

# **GRADE 5 ELEMENTARY SOCIAL STUDIES TEST**

## **TEST SAMPLER DRAFT**

**March 2000**

This first test sampler contains only 20 sample multiple-choice items, four constructed response items, and one document-based question (DBQ). The actual examination will include 35 multiple-choice items, three to four constructed response items, and one DBQ. The exact format of the elementary DBQ has yet to be finalized. The DBQ in this sample is based on the process writing model used on past grade 6 program evaluation tests in social studies.

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Office of Curriculum, Instruction, and Assessment  
Albany, New York 12234

**THE UNIVERSITY OF THE STATE OF NEW YORK**  
**Regents of The University**

CARL T. HAYDEN, Chancellor, A.B., J.D. ....	Elmira
DIANE O'NEILL MCGIVERN, Vice Chancellor, B.S.N., M.A., Ph.D. ....	Staten Island
J. EDWARD MEYER, B.A., LL.B. ....	Chappaqua
ADELAIDE L. SANFORD, B.A., M.A., P.D. ....	Hollis
SAUL B. COHEN, B.A., M.A., Ph.D. ....	New Rochelle
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D. ....	Peru
ROBERT M. BENNETT, B.A., M.S. ....	Tonawanda
ROBERT M. JOHNSON, B.S., J.D. ....	Lloyd Harbor
ANTHONY S. BOTTAR, B.A., J.D. ....	Syracuse
MERRYL H. TISCH, B.A., M.A. ....	New York
ENA L. FARLEY, B.A., M.A., Ph.D. ....	Brockport
GERALDINE D. CHAPEY, B.A., M.A., Ed.D. ....	Belle Harbor
RICARDO E. OQUENDO, B.A., J.D. ....	Bronx
ELEANOR P. BARTLETT, B.A., M.A. ....	Albany
ARNOLD B. GARDNER, B.A., LL.B. ....	Buffalo

**President of The University and Commissioner of Education**

RICHARD P. MILLS

**Chief Operating Officer**

RICHARD H. CATE

**Deputy Commissioner for Elementary, Middle, Secondary, and Continuing Education**

JAMES A. KADAMUS

**Assistant Commissioner for Curriculum, Instruction, and Assessment**

ROSEANNE DEFABIO

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services, and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics, and Access, Room 152, Education Building, Albany, NY 12234.



March 2000

To: District Superintendents of Schools  
Superintendents of Public and Nonpublic Schools  
Principals of Public and Nonpublic Elementary Schools

From: Roseanne DeFabio

Subject: Change in the date for the first administration of the Grade 5 Elementary Social Studies Test;  
Release of Grade 5 Elementary Social Studies Test Sampler Draft

**Change in the date for the first administration of the Grade 5 Elementary Social Studies Test**

The Grade 5 Elementary Social Studies Test originally scheduled to be given to all grade 5 students in November 2000 will now be administered for the first time to all grade 5 students in November 2001. This change will give school districts additional opportunities to align their instructional program with the elementary social studies standards and will allow the Department time to finalize question formats and scoring materials for this test.

In November 2000, the Department will administer several Grade 5 Elementary Social Studies field tests to a scientifically selected sample of elementary schools for the purpose of further refining question formats and scoring materials. Only schools that the Department selects to participate in this field testing program will be asked to administer a Grade 5 test in November 2000. Once administered and returned to the Department, these field tests will be scored and evaluated and one form will be released to all public and non-public elementary schools in spring 2001 as a second Grade 5 social studies test sampler.

**The Grade 5 Elementary Social Studies Test Sampler Draft**

This first test sampler draft is being released to assist districts in preparing to assess the elementary social studies standards beginning in November 2001. One copy of this test sampler draft is being distributed to each elementary school and middle school with a grade 5 enrollment, with the expectation that copies will be made available to all elementary teachers. The sampler includes examples of the types of questions, formats, and scoring rubrics that are being developed for the elementary social studies test. It is the result of the collaborative efforts of the State Education Department, Erie I BOCES, social studies teachers, and supervisors. Teachers and supervisors have developed and reviewed the test items and scoring rubrics, pretested items with their students, and selected and annotated the samples of student work included in the test sampler. Teachers and supervisors will continue to develop and pretest different types of multiple-choice questions, constructed response questions, and document-based essay questions for future elementary social studies tests.

We invite you and the members of your staff to provide the Department with feedback on these preliminary materials. A comment sheet is included on the inside back cover of the test sampler so that you may forward your responses to us. The comment sheet may be faxed to (518) 473-4884 or mailed to the address listed below:

New York State Education Department  
Office of State Assessment  
Room 760 EBA  
Albany, New York 12234

## Acknowledgments

The New York State Education Department acknowledges the significant contributions made by teachers, supervisors, and other educators who contributed to the development of the Grade 5 Elementary Social Studies Test Sampler Draft. These contributions include the development and shaping of the elementary social studies core curriculum, the development of the components of the new elementary social studies test, the development of the elementary social studies test specifications grid, the development of test items, and the scoring rubrics.

