



**NEW YORK STATE**

**GRADE 8**

**INTERMEDIATE-LEVEL**

**SOCIAL STUDIES TEST**

**Manual for  
Administrators and Teachers  
2009**



**The University of the State of New York  
THE STATE EDUCATION DEPARTMENT**  
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## **General Features of the Grade 8 Intermediate-Level Social Studies Test**

The Regulations of the Commissioner of Education provide that an intermediate-level social studies test is to be administered in Grade 8 to serve as an indicator of whether students are meeting the five intermediate-level New York State Learning Standards for social studies. Each student's performance on the test will be the basis for determining whether that student needs academic intervention services in social studies.

The New York State Grade 8 Intermediate-Level Social Studies Test is designed to measure student achievement of the content, concepts, and skills included in a chronologically organized study of United States and New York State history. The content and standards are described in the publication *Social Studies Resource Guide with Core Curriculum (Grades 7–8)*.

The test comprises two test booklets and is to be administered in two separate 1½-hour sessions on the two consecutive school days specified by the Department. Booklet 1 contains a total of 45 multiple-choice questions and several short-answer, constructed-response questions. Booklet 2 contains a document-based question.

Each student's score on the Grade 8 Intermediate-Level Social Studies Test will fall into one of four levels of performance. The descriptions of the performance levels and the specific test scores that correspond to the four levels are provided on page 22 of this manual and in the rating guide that is packaged with the test booklets. All students who score within levels 1 and 2 on the test must receive academic intervention services, which must begin no later than the beginning of the semester immediately following the administration of the test (see page 5).

The first section of this manual contains information of special interest to administrators. Subsequent sections contain directions for administering and scoring Booklet 1 and Booklet 2.

## Information for School Administrators

### General Information

For questions about general administration procedures for this test, contact the Office of State Assessment at 518-474-5902. For information about the rating of the Grade 8 Intermediate-Level Social Studies Test, contact Gary Warren, Donna Merlau, Greg Wilsey, or Patricia Polan in the Office of State Assessment at 518-474-3860, or JoAnn Larson or Lawrence Paska in the Office of Curriculum, Instruction, and Instructional Technology at 518-474-5922.

All school personnel who will be involved in the administration and scoring of this test must have a copy of this manual, which may be photocopied. In addition, please check the Office of State Assessment's web site periodically at <http://www.emsc.nysed.gov/osa> for any scoring clarifications as well as the posting of the teacher evaluation form and conversion chart.

### Administration Schedule

Schools must administer Booklet 1 of the New York State Grade 8 Intermediate-Level Social Studies Test on June 2 and Booklet 2 on June 3, 2009. Schools must administer Booklet 1 and Booklet 2 in that order in separate sessions. Students who are absent for one or both parts of the test must complete the test within the period from June 4 to June 9.

### Students to be Tested

Except as noted below, all public school students in Grade 8 must take the Grade 8 Intermediate-Level Social Studies Test. Students retained in Grade 8 must retake the test. Nonpublic schools are strongly encouraged to administer State assessments.

#### *Limited-English-Proficient (LEP) Students*

All LEP students are required to participate in the Grade 8 Intermediate-Level Social Studies Test. LEP students may take the test either in an alternative language or in English, whichever would be better for the student. LEP students may also use both an English and an alternative language edition of the test simultaneously. Alternative language editions of the Grade 8 Intermediate-Level Social Studies Test are available in Chinese (Traditional), Haitian Creole, and Spanish. The test may be translated orally into other languages for those LEP students whose first language is one for which a written translation is not available from the Department. Schools are permitted to offer LEP students specific testing accommodations when taking this test (see pages 3 and 4).

#### *Students with Disabilities*

The Committee on Special Education (CSE) must decide for each student with a disability, on a case-by-case basis, whether the student will be participating in the Grade 8 Intermediate-Level Social Studies Test or will not be participating in this assessment because the student is participating in the New York State Alternate Assessment (NYSAA) for students with severe disabilities. The CSE's decision must be documented on the student's Individualized Education Program (IEP). The criteria that the CSE must use to determine a student's eligibility to participate in the NYSAA are available at the web site: <http://www.vesid.nysed.gov/specialed/alterassessment/alterassess.htm>. Students participating in the NYSAA should be coded as eligible for the Alternate Assessment on the Grade 8 Intermediate-Level Social Studies Test answer sheet.

When determining which students will be participating in this test, be sure to consider those students with disabilities who attend programs operated by the Board of Cooperative Educational Services (BOCES) as well as any other programs located outside the school.

## Testing Accommodations

### *Students Who Incur Disabilities Shortly Before Test Administration*

Principals may modify testing procedures for general education students who incur an injury (e.g., a broken arm) or experience the onset of a short- or long-term disability sustained or diagnosed within 30 days prior to the administration of the Grade 8 Intermediate-Level Social Studies Test. In such cases, when sufficient time is not available for the development of an IEP or a 504 Plan, principals may authorize certain accommodations that will not significantly change the skills being tested. These accommodations are limited to:

- extending the time limit for a test,
- administering the test in a special location,
- recording the student's answers in any manner, and
- reading the test to the student (only for students whose vision is impaired).

Eligibility for such accommodations is based on the principal's professional discretion, but the principal may confer with members of the CSE or with other school personnel in making such a determination. Prior permission need not be obtained from the Department to authorize testing accommodations for general education students. However, a full written report concerning each authorization must be sent to the Office of State Assessment via fax to 518-402-5596. The report must be on school letterhead, must be signed by the principal, and must include the following information:

- the name of the student,
- the title of the test,
- a brief description of the student's injury or disability, and
- a listing of the accommodations that were authorized by the principal.

