

Scoring the Elementary Social Studies Assessment

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The Basics

- Bathrooms!!
- The Materials
- “Parking Lot”
- [The wiki](#)

Just Like Me!!!

- I am here!!
- I hit the snooze button at least TWICE this morning!!
- I have scored the Grade 5 SS Assessment before.
- I have attended scoring training before.

Just Like Me!!!

- I teach 5th grade.
- I teach 4th grade.
- I teach 3rd grade.
- I teach special education.
- I teach something you did not mention.....

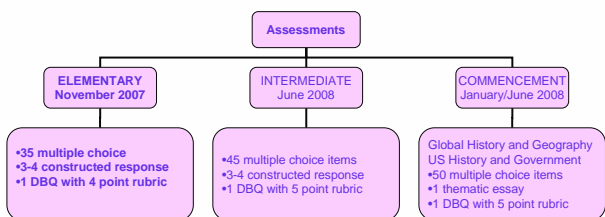
Structure of the Test

- Please review the test materials provided with a partner.
- Questions? Concerns?

Components and Weighting of the Grade 5 Elementary Social Studies Assessment

| ITEM TYPE | NUMBER OF ITEMS | APPROXIMATE PERCENTAGE OF TEST |
|-------------------------------|-----------------|---------------------------------------|
| Multiple-choice items | 35 | 50% |
| Constructed Response | 3-4 | 20% |
| Document Based Question (DBQ) | 1 | 10% Scaffolded questions 20% Essay |

New York State Social Studies Assessments



Multiple Choice



Multiple Choice

- May be hand scored or machine scored
- If student provides more than one answer for a question – must draw a line through the entire line in colored pencil :
No credit !!

Grade 5 Social Studies Specifications Grid

November 2003

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 | | | 2, 3 | | | | 2 |
| 2-Location and Geographic Characteristics of World Communities | | | | 1, 4, 5 | | | 3 |
| 3-Meeting Basic Needs and Wants in World | | | | | 6, 7, 9, 10 | | 4 |

Constructed Response

Each item consists of a single prompt or stimulus (graph, chart, map, timeline, reading passage, etc.) on which open ended questions are based



Amount of Credit

- Scoring rubric applied
- Whole points are awarded, no half points



Note!!!

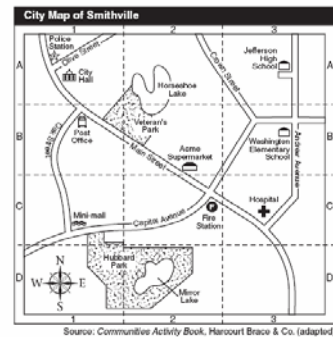
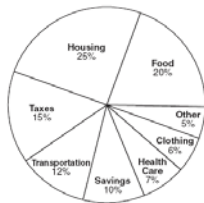
- A student does not need to write using complete sentences to receive credit.
- A response copied directly from the source document or paraphrased is correct.
- No partial credit given on this section.

PRACTICE!!

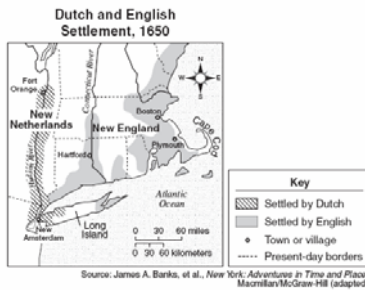
Materials:

- Booklet 1
- Booklet 1 Rating Guide

Base your answers to questions 1 through 3 on the graph below, which shows how a family uses the money they earn to buy goods they need, and on your knowledge of social studies.



Base your answers to questions 8 through 10 on the map below and on your knowledge of social studies.



IMPORTANT! IMPORTANT!

You may **ADD** to the rubric, but you may **NOT CHANGE** it.