Joan Andrejko	Cohoes City School District
Mark Basehart	Sweet Home Central School District
Cate Bernardo	Shenendahowa Central School District
John-Paul Bianchi	Community School District #8, NYC
Marna Burstein	Buffalo Public School District
Barbara Chesley	Albany City School District
Courtney Ciepinski	Cheektowaga Central School District
D. Joseph Corr	North Colonie Central School District
Sr. Kathleen FitzSimms, CND	Archdiocese of New York
Ann Fronckowiak	Erie I BOCES
Kathy Gray	Jordan-Elbridge Central School District
Sally Hardenburg	Erie I BOCES
Ruby N. Jackson	Buffalo Public Schools
Joanie Kipling	North Shore Central School District
Lucinda Lisanto	North Rose-Wolcott Central School District
Benita Lopez-Rasool	Buffalo Public Schools
Keith Lunn	Chazy Union Free School District
Patricia Macormack	St. Mark School, Brooklyn
John McKinney	Green Island Union Free School District
Bernice Mahar	Rochester City School District
Zandra Molinaro	Union-Endicott Central School District
Naomi Nadata	Cahal Elementary School, Far Rockaway
Linda Pacelli	Liverpool Central School District
Georgina Schor	Beth Jacob of Boro Park, NYC
Kathleen Steed	Union Endicott Central School District
Elizabeth Voetsch	Bethlehem Central School District
Susan Wasserman	Valley Stream Union Free School District

### New York State Education Department staff:

Annette Argyros  
George Gregory  
Sharon Holder  
Jo Ann Larson  
Elaine Morris  
Mary Oliver  
Gary Warren  
Doris Hill-Wiley

# Contents

Acknowledgments . . . . .	.iv
Introduction . . . . .	.1
<b><u>SAMPLE TEST ITEMS</u></b>	
Part I: Multiple-Choice . . . . .	.3
Part II: Constructed Response . . . . .	.9
Part III: Document-Based Question (With Generic Scoring Rubric) . . . . .	.13
Part A (Notes) . . . . .	.18
Part B (Essay) . . . . .	.19
<b><u>SAMPLE SCORING MATERIALS</u></b>	
Part I: Multiple-Choice	
Scoring Key . . . . .	.20
Standard and Unit Being Tested (By Item) . . . . .	.21
Part II: Constructed Response	
Scoring Guidelines . . . . .	.22
Scoring Guide . . . . .	.23
Part III: Document-Based Question	
Part A (Notes) Scoring Guide . . . . .	.25
Part B (Essay) Generic Scoring Rubric . . . . .	.26
Samples of Student Work with Scoring Commentaries . . . . .	.27
Appendices . . . . .	.43
Appendix A	
Grade 5 Elementary Social Studies Test	
Specifications Grid (Revised 12/15/99)	
Number of Items by Standard and Unit (Multiple-Choice) . . . . .	.44
Appendix B	
Grade 5 Elementary Social Studies Test Specifications Grid	
Multiple-Choice Items in this Sampler by Standard and Unit . . . . .	.45
Appendix C	
Components of the Grade 5 Elementary Social Studies Test . . . . .	.46



## Introduction

The new Grade 5 Elementary Social Studies Test has been developed to reflect the social studies content and intellectual skills described in the five social studies standards. This new assessment will provide students with multiple opportunities to demonstrate what they know and are able to do. Questions on this examination will focus on the student's knowledge of elementary social studies skills and content emphasized in the *Social Studies Resource Guide with Core Curriculum* for grades K-4. Items for this new assessment resulted from the collaborative efforts of New York State teachers, school districts, State Education Department staff, and staff of ERIE I BOCES.

### Components and Weighting of the Grade 5 Elementary Social Studies Test

ITEM TYPE	NUMBER OF ITEMS	APPROXIMATE PERCENTAGE OF THE TEST
Multiple-choice	35	50%
Constructed response	3-4	20%
Document-based question (DBQ)	1	10% - scaffolded questions/notes 20% - essay <b>TOTAL = 30%</b>

The revised Grade 5 Elementary Social Studies Test Specifications Grid (see Appendix) indicates a range of specific multiple-choice items from each social studies unit and social studies standard that can be included in Part I of this examination. Teachers should review the social studies skills section and the K-4 content understandings of the *Social Studies Resource Guide with Core Curriculum* for additional information about what might be asked on future elementary examinations. The multiple-choice items and constructed response items are designed to assess both the students' understanding of K-4 social studies content and their ability to apply the content understandings to the interpretation and analysis of reading passages, graphs, political cartoons, maps, charts, and diagrams.

Students will be expected to apply the intellectual skills (taken from the elementary-level performance indicators) in completing the document-based question included on the elementary social studies assessment. Document-based questions require students to identify and explore events or issues by examining, analyzing, and evaluating textual and visual primary and secondary source documents. At this time the exact format of an elementary-level document-based question is yet to be finalized. This winter the State Education Department will be pretesting DBQs, using multiple formats. Both the process writing model and the scaffold model (similar to the format used for the grade 8 and commencement-level social studies assessments) will be pretested and scored to determine if one is more appropriate for grade 5 students than another. We will also be looking at the possible use of graphic organizers with document-based questions. In November 2000, the Department will administer several Grade 5 Elementary Social Studies field tests to a scientifically selected sample of elementary schools for the purpose of further refining question formats and scoring materials.

The elementary social studies test will be administered to grade 5 students in November of each year. This test will be given in two sessions of 1 to 1 1/2 hour each on two consecutive days as determined by the New York State Education Department. Day one will include the multiple-choice and constructed response portions of the test (Parts I and II), and day two will include the DBQ portion (Part III). Students must take all three sections of the test.

Students will be required to answer all of the questions on the test. The first administration of this test is now scheduled for November 2001.

