

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 2003

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

Political Parties in the 1790s (Questions 1-3)

Question 1

“Give *one* example of how the Federalists planned to encourage economic growth.”

Score of 1:

- Identifies one way the Federalists planned to encourage economic growth
Examples: supported government aid to business, finance, and trade; favored a national bank; supported protective tariffs; favored British commercial ties; supported the interests of manufacturers, bankers, and merchants

Score of 0:

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

Question 2

“State *one* fact from the chart to support the argument that the Democratic-Republican Party encouraged more participation in government than the Federalist Party.”

Score of 1:

- Identifies a fact that supports the argument that the Democratic-Republican Party encouraged more participation in government than the Federalist Party
Examples: favored the selection of representatives by average citizens; favored a limited national government; supported the interests of farmers, artisans, and skilled workers

Score of 0:

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

Question 3

“Why do different groups form political parties?”

Score of 1:

- States why different groups form political parties
Examples: to advance an agenda or opinion groups have in common; to present differing viewpoints on a variety of issues

Score of 0:

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

Expansion of the United States-1803 (Questions 4-6)

Question 4

“Which European nation controlled Florida in 1803?”

Score of 1:

- Identifies **Spain** as the nation that controlled Florida or the **Spanish** that controlled Florida in 1803

Score of 0:

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

Question 5

“How did the United States obtain the area that is shown on the map with a question mark?”

Score of 1:

- States how the United States obtained the area shown on the map with the question mark
Examples: The United States bought the area; Louisiana Purchase; we bought the land from France; we bought the Louisiana Territory

Score of 0:

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

Question 6

“State *two* ways the land identified by the question mark benefited the United States.”

Score of 2:

- Identifies two ways this land benefited the United States
Examples: more land; gave the United States more natural resources; chances for people to get their own land; gave the United States more power; gave access to the interior of the country; made the United States richer; led to the creation of more states; increased trade

Score of 1:

- Identifies one way this land benefited the United States

Score of 0:

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

Letter from a Child Written During the Great Depression (Questions 7-9)

Question 7

“In which year was this letter written?”

Score of 1:

- States that **1935** was the year that letter was written

Score of 0:

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

Question 8

“State *two* problems facing this family.”

Score of 2:

- Identifies two problems facing this family
Examples: mother is sick; father is paralyzed; family is poor; large family; no stove

Score of 1:

- Identifies one problem facing the family

Score of 0:

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

Question 9

“Name *one* New Deal program that helped people like those described in the letter.”

Score of 1:

- Identifies one New Deal program or action that helped people like those described in the letter
Examples: Social Security Act; NRA; Federal Emergency Relief Administration; Wagner Housing Act; or another New Deal program that helped people deal with poverty during the Great Depression

Score of 0:

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

The Four Freedoms Speech (Questions 10-12)

Question 10

“Identify the world leader who gave this speech.”

Score of 1:

- Identifies **President Franklin D. Roosevelt** as the world leader who gave the speech

Score of 0:

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

Question 11

“Name a basic right referred to in this document that is specifically mentioned in the United States Bill of Rights.”

Score of 1:

- Identifies **freedom of speech** or **freedom of religion** as a right specifically mentioned in the Bill of Rights

Score of 0:

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

Question 12

“At the time this speech was given, why was freedom a world issue?”

Score of 1:

- Identifies a world issue that created an obstacle to freedom
Examples: World War II; aggression by Germany, Italy, or Japan; the world was at war; people were afraid of the limits placed on religion and speech in Germany; Jews were being imprisoned and killed

Score of 0:

- Incorrect response
- Vague response that does not address the question
Examples: discrimination in the world; people were not treated fairly; hatred; not enough freedom
- Blank paper

Grade 8 Social Studies Specifications Grid

June 2003

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

Part II

CONSTRUCTED RESPONSES	STANDARDS
Questions 1-3	Standards 1 and 5: United States and New York History; Civics, Citizenship, and Government Units 3 and 4: A Nation is Created; Experiments in Government
Questions 4-6	Standard 1: United States and New York History Unit 3: A Nation is Created
Questions 7-9	Standard 1: United States and New York History Unit 9: Between the Wars
Questions 10-12	Standards 1 and 5: United States and New York History; Civics, Citizenship, and Government Unit 10: Worldwide Responsibilities

