

FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 8

INTERMEDIATE-LEVEL TEST SOCIAL STUDIES

RATING GUIDE

BOOKLET 2

DOCUMENT-BASED QUESTION (DBQ)

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*.

Contents of the Rating Guide

For **Part III A** (scaffold questions):

- A question-specific rubric
- Sample responses for questions scored 0-2

For **Part III B** (DBQ) essays:

- A content-specific rubric
- Prescored answer papers. Score levels 5, 4, and 2 have two papers each, score level 3 has three papers, and score level 1 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

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 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.

Rating the Part IIIA (Scaffold) Questions

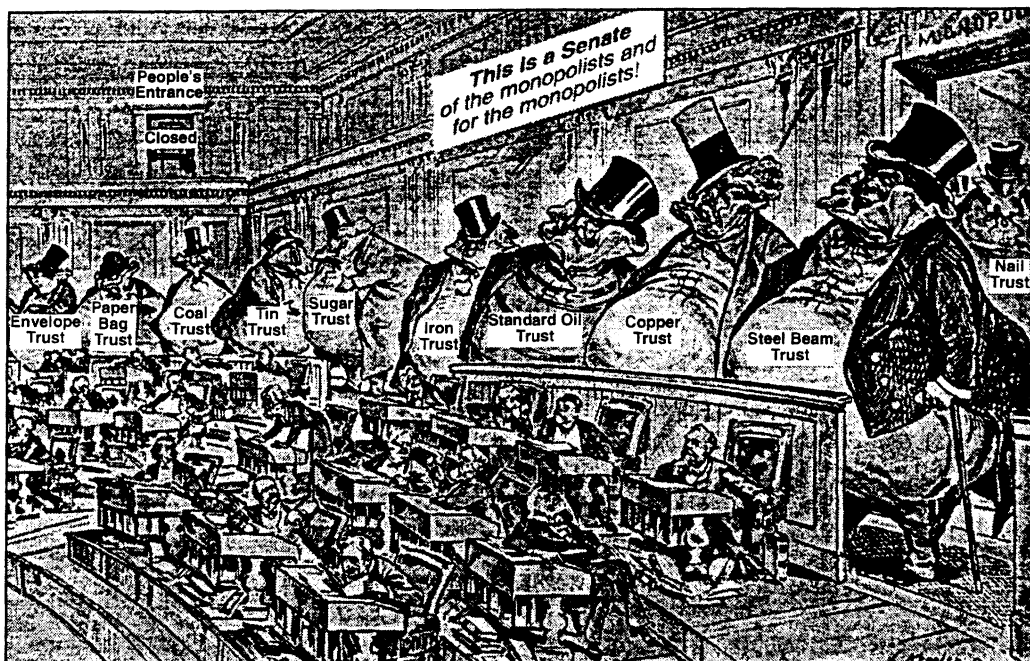
- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's test booklet.

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 back cover of test booklet 2, and determining the student's final examination score. The chart located at the end of these scoring materials must be used for determining the final test score.

Grade 8 Intermediate-Level Social Studies
Part IIIA Specific Rubric
Short Answer Questions—June 2002

Document 1

Bosses of the Senate



Source: Joseph J. Keppler, 1890, (adapted)

1a Identify a symbol used by the cartoonist to demonstrate how powerful these trusts had become.

Score of 1:

- Identifies a symbol used to demonstrate the power of the trusts
Examples: large men; big men; fat men; men bigger than Senators; men watching over Senate; clothing shows prominence or dominance; bodies are money sacks

Score of 0

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

1b According to the cartoonist, who controls the Senate?

Score of 1:

- Identifies who controls the Senate
Examples: monopolists; the trusts; big business

Score of 0

- Incorrect response such as naming one specific trust
Example: copper trust
- Vague response that does not address the question
- Blank paper

Document 2

Lodgers in a Crowded New York City Tenement — 1890



In the Home of a Ragpicker, New York City — 1890



Source: Photos by Jacob Riis, "How the Other Half Lives," 1890

2a Based on these photographs, state *two* conditions of tenement life.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each correctly identified condition of tenement life
Examples: very crowded; run down; broken or missing furniture; dirty; messy; dark

Score of 0

- Incorrect response
- Vague response that does not address the question
Examples: bad conditions; terrible conditions
- Blank paper

2b Jacob Riis used photographs to show what New York City tenement life was like. What advantage does the photograph have over the written word?

Score of 1:

- Identifies the value of a photograph versus a written article
Examples: A picture shows the problem better than words.
People will be more likely to look at a picture than read an article.
He used photographs because it showed actual scenes of what life was like.
He could say it but, without proof, no one would believe him.
Even people who can't read can see the pictures.
The photograph shows it like it is.

Score of 0

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

Document 3

In this book, . . . I have done the best I could to show forth the beauty, grandeur, and all-embracing usefulness of our wild mountain forest reservations and parks, with a view to inciting the people to come and enjoy them . . . so at length their preservation and right use might be made sure . . .

. . . Any fool can destroy trees. They [the trees] cannot run away: and if they could they would still be destroyed . . . Few that [cut down] trees plant them; nor would planting [help] much towards getting back anything like the noble [ancient] forests. Through all the wonderful, eventful centuries . . . God has cared for these trees, saved them from drought, disease, avalanches, and a thousand straining, leveling tempests and floods; but He cannot save them from fools — only Uncle Sam [the United States Government] can do that.

— Excerpt from *Our National Parks*, by John Muir, 1901

3a According to the passage, what did John Muir hope to accomplish with this book?

Score of 1:

- Identifies John Muir's purpose for writing the book

Examples: to preserve forests or national parks; to get people to go to national parks; to stop destruction of forests; to show the beauty and grandeur of national parks

Score of 0

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

3b What did John Muir mean when he said that only Uncle Sam has the power to save trees from fools?