The document-based essay will be scored holistically using clearly defined criteria as described in the scoring rubrics and commentaries. Tests will be scored by teachers in their districts, following guidelines designed to produce reliable scores. These guidelines require that all scorers complete a local training session before scoring student papers.

In accordance with Commissioner's Regulation 100.2, students who score below the State designated performance level on the Grade 5 Elementary Social Studies Test must be provided academic intervention services (AIS) by their school by the start of the second semester of the 2001-2002 school year. The State designated performance level will be established by a standard-setting process using student responses from grade 5 social studies field tests.

Test modifications must be consistently provided to students with disabilities when it is determined that such accommodations are necessary. These modifications must be documented in either an Individualized Education Plan (IEP) or in a Section 504 Accommodation Plan. The various State assessments are being developed by both special and general educators to ensure that they are appropriate for students with disabilities.

The tasks in this sampler may be administered in the classroom to help teachers plan for instruction. Sometime before taking the sample test, students should be introduced to the test format and general scoring guidelines. Teachers are encouraged to use the scoring guides and sample papers in this document for practice in scoring the essay portion of the DBQ.

In considering implications of student results on the elementary social studies test for curricular planning, teachers may want to answer the following questions:

- Is your local elementary social studies curriculum aligned with the State learning standards for social studies as detailed in the K-4 core curriculum?
- On which components did students seem to be most successful? least successful?
- To what extent did students follow the guidelines included with each question type?
- To what extent did students use the notes (or scaffolding if provided) portion of the document-based question to respond properly to the larger question presented in the document-based essay?
- What learning experiences will students need to perform well on each question?
- What opportunities do K-4 students have to engage in a social studies instructional program that includes writing in the content area, using documents of all kinds, and engaging in activities requiring higher-order thinking skills?

Students will benefit from having multiple opportunities to answer document-based questions and constructed response items. Test-taking strategies can be taught and students who have practiced answering these types of questions will be better prepared for this assessment.



## PART I: MULTIPLE-CHOICE

**Directions (Questions 1-20):** Each question is followed by four choices. Read each question carefully. Decide which choice is the correct answer. Mark your answer on the separate answer sheet by filling in the circle that has the same letter as the answer you have chosen. Use pencil to mark your answer sheet.

Look at the **sample question** below.

S-1 Which city is the capital of New York State?

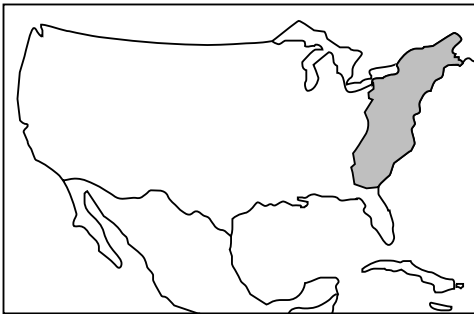
- A Utica
- B New York City
- C Buffalo
- D Albany

The correct answer is **Albany**, which is next to letter **D**. On your answer sheet, you would fill in the circle for letter **D**.

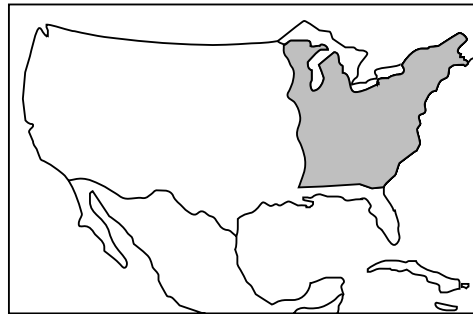
**Answer all 20 questions on Part I of this test. Fill in only one circle for each question. Be sure to erase completely any answer you want to change. You may not know the answers to some of the questions, but do the best you can on each one.**

---

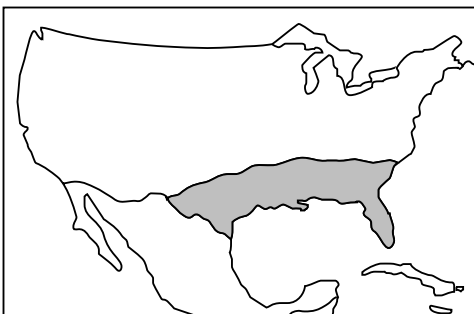
1 On which map below does the shaded area best show the original 13 American colonies?



Map A



Map C



Map B

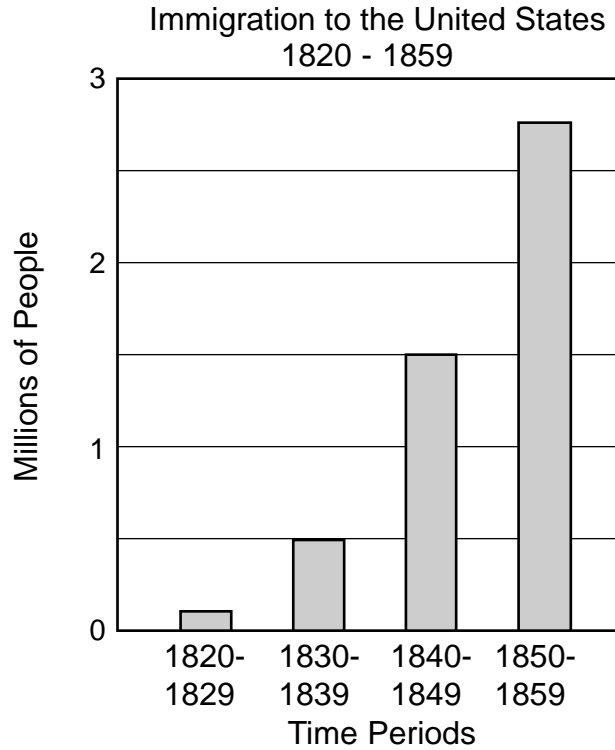


Map D

2 Which statement is true about the first Africans who arrived in North America?

- A They were looking for religious freedom.
- B They were looking for free or inexpensive land.
- C They came as slaves and some as indentured servants.
- D They came to claim land for farming.