If the student is expected to continue to need testing accommodations, the principal must immediately make the appropriate referral for the development of an IEP or 504 Plan.

### *Students with Disabilities*

Students with disabilities must be provided with the testing accommodations specified in their IEPs or 504 Plans when taking these tests. It is the principal's responsibility to ensure that this occurs and that those staff who will be providing these testing accommodations are appropriately trained. Students who have been declassified may continue to be provided testing accommodations if recommended by the local CSE at the time of declassification and in the student's declassification IEP. Plan all necessary arrangements for implementing testing accommodations well in advance of the test date.

The Department's Office of Vocational and Educational Services for Individuals with Disabilities (VESID) provides more information on test access and accommodations for students with disabilities on its web site: <http://www.vesid.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>. You may contact that office via e-mail to [vesidspe@mail.nysed.gov](mailto:vesidspe@mail.nysed.gov) if you have questions on this topic for which you are unable to find answers on the web site.

### *LEP Students*

Schools may provide the following testing accommodations to LEP students:

- **Time Extension:** Schools may extend the test time for LEP students. Principals may use any reasonable extensions, such as "time and a half" (the required testing time plus one-half of that amount of time), in accordance with their best judgment about the needs of the LEP students. Principals should consult with each student's classroom teacher in making these determinations.

- ***Separate Location:*** Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer State tests to LEP students individually or in small groups in a separate location.
- ***Bilingual Dictionaries and Glossaries:*** LEP students may use bilingual dictionaries and glossaries when taking this test. The bilingual dictionaries and glossaries may provide only direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations are not permitted.
- ***Simultaneous Use of English and Alternative Language Editions:*** LEP students may use both an English and an alternative language edition of the test simultaneously. However, they should be carefully instructed to record all of their responses in only one of the two editions. The alternative language edition used by the student should be so indicated on the student’s answer sheet.
- ***Oral Translation for Lower Incidence Languages:*** Schools may provide LEP students with an oral translation of this test when there is no translated edition provided by the Department. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour prior to administration. The Department’s Office of Bilingual Education and Foreign Language Studies and the Bilingual/ESL Technical Assistance Centers (BETACs) can assist schools in locating suitable translators (518-474-8775).
- ***Writing Responses in the Native Language:*** LEP students may write their responses to the open-ended questions in their native language. Scoring the tests is the responsibility of the school. However, the Department’s Office of Bilingual Education and Foreign Language Studies and the BETACs can assist schools in locating persons who can translate the students’ responses into English to facilitate scoring of the answer papers.

### ***Former LEP Students***

Effective September 2008, schools may provide the testing accommodations listed above under the heading “LEP Students” only to former LEP students who were identified as English language proficient based on their scores on one of the two most recent administrations of the New York State English as a Second Language Achievement Test (NYSESLAT), either Spring 2007 or Spring 2008. These accommodations may not be provided to former LEP students who were identified as English language proficient prior to the 2007 NYSESLAT administration.

For each LEP student or eligible former LEP student, darken the circles on the answer sheet in the box labeled “LEP Accommodations” to indicate the testing accommodations provided.

### **Security of the Test**

The sealed packages of secure test booklets may *not* be opened until the test administration date, and then just early enough to permit the distribution of booklets prior to the scheduled starting time. All test booklets, both used and unused, all scoring keys and rating guides, and all student answer papers must be considered secure during the entire test administration and makeup period designated by the Department. **The package containing the scoring materials must *not* be opened until after Booklet 1 has been administered. Scoring materials for Booklet 2 must be kept secure until that part of the test has been administered.** Caution scorers not to discuss the test content and scoring rubrics except during scoring sessions. Once the Department-designated test administration period including makeup days has ended, the test materials are no longer secure.

A new form of the test will be provided for use each spring. The test booklets, scoring keys, and rating guides will be enclosed in sealed packages, which must be placed in a secure location as soon as they arrive in the school. The sealed packages of test booklets must *not* be opened until the Booklet 1 and Booklet 2 administration dates, and then just early enough to permit the distribution of materials prior to the starting time of the test.

After the Department-designated test administration period has ended, schools may retain any unused test booklets for later use in their instructional programs. Also, teachers may keep the unused test booklets on file for use in discussions with students about their test performance.

This *Manual for Administrators and Teachers* is not secure; copies of this publication should be distributed to teachers in advance of the administration date(s) so they may familiarize themselves with the procedures for administering the test. Since this manual is not secure, schools may make photocopies of this publication if necessary.

### **Administration of the Test**

To ensure that the Grade 8 Intermediate-Level Social Studies Test provides an accurate measure of student achievement in social studies, both students and teachers should be properly prepared for its administration. This manual provides recommendations for preparing students to take the test. School personnel who administer the test must be familiar with the test materials and directions for administration provided in this manual.

### **Scoring the Test**

It is the school's responsibility to make the necessary arrangements for the scoring of all test materials. Public schools must contract with a Regional Information Center (RIC) for answer sheets, scanning and reporting services. The answer sheet contains fields for recording scores for the Part II constructed-response questions and the Part III document-based question.

Nonpublic schools that have not contracted with a RIC or large-city school district for answer sheets and scanning services must administer the test using copies of the answer sheet template available on the Department's web site at <http://www.emsc.nysed.gov/osa/elintsocst.html>. These answer sheets must be hand scored by the nonpublic school. These answer sheets are not to be sent to the Department. Note that while a single page answer key is provided in your materials, **no kimdura** is provided.