Score of 1:

- States that the United States government (Uncle Sam) should pass laws to stop the cutting down of trees

Examples: The government should make it illegal to cut down trees; the government should pass laws to protect the forests/parks

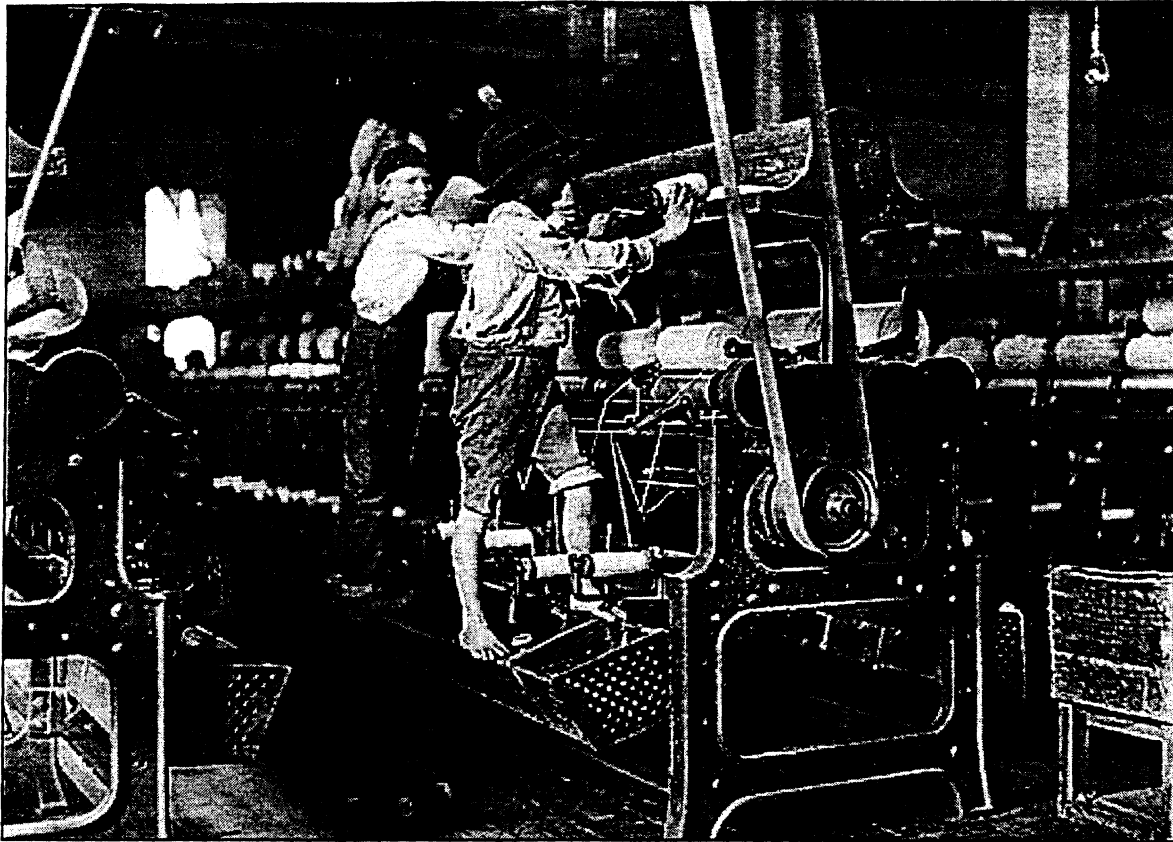
Score of 0

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

Example: The government should take action.

- Blank paper

Document 4



“Boys removing bobbins while machine is operating.”

Photograph by Lewis Hine, 1909

4 What social problem did Lewis Hine show in this picture?

Score of 1:

- Identifies a social problem shown in the picture
Examples: child labor; poor working conditions; unsafe working conditions

Score of 0

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

Honorary President, Mrs. F. E. Bates President, Mrs. Kenyon Messick
Recording Secretary, Mrs. F. E. Bates
First Vice-president, Miss Lakey Corresponding Secretary, Mrs. C. G. Culin
Treasurer, Mrs. G. Damon

VILLAGE IMPROVEMENT ASSOCIATION
INCORPORATED

CRANFORD, N. J. Jan. 10th. 1906.

To Senator John F. Dryden.
Dear Sir:

At a recent meeting of the Village Improvement Association Of Cranford, it was resolved that as the question of Pure Food is of the most vital importance to women in general, but especially to mothers, we as a body of 150 women ask our Senators to give their earnest and enthusiastic support to the Heyburn Bill when it comes before the Senate. We have no voice either in election or legislation but feel that we can depend on those who represent us.

Sincerely Yours,
Fannie E. Bates,
Rec. Sec.

5 According to this letter, what reform issue were the women of Cranford, New Jersey, most concerned about?

Score of 1:

- Identifies the reform issue that most concerned the women of Cranford, New Jersey
Examples: pure food; food safety; cleaning up food processing

Score of 0

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

Declaration of Principles of the Progressive Party

... We of the Progressive Party here dedicate ourselves to the fulfillment of the duty laid upon us by our fathers to maintain that government of the people, by the people and for the people whose foundation they laid.

It is time to set the public welfare in the first place.

In particular, the party declares for direct primaries for nomination of State and National officers . . . and for the direct election of United States Senators by the people. . . .

Effective legislation looking to the prevention of industrial accidents, occupational diseases, overwork, involuntary unemployment, and other injurious effects incident to modern industry. . . .

The prohibition of child labor:

Minimum wage standards for working women, to provide a living scale in all industrial occupations;

The prohibition of night work for women and the establishment of an eight-hour day for women and young persons;

One day's rest in seven for all wage-workers. . . .

— Platform of the Progressive Party, August 7, 1912
presidential candidate — Theodore Roosevelt

6a According to the Progressive Party platform, what were two *election* reforms that the party hoped to achieve?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each correctly identified **election** reform of the Progressive Party

Examples: direct primaries for nominating state and national officers; direct election of United States Senators

Score of 0

- Incorrect response such as identifying a *labor* reform
- Vague response that does not address the question
- Blank paper

6b According to the Progressive Party platform, what were two *labor* reforms that the party hoped to achieve?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each correctly identified **labor** reform of the Progressive Party

Examples: safer working conditions; shorter working hours; legislation against layoffs; child labor laws; minimum wage for women; minimum wage in general; six-day work week

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

The Nobel Peace Prize for 1931

Presented to Jane Addams:

In honoring Jane Addams, we also pay tribute to the work which women can do for peace and fraternity among nations.

Twice in my life, once more than twenty years ago and now again this year, I have had the pleasure of visiting the institution where she has been carrying on her lifework. In the poorest districts of Chicago, among Polish, Italian, Mexican, and other immigrants, she has established and maintained the vast social organization centered in Hull House. Here young and old alike, in fact all who ask, receive a helping hand whether they wish to educate themselves or to find work. When you meet Miss Addams here — be it in meeting room, workroom, or dining room — you immediately become . . . aware that she has built a home and in it is a mother to one and all.

— Excerpt from the speech given by Halvdan Koht,
member of the Nobel Committee

7a According to this document, what institution did Jane Addams establish to help the poor?

Score of 1:

- Identifies “Hull House” as the institution established by Jane Addams

Score of 0

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

7b According to this document, what type of assistance did Jane Addams offer to the poor?