Base your answers to questions 3 and 4 on the graph below.



3 Which statement about the number of immigrants who came to the United States from 1820 to 1859 is true?

- A The number kept decreasing.
- B The number kept increasing.
- C The number increased and then decreased.
- D The number remained the same.

4 How many immigrants came to the United States between 1840 and 1849?

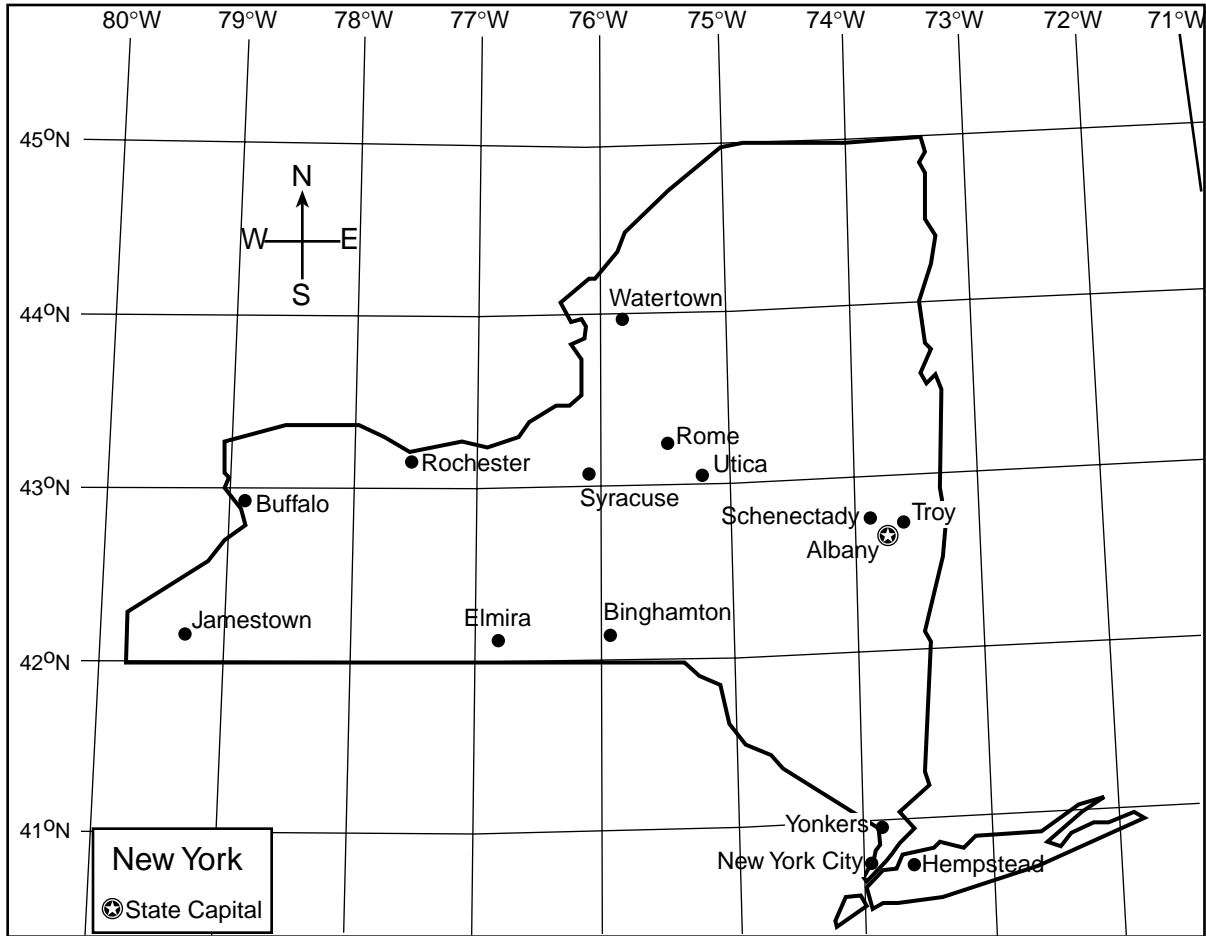
- A 200,000
- B 500,000
- C 1,500,000
- D 2,800,000

---

5 The way of life for a group of people is called its

- A environment
- B climate
- C culture
- D shelter

Base your answers to questions 6 through 8 on the map of New York State below.



- 6 What city is located closest to 43° N latitude, 76° W longitude?
- A Buffalo
  - B Troy
  - C Yonkers
  - D Syracuse
- 7 If Tom is in Binghamton, in which direction would he go if he were traveling directly to Jamestown?
- A south
  - B west
  - C north
  - D east
- 8 Which city shown on the map is farthest north of the Equator?
- A Watertown
  - B Oswego
  - C Albany
  - D New York City



- 12 A **community** is best defined as a
- A place where people live and work together
  - B continent with the same climate
  - C type of map that lists the populations of a country
  - D nation with one culture

- 13 Rivers, climate, and natural resources are all examples of
- A culture
  - B civic duties
  - C civilizations
  - D geographic factors

- 14 **Scarcity** is a problem when
- A wants are unlimited and resources are limited
  - B wants are limited and resources are unlimited
  - C wants and resources are balanced
  - D no wants and no resources exist

- 15 Some statements made by students are shown below.