### **Determining the Student's Final Test Score**

A chart for converting the student's total-test raw score to a scaled score will be provided on the Department's web site at: <http://www.emsc.nysed.gov/osa>. Because the scaled scores corresponding to raw scores in the conversion chart change from one test administration to another, it is *crucial* that, for each administration, teachers use *only* the conversion chart provided for that specific administration to determine the student's final score. Take extreme care in recording the student's scores on each part of the test and using the conversion chart to obtain the correct scaled score.

### **Determining the Need for Academic Intervention Services**

Section 100.2(ee)(2)(i) of the Regulations of the Commissioner of Education requires schools to provide academic intervention services to students who score below the State-designated performance level on the State assessment in intermediate-level social studies. All students who achieve a final score in performance levels 1 or 2 (that is, a score below 65) must receive academic intervention services. These services must commence in the September immediately following the administration of the test.

## **Recording Test Scores and Storing Student Answer Papers**

The Department does not keep records of individual student scores on State tests. Therefore, the school must maintain complete and accurate records. A student's score and the date of administration must be entered on the student's permanent record. Student answer papers must be retained in the school files for at least one year.

All schools must keep their students' Booklets 1 and 2 on file in the school for at least one year. Schools must also keep their students' Part I answer sheets on file for the same period.

## **Reporting Test Results to the Department**

Data for public schools and nonpublic schools contracting with a RIC or large-city school district office must be reported through the Student Information Repository System (SIRS). For more information about reporting results, school administrators should contact their local RIC or their large-city school district scanning center.

For the 2008–09 year only, nonpublic schools that have not contracted with a RIC or large-city school district to report data for the test to the SIRS must submit aggregated results directly to the Department using the report form provided at <http://www.emsc.nysed.gov/irts/nonpublic/>. **Schools must not send completed answer sheets to the Department.** For more information, see Appendix VI.

## **Online Submission of Teacher Evaluations of the Test to the Department**

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments where teachers may respond to several specific questions and may make suggestions. Go to [www.emsc.nysed.gov/osa/exameval](http://www.emsc.nysed.gov/osa/exameval) to complete and submit your evaluation.

## **Review of Answer Papers by Students and Parents**

Students and parents/guardians of students who have taken the Grade 8 Intermediate-Level Social Studies Test have the right to review student answer papers after the scores have been recorded, as described above. Answer papers should be reviewed in the presence of the principal, or the principal's designee, to ensure that no changes are made on the answer papers as they are being reviewed. The principal may also use a copy of the student's answer papers for this purpose. After review, a parent may be provided a copy of his or her child's test and answer paper.

## **Individual Student Reports**

At the school's earliest opportunity after tests have been scored, schools are expected to provide results to each student's parent/guardian.

# General Test Administration Procedures

## Test Materials

The Department provides the following test materials for administration of the two components of the Grade 8 Intermediate-Level Social Studies Test:

***For the multiple-choice and constructed-response questions:***

- Booklet 1 (contains Part I and Part II)
- Rating Guide for Booklet 1

***For the document-based question:***

- Booklet 2 (contains Part III A and Part III B)
- essay answer booklet, in which students are to write their final document-based essay
- Rating Guide for Booklet 2

The school must provide students with No. 2 pencils for the Part I multiple-choice questions in Booklet 1 and scrap paper for planning the Part III B essay in Booklet 2. Instruct students to write their names on all scrap paper. Be sure to collect all scrap paper at the conclusion of the test and keep it with the student's test booklet.

The test is available in large-type and braille editions. Alternative language editions of the test are available in Chinese (Traditional), Haitian Creole, and Spanish. These are direct translations of the English edition. The directions to students in the alternative language editions are the same as those in the English edition. The Department does not provide separate directions for administering the alternative language editions of the test. Teachers who speak the language should be able to administer the alternative language editions by using a copy of the test in the appropriate language and the directions provided in this manual. If the test is administered by a teacher who does not speak the language, the directions in the alternative language edition should enable students to complete the test by themselves.

The separate answer sheets for the multiple-choice section of the test contain several grids with spaces for recording various types of student identification information. The school must develop uniform written directions about the completion of these grids and provide these directions to all teachers administering the multiple-choice section of the test. Such directions should be based on careful consideration of the types of student and score information the school needs, as well as on the processing requirements of the scoring center the school is using.<sup>1</sup>

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<sup>1</sup> Public schools must contract with a RIC or large-city school district assessment and evaluation office for answer sheets, scanning, and reporting services. Nonpublic schools were encouraged to do so as well. Nonpublic schools that have not contracted with a RIC or large-city school district for answer sheets and scanning services must administer the test using copies of the answer sheet template available on the Department's web site at <http://www.emsc.nysed.gov/osa/elintsocst.html>. These answer sheets must be hand scored by the nonpublic school. These answer sheets are not to be returned to the Department.

## Special Considerations for Assuring Optimal Student Performance

The person in charge of administering the Grade 8 Intermediate-Level Social Studies Test should review and become thoroughly familiar with the directions for administering the test. Since the purpose of the test is to obtain the most accurate estimate possible of a student's achievement in social studies, it is essential that students be given an opportunity for fair assessment.

Students must not be given help in interpreting the test questions and statements. They should be advised to answer the questions according to their best judgment. However, the teacher should give students all the assistance required in the mechanics of taking the test, such as filling out the headings on the answer sheet and the answer booklets and understanding where to record the answers.

## Test Administration Time

Each of the two sessions of the test requires 1½ hours of testing time. In addition, schools should schedule approximately 15 minutes per session for teachers to give directions to the students and for students to record the student identification information on all test materials. Schools must make arrangements to provide the testing accommodations indicated in the IEP or 504 Plan of students with disabilities. Such accommodations often include extended time.

