FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 8
INTERMEDIATE-LEVEL TEST
SOCIAL STUDIES

RATING GUIDE

BOOKLET 1
OBJECTIVE AND CONSTRUCTED RESPONSE

JUNE 2–3, 2004

Any clarifications or changes to this rating guide or this examination will be posted on the New York State Education Department web site at http://www.emsc.nysed.gov/osa/. Be sure to check this web page before starting your scoring process and several times after the end of the grade 8 social studies testing period.

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.

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234
**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.)
Grade 8 Intermediate-Level Social Studies
Part II Specific Rubric
Constructed Responses—June 2004

Revolutionary War Cartoon (Questions 1–3)

Question 1 Which conflict in United States history is referred to in this cartoon?

Score of 1:
• Identifies the American Revolution as the conflict in United States history referred to in this cartoon
  *Examples: Revolutionary War; Revolution; war for American independence; American Revolution

Score of 0:
• Incorrect response
  *Examples: War of 1812; French and Indian war
• Vague response that does not address the question
  *Examples: war against the British
• No response

Question 2 Which group does the larger man in the cartoon represent?

Score of 1:
• Identifies the group represented by the larger man in the cartoon
  *Examples: the British; British army; Great Britain; British soldier; England; English; the mother country

Score of 0:
• Incorrect response
  *Examples: American soldier; colonial soldier; freedom; minuteman
• Vague response that does not address the question
  *Examples: soldier; fighter
• No response

Question 3 Which group does the man with the slingshot represent?

Score of 1:
• Identifies the group represented by the man with the slingshot
  *Examples: the 13 colonies; American colonies; the colonies; American patriots; continental soldier; minutemen; colonists; Americans

Score of 0:
• Incorrect response
  *Examples: the Union fighters; the Loyalists; kids; boys
• Vague response that does not address the question
  *Examples: soldiers; fighters
• No response
Map of North America in 1803 (Questions 4–6)

Question 4 What is the name of the area on the map that President Thomas Jefferson acquired for the United States?

Score of 1:
- Names the area on the map that President Thomas Jefferson acquired for the United States
  Examples: Louisiana Territory; Louisiana Purchase; Louisiana

Score of 0:
- Incorrect response
  Examples: Oregon Territory; Mexican Cession
- Vague response that does not address the question
  Examples: land west of the Mississippi River
- No response

Question 5 Identify one way the United States obtained land that had been claimed by Russia, Britain, or Spain.

Score of 1:
- Identifies one way the United States obtained land claimed by Russia, Britain, or Spain
  Examples: purchase (buying); treaty; arbitration; force; fighting; fighting a war; the Spanish-American War; by cession

Score of 0:
- Incorrect response
  Examples: gift; discovered by an explorer
- Vague response that does not address the question
  Examples: they got it; they claimed it
- No response

Question 6 Name one state bordering the Gulf of Mexico that was eventually formed from land once owned by Spain.

Score of 1:
- Names one state bordering the Gulf of Mexico that was formed from land once owned by Spain
  Examples: Florida; Alabama; Mississippi; Texas; Louisiana

Score of 0:
- Incorrect response
  Examples: Georgia; Mexico
- Vague response that does not address the question
  Example: southern ones
- No response
Big Business Cartoon (Questions 7–8)

Question 7 Name two groups that are represented in the cartoon.

Score of 2 or 1:
- Award 1 credit (up to a maximum of 2 credits) for naming two different groups that are represented in the cartoon

Note: Three groups are represented in this cartoon. The two groups chosen may be listed in any order. See chart below for possible answers.

Score of 0:
- Incorrect response
  Examples: Uncle Sam; muckrakers
- Vague response that does not address the question
  Examples: people; citizens; big man
- No response

Question 8 State one way each of the two groups was affected by the “tariff.”

Score of 2 or 1:
- Award 1 credit (up to a maximum of 2 credits) for a stated way each of the two groups identified was affected by the “tariff”

Score of 0:
- Incorrect response
  Examples: Trusts—would decrease their profits
  Consumers—goods sold in America would be cheaper
  Farmers—products they bought cost more

Note: Farmers are not a group shown in the cartoon.
- Vague response that does not address the question
  Examples: Trusts — tariffs helped the trusts
  Consumers — tariffs affected the price of goods
- No response

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German Travel Notice (Questions 9-10)

Question 9  Which nation’s vessels were threatened in this newspaper notice?

Score of 1:
• Identifies a nation whose vessels were threatened in this newspaper notice
  
  Examples: Great Britain; France; Russia; Italy; Serbia; Greece; Montenegro; Romania; Portugal; Belgium; Great Britain and her allies

Score of 0:
• Incorrect response
  
  Examples: the United States; Germany; Austria-Hungary; Bulgaria
• Vague response that does not address the question
  
  Examples: allies; her allies
• No response

Question 10  What was the purpose of this newspaper notice?

Score of 1:
• Identifies one purpose of the newspaper notice
  
  Examples: to warn Americans about the danger of sailing on vessels of Great Britain; to forewarn Americans making the Atlantic voyage on vessels of Great Britain’s allies; to warn travelers that there is a war in Europe

Score of 0:
• Incorrect response
  
  Examples: to encourage Americans to sail on vessels of Great Britain or her allies
• Vague response that does not address the question
  
  Examples: warn people about getting on ships
• No response
### Grade 8 Social Studies Specifications Grid

#### June 2–3, 2004

**Part I**

**Multiple Choice Questions by Unit and Standard**

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