Jon: "I always let the water run when I'm washing the dishes."

Amy: "I never use the back side of my writing paper."

Mark: "Just leave the light on. We'll be back in an hour."

Luis: "I'll put these soup cans in the recycling bin."

Based on these statements, which student is conserving natural resources?

- A Jon
  - B Amy
  - C Mark
  - D Luis
- 16 Which is the best example of **interdependence** between two countries?
- A Country X goes to war with Country Y.
  - B Country X will not let its citizens travel to Country Y.
  - C Country X will not let Country Y sell its products there.
  - D Country X sells wheat to Country Y, and Country Y sells oil to Country X.
- 17 What do the stripes on the United States flag represent?
- A the Presidents of the United States
  - B the immigrants from around the world
  - C the original 13 colonies
  - D the wars the United States has fought

- 18 What is the main function of the legislative branch in New York State government?
- A to make laws
  - B to carry out laws
  - C to elect the governor
  - D to print money
- 19 What happened on the Fourth of July to make it become an important holiday in the United States?
- A George Washington became President.
  - B The Declaration of Independence was signed.
  - C The Pilgrims landed at Plymouth Rock.
  - D The American Revolution ended.
- 20 The first 10 amendments to the United States Constitution are called the
- A Declaration of Independence
  - B Mayflower Compact
  - C Bill of Rights
  - D Emancipation Proclamation
-

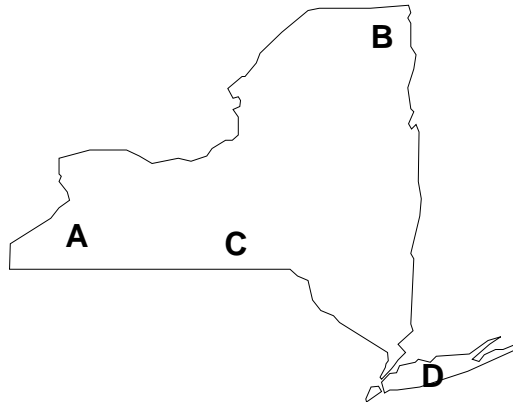
## PART II: CONSTRUCTED RESPONSE ITEMS

**Directions (Questions 1-12):** For each question write your answer in the space provided in the test booklet. You may use either pen or pencil to write your answers. If you want to change an answer, cross out or erase your original response. You may not know the answers to some of the questions, but do the best you can on each one.

**I. Base your answers to questions 1 through 3 on the reading passage below.**

The Algonquins were the first people to live in the southeastern part of New York State. Their leader, called a sachem, settled problems with the advice of a council. Although women could not be sachems, they chose the sachem for the tribe.

1. Which letter on the map below shows the area of New York State where the Algonquins lived? \_\_\_\_\_[1]



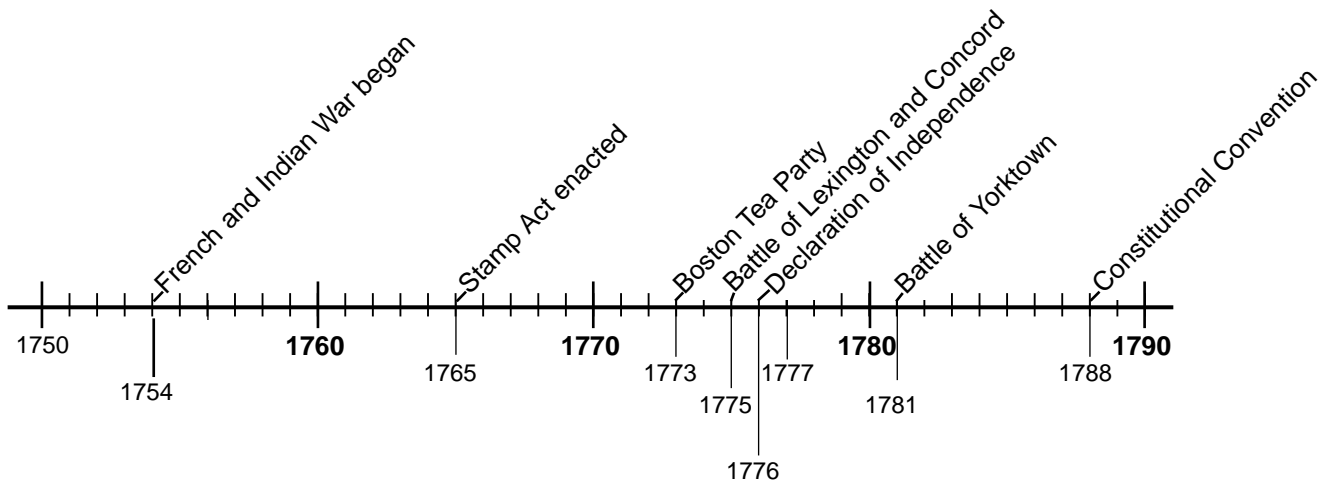
2. Who helped the leader in his attempts to settle problems?