Score of 1:

- Identifies a form of assistance Jane Addams offered to the poor
Examples: education; assistance in finding work; housing; food

Score of 0

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

Grade 8 Intermediate-Level Social Studies
Part IIIB—Content-Specific Rubric
Document-Based Question—June 2002

Historical Context:

Throughout the history of the United States, individuals and groups of reformers have worked to bring about social, political, and economic change in the United States. During the late 1800s and early 1900s, many individuals and groups were united in their belief that the problems of society could be solved.

Task:

- Discuss *two* different goals of reformers in the United States during the late 1800s and early 1900s
- Describe *two* methods used by reformers to help bring about change in society

Key Ideas from the Documents

Goals of Reformers	Methods Used	Document
End monopolies End corruption by big business	Cartoons	1
Better living conditions Better working conditions Help for the poor	Photographs, speeches, education and employment programs, home for poor	2, 4, 7
Establish national parks Preserve the environment	Books	3
General labor reforms Ending child labor	Speeches, political party platform, photographs	4, 6
Pure food	Letters to government	5
Election reform	Political party platform	6

Relevant Outside Information

(This list is not all-inclusive.)

Use of terms such as muckraker, populist, trustbuster, settlement house Establishment of labor unions Pure Food and Drug Act; Meat Inspection Act Seventeenth Amendment Sherman Antitrust Act <i>The Jungle</i> by Upton Sinclair <i>History of the Standard Oil Company</i> by Ida Tarbell

Note: The response may discuss any person or group that supported social, business, or political reform during the late 1800s and early 1900s.

Score of 5:

- Thoroughly addresses both aspects of the task by discussing *two* different goals of reformers in the United States during the late 1800s and early 1900s and describing *two* methods used by reformers to help bring about change in society
- Incorporates accurate information from at least **four** documents (see Key Ideas Chart)
- Incorporates relevant outside information related to the goals and methods of reformers (see Outside Information Chart)
- Richly supports the theme of reform during the late 1800s and early 1900s with relevant facts, examples, and details by focusing on such areas as child labor, poor living conditions, and the problems of the indirect method of electing senators through the state legislatures and by identifying the methods of reform such as drawing cartoons, taking pictures, writing books and articles, and establishing political parties
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization, giving comparable weight to both aspects of the task or weaving both aspects into one by clearly discussing a goal of the reformer and then the method used by the reformer
- Introduces the theme of reform during the late 1800s and early 1900s by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Score of 4:

- Addresses both aspects of the task, although the treatment of the aspects may be uneven, i.e., the discussion of one goal or the description of one method might be less complete than the discussion or description of the other
- Incorporates accurate information from at least **four** documents
- Incorporates relevant outside information related to the theme of reform during the late 1800s and early 1900s
- Includes relevant facts, examples, and details, but the discussion may be more descriptive than analytical and may integrate facts unevenly
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of reform during the late 1800s and early 1900s by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Score of 3:

- Addresses both aspects of the task in a limited way
- Incorporates some information from some of the documents
- Incorporates limited or no relevant outside information
- Includes some facts, examples, and details, but the discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of reform during the late 1800s and early 1900s by repeating the historical context and concludes by simply restating the theme

Score of 2:

- Attempts to address some aspects of the task in a limited way such as only discussing goals of reformers *or* only describing methods used by reformers
- Makes limited use of the documents or may only restate the contents of the documents
- Presents no relevant outside information
- Includes few facts, examples, and details, and may include information that contains some inaccuracies
- Is a poorly organized essay, lacking focus; may contain digressions or extraneous information
- May lack an introduction and/or conclusion or these elements may not refer to the theme of reform during the late 1800s and early 1900s

Score of 1:

- Shows a limited understanding of the task and makes some attempt to address the task
- Makes vague or unclear references to the documents
- Presents no relevant outside information
- Includes few or no accurate or relevant facts, details, or examples
- Demonstrates a major weakness in organization
- May lack an introduction and/or a conclusion or these elements may not refer to the theme of reform during the late 1800s and early 1900s

Score of 0: Fails to address the task, is illegible, or is a blank paper

Individuals and reformers, throughout the history of the United States, have worked to cause political, social, and economic changes within their lifetimes. There were two main goals of reformers in the late 1800s and early 1900s. To accomplish these goals there were many different methods that reformers used to bring about their wanted changes. If it were not for these changes that were brought about by the reformers than our society may have been very different.

Two different goals reformers of the late 1800s and early 1900s had were to better protect the rights of workers (Doc 6) and to create a safe and clean society (Doc 5, 7). According to document six the progressive party based its platform on helping the average workers. This included the prohibition of child labor, the prohibition of night work for women, and the establishment of the eight hour workday. These reforms were desperately needed since almost all workers were exploited by doing dangerous work for many hours for very little money (Doc 4). Reformers also felt it necessary for there to be a clean and safe environment. In documents five and seven this is clearly shown. In document five the women of Cranford, New Jersey asked their representatives in the senate to make sure that food products were always safe and prepared properly. This may have led to the Pure Foods Act, which was passed later on. It was also important to reformers that the land of

America not be destroyed. John Muir (Doc 3) writes in his book, *Our National Parks*, that people who destroy trees are fools and he wishes that the American government should stop them by creating conservations of land so that the trees are preserved. These were but the goals of many reformers, they also had to use several methods to achieve these and other goals. One effective way to achieve goals was by actually showing people the truth about how poor people lived. Jacob Riis used pictures to persuade people to help others who were in need. (Doc 2) Jacob brought the public's attention to the living conditions of the poor. This gave people a first hand view of others lives. Another method was shown by John Muir. John wrote a book in order to persuade the American government to conserve land and protect trees from foolish people. (Doc 3). In addition, people called "Muckrakers" began to inform the public about other abuses of industrialization. Upton Sinclair shocked people with his book, called "The Jungle", which exposed filthy conditions and the use of contaminated meat in the meat-packing industry. As a result Congress passed the Meat Inspection Act in 1906. Ida Tarbell wrote about monopolies and abuses in John D. Rockefeller's oil trust, which led to Standard Oil being broken up. (Doc 1) If it were not for people such as Jacob Riis, John Muir, Upton Sinclair and Ida Tarbell, and the methods they used to

bring about changes America would not be what it is today. Throughout American History there were several reformers who set different goals & used different methods to bring about change in American society. These people and their ideas completely changed and reconstructed the social, political and economic lifestyles in the United States.