## Preparations for Testing

Arrangements for administering the test should interfere as little as possible with the normal school routine. The test may be administered in the students' regular classroom or classes may be arranged into smaller or larger groups, at the convenience of the school.

Pay special attention to the following points when making arrangements for the testing sessions:

- **Security of Test Materials.** The sealed packages of secure test booklets may *not* be opened until the test administration dates, and then just early enough to permit the distribution of booklets prior to the scheduled starting times.
- **Orientation of Students.** Inform the students about the test a few days before the administration dates. Make the announcement in such a way as to increase the students' interest in the test and at the same time not cause them to become overly anxious and tense. Help students become familiar with the general types of questions on the test and the procedures they should follow in recording their answers.
- **Notification of Parents.** Inform parents/guardians of the dates of testing and the purpose of the tests. Ask them to encourage students to do their best and to ensure that students are well rested on the dates of testing.
- **Students Absent on the Test Days.** Plan to administer the test on one of the designated makeup days to all students who were absent when the test was initially given. Do not involve these students in any classroom discussions about the test prior to the time they take it.
- **Orientation of Test Administrators.** Everyone who will be administering the test should become familiar with the detailed directions for administering the test, which are provided in this manual. Schedule an orientation *prior* to the testing dates to enable test administrators to become adequately prepared.

- ***Preparation of the Testing Room(s).*** The room(s) in which the test is administered should be well lighted, well ventilated, and quiet. Make preparations before the testing period to keep noise and other distractions to a minimum. Place a “Do Not Disturb” sign on the door to prevent interruptions. If the test is to be administered in a classroom, clear desks and shelves under the desks of all books, papers, and other materials. Completely cover or remove all maps, charts, and blank or completed graphic organizers pertinent to social studies as well as all board work. Make arrangements in advance to seat the students so that each student will be clearly visible to the proctor at all times and so that there will be the least possible opportunity for any communication between students. Seating students in alternate rows is recommended.
- ***Assembling the Test Materials.*** Assemble all test materials at least one day before the test administration, except for the test booklets, the scoring keys, and the rating guides.

## Supervision of Students

- ***Unauthorized Materials.*** Students should be under close supervision at all times during the administration of the test. When students enter the testing room, proctors must ensure that students do not bring any blank scrap paper, unauthorized notes or printed material that might give them an unfair advantage on the test. The materials that students are permitted to use during the test are identified on page 7 of this manual.

Make sure that all students have turned off and put away cell phones or electronic communication devices.

- ***Proctoring.*** Proctors must circulate periodically around the room during the administration of each session of the test to ensure that students are recording their responses to the test questions in the proper manner. While circulating around the room, proctors should point out to students if they have left one or more answers blank or darkened more than one circle for the same multiple-choice question or if they do not appear to be recording their answers in the proper place (on the answer sheet for multiple-choice questions and in the test booklet for constructed-response questions.) However, proctors may **not** comment to the student on the correctness or sufficiency of any answer.

No additional time is to be provided to students to transfer answers from test booklets to answer sheets at the end of the test and no one other than the student may transfer answers marked in his/her test booklet to the multiple-choice answer sheet. (The latter does not apply to students who have an IEP or Section 504 Plan that allows scribes to transfer answers from the test booklet to an answer sheet.)

- ***Temporary Absence from Testing Room.*** No student may be permitted to leave and then return to the testing room during any part of the test unless the student is accompanied by a proctor for the duration of his or her absence from the testing room.
- ***Emergency Evacuation of a School Building.*** Evacuation of a school building during a test may be required because of an emergency such as a fire alarm or bomb threat. In any situation in which the safety of the students is endangered, the principal has full authority to interrupt the test immediately. If it is possible, the students should be kept under supervision during the emergency. Then, if work can be resumed, the time for the test should be extended so that the students will be allowed their full time for the test. Following the test, a written report of the circumstances should be sent by mail or fax to the Office of State Assessment.

- ***Student Cheating.*** Do not permit students to obtain information from or give information to other students in any way during the test. If you suspect that such an attempt has occurred, warn the students that any further attempts will result in the termination of their tests. If necessary, move the students to another location. If these steps fail to end attempts to obtain or give information, notify the principal immediately and terminate the students' tests. At the conclusion of the test, all suspected cheating must be reported to the principal. If, in the judgment of the principal, a student has given aid to or obtained aid from another person during the test, the principal must follow the school's disciplinary procedure for student cheating and invalidate the student's test. In addition, the principal must report the incident to the Department by fax to 518-402-5596. Invalidated tests may not be scored.
- ***Illness.*** If a student becomes ill during a part of the test, the student should be excused until he or she is well enough to continue. The principal should estimate the time that the student had remaining to complete that part of the test. When the student is well enough to complete the test (and as long as the makeup period has not ended), the student may be given the remaining time for that part. When a student is taking a partially completed part of the test, the student must be closely supervised so that he or she does not go back to previously completed questions on the test.

## Administering the Test

### Detailed Directions for Administering Booklet 1

Make sure that sufficient quantities of all test materials are on hand. The following materials are needed:

*For each student:*

- Booklet 1
- answer sheet
- scrap paper
- No. 2 pencil

*For the teacher:*

- “Detailed Directions for Administering Booklet 1” (pages 11–13 of this manual)
- Booklet 1 (for demonstration purposes)
- answer sheet (for demonstration purposes)
- extra answer sheets, scrap paper, and No. 2 pencils
- instructions for completing the student identification grids on the separate answer sheet (These instructions will vary according to the answer sheet used by the school.)

