

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 2002

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, 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 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 on the back cover of test booklet 2.)

Grade 8 Intermediate-Level Social Studies
Part II Specific Rubric
Constructed Responses

Virginia Plantation (Questions 1–3)

Question 1

“What information in the illustration suggests that the plantation was self-sufficient?”

Score of 1:

- States that the plantation met the basic needs of the people
Examples: Craftsmen made products; food crops were grown (vegetable garden); a school provided education; spinners, weavers, and shoemakers made clothing for people of the plantation

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Question 2

“Why was a location on a waterway important to the economic success of the plantation?”

Score of 1:

- States that plantations needed to be close to water to transport crops such as tobacco to market

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Question 3

“Plantation owners argued that large numbers of laborers were needed to carry out the work on the plantations. State *two* ways labor would have been used on this plantation.”

Score of 2:

- States two ways labor was used on this plantation
Examples: to work in the tobacco field and to work in the tannery; to work as a blacksmith and to work in the kitchen

Score of 1:

- States one way labor was used on this plantation
Example: to work as a carpenter

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Industrial Mass Production (Questions 4–6)

Question 4

“What method of industrial mass production is shown in the picture?”

Score of 1:

- Identifies the method as “assembly line”

Score of 0:

- Incorrect response
Example: interchangeable parts; factory system
- Vague response that does not address the question
- Blank paper

Question 5

“What impact did the use of this method have on the manufacture of consumer goods?”

Score of 1:

- States that goods were produced faster; prices became lower; better goods were produced; goods were produced more efficiently; more goods were produced

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Question 6

“State *one* advantage and *one* disadvantage for workers employed in this form of mass production.”

Score of 2:

- States one advantage **and** one disadvantage
Note: The examples should focus on the worker.
Examples:
Advantages: Steady paycheck; little education needed; steady, reliable work; easy-to-learn tasks; more specialized jobs were created
Disadvantages: Boredom; same job day after day; little chance for advancement; workers could easily be replaced by other workers or by machines; little or no mental stimulation; safety issues; crowded work stations; long hours

Score of 1:

- States either an advantage **or** a disadvantage on the appropriate line

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Page from Sears Catalog (Questions 7–9)

Question 7:

“Name *one* product in the catalog that is similar to a product widely used today.”

Score of 1:

- Names one product still used today
Examples: Pot cleaner; caster; mailbox; can opener

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Question 8

“Identify *one* product from the catalog and explain why that product is no longer widely used today.”

Score of 1:

- Identifies one product not used today and explains why
Examples: Lamp chimney stove; lamp chimney cleaner—We use electric lights and stoves, not oil lamps
hog scraper—Most of us do not raise livestock at home

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Question 9

“State how an improved transportation system was a key factor in the success of mail-order businesses.”

Score of 1:

- States how distribution of goods was easier
Examples: Companies could ship their goods across the country; people in rural areas were able to get goods for the first time

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Vietnam Cartoon (Questions 10–12)

Question 10

“Identify the main issue presented in this cartoon.”

Score of 1:

- Identifies the issue of different ideas about United States involvement in the Vietnam War *or* identifies Vietnam War or Vietnam
Examples: public opinion was divided over the War; whether the United States should continue with the war; Hawks versus Doves; Vietnam War; Vietnam

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Question 11

“State *one* reason to support *each* point of view expressed by the people in the cartoon.”

Score of 2:

- States one reason to support each point of view
Examples:
Stay in Vietnam: Contain communism; fulfill treaty obligations; promote democracy in South Vietnam; support American troops
Get out of Vietnam: War not legally declared; not our war; we should not get involved in a civil war; war cannot be won; United States government has misrepresented military information; corruption in South Vietnam; loss of American lives

Score of 1:

- States only one reason for one point of view

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Question 12

“Which right protected by the Constitution is shown in this cartoon?”

Score of 1:

- Identifies “freedom of speech” or “freedom of assembly,” or a valid extension of these rights
Examples: expression of opinions; right to protest

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Grade 8 Social Studies Specifications Grid

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-Prior to 1500	2, 6	1	3		7	5
2-Exploration/ Colonization			4, 5			2
3-A Nation is Created	9, 13			36	8	4
4-Experiments in Government	12				10, 11	3
5-Life in the New Nation	15, 21		14			3
6-Division and Reunion	17, 37		16			3
7-An Industrial Society	20, 22		19	18		4
8-An Independent Nation	43, 44	23, 24, 39				5
9-Between the Wars	25			26, 45		3
10-Worldwide Responsibilities	27, 29, 40, 41	30, 42			32	7
11-WWII to the Present	31			38	35	3
12-Cross Topical				28, 33	34	3
TOTAL						45

Part II

CONSTRUCTED RESPONSES	STANDARDS
Questions 1–3	Standards 1, 3, and 4: United States History; Geography; Economics Unit 5: Life in the New Nation
Questions 4–6	Standard 4: Economics Unit 7: An Industrial Society
Questions 7–9	Standard 1 and 4: United States History; Economics Units 7 and 11: An Industrial Society; WW II to the Present
Questions 10–12	Standards 1, 2, and 5: United States History; World History; Civics, Citizenship, and Government Units 10 and 11: Worldwide Responsibilities; WW II to the Present