Anchor Level 5-A

The response:

- Thoroughly addresses both aspects of the task, discussing more than two reform goals (rights of workers; preservation of environment; pure foods) and describing more than two reform methods (political parties; writing books; photos)
- Incorporates accurate information from all the documents
- Thoroughly incorporates relevant outside information related to goals, methods, and names of reformers (Pure Food Act; Meat Inspection Act; Upton Sinclair; Ida Tarbell)
- Richly supports the theme of reform during the late 1800s and early 1900s with the use of many relevant facts, examples, and details (Jacob Riis' use of photographs; John Muir's writing; child labor; food safety)
- Is a well-developed essay with a clear pattern of organization
- Introduces the theme of reform during the late 1800s and early 1900s by establishing a clear framework and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 5 by analyzing six documents, referring to document 1, incorporating outside information, fully addressing the task, and establishing a clear framework.

Many reforms have gone on through the ages. They have gotten people better jobs and even got people more involved in the elections. Many important reforms came about during the late 1800s and early 1900s.

A major goal of the United States at that time was to help the unemployed. In an attempt to help the unemployed, Jane Addams established the Hull House. Not only did she find them jobs, but she also educated them and their children and provided them with food and shelter. Many of the people she cared for were immigrants. These people came from countries with much poverty. They had no money and had to learn the English language.

Many unlucky citizens and immigrants stayed in tenements. They were crowded and dirty buildings. The poor at that time also had long working schedules, and coming home to a tenement building was dreadful. Jacob Riis took pictures of these horrible conditions and published them in 1890 in his book, "How the Other Half Lives."

Another major goal of the reformers was to stop child labor. Children were made to do dangerous jobs and were exposed to many terrible things. Again, pictures told the story. In 1909, Lewis Hine published pictures of children working at running machines with bare feet and hands. In the next few years, Congress passed

laws to regulate working conditions and the hours of labor for both children and women.

A very popular book by Upton Sinclair describes the horrors of the meat packing industry. It tells about how adults actually died at work, and the low wages for long working hours. Not even adults should experience these things. As a result of Sinclair's work and the efforts of people like the women from Cranford, N.J., the Pure Food & Drug Act and the Meat Inspection Act were passed. These acts forced the producers to clean up the factories and provide safe food for people to eat.

Not only were reforms made for living and working conditions, but for conservation, too. A major conservationist was John Muir. He told of the beauty and importance of the parks and plant life. Another big conservationist was our president Theodore Roosevelt. John Muir and President Roosevelt were both around at the same time and conservation of our natural resources was an important goal to them.

At that time, Senators were not directly chosen by the people. Many fought for the people to make the choice. President Theodore Roosevelt wanted this also. Women at that time were also upset about the elections. Not so much because they wanted Senators to be chosen directly by the people, but because they wanted to vote themselves.

Fannie Bates mentions this in her letter. She says they have no voice but hopes the Senator will listen anyway. Women suffragists protested constantly for this. It wasn't until 1920 that women were allowed to vote, though.

Many other reforms took place later in time. More people would help obtain what they thought was right. But these people were inspired by the reformers of the late 1800s and early 1900s. These early reforms worked to destroy poverty and instill peace and justice.

Anchor Level 5-B

The response:

- Thoroughly addresses both aspects of the task, discussing more than two reform goals (help the unemployed; better living and working conditions; conservation of resources) and describing more than two reform methods (photos; books; protests)
- Incorporates accurate information from documents 2, 3, 4, 5, 6, and 7
- Thoroughly incorporates relevant outside information related to goals, methods, and names of reformers (Pure Food and Drug Act; Meat Inspection Act; Upton Sinclair; conservationist role of Theodore Roosevelt; voting rights for women)
- Richly supports the theme of reform during the late 1800s and early 1900s with the use of many relevant facts, examples, and details (role of Hull House; description of tenement life; unsafe working conditions; Theodore Roosevelt's support for many causes)
- Is a well-developed essay, weaving the goals and the methods together in each paragraph
- Introduces the theme of reform during the late 1800s and early 1900s by establishing a framework and concludes by giving credit to the early reformers for subsequent reforms

Conclusion: Overall, the response best fits the criteria for Level 5. The response uses interesting outside information plus relevant information from the documents. The discussion of women's suffrage, while not directly related to any of the documents, is appropriate to reforms of the period.

During the early to ~~at the turn of the~~ mid-1900s, many people attempted to reform the United States. Whether they were wrong or right, they ~~believed~~ stood strong in what they believed in and became united in their principles.

At the turn of the 20th century, working conditions in factories and businesses was horrible. Children were covered with dirt or black with soot from mines. Those who worked in a textile industry were in great danger from the machines. In 1912, the Progressive Party pushed for reforms in the working conditions. They pushed for the ~~the~~ prohibition of child labor and better wages among other things. They did so by announcing to society their party's goals in hope that people would support their candidate and electing him to the position. They hired photographers to truly show the dreariness of the working life and how cruel it was.

Small boys, not even 16, removed bobbins from machines that were still running. Workers of all ages were given an unfair deal.

Because of ~~for~~ the industrial revolution, many people quickly became rich. The difference between the poor and the rich was extremely great. The rich lived in beautiful, colossal houses draped with carpets and ornaments of fine jewelry and fabric. The poor lived in city slums, with cement, ridden with bugs and diseases. Families lived in small, crowded rooms and could not get efficient plumbing or living conditions. However, some

Some people reached out to those in poverty. Jane Addams created Hull House, ~~that~~ which taught the young and the old immigrants how to read and write, along with work to help others. Reformers pushed for better conditions by writing letters and sending photos to the govt to pass ~~the~~ laws that would ~~to~~ improve living conditions and the life of the poor.

Reformers pushed for better conditions and a better life. They made vast improvements for the U.S. society and made a living better for the more unfortunate. Today, reform still takes place, inspired by those that happened in the previous century.

Anchor Level 4-A

The response:

- Addresses both aspects of the task, weaving together the goals and methods used by reformers to change child labor, tenement conditions, and immigrant life
- Incorporates accurate information from documents 2, 4, 6, and 7
- Incorporates relevant outside information about the theme of reform, referring to child labor in mines and contrasting lifestyles of the rich and the poor at the turn of the 20th century
- Includes some facts, examples, and details (Hull House; Jacob Riis' photographs)
- Is a well-developed essay with a clear plan of organization
- Introduces the theme of reform at the turn of the 20th century and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 4. While the response addresses all aspects of the task and uses the documents for supporting information, it is more descriptive than analytical. The introduction restates part of the historical context and then focuses on one aspect of the reform movement. The sending of photos to the government is not a substantiated reform method, but may have happened.