DBQ SCAFFOLD

- Process similar to Constructed Response Questions
- Answers are generally found directly in the document
- Scored by only ONE rater

Scoring the Scaffold

- Half points are awarded for questions.
- When scoring for the entire section is complete – round to the nearest whole number.



Practice!!

- At your tables, answer each of the scaffolding questions. (I)
- As a table, review the rubric. (G)
 - What additional answers might be acceptable?
 - What possible answers do you have questions about?

IMPORTANT! IMPORTANT!

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ESSAY!!

HOLISTIC vs. ANALYTIC



What is "Holistic" Scoring?



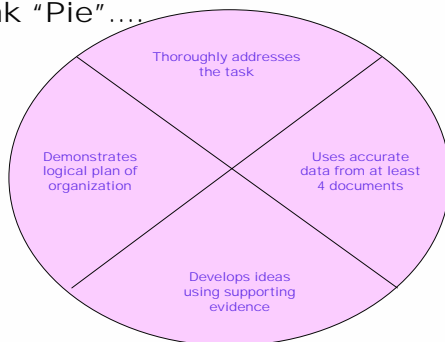
A procedure for evaluating essays as complete units rather than as a collection of constituent elements

"the whole is greater than the sum of it's parts"

Purpose is to enable valid, quick and reliable evaluation of student essays

In other words,
what the State calls a "four"
is **not** a perfect paper!!!

Think "Pie"



Or think of it this way...

You are looking for **ACHIEVEMENT**, not deficiency!!

- One draft writing being scored
- Purpose is to determine if a student "meets the standards"
- This is a STATE determination of standards, not your expectations

Review the Rubric!!

- Read each of the score points. (I)
- With a partner, discuss the difference between adjoining score points. (P)
- As a table, what are the “hallmarks” of each score point?(G)

The Task....

Historical Background:

During the late 1800s and early 1900s, many children were hired to work in factory sweatshops. Often they worked under very dangerous conditions.

Task:

For Part A, read *each* document carefully and answer the question or questions after each document. Then read the directions for Part B and write your essay.

For Part B, use your answers to the questions in Part A, the information from the documents, and your knowledge of social studies to write a well-organized essay in your own words. In your essay you should

- Write about the dangerous working conditions of children during the late 1800s and early 1900s *and* describe the actions taken to improve the lives of child workers during this period


Brainstorm!!



Key Ideas from the Documents

Dangerous Working Conditions of Children


| | |
|------------|--|
| Document 1 | Working long hours; working barefoot; working around big machines |
| Document 2 | Removing, whirling bobbins; working barefoot; climbing on huge machines; falling into/caught by moving machines |
| Document 3 | Hands and fingers catching in machine; crushing index fingers attempting to extract tin; clothing catching in machinery; machines starting unexpectedly; machine bursting; slipping into machine |
| Document 4 | Keeping windows closed in hot, steamy air filled with dust and lint, making it hard to breathe; intense heat and glaring light of open furnaces; temperatures ranging between 100 and 130 degrees; fumes and dust hanging in the air; broken glass littering the floor |



How to determine the number of documents used in a response:

1. Using, referring to, or making an inference from information in either the text or in the graphic provided in a given document constitutes the use of that document.
2. Using separate or multiple pieces of information from a graphic and/or text found on the same page constitutes the use of *only one* document.

But remember this is
HOLISTIC scoring....



Anchor Papers


- Review the anchor paper 4-A
 - *Why is this a “four” paper?*

Anchor Paper 4-A

The response:

- Thoroughly addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Consistently uses accurate data from documents 1, 2, 3, 5, and 6
- Develops ideas fully, using supporting evidence (some kids actually had to work for about twelve hours before they could go home, far too many poor kids were killed or injured)
- Demonstrates a logical plan of organization and coherence in the development of ideas, including a strong introduction and a conclusion
- Consistently expresses ideas clearly

Conclusion: Overall, this response best fits the criteria for Level 4. The response accurately rephrases facts and details in a well-organized manner. The paragraphs integrate information from multiple documents and include sufficient supporting details. The overuse of exclamation marks does not detract from the overall quality of this well-written essay.