After the desks have been cleared of books and papers and when the students are ready to begin, say:

Today you are going to take a test in social studies. I will now give each of you a test booklet. Please leave the test booklet face up on your desk. Do not open the booklet until I tell you to do so.

Distribute one test booklet, face up, to each student. Then say:

I will now give out the answer sheets and scrap paper. Please do not write on the answer sheet until I tell you what to do.

After you have distributed the answer sheets and scrap paper, give directions for marking any machine-readable name or number grids. Then say:

Look at the cover of your test booklet. In the spaces provided, print your name and the name of the school. Also print your name on all scrap paper.

After the students have filled in their names and the school name, say:

Read the information on the cover to yourself while I read it aloud.

The test has three parts. Today, you will take Part I and Part II of the test.

**Part I** contains 45 multiple-choice questions. Record your answers to these questions on the separate answer sheet. Use only a No. 2 pencil on your answer sheet.

**Part II** consists of several short-answer questions. Write your answers to Part II in this test booklet.

You will have 1½ hours to answer all the questions in Booklet 1.

Now, open your test booklet to page 3. Read the directions for **Part I** to yourself while I read them aloud.

### **DIRECTIONS**

There are 45 questions on Part I of the test. Each question is followed by four choices, numbered 1–4. Read each question carefully. Decide which word or expression, of those given, best completes the statement or answers the question. On the separate answer sheet, mark your answer in the row of circles for each question by filling in the circle that has the same number as the answer you have chosen. Use a pencil to mark the answer sheet.

Read the sample question below.

#### **Sample Question**

Which city is the capital of the United States?

- (1) Boston
- (2) Washington, D.C.
- (3) New York City
- (4) Philadelphia

The correct answer is **Washington, D.C.**, which is choice number **2**. On your answer sheet, look at the box showing the row of answer circles for the sample question. Since choice number **2** is the correct answer for the sample question, the circle with the number **2** has been filled in.

Answer all the questions on Part I by filling in the circle that has the same number as the answer you have chosen. 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.

When you finish Part I, go on to Part II.

If students do not understand the sample question, the marking of the answer sheet, or the directions for Part II, explain the appropriate directions until everyone knows what to do.

After all questions have been answered, say:

When I tell you to, turn to question 1 and begin work. Answer all the questions in this test booklet. When you are finished, close your test booklet and place it on top of your answer sheet.

Now, turn the page and begin work.

Record the time the test begins. If a clock is not visible to all students, post the starting time on the board. Tell students when there are 30 minutes remaining in the test.

Walk around the room and make sure that all students understand the directions for Part I and are marking their answer sheets properly. Explain the test-taking procedures again to any student who appears to be having difficulty.

When students are working on Part II, make sure they understand the directions and are writing their answers in the test booklet.

If the test is administered in a regular classroom setting, students should remain quietly at their desks when they finish their tests. You may collect the test materials either as students complete the test or when most of the students have finished. In either case, you must collect all test materials before allowing a student to begin other assignments.

If the test is being administered in a large-group setting, schools may prefer to allow students to hand in their test materials as they finish and then leave the room. If so, take care that students leave the room as quietly as possible so as not to disturb the students who are still working on the test.

### **Detailed Directions for Administering Booklet 2**

Make sure that sufficient quantities of all test materials are on hand. The following materials are needed:

*For each student:*

- Booklet 2
- essay answer booklet
- scrap paper
- pen (Students may use pencils to write their final copy if using pens would present problems for them.)

*For the teacher:*

- “Detailed Directions for Administering Booklet 2” (pages 13–15 of this publication)
- Booklet 2 (for demonstration and reference purposes)
- essay answer booklet and scrap paper (for demonstration purposes)
- extra essay answer booklets, scrap paper, pens, and pencils

After the desks have been cleared of books and papers, distribute the essay answer booklets and the scrap paper.

If students are allowed to use pencils for writing their final copies, modify the directions that follow accordingly. Make any necessary changes *before* Booklet 2 is administered.

When the students are ready to begin, say:

This is a test of your thinking and writing skills in social studies. On your desk, you should have an essay answer booklet and scrap paper. (*show*) At the top of your essay answer booklet, check the box for Grade 8 Intermediate-Level Social Studies Test and print your name, the name of the school, and today's date. You should use a pen to write this information.

After the students have completed the heading on the essay answer booklet, distribute one Booklet 2, face up, to each student. Then say:

Please leave the test booklet face up on your desk. Do not open the booklet until I tell you to do so.

Then say:

In the spaces provided on the cover of Booklet 2, print your name and the name of the school. Print your name on all scrap paper.

After the students have filled in their names and the school name, say:

Read the information on the cover to yourself while I read it aloud.  
The test has three parts. Today, you will take Part III of the test.  
**Part III** is based on several documents.  
**Part III A** contains the documents. Each document is followed by one or more questions. Write your answer to each question in this test booklet in the space provided.  
**Part III B** contains one essay question based on the documents. Write your answer to this question in the separate essay answer booklet, beginning on the first page of the booklet.  
You will have 1½ hours to answer all the questions in Booklet 2 and write your essay.

If students do not understand the directions for Booklet 2, you may explain the appropriate directions until everyone knows what to do.

After all questions concerning the directions have been answered, say:

When I tell you to, turn to page 3 and begin work. When you are finished, close your test booklet and place it on top of your essay answer booklet.  
Now, turn the page and begin work.

Record the time the test begins. If a clock is not visible to all students, post the starting time on the board. Tell students when there are 30 minutes remaining in the test.

Walk around the room and make sure that all students understand the directions about answering the questions and are beginning the test correctly. Explain the test-taking procedures to any student who appears to be having difficulty.