\_\_\_\_\_ [1]

3. In Algonquin life, what power did women have in governing the tribe?

\_\_\_\_\_ [1]

II. Base your answers to questions 4 through 6 on the timeline below.



4. In which year did the Boston Tea Party take place? \_\_\_\_\_ [1]

5. Which event happened about 10 years before the Battles of Lexington and Concord?  
\_\_\_\_\_ [1]

6. How many years were there between the Battles of Lexington and Concord and the Battle of Yorktown?  
\_\_\_\_\_ [1]



III. Base your answers to questions 7 through 9 on the chart below.

Rural and Urban Populations in the United States, 1850 - 1988					
Year	Total United States Population	Urban Population	Percent	Rural Population	Percent
1850	23,200,000	3,500,000	15%	19,600,000	85%
1900	76,000,000	30,200,000	40%	45,800,000	60%
1920	105,700,000	54,200,000	51%	51,600,000	49%
1950	150,700,000	96,500,000	64%	54,200,000	36%
1970	203,200,000	149,300,000	72%	53,900,000	28%
1980	226,500,000	167,000,000	74%	59,500,000	26%
1988	240,900,000	176,100,000	73%	64,800,000	27%

Source:—Silver Burdett & Ginn Inc. (Adapted)

7. In 1980, how many people lived in the United States? \_\_\_\_\_ [1]
8. In which year were the populations of urban areas and rural areas about equal? \_\_\_\_\_ [1]
9. Did the total population of the United States increase more from 1920 to 1950 or from 1950 to 1970?  
\_\_\_\_\_ [1]

IV. Base your answers to questions 10 through 12 on the chart below which lists information about travel on the Erie Canal during the Canal Era.

### Travel During the Canal Era

	Method	Amount of Time	Cost
<b>Dirt Road</b> (freight)	Wagon	15-45 Days	\$100/Ton
<b>Canal</b> (freight)	Line Boat	9 Days	\$6/Ton

10. How many days did it take to ship freight the entire length of the Erie Canal during the Canal Era?  
\_\_\_\_\_ [1]

Give **two** advantages of using the Erie Canal instead of dirt roads to transport freight during the Canal Era.

11. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

12. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

When you have finished, check your answer paper to make certain you have answered *all* questions, and close your test booklet.

**PART III: DOCUMENT-BASED QUESTION  
GENERIC SCORING RUBRIC  
Part B — Essay**

4

- Answers all aspects of the task by using the documents and may bring in relevant outside information related to the documents
- Consistently uses accurate data
- Develops ideas fully, using such supporting evidence as examples, reasons, details, explanations, and generalizations that are relevant and appropriate
- Demonstrates a logical plan of organization and coherence in the development of ideas
- Consistently expresses ideas clearly

3

- Answers most aspects of the task by using the documents
- Generally uses accurate data
- Develops ideas satisfactorily with adequate supporting evidence
- Develops an answer, using a general plan of organization
- Generally expresses ideas clearly

2

- Answers some aspects of the tasks by using some of the documents
- Uses some accurate data
- Demonstrates weakness in development of ideas with little supporting evidence
- Attempts to organize an answer but is weak and goes off the topic
- Attempts to express ideas clearly

1

- Does not use information to support ideas or uses information which is not relevant
- Shows limited understanding of the task
- Fails to use documents or only vaguely refers to the documents
- Lacks a plan of organization
- Does not express ideas clearly

0

- Uses no accurate data
- Fails to answer question or response is totally unrelated to topic
- Illegible or so many words cannot be read that no sense can be made of the response
- Blank paper
- Is incoherent; i.e., words are legible but syntax is so garbled that no sense can be made of the response

### **PART III: DOCUMENT-BASED QUESTION**

**Directions:** This part of the test is designed to find out how well you think and write in social studies. You will have about 1 1/2 hours to work on this part of the test.

**Historical Background:** In June 1985, the people living in the town of Rose, New York, were told that the United States Postal Service planned to close their town's post office. This meant that the people of Rose would have to get their mail from another town's post office, and would have other post office services (such as buying stamps and sending packages) for only three hours each day with no Saturday service.

The attached documents are from June 1985 through April 1994. They tell and show what the people of Rose, New York, did in their town after they heard the news.

**Task:** Write an essay about the people of Rose and their post office. In your essay, tell how the people of Rose felt about their post office and give examples of what the people did together as a community, or separately as citizens, to help save their post office.

Before you write your essay, look at the documents labeled 1 through 8. Then complete the notes.

## Document 1

# TO ALL USERS OF THE ROSE POST OFFICE

## The Postal Service Wants To Close Our Post Office

- Are you willing to let outsiders tell us what's good for our community?
- We continue to pay higher postal rates, yet the Postal Service now wants to close our post office and reduce service to our community.
- The Postal Service says, "There is no indication of adverse social or economic effect that would be felt by the community with the proposed closing of the Rose Post Office."
- After 91 concerned Rose citizens attended a meeting to voice their concerns to the Postal Service representative, the Postal service reissued its proposal which said: "A Community Post Office was not considered as replacement service, because no interest for this was shown by any community residents."
- The Postal Service then proposed to consolidate the Rose Post Office under the North Rose Postmaster, and operate on a reduced schedule.
- Can you live with stamp sales, money orders, parcel post, and special services, such as certified, registereds, and insureds for just 3 hours each day and no Saturday operations?

The friends of the Rose Post Office seek your help.