Throughout the history of the United States, individuals and groups of ~~reformers~~^{reformers} have worked to bring about social, political, and economic change in the United States. There were many such individual and groups at the turn of the twentieth century who, although they backed a variety of causes, were united in their belief that the problems of society can be solved.

One goal of reformers in the United States in the twentieth century was to set standards for child labor and for working women. (6) Reformers hoped to prohibit child labor and set an eight-hour day for all women and young people. (6) They also hoped to set minimum wage standards for all working women and establish one day of rest every week for all wage-workers.

Another goal of twentieth century reformers was to get the right of the direct election of ^{U.S.} Senators by the people. (6)

Reformers in the twentieth century achieved their goals by doing things like writing letters to their government. In document 5, a woman writes to a senator to support a Pure Food Bill. Writing to the government would get your opinions and thoughts across to someone who could voice them in a place where they could do some good.

Another way reformers went about achieving their goals was by publishing books or storys. Jacob Riis took pictures of people living in the "slums" and published them in a book called How the Other Half Lives so people could see what tenement life was about. Another reformer, Upton Sinclair, wrote a book called The Jungle, which told about what really went on in the meat packing factorys. ~~After~~ reading his book, many people refused to eat meat and Pure Food Acts were passed to make sure foods were pure and

healthy to eat. Writing/Publishing books is a very good way to get your opinions across because lots of people read them and will pass your ideas on.

Reformers in the twentieth century brought about many changes. If they hadn't, our everyday lives could be very different. They definitely ~~put~~ changed society.

Anchor Level 4-B

The response:

- Addresses both aspects of the task, citing two goals and two methods used by Progressive reformers at the turn of the 20th century
- Incorporates accurate information from documents 2, 5, and 6 and obliquely refers to child labor as shown in document 4
- Incorporates outside information (Upton Sinclair's *The Jungle*)
- Incorporates relevant facts, examples, and details (Progressive Party platform; role of Jacob Riis as a reformer), but the discussion is more descriptive than analytical
- Is a well-developed essay with a logical plan of organization
- Introduces the theme of reform at the turn of the 20th century by copying the historical context and the conclusion is weak

Conclusion: Overall, the response fits the criteria for Level 4. Although the theme restates the historical context, the response clearly addresses two goals and two methods used by reformers at the turn of the 20th century. In addition, the discussion integrates outside information and relevant facts from the documents.

Throughout the history of the United States, individuals and groups of reformers have worked to bring about social, political, and economic change in the United States. There were many individuals and groups who were united in their belief that the problems of society could be solved.

One goal that the reformers had in the twentieth century was the child labor. These young children would be sent to work for long hours and operate dangerous machinery. Children would get injured by removing loads from the machines while still on. In Document 4, you can see the unsafe working conditions. They would sometimes cut off a finger, cut their foot, or even a whole hand off. With the Progressive Party in Document 6, came the prohibition of child labor. Also the eight-hour day came into effect for women and young persons. These legislations helped to prevent anymore industrial accidents, involuntary employment, and overwork.

Another goal of reformers was that the people get to elect the United States senators. Many people felt that the senate had become a monopoly. In Document 1, you can see in the political cartoon that the senate is

portrayed as large, rich men. If the people get the chance to elect, laissez faire would come into play with businesses. This means government would no longer have control of big businesses.

In Document 7, Jane Addams received a Nobel Peace Prize for giving a helping hand to Polish, Italian, Mexican and other immigrants who wished to educate themselves or find work. This is one way reformers helped bring about change in society. People would establish places to help the needy. Another way reformers helped bring about change was through presidential campaigns. Theodore Roosevelt helped bring about better working conditions through his campaign for president in 1912.

Many individuals and reformers helped bring about change in their society through nonviolent reforms. They, united in their beliefs, helped make the twentieth century a better place to live in.

Anchor Level 3-A

The response:

- Addresses both aspects of the task
- Incorporates some information from documents 1, 4, 6, and 7
- Incorporates some relevant outside information (laissez faire; presidential campaign of Theodore Roosevelt)
- Includes some facts, examples, and details
- Demonstrates a general plan of organization
- Introduces the theme of reform during the late 1800s and early 1900s by repeating the historical context and concludes with a general statement

Conclusion: Overall, the response best fits the criteria for Level 3. While the response addresses the task and correctly analyzes documents 6 and 7, it misinterprets the symbols in document 1. Although some analysis of document 4 is included, the general presentation is more descriptive than analytical.

At the turn of the twentieth century, people began to see real problems with some of the situations in U.S. daily life; the life of the poor people, the working class. And so these reformers set out to fix these problems. Some of them used words, some art, some petitions. Some established places of refuge. But all were trying to help.

Many reformers chose to express the bad states of things through photographs, believing the message would be better received if the U.S. people saw with their own eyes photographs taken ~~by~~ illustrated the real life of the poor, or the mistreatment of factory workers. Examples are "Five cents a spot", ~~the~~ "How the other half lives", and "Boys removing Bobbins while machine is operating".

Other issues of the Reformers included the Pure Food Heyburn Dill, and the preservation of trees in the U.S. People wrote petitions to their senators, or wrote essays explaining the reasons of these ^{needed} changes, & how the changes could be accomplished.

Still others, those with more money, chose to establish houses for the poor. This included Hull House of Chicago, and other houses in major cities like NYC and Boston. These houses offered help on finding work, shelter, food, and education. They helped in many other ways as well.

All these reforms occurred during the Industrial age. Since business was hot, owners could afford to mistreat the workers. If you objected, you were fired, left with no money in your pocket, and some eager person already in your place. Until the formation of workers unions, the factory workers and poor people with out jobs had little choice but to be trodden on. The Government was the only one who really had^o say in what occurred. This ~~out~~ situation lessened a few short years after World War I, but increased rapidly with the Great

Depression. The President of the United States then created new departments that helped with the increasing unemployment rate. He was actually doing them what the Reformers He also tried to help with worker rights, although unemployment was more pressing. Though he may have been aiming for slightly different goals, the President helped to start the reformation that had been needed for 20 yrs.

Anchor Level 3-B

The response:

- Addresses both aspects of the task
- Incorporates some information from documents 2, 3, 4, 5, 7
- Incorporates some relevant outside information (fate of workers who objected to mistreatment; formation of workers' unions)
- Includes some facts, examples, and details (Jane Addams), but discussion is more descriptive than analytical
- Is a satisfactorily developed essay
- Introduces the theme of reform during the late 1800s and early 1900s with a paragraph that is well beyond a restatement of the historical context, but concludes with a paragraph that digresses to another period and has some incorrect information

Conclusion: Overall, this response best fits the criteria for Level 3. While the response begins well and proceeds to address goals and methods using the documents, the digression from the task into the situation after World War I and during the Great Depression weakens the focus of the essay.