If the test is administered in a regular classroom setting, students should remain quietly at their desks when they finish the test. You may begin collecting the tests as students finish. You must collect all test materials before allowing a student to begin other assignments.

If the test is administered in a large-group setting, schools may prefer to allow students to hand in their test materials as they finish and then leave the room. If so, take care that students leave the room as quietly as possible so as not to disturb the students who are still working on the test.

In either situation, collect all test materials (test booklet, essay answer booklet, and scrap paper) from each student before allowing the student to leave the room.

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**Note: No one, *under any circumstances*, including the student, may alter the student's responses on the test once the student has handed in his or her test materials. Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State examinations may be subject to disciplinary actions in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.**

## Scoring the Test

Any clarifications or changes to the scoring materials for this examination will be posted on the Department's web site at: <http://www.emsc.nysed.gov/osa>. Be sure to check this web site before starting your scoring process and several times after the end of the testing period.

### Scoring Booklet 1 Answers

The rating materials for Booklet 1 include:

- scoring key for the multiple-choice questions (Part I)<sup>2</sup>
- specific scoring rubrics for the constructed-response questions (Part II)

### Scoring Part I (Multiple-Choice Questions)

The student's score on Part I is the total number of questions that the student answers correctly. A list of correct answers is printed on the scoring key.

*Machine Scoring.* Schools should be sure to check with their scoring center concerning the procedure to be followed in preparing the answer sheets for machine scoring.

*Hand Scoring.* Directions are provided on the Scoring Key for Part I.<sup>3</sup>

### Rating Part II (Constructed-Response Questions)

The rating guide contains specific rubrics 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*

The introduction to the constructed-response questions may take place once the administration of the test has begun. However, you may not remove the actual Booklet 1 Rating Guide may note be removed from the package of scoring materials for use by raters until the school has finished administering Booklet 1.

- Raters read the questions.
- Raters identify the answers to the questions.
- Raters discuss possible answers and summarize expectations for student responses.

#### *Introduction to the Specific Rubric*

The trainer may begin the introduction to the specific constructed-response rubric once the school has finished administering Booklet 1.

- Trainer leads review of the specific rubric for each constructed-response question.

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<sup>2</sup> With the exception of some nonpublic schools, scanning and reporting will be conducted by a RIC or large-city school district.

<sup>3</sup> Nonpublic schools that have **not** contracted with a RIC or large-city school district to report data for the 2009 Grade 8 Intermediate-Level Social Studies Test to the SIRS must hand score the test and submit aggregated results directly to the Department using the report form provided at <http://www.emsc.nysed.gov/irts/nonpublic/home.shtml>.

### *Rating the Constructed-Response Questions*

- Each student's answer to each of the constructed-response questions is scored by one rater.
- The rater records the score for each constructed-response question in the student's test booklet.

The scoring coordinator is 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 and/or in the student's test booklet at the end of Part II. (A box for recording scores also appears on the back cover of Booklet 2.)

### **Rating Booklet 2 Answers**

The Booklet 2 Rating Guide contains:

- a specific scoring rubric for the document-based question (DBQ) including scaffold (open-ended) questions (Part III A) and the DBQ essay (Part III B),
- prescored anchor papers at each essay score level, with commentary explaining why a particular student paper was awarded that specific score,
- prescored practice papers with scoring commentaries, and
- a chart indicating the score ranges for each of four student performance levels.

The reliability of the scores is a fundamental concern in the measurement of the student's achievement. Therefore, at least two qualified teachers must score each student's essay. Only one qualified teacher need score the short-answer, document-based scaffold questions. Qualified raters include teachers of Grades 7–12 social studies and special education teachers who are knowledgeable about the intermediate-level social studies curriculum. Raters should have received some school-level, district-level, and/or regional training on scoring social studies essays and/or scaffold (open-ended) questions before scoring these tests.

It is recommended that schools with a small number of qualified social studies raters form a consortium of teachers to score as a group the answer papers from several schools.

To ensure reliable scoring, the principal of each school administering the Grade 8 Intermediate-Level Social Studies Test must appoint a scoring coordinator who will:

- manage the training and logistics of the scoring process,
- provide task-specific training, including review of the rating guide just prior to scoring, and
- assign two teachers to rate each essay response independently, with a third teacher available to resolve discrepant scores. (A discrepant score is one that varies by more than one credit on a 5-credit rubric.) Only one rater is needed for the scaffold questions. If staffing is sufficient, separate teams of teachers may rate the Part III A scaffold questions and the Part III B essay.

Every effort should be made to avoid having a teacher rate his or her own students' responses. When this is not possible, a teacher should score no more than one part of his or her students' papers (i.e., the scaffold questions or the DBQ essay).

## Organizing the Rating and Recording Process

Before a school reads and rates its students' responses, it must set up a procedure for collecting, arranging, and processing the answer papers and for maintaining records of the test results. The school should design a procedure that will produce a reliable score for each student and will facilitate maintenance of the school's records of each student's score. (See "Suggested Rating Procedure" below.)

### Detailed Directions for Training Raters

In training raters to score student answers for Part III of the test, follow the procedures outlined below:

*a. Introduction to the Scaffold Questions and the Essay Task*

The trainer may begin the introduction to the scaffold questions and the essay task once administration of the test has begun. However, you may *not* remove the actual Booklet 2 Rating Guide from the package of scoring materials for use by raters until after the school has finished administering Booklet 2.

1. Raters read each scaffold question and/or the essay task.
2. Raters identify answers to each scaffold question and/or the essay task.
3. Raters discuss possible answers and summarize expectations for student responses.

