; the Union had over 1 million more total troops; more soldiers; the South had fewer troops

Score of 0:
- Incorrect response
  
  *Examples:* more Union troops/soldiers died from disease; both Union and Confederate soldiers died from disease
- Vague response that does not address the question
  
  *Examples:* troops; war deaths; fewer troops
- No response

Question 5 Approximately how many Confederate troops died during the Civil War?

Score of 1:
- Identifies approximately how many Confederate troops died during the Civil War
  
  *Examples:* 250,000; 200,000; 300,000; any number between 200,000 and 300,000

Score of 0:
- Incorrect response
  
  *Examples:* 250; 3 thousand; 100,000; 500,000; 1 million or any number that is not between 200,000 and 300,000
- Vague response that does not address the question
  
  *Examples:* many; a lot
- No response

Question 6 State one reason deaths from disease and infections were greater than battlefield deaths during the Civil War.

Score of 1:
- States a reason that deaths from disease and infections were greater than battlefield deaths during the Civil War
  
  *Examples:* primitive/poor medical treatment; not enough doctors/nurses; unsanitary conditions; spoiled food; hospitals understaffed; troops not properly protected from the elements; few effective ways to deal with infection; harsh conditions in military prisons; overcrowding in encampments

Score of 0:
- Incorrect response
  
  *Examples:* people were not immune to viruses; most soldiers did not have guns
- Vague response that does not address the question
  
  *Examples:* harsh conditions; many diseases
- No response
Child Labor Cartoon (Questions 7–9)

Question 7 What is the primary issue addressed in this cartoon?

Score of 1:
- Identifies child labor as the primary issue addressed in this cartoon
  *Other acceptable responses:* child workers; children working in factories; working children

Score of 0:
- Incorrect response
  *Examples:* poverty; ignorance; indifference; greed; profit; luxury; what are you going to do about it
- Vague response that does not address the question
  *Examples:* labor; spiders; children, tired children; sleeping children
- No response

Question 8 Based on the cartoon, identify two factors that were responsible for the issue addressed in the cartoon.

Score of 2 or 1:
- Award 1 credit (up to a maximum of 2 credits) for each different factor shown in the cartoon that the cartoonist believed was responsible for the issue addressed in the cartoon
  *Examples:* profit; luxury; poverty; ignorance; indifference; greed

Score of 0:
- Incorrect response
  *Examples:* children; increasing child labor
- Vague response that does not address the question
  *Examples:* spiders; words connecting the web
- No response

Question 9 Identify one group of people who helped cause the situation shown in the cartoon.

Score of 1:
- Identifies a group of people who helped cause the situation shown in the cartoon
  *Examples:* business owners; factory managers; industrialists; robber barons; parents; the government

Score of 0:
- Incorrect response
  *Examples:* labor unions; young children; the cartoonist; Carnegie; Rockefeller; the president
- Vague response that does not address the question
  *Examples:* people who worked in factories; rich people; greedy people
- No response
Unemployment Letter to President Truman (Questions 10–12)

Question 10  Which situation concerning women is the author of this letter protesting?

Score of 1:
• Identifies the situation the author is protesting
  Examples: unemployment; lack of jobs for women after the war; getting an even employment break for women who are the head of a family; office jobs pay too little to support a family; lack of jobs that pay a living wage

Score of 0:
• Incorrect response
  Examples: she is a widow; she is a woman
• Vague response that does not address the question
  Examples: living wage; only office jobs available
• No response

Question 11  State two arguments the author of this letter gives to support her request.

Score of 2 or 1:
• Award 1 credit (up to a maximum of 2 credits) for each different argument the author gives to support her request
  Examples: women were employed as skilled workers during the war; she is a widow supporting a mother and son; she cannot manage on a lower income; she served the company for 3½ years; Grumman will not rehire any women; no jobs are available with a living wage on Long Island; because I happen to be a woman, I am not wanted

Score of 0:
• Incorrect response
  Examples: the unemployment situation on Long Island; first woman to be employed by Grumman in 1942; my rent is $45 a month; there are no cheap places to rent
• Vague response that does not address the question
  Examples: it is impossible to obtain employment with Grumman; office jobs pay only $22 a week salary
• No response

Question 12  State one likely reason the Grumman Corporation would have used to justify its actions.

Score of 1:
• States a reason the Grumman Corporation would have used to justify its actions
  Examples: men returning from the war must be given the jobs first; the law says veterans must be rehired; men are the breadwinners; since the war ended, we have fewer orders for planes; fewer military goods were needed after the war

Score of 0:
• Incorrect response
  Examples: women are too weak; there are no orders for new airplanes
• Vague response that does not address the question
  Examples: men do the job better; women can’t work on jet planes; don’t use lathes anymore
• No response
# Grade 8 Social Studies Specifications Grid

## June 7, 2006

### Part I

#### Multiple-Choice Questions by Unit and Standard

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