Throughout the United States history, individuals and groups of reformers have worked to bring social, political, and economic change to the United States. There were many individuals and groups at the turn of the (20th) twentieth century who were united in a belief that the problems in society of the United States can be solved.

Jane Addams, a reformer who hoped when achieving the goal of helping many who wished to be educated or find work. This woman hoped to achieve the reform of socialization (Document 7). The Progressive Party had a goal for the public welfare to become first priority. A reform they hoped to achieve from this goal was the prohibition of child labor. One other reform was the prohibition of night work

for women and also the establishment of an eight hour day. These reforms hoped to be achieved by the Progressive Party and Jane Addams are very well needed and supported by the public. (Documents 6 and 7).

John Muir hoped to change society by writing a book to preserve forests. He hoped to achieve the support of preserving lands. The reform trying to be achieved is the preservation of forest land.

Lewis Hine was a photographer who tried to change society by showing how young men have to work in his photographs. The reform hoped to be achieved was child and young adult labor conditions.

Trying to achieve reforms and having the reforms passed was a big change in the society.

of the united States. Society needed to be changed and many new that. There were many who tried to help society, but failed. Many others tried and was successful. Society needed help, society needed reforms, ways of living.

Anchor Level 3-C

The response:

- Addresses both aspects of the task in a limited way
- Incorporates some information from documents 3, 4, 6, and 7
- Incorporates no outside information
- Includes some facts, examples, and details (Progressive Party platform), but the discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of reform during the late 1800s and early 1900s by repeating the historical context and concludes with a general statement about the need for reform

Conclusion: Overall, the response best fits the criteria for Level 3. While the response addresses the task, the discussion is limited and simplistic. The lack of any outside information is a major weakness.

Through out the history of the United States individuals and groups of reformers have worked to bring about social, political, and economic change in the United States. There are many different things that they did to try to change the United States.

There are many different goals that reformers did during the twentieth century. One reformer was Jane Adams her goal was to help the poor. One achievement ^{achieve was} she was able to to give the poor a home. Where she would educate them and help them find a job.

There were many different types of methods to help change society. They would write letters to the president or they would show how people were living.

During the twentieth century many reformers help many people so they were able to live a better life.

Anchor Level 2-A

The response:

- Attempts to address some aspects of the task by identifying one goal (help the poor) and several methods used by reformers (give the poor a home, educate them, find jobs, write letters)
- Makes limited use of documents 5 and 7
- Presents no outside information
- Includes few facts, examples, or details
- Demonstrates a general plan of organization
- Introduces and concludes the theme by restating parts of the historical context

Conclusion: Overall, the response best fits the criteria for Level 2. The response uses limited information from the documents while attempting to address the task.

At the turn of the twentieth century many Americans went about trying to bring change to the ways many people believed. Even though different groups tried to change different things, they were brought together by the thought that one day change will come.

One change that was hoped to be achieved was giving equal rights to African Americans. For a long time, African Americans were treated differently. All because their skin color is darker than ours. They had to attend different schools and were paid less money for than a white person for doing the same job. They were thought of as less than human.

One of the most important reformer was Dr. Martin Luther

King Jr., a civil rights advocate, he believed in taking a non-violent approach to oppression. He followed in the beliefs of Mohandas Gandhi. He knew that violence would not solve anything, only create more anger. He gave many tel speeches, some that are still remembered today. In his most famous speech ("I have a dream") he stated that, "One day, I hope I can live in a world where people are judged not by the color of their skin but by the content of their character."

Another group that were reformers for African American Americans were the Black Panthers. They were fighting for the same thing as King, but took a more violent approach.

Another reform was the fight against the conditions of the poor. Many poor immigrants had to live in tenement houses. These tenement homes were crowded & filthy. Many people contracted diseases. Many citizens of New York were not aware of those conditions until Jacob Riis, a photographer, took pictures and published "How the Other Half Lives". His book revealed the truth of the conditions of tenement life.

Jane Addams was the founder of Hull House. This was a place where the poor could go for help. They were taken care of and were educated. She even helped them find jobs. Jane Addams won the Nobel Peace Prize in 1931 for her great deeds.

In conclusion, you can see the many reforms that happened at the turn of the twentieth century. This was a time period that brought about many of the changes that still exist today.

Anchor Level 2-B

The response:

- Attempts to address some aspects of the task by referring to tenement life and Hull House
- Makes limited use of documents 2 and 7
- Presents **no relevant** outside information (equal rights for African Americans; Martin Luther King, Jr.; Black Panthers)
- Includes some facts, examples, and details—many of which are not connected to the theme of reform at the turn of the century
- Is an organized essay that digresses and contains extraneous information
- Refers to the theme of reform in general with a simplistic introduction and ends with a weak conclusion

Conclusion: Overall, the response meets the criteria for Level 2. The response attempts to address the task but digresses and makes limited use of the documents. After two pages of non-relevant information, the response finally addresses the theme of reform during the late 1800s and early 1900s. The inability of the writer to focus on the exact theme shows a major weakness in meeting the criteria for successful document-based essays.

~~and~~ All throughout U.S. history there have been people that have made a difference in life. These people are called reformers.

When people found out about the terrible working conditions + child labor they tried to change it. After a while of protesting the laws changed and child labor went away.

Martin Luther King was a reformer. He changed American history for African Americans for ever. He used silent protesting to make his point. He was assassinated. The emancipation proclamation had to do with the freeing of slaves.

When ever there is a problem in the world there is always someone trying to solve it. Many people have made a difference in American history.

Anchor Level 1

The response:

- Shows limited understanding of the task, mentioning goals and methods (protesting; silent protests)
- Makes vague references to documents 4 and 6
- Includes **no relevant** outside information (Martin Luther King, Jr.; Emancipation Proclamation)
- Includes few facts, examples, or details
- Demonstrates a general plan of organization
- Includes an introduction and a conclusion that simply restate the historical context

Conclusion: Overall this response meets the criteria for Level 1. The response attempts to address the task, but digresses into the wrong timeframe. The paragraph on Martin Luther King, Jr., and the Emancipation Proclamation does not pertain to reform during the late 1800s and the early 1900s.

Many reformers have tried and some have succeeded in changing different aspects of the United States. From Theodore Roosevelt to Jane Addams to regular civilians, many people have made a difference.