*b. Introduction to the Specific Rubric and Anchor Papers*

The trainer may begin the introduction to the specific rubric and anchor papers once your school has finished administering Booklet 2.

1. Trainer leads review of the specific rubric with reference to the essay task.
2. Trainer leads discussion of procedures for assigning holistic scores (i.e., by matching evidence from the response to the content-specific rubric).
3. Trainer leads review of each anchor paper and commentary.

*c. Practice Scoring Individually*

1. Raters score the practice papers independently without looking at the scores and commentaries provided after the papers.
2. Trainer records scores and leads discussion of scoring criteria until raters feel comfortable enough to move on to actual scoring.
3. If additional practice is required to reach scoring consensus, the trainer may use a sample of student answer papers from their current administration of the test.

### Suggested Rating Procedure

The following procedure is recommended for managing the mechanics of the rating process. Appendix II contains a copy of the Essay Rating Sheet and Appendix III contains a copy of the Part III B Record Sheet. You may photocopy as many copies of these sheets as you need, or you may create your own forms.

1. The person assigned as the coordinator of the rating process, or other designated representative(s), will be responsible for coordinating the movement of papers, calculating a final score for each student's essay, recording that information on the student's Part I answer sheet or on the last page of Booklet 2, and determining the student's final score and performance level for the test.
2. Set aside one room as a central location for collecting, sorting, circulating, and storing answer sheets/essay answer booklets and for preparing and maintaining records for these tests.
3. Provide a suitable location for the rating of essays.

4. Allow time to provide training for scoring the specific task for all raters immediately before the rating of the students' responses (about 2 hours for the essay and about 20-30 minutes per document). It is strongly recommended that teachers be trained on one document and score those responses, then be trained and score the next document's response(s), etc.
5. Provide adequate time for rating (approximately 3-5 minutes per response for each essay, 1 minute per response for each scaffold question scored 0-2, and ½ minute per response for each scaffold question scored 0-1).

*For Part III A:*

1. The short-answer (open-ended) scaffold questions need be scored by only one qualified teacher.
2. The scores for each scaffold question may be recorded in the student's test booklet.
3. Record the total Part III A score in the space provided on the student's Part I answer sheet. (A box for recording scores also appears on the back cover of Booklet 2.)

*For Part III B, continue with these procedures:*

1. Provide at least two qualified teachers to score each essay question. Divide raters into two-person teams. Designate one team member as Rater 1 and the other as Rater 2. After the test has been administered, keep the essay booklets together and shift them between raters.
2. Arrange the essay answers according to a sequence, using whatever order is most convenient for your school, e.g., class period, alphabetical, or local identification number. Beginning with the first paper in the sequence, enter each student's name on a copy of the Part III B Record Sheet. (See Appendix III of this manual.)
3. Divide each group of essays into bundles of 25 papers.
4. Prepare an Essay Rating Sheet for each bundle. (See Appendix II of this manual.) After recording the students' names on the rating sheet, photocopy the rating sheet. **Each rater will need a separate rating sheet for each bundle of essay papers he or she rates. The second rater must not be aware of the score assigned by the first rater.**
5. Distribute the bundles of essay papers to the rating teams, making sure that each rating team receives two rating sheets for each bundle of papers. Each rater on a team should rate one of the bundles and record his or her ratings on one of the rating sheets. The two raters should then exchange bundles. The second rater should only record his or her scores on the second rating sheet. **No scores or corrections should be indicated on the essay papers.**
6. After each team has completed rating a bundle, the team should return those answer papers to the designated central location. Remove the rating sheets completed by each rater from the bundles and enter the scores on the Part III B Record Sheet. Make sure there are two independent ratings for each response.
7. Review the two scores for each student to determine whether or not the student's scores for the essay are discrepant, i.e., a difference of more than one credit between the two scores. If the two scores are not discrepant, enter the resolved score in the appropriate column on the Part III B Record Sheet.
8. Separate the students' responses with discrepant scores and make another bundle. Prepare a separate rating sheet for those discrepant papers. List the names of the students on a new rating sheet and attach the sheet to the corresponding bundle of student responses. Assign each of these bundles to a rater to obtain a third independent rating of the students' responses. *Make sure that*

*the third rater is not one of the original two raters of that task and that the third rater has undergone the training for scoring that task.*

9. After the necessary third ratings have been obtained, remove the rating sheets from the bundles of student responses and determine the resolved scores by using the method for resolving discrepant scores described on the next page. Enter the resolved scores in the appropriate column on the Part III B Record Sheet.
10. Transfer the resolved scores to the space provided on the students' Part I answer sheets. (A box for recording scores also appears on the back cover of Booklet 2.)

## Method for Determining the Score for the Part III B Essay

### Two Ratings:

1. Compare the two ratings.
2. If the two ratings agree, the student receives that score.
3. If the two ratings are contiguous, the student receives the average of the two scores. **Do not round this score up to a whole number.**
4. If the two ratings are *not* contiguous, obtain a third rating.

### Three Ratings:

1. Compare the three ratings.
2. If two of the three ratings agree, the student receives that score.
3. If the three ratings are different, the student receives the middle score.

### Examples:

Student's Name	Rater 1	Rater 2	Rater 3	Resolved Score*	Reason
<i>Student A</i>	3	3	—	3.0	Two ratings agree. Use that score.
<i>Student B</i>	2	3	—	2.5	Two ratings are contiguous. Use the average of the two scores.
<i>Student C</i>	4	2	4	4.0	Two ratings are more than one credit apart. A third rating is done. Two of the three ratings agree. Use that score.
<i>Student D</i>	2	4	1	2.0	Two ratings are more than one credit apart. A third rating is done. The three ratings differ. Use the middle score.
<i>Student E</i>	1	0	—	0.5	Two ratings are contiguous. Use the average of the two scores.