**WHERE:** Meeting at the Rose Grange Hall

**WHEN:** August 20<sup>th</sup> at 7:30 p.m.

August 1985

## Document 2

AUGUST 29, 1985

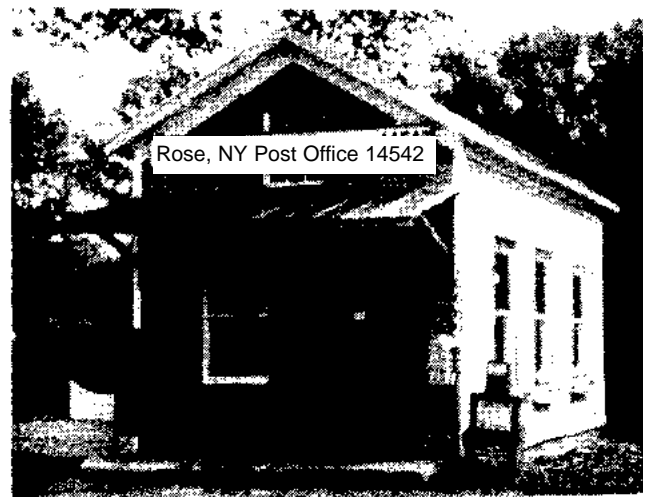
Rose Area News  
By Eudora Fox

The number of "Friends of Rose Post Office" seems to be growing. A larger number attended the meeting at the Rose Grange Hall last week to further discuss the ways and means of letting the Postal Department know that we want the Rose Post Office to continue in the same form as the present. Those who use the Post Office from time to time are urged to fill out the forms and better yet, write a letter to indicate their feelings. **DO IT NOW - DON'T PUT IT OFF.**

As a matter of civic pride Rose wants to keep the Post Office that's been here since 1827.

## Document 3

### Rose Residents Save Post Office



Rose residents have fought and are saving the service for their town.

## Document 4

NOVEMBER 28, 1985



Post Office Roof Project

The Rose Post Office has a new cedar shingle roof. About a dozen volunteers helped in various stages of the project last weekend, taking off old shingles, putting on the new ones, and cleaning up the debris. Part of this was done in the freezing rain in order to get the roof closed in.

## Document 5

### ROSE WILL KEEP ITS POST OFFICE

Cooperation and hard work have again brought about miraculous results. All of those letters written and phone calls made by the people in our community did change the thinking of those in charge and our Rose Post Office will continue to offer full services.

The next step on this project is to collect money to cover the legal expenses in the transfer of ownership of the building and for materials for the necessary renovations. Labor for these improvements will be donated.

If you have not been contacted, please send your tax deductible gifts to Friends of the Rose Post Office c/o Marianne Hunt, Box 1, Rose, N.Y. 14542.

## Document 6

### Rose News by Eudora Fox

Have you noticed how neat and attractive the triangle in front of the Rose Post Office is? At one time there were shrubs, but they became so tall that they obliterated the dates on the monument. Since these have been cleared off, flowers have been planted and Arlene Case has taken it upon herself to take care of them. We thank her for this little beauty spot in the community.

Document 7

*You are invited to attend the  
Annual Meeting and Elections*

Friends for the Preservation  
of the  
Rose Post Office

Monday, February 10th, 1992

6:00 p.m. Potluck Dinner

Please bring a dish to pass and table service

7:00 p.m. Elections and Program

*Guest Speaker:*

**U.S. Representative Frank Horton**

at the Rose Grange, Route 414, Rose, NY

For more info, call 587-9787

Document 8

Community Newspaper, Inc., Thursday, April 21, 1994

**Letters! Letters! Letters!**



The Directors of the Friends For the Rose Post Office, put their stamp of approval on the sign being replaced at the Rose Post Office.

Last fall, the sign was removed in preparation for the siding of the building. The sign was in bad shape and needed to be scraped, painted, and lettered. The sign restoration project was undertaken by the Art Department instructors at North Rose Wolcott High School. The Board of the Friends for the Preservation of the Rose Post Office extend their thanks to Mrs. Deb Teska and Mr. Ed Thiemann for the hours they spent restoring the sign. The Board of Directors of the Corporation which oversees the upkeep of the Rose Post Office is diligent in its endeavors to provide an attractive postal facility while attempting to maintain the historical aspect of the building.

The cooperation of the High School Art Department is greatly appreciated.

## PART A — NOTES

Tell how the people of Rose felt about their post office. [Base your answer on the attached documents.]

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [1]

Give *three* examples of what the people of Rose did together as a community, or separately as citizens, to help save their post office. [Base your answer on the attached documents.]

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [1]

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [1]

3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [1]



## **PART B — ESSAY**

Use the ideas you listed in Part A (Notes) to write an essay about the people of Rose, New York, and their post office.

In your essay remember to:

- tell how the people of Rose felt about their post office
- give three examples of what the people did together as a community, or separately as citizens, to help their post office.