Theodore Roosevelt wanted to bring an end to child labor. He hoped that children would go to school, rather than work.

Jane Addams wanted to help the poor. She hoped that if she helped them with an education they would be able to live on their own and get a job.

The women of Cranford, New Jersey simply wrote a letter to the senate. Other reformers have taken pictures, like Lewis Hine and Jacob Riis showing the horrible conditions people live and work in. Others, like Joseph J. Keppler have drawn cartoons.

Everybody makes a change in the world throughout their lifetime. Some people make larger and more noticeable changes, others just change their families' and friends' lives.

The United States had many problems and goals that had to be achieved. Also during the 20th century goals had to be met. Reforms were created to meet these goals.

One of the goals at the turn of the 20th century was ending child labor. Children were used to remove stuff from moving machines, which is quite dangerous. The Progressive Party made a reform that stopped it.

Also there were many unemployed people and uneducated people. Jane Addams helped out with this problem using her organization, the Hull House. It helped people get jobs and get an education.

Many other reforms were made for the U.S so it could get through its problems. Many goals were achieved in the process.

one goal that the reformers had in the United States was that the women's rights act was still a problem all the women wanted to vote, get jobs, and do stuff that only men could do. I think we should not have had women not being able to vote, get jobs, and the stuff that men could do and not women.

~~and~~ The other ~~one~~ reform that we had in the United States was the civil rights act. After the civil war we still did not have peace until the 1970s. I think it was wrong what the United States government did to colored people. They would not be able to vote, get jobs, go to the same school as whites, go on the same bus as whites, or on the same elevators.

I think we should think a little more about what our government does from now on. We should also have a choice of what to do also in the United States.

At the turn of the twentieth century there were many goals of reformers and methods they were going to use to bring about change in the country. There were many things that it was absolutely necessary to change for the people's protection.

One goal reformers wanted to achieve was minimum wage standards for working women, to provide a living scale in all industrial occupations. If women's salary wasn't minimum wage or above, they couldn't help provide for their family. The Progressive Party favored this reform as well as the prohibition of child labor.

Another goal for reformers was to improve living conditions. Most tenements were unsanitary and crowded with other people. People slept on floors in sleeping bags because they didn't have any beds. Of course living conditions varied depending on what class you were, but for the most part, tenements were filthy and crowded. This could also lead to the spreading of illnesses very rapidly.

Jacob Riis was one person who cared enough to try and change living conditions.

Many people used methods to try to bring about change in their society. Jane Addams was one of those people. She developed the Hull House. The Hull House is a place where the poor go to be cared for. Jane Addams acted like a mother to those people, she educated and fed them.

Another method, used by the Village Improvement Association of Cranford, wrote a letter to their senator asking him for help. They asked that when the Heyburn Bill comes before the Senate, they will act enthusiastically to support them.

Some reformers succeeded in the things they wanted to change. Others did not, but they didn't give up, they kept trying. And some methods used by people yearning for change worked, and in the end, the country became a better place to live.

Individuals and groups of reformers have worked to bring about social, political, and economic change, throughout the history of the United States. Although they backed a variety of causes, there were many such individuals and groups at the turn of the century, who were united in their belief that the problems of society can be solved.

One of these goals was to have ~~the~~ child labor laws. These laws were to stop children ~~at~~ at certain ages from working. Another one of these goals was to get minimum wage for working women. At that time after the war women were working ~~as~~ as much as men, but were not getting paid nearly enough.

They went about ~~the~~ getting these goals by printing the opinions in newspapers and books. This method made it possible for everyone who could

read to hear information and form their own opinions. Another way they tried to reach their goals was by having rallies or strikes. Those methods let everyone know ~~that~~ their opinion, however there was a chance you ~~could~~ could get in trouble with your boss or the law for holding one.

Practice Paper A—Score Level 3

The response:

- Addresses both aspects of the task in a limited way, naming goals and methods
- Includes brief interpretations of documents 2, 4, 6, and 7 and refers to the methods used in documents 1 and 5
- Incorporates very limited outside information (Roosevelt’s hope of schooling for children)
- Includes few facts, examples, or details, describing rather than analyzing the issues
- Demonstrates a general plan of organization
- Introduces the theme of reform during the late 1800s and early 1900s and concludes with a general statement

Conclusion: Overall, this response meets the criteria for Level 3. The task is addressed, but not in any depth and the organization revolves around the documents, which are briefly described, but not analyzed.

Practice Paper B—Score Level 2

The response:

- Attempts to address some aspects of the task, but confuses problems, goals, and reforms
- Makes limited use of the documents, referring obliquely to documents 4, 6, and 7
- Presents little outside information
- Includes few facts, examples, or details, and contains an inaccuracy regarding the Progressive Party
- Is an organized essay
- Refers to the theme in the introduction and conclusion with generalized statements

Conclusion: Overall, the response best fits the criteria for Level 2. The response attempts to address the task but uses limited information with little attention to the documents.

Practice Paper C—Score Level 1

The response:

- Shows very limited understanding of the task and makes no attempt to discuss reform during the late 1800s and early 1900s
- Makes no reference to the documents
- Presents **no relevant** outside information (women’s rights and the Civil Rights Act)
- Includes few facts, examples, or details
- Is an organized essay
- Lacks an introduction and the conclusion does not refer to the theme of reform during the late 1800s and early 1900s.

Conclusion: Overall, the response best fits the criteria for Level 1. Although at first reading, this response seems to fail completely at addressing the task, some attempt is made to discuss the issue of reform at other times. A score of 1 is given because goals of later reformers are mentioned.

Practice Paper D—Score Level 4

The response:

- Addresses both aspects of the task, although more emphasis is placed on the goals than on the methods for achieving the goals
- Incorporates relevant information from documents 2, 5, 6, and 7
- Incorporates outside information related to the theme (role of social class; spread of disease in tenement buildings)
- Incorporates facts, examples, and details (minimum wage and child labor; analysis of tenement life)
- Is a well-developed essay, addressing goals and methods separately
- Introduces the theme of reform during the late 1800s and early 1900s by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 4. The paragraph on document 5 is vague and does not demonstrate an understanding of the purpose of the letter. Although the discussion is more descriptive than analytical and is somewhat weak in incorporating outside information, the response does succeed in describing two goals of reformers and two methods used by them in the Progressive Era.