## Entering Scores on the Part III B Record Sheet

The examples below show how students' scores should be recorded on the Part III B Record Sheet. (See Appendix III of this manual.)

Student's Name	Rater 1	Rater 2	Rater 3	Resolved Score*
1. <i>Student A</i>	3	3	—	3.0
2. <i>Student B</i>	2	3	—	2.5
3. <i>Student C</i>	4	2	4	4.0
4. <i>Student D</i>	2	4	1	2.0
5. <i>Student E</i>	1	0	—	0.5

\* Individual raters may *not* assign scores ending in .5 to an essay. Such scores are obtained only when two contiguous scores are averaged. Resolved scores must *not* be rounded up to the next whole number.

## Determining the Student’s Final Test Score

A box like the one shown to the right will appear on the back cover of Booklet 2 of the Grade 8 Intermediate-Level Social Studies Test.

Record the number of correct answers for the multiple-choice questions (Part I), the total credits awarded for the constructed-response questions (Part II), and the total credits awarded for the scaffold (open-ended) questions (Part III A) in the appropriate spaces on the student’s Part I answer sheet. Add these three numbers together and write that score in the box labeled “Total Part I, II, and III A Score.”

Record the essay score for Part III B in the appropriate space.

To determine the student’s final examination score, use the chart provided for each administration on the Department’s web site at:

<http://www.emsc.nysed.gov/osa>. **It is crucial that you use only the conversion chart provided for the specific administration of this test to determine the student’s final test score.**

Locate the student’s total Parts I, II, and III A scores on the left side of the chart and the student’s Part III B essay score across the top of the chart. *The point where those two scores intersect is the student’s final test score.* The conversion chart provided for the test will include scores ranging from 0 to 100 within the cells of the chart.

Four performance levels have been established for the Grade 8 Intermediate-Level Social Studies Test: Level 4, Meeting the Standards with Distinction; Level 3, Meeting the Standards; Level 2, Not Fully Meeting the Standards; and Level 1, Not Meeting the Standards. The following chart indicates the range of final scores corresponding to these performance levels. This chart also appears in the Booklet 2 Rating Guide. Students scoring in Level 1 or Level 2 must be provided with academic intervention services.

Part I Score	
Part II Score	
Part III A Score	
Total Part I, II, and III A Score	
Part III B Essay Score	
<b>Final Score</b> (obtained from conversion chart) scaled 0–100	

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	Does not show proficiency in understanding the content and concepts or proficiency in the skills required for intermediate-level achievement in any or most of the learning standards and key ideas assessed in social studies. Does not show evidence of an ability to apply the social studies content, concepts, and skills required for entering secondary academic environments.

When the teacher scoring committee completes the scoring process, test scores must be considered final and must be entered onto students' permanent records.

Principals and other administrative staff in a school or district do not have the authority to set aside the scores arrived at by the teacher scoring committee and rescore student examination papers or to change any scores assigned through the procedures described in this manual and in the scoring materials provided by the Department. Any principal or administrator found to have done so, except in the circumstances described below, will be in violation of Department policy regarding the scoring of this test. Teachers and administrators who violate Department policy with respect to scoring State examinations may be subject to disciplinary action in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

On rare occasions, an administrator may learn that an isolated error has occurred in arriving at a final examination score for a student or in recording the student's score in the permanent records. For example, the final examination score may have been based on an incorrect summing of the student's raw scores for parts of the test or from a misreading of the conversion chart. When such errors involve no more than five students' final examination scores and when such errors are detected within four months of the test date, the principal may arrange for the corrected score to be recorded in the student's permanent record. However, in all such occurrences, the principal must advise the Office of State Assessment in writing that the student's score has been corrected. The written notification to the Department must be signed by the principal or superintendent and must include the names of the students whose scores have been corrected, the name of the examination, the students' original and corrected scores, and a brief explanation of the nature of the scoring error that was corrected.

If an administrator has substantial reason to believe that the teacher scoring committee has failed to accurately score more than five student answer papers, before permitting or arranging for a rescoring of student papers, the administrator must first obtain permission in writing from the Office of State Assessments. The written request to the Office of State Assessment must come from the superintendent of a public school district or the chief administrative officer of a nonpublic or charter school and must include the examination title, date of administration, and number of students whose papers would be subject to such rescoring. This request must also include a statement explaining why the administrator believes that the teacher scoring committee failed to score appropriately and, thus, why he or she believes rescoring the examination papers is necessary. As part of this submission, the school administrator must make clear his or her understanding that such extraordinary re-rating may be carried out only by a full committee of teachers constituted in accordance with the scoring guidelines presented above and fully utilizing the scoring materials for this test provided by the Department.

The Department sometimes finds it necessary to notify schools of a revision to the scoring key and rating guide for an examination. Should this occur after the scoring committee has completed its work, the principal is authorized to have appropriate members of the scoring committee review students' responses only to the specific question(s) referenced in the notification and to adjust students' final examination scores when appropriate. Only in such circumstances is the school not required to notify or obtain approval from the Department to correct students' final examination scores.

**Appendix I**  
**GRADE 8**  
**DOCUMENT-BASED QUESTION**  
**GENERIC SCORING RUBRIC**  
**(REVISED 2005)**

**Score of 5:**

- Thoroughly develops all aspects of the task evenly and in depth
- Is both analytical and descriptive (applies, analyzes, evaluates, and/or creates information)
- Incorporates relevant information from *at least xxx* documents
- Incorporates substantial relