

# FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

## GRADE 5

### ELEMENTARY-LEVEL SOCIAL STUDIES TEST

## RATING GUIDE

### BOOKLET 1

#### OBJECTIVE AND CONSTRUCTED-RESPONSE QUESTIONS

NOVEMBER 13, 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 5 Elementary-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 supplied by the Department 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, award no credit 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 of test, count the number of correct answers. The maximum score for Part I is 35.

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 5 Elementary-Level Social Studies**  
**Part II Specific Rubric**  
**Constructed Responses—November 2002**

**Map of New York: Early Indian Tribes (Questions 1–2)**

**Question 1 According to this map, how many tribes belonged to the Haudenosaunee (Iroquois Confederacy)?**

**Score of 1:**

- States that six tribes belonged to the Iroquois Confederacy  
*Examples: 6; six*

**Score of 0:**

- Incorrect response  
*Examples: Seneca, Cayuga, Onondaga, Oneida, Mohawk, Tuscarora; five; names of the Algonquian tribes*
- No response

**Question 2 Which Algonquian tribe was located in what is now known as Long Island?**

**Score of 1:**

- States that Montauks are the Algonquian tribe located in what is now Long Island

**Score of 0:**

- Incorrect response  
*Examples: Delaware, Wappinger, or any other tribe listed except Montauk; Vermont, New Jersey, or any other state listed; Canada; Atlantic Ocean*
- No response

## **Cartoon: Colonial Period (Questions 3–5)**

### **Question 3 Which country passed these four “acts” or laws to tax the colonists?**

#### **Score of 1:**

- States that England is the country that passed these four acts or laws to tax the colonists  
*Examples:* England; Great Britain; Britain (also accept British)

#### **Score of 0:**

- Incorrect response  
*Examples:* Intolerable Acts; Stamp Act; Townshend Act; Trade Laws; Massachusetts; India; Colonies; French
- No response

### **Question 4 What were these taxes used for?**

#### **Score of 1:**

- States one use for these taxes  
*Examples:* to pay for England’s war against the French; used to pay for British soldiers; used to pay for British government expenses

#### **Score of 0:**

- Incorrect response  
*Examples:* used to pay for tea or clothing
- No response

### **Question 5 Why were the colonists unhappy with King George III?**

#### **Score of 1:**

- States one reason the colonists were unhappy with King George III  
*Examples:* They were unhappy with him because he taxed their daily goods.  
King George III taxed the colonists too much.  
King George III put into effect unfair laws/acts.  
He is the one who passed the acts and told the colonists to follow them.

#### **Score of 0:**

- Incorrect response  
*Examples:* He was throwing things at them; he made them throw tea in the water; he only gave them wooden shovels; he hid behind a wall.
- No response

**Song: The Erie Canal (Questions 6–8)**

**Question 6** According to this song, which *two* cities were connected by the Erie Canal?

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for naming one of the two cities connected by the Erie Canal  
*Examples:* Albany; Buffalo

**Score of 0:**

- Incorrect response  
*Examples:* New York City; Syracuse; Rochester; Niagara Falls
- No response

**Question 7** Why might the people on the barge have to bend down whenever the barge entered a town?

**Score of 1:**

- States one reason the people on the barge might have to bend down whenever the barge entered a town  
*Examples:* The bridge was low

**Score of 0:**

- Incorrect response  
*Examples:* They were tired; they were coming to a town
- No response

**Question 8** State *one* reason people and goods traveled on the Erie Canal.

**Score of 1:**

- States one reason people and goods traveled on the Erie Canal  
*Examples:* to get from one town to the next  
to get goods from one town to the next  
to visit friends or neighbors  
to meet people  
transport goods  
to go to Albany  
to go to Buffalo  
costs less; is cheaper  
to purchase goods from another town  
easier and faster travel

**Score of 0:**

- Incorrect response  
*Examples:* to eat; to get a mule; to learn things
- No response

**Chart: Freedoms in the United States Constitution (Questions 9–10)**

**Question 9 Which freedom gives every American the right to say what he or she thinks about the United States?**

**Score of 1:**

- States that “freedom of speech” or “freedom of the press” are the freedoms that give people the right to say what they think

**Score of 0:**

- Incorrect response  
*Examples:* Second Amendment; freedom of assembly; freedom of religion
- No response

**Question 10 In which part of the United States Constitution are these freedoms listed?**

**Score of 1:**

- States the portion of the United States Constitution in which these freedoms are listed  
*Examples:* the Bill of Rights; the amendments; the first ten amendments; the first amendments

**Score of 0:**

- Incorrect response  
*Examples:* Constitution; Declaration of Independence
- No response

**The maximum score for Part II is 11.**



# Grade 5 Social Studies Specifications Grid

November 2002

## Part I

### Multiple Choice Questions by Unit and Standard

Unit ↓	Standard →	1 US and NY History	2 World History	3 Geography	4 Economics	5 Civics, Citizenship, and Government	Number
1-Culture and History of World Communities			1, 2				2
2-Location and Geographic Characteristics of World Communities				3, 4, 5, 6			4
3-Meeting Basic Needs and Wants in World Communities				8	7, 9, 10		4
4- Government of World Communities						11, 12	2
5-Early Inhabitants and the European Encounter		13, 14					2
6-Colonial Life and the Revolutionary War in NY State		15, 16, 17			18	19	5
7-The New Nation and NY State		20		21			2
8-Industrial growth and Expansion in NY State		22, 25			23		3
9-Government: Local, State, and National		29, 31				24, 26, 27, 28, 30	7
10-Cross Topical and Skills-Based				32, 33, 34, 35			4
TOTAL		10	2	10	5	8	35

## Part II

CONSTRUCTED RESPONSES	STANDARDS TESTED
Questions 1–2	Standards: 1 and 3 Units: 1, 2, and 5
Questions 3–5	Standards: 2 and 4 Units: 1, 3, and 6
Questions 6–8	Standards: 1, 3, and 4 Units: 7 and 8
Questions 9–10	Standards: 1 and 5 Units: 7 and 9