Practice Paper E—Score Level 2

The response:

- Attempts to address some aspects of the task by briefly describing two goals and two methods used by reformers (printed material; rallies/strikes)
- Makes limited use of the documents, vaguely referring to documents 4, 6, and 7
- Presents little outside information (trouble with boss or the law)
- Includes a few facts, examples, and details with an inaccurate reference to women working after the war
- Is an organized essay, which lacks focus and concludes with a digression about getting in trouble for holding opinions
- Introduces the theme by repeating the historical context and has no formal conclusion

Conclusion: Overall, the response best fits the criteria for Level 2. The response attempts to address the task, but has limited information.

Grade 8 Intermediate-Level Social Studies

Definitions of Levels for Academic Intervention Services (AES)

Performance Level	Range of Final Scores	Definitions
4 Meeting the Standards with Distinction	85–100	Shows evidence of superior understanding of the content and concepts and of the skills required for intermediate-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 secondary academic environments.
3 Meeting the Standards	65–84	Shows knowledge and understanding of the content and concepts and of the skills required for intermediate-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 secondary academic environments.
2 Not Fully Meeting the Standards	44–64	Shows only minimal knowledge and understanding of the content and concepts and of the skills required for intermediate-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 secondary academic environments.
1 Not Meeting the Standards	0–43	Is unable to show proficiency in understanding the content and concepts and proficiency in the skills required for intermediate-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 secondary academic environments.

Specifications Chart

DOCUMENT-BASED QUESTION	STANDARDS/UNIT
Goals and Methods of Reformers in the late 1800s and early 1900s	Standard 1: United States and New York History Standard 4: Economics Standard 5: Civics, Citizenship, and Government Unit 7: An Industrial Society

**Grade 8 Intermediate-Level Social Studies Test — June 2002
Chart for Determining the Final Test Score (Use for June 2002 test only.)**

To determine the student's final score, locate the student's essay score across the top of the chart and the total Part I, Part II, and Part III A score down the side of the chart. The point where those two scores intersect is the student's final test score. For example, a student receiving an essay score of 3 and a total Part I, Part II, and Part III A score of 67 would receive a final test score of 79.

Essay Score	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
0	0	4	9	13	16	20	23	26	29	32	35
1	3	7	11	15	19	22	25	28	31	34	36
2	6	10	14	18	21	24	27	30	33	36	38
3	9	13	16	20	23	26	29	32	35	37	40
4	11	15	19	22	25	28	31	34	36	39	41
5	14	18	21	24	27	30	33	36	38	40	42
6	16	20	23	26	29	32	35	37	40	42	44
7	19	22	25	28	31	34	36	39	41	43	45
8	21	24	27	30	33	36	38	40	42	44	46
9	23	26	29	32	35	37	40	42	44	45	47
10	25	28	31	34	36	39	41	43	45	47	48
11	27	30	33	36	38	40	42	44	46	48	49
12	29	32	35	37	40	42	44	45	47	49	50
13	31	34	36	39	41	43	45	47	48	50	51
14	33	36	38	40	42	44	46	48	49	51	52
15	35	37	40	42	44	45	47	49	50	52	53
16	36	39	41	43	45	47	48	49	51	52	54
17	38	40	42	44	46	48	49	51	52	53	54
18	40	42	44	45	47	49	50	52	53	54	55
19	41	43	45	47	48	50	51	52	54	55	56
20	42	44	46	48	49	51	52	53	54	55	56
21	44	45	47	49	50	52	53	54	55	56	57
22	45	47	48	50	51	52	54	55	56	57	57
23	46	48	49	51	52	53	54	55	56	57	58
24	47	49	50	52	53	54	55	56	57	58	59
25	48	50	51	52	54	55	56	57	57	58	59
26	49	51	52	53	54	55	56	57	58	59	59
27	50	52	53	54	55	56	57	58	59	59	60
28	51	52	54	55	56	57	57	58	59	60	60
29	52	53	54	55	56	57	58	59	59	60	61
30	53	54	55	56	57	58	59	59	60	61	61
31	54	55	56	57	57	58	59	60	60	61	62
32	54	55	56	57	58	59	59	60	61	61	62
33	55	56	57	58	59	59	60	61	61	62	62
34	56	57	57	58	59	60	60	61	62	62	63
35	56	57	58	59	59	60	61	61	62	62	63
36	57	58	59	59	60	61	61	62	62	63	63
37	57	58	59	60	60	61	62	62	63	63	64

Total Part I, Part II, and Part III A Score

	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
38	58	59	59	60	61	61	62	62	63	64	64
39	59	59	60	61	61	62	62	63	63	64	65
40	59	60	60	61	62	62	63	63	64	64	65
41	59	60	61	61	62	62	63	64	64	65	65
42	60	61	61	62	62	63	63	64	65	65	66
43	60	61	62	62	63	63	64	64	65	66	66
44	61	61	62	62	63	63	64	64	65	66	67
45	61	62	62	63	63	64	64	65	65	66	67
46	62	62	63	63	64	64	65	65	66	67	68
47	62	62	63	64	64	65	65	66	66	67	68
48	62	63	63	64	64	65	65	66	67	68	69
49	63	63	64	64	65	65	66	66	67	68	69
50	63	64	64	65	65	66	66	67	68	69	70
51	63	64	65	65	66	66	67	68	69	70	71
52	64	64	65	66	66	67	68	68	69	70	71
53	64	65	65	66	67	67	68	69	70	71	72
54	65	65	66	66	67	68	68	69	70	71	72
55	65	66	66	67	68	68	69	70	71	72	73
56	65	66	67	67	68	69	69	70	71	72	73
57	66	66	67	68	68	69	70	71	72	73	74
58	66	67	68	68	69	69	70	71	72	73	74
59	67	67	68	69	69	70	71	72	73	74	75
60	67	68	68	69	70	71	72	73	74	75	76
61	68	68	69	70	71	72	73	74	75	76	77
62	68	69	70	71	72	73	74	75	76	77	78
63	69	69	70	71	72	73	74	75	76	77	78
64	69	70	71	72	73	74	75	76	77	78	79
65	70	71	72	73	74	75	76	77	78	80	81
66	70	71	72	73	74	75	76	77	78	79	80
67	71	72	73	74	75	76	77	78	80	81	83
68	72	73	74	75	76	77	78	80	81	83	85
69	72	74	75	76	78	79	81	83	85	87	89
70	73	74	76	77	79	80	82	84	86	88	91
71	74	75	77	78	80	81	83	85	88	90	92
72	75	76	78	79	81	83	85	87	89	92	94
73	76	77	79	80	82	84	86	88	91	93	96
74	77	78	80	81	83	85	88	90	92	95	98
75	78	79	81	83	85	87	89	92	94	97	100

Total Part I, Part II, and Part III A Score (continued)