Anchor Papers

Anchor Paper 3-A

The response:

- Addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s and describing the actions taken to improve the lives of child workers during this period
- Generally uses accurate data from most of the documents but misinterprets document 1
- Develops ideas satisfactorily with adequate supporting evidence (boys worked on a huge machine, if they weren't careful, they could lose some fingers)
- Uses a general plan of organization with a good introduction but lacks a conclusion
- Generally expresses ideas clearly

Conclusion: Overall, this response best fits the criteria for Level 3. The response demonstrates an understanding of the task by selecting key information from the documents and integrating it into a well-organized essay. The introduction is copied directly from the historical background with a few original statements adding to the quality of the introduction. However, the actions taken to improve the lives of child workers are stated in very general terms without giving supporting details.



More Anchor Papers

- **Anchor Paper 2-C**

The response:

- Minimally addresses the task of writing about the dangerous working conditions of children during the late 1800s and early 1900s but does not describe the actions taken to improve the lives of child workers during this period
- Makes limited use of documents 1, 2, and 3
- Demonstrates weakness in development of ideas with some supporting evidence (Ludwig Zandrokfski slipped and lost three of her fingers)
- Organizes information but is weak, listing examples without tying them together; lacks an introduction and a conclusion
- Expresses ideas but does not do so fully

Conclusion: Overall, this response best fits the criteria for Level 2. The response has ample information describing the dangerous working conditions in the 1800s and early 1900s. However, many of the statements were copied word-for-word from the documents.

The Rest of the Anchor Papers.....

Read Anchor papers for a score point of 1 and the zero Anchor Paper.

What are the "hallmarks" of these score points?

Using the Practice Papers

- Read each practice paper and assign it a score using the rubric. (I)
- Discuss your scores with a partner – be sure to be ready to explain, with specific examples, your score selection. (P)



"I'm sorry Luke, but we have to stick to the State rubric."

Resolving Essay Scores

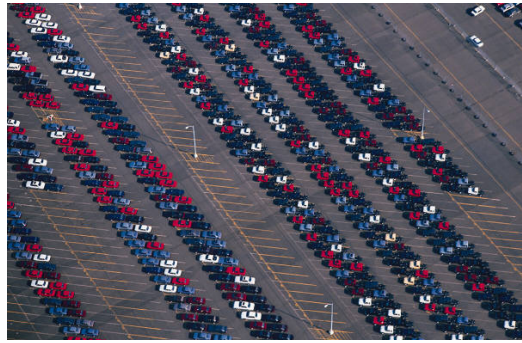
Examples:

| Student | Rater 1 | Rater 2 | Rater 3 | Resolved Score* | Reason |
|-----------|---------|---------|---------|-----------------|---|
| Student A | 3 | 3 | — | 3.0 | The first two ratings agree. Use that score. |
| Student B | 2 | 3 | — | 2.5 | The first two ratings are contiguous. Use the average. |
| Student C | 4 | 2 | 4 | 4.0 | The first and third ratings agree. Use that score. |
| Student D | 2 | 4 | 1 | 2.0 | The first two ratings are two or more points apart. A third rating is done. The three ratings differ. Use the middle score. |
| Student E | 1 | 0 | — | 0.5 | The first two ratings are contiguous. Use the average of the two scores. |

Determining the Final Score

| | |
|--|--|
| Part I Score (Maximum of 35 Points) | |
| Part II Score (Maximum of 14 Points) | |
| Part IIIA Score (Maximum of 6 Points) | |
| Total Parts I, II, and IIIA Score | |
| Part IIIB Essay Score (Maximum of 4 Points) | |
| Final Score (obtained from the conversion chart) Scaled 0–100 | |

Parking Lot Issues



Most Valuable Point