**Part I**  
**Multiple-Choice**  
**Scoring Key**

1	A
2	C
3	B
4	C
5	C
6	D
7	B
8	A
9	B
10	C
11	D
12	A
13	D
14	A
15	D
16	D
17	C
18	A
19	B
20	C

**PART I**  
**MULTIPLE-CHOICE**  
**STANDARD AND UNIT BEING TESTED**

<b>STANDARD</b>	<b>UNIT</b> (Per Test Specifications Grid)
1 Geography	6
2 History of the United States and New York	6
3 History of the United States and New York	8/Skill
4 History of the United States and New York	8/Skill
5 World History	1
6 Geography	Skill
7 Geography	Skill
8 Geography	Skill
9 Economics	8/Skill
10 Geography	8/Skill
11 Geography	8/Skill
12 World History	1
13 Geography	2
14 Economics	3
15 Geography	3
16 Economics	3
17 History of the United States and New York	9
18 Civics, Citizenship, and Government	9
19 History of the United States and New York	9
20 Civics, Citizenship, and Government	9

## PART II

# CONSTRUCTED RESPONSE QUESTIONS SCORING GUIDELINES

The test design of the Grade 5 Elementary Social Studies Test includes three to four constructed response items. Each item consists of a single prompt or stimulus (a graph, chart, map, timeline, reading passage, etc.) on which two to four open-ended questions are based. In this sampler, there are four constructed response items. Each item has three questions based on it for a total of 12 questions. In general, short-answer, open-ended questions within a constructed response item are awarded credit in one of two ways. The amount of credit allocated for an individual constructed response question is determined by whether or not the item has a clear-cut answer.

One point is allocated for an individual question that has a clearly defined response and no partially correct response. The correct response is worth one credit and an incorrect response receives zero credits.

Two points are allocated when a question may elicit either a correct response (worth two credits), a partially correct response (worth one credit) or an incorrect response (worth zero credits). When the two-credit option is used, rubrics and/or scoring guides for each question will clearly indicate both the point value of a given question and examples of answers at each score point (see page 24).

For constructed response items in this sampler, questions 1-10 were scored 0-1. Questions 11 and 12 were scored 0-2.

### **Constructed Response Scoring Note:**

To receive full credit for a response to a constructed response question, the student does not have to develop his or her answer in a complete sentence or sentences. In addition, a correct response copied directly from a passage or paraphrased from a passage should also receive full credit.

**PART II**  
**CONSTRUCTED RESPONSE QUESTIONS**  
**SCORING GUIDE**

**ITEM I            (QUESTIONS 1-3)        (ALGONQUIN READING PASSAGE)**

1. Score 0-1: Award 1 credit for letter D.
2. Score 0-1: Award 1 credit for a response such as "the council" or "the tribal council." Award 0 credits for other responses including "the sachem" (he was the leader) or "the tribe" (too general a response).
3. Score 0-1: Award 1 credit for a response that states that "the women of the tribe chose the sachem."

**ITEM II            (QUESTIONS 4-6)        (TIMELINE 1750-1790)**

4. Score 0-1: Award 1 credit for the response "1773."
5. Score 0-1: Award 1 credit for the response "Stamp Act" or "Stamp Act enacted" or "the Stamp Act was passed."
6. Score 0-1: Award 1 credit for the response "6 years" or "6."

**ITEM III            (QUESTIONS 7-9)        (RURAL AND URBAN POPULATION CHART)**

7. Score 0-1: Award 1 credit for the response "226,500,000" or a response that shows that a student was using the correct portion of the chart such as "about 226 million" or "a little more than 226 million."
8. Score 0-1: Award 1 credit for the response "1920."
9. Score 0-1: Award 1 credit for the response "1950 to 1970." Award 0 credits for the response "1950."

**ITEM IV (QUESTIONS 10-12) (TRAVEL DURING THE CANAL ERA CHART)**

10. Score 0-1: Award 1 credit for the response "9" or "9 days."

11. and 12. Score 0-2: Award 2 points for each correct advantage of using the Erie Canal instead of dirt roads to transport freight during the Canal Era. Examples of correct responses include:

**2-point responses:**

The canal only takes 9 days, and the dirt road takes 15-45 days.  
The canal costs \$6/ton, and the dirt road costs \$100/ton.  
It is cheaper.  
It is a shorter or easier route.  
It is faster.  
Takes less time.  
Costs less money.  
Canal boats (or just "boats") can carry more.  
The Erie Canal is less expensive to use.

**1-point responses:**

Just "9 days" or "\$6/ton" (without any reference to "time" or "costs" of using the dirt road).  
You don't need as much food (without clearly stating why this is an advantage).  
You don't need as many animals.

**0-point responses include:**

- 1) answers that, while perhaps true, are not related to specific advantages of using the canal  
For example:
  - The canal can be used for swimming.
  - The canal can be used for going places.
  - You don't get as dirty using the canal.
  - You don't use gas so there is less pollution.
  - Horses need to stop and rest.
- 2) answers that indicate an advantage of the dirt road over the canal  
For example:
  - You have to use 8 horses instead of 2 mules.
  - It costs \$100/ton instead of \$6/ton.

**PART III: DOCUMENT-BASED QUESTION  
SCORING GUIDE  
Part A — Notes**

Note: In this format, the student is awarded 1 credit for each correct response to the 2 questions below. The student can receive a maximum of 4 credits in Part A.

**1. Tell how the people of Rose felt about their post office. (Base your answer on the attached documents.)**

They were mad (or angry) about losing it.  
They liked it./They wanted to keep it.  
They didn't want a post office open just 3 hours a day.  
They didn't want to go to another city to get their mail.

**2. Give three examples of what the people of Rose did together as a community, or separately as citizens, to help save their post office. (Base your answers on the attached documents.)**

They held or attended a meeting (or meetings).  
They formed the "Friends of the Rose Post Office" group.  
They put up posters and signs.  
They ran ads in newspapers.  
They invited their congressman to speak to them.  
They worked to fix up the post office building, put on a new roof, plant new flowers, replace the old post office sign.  
They wrote letters.  
They sent letters to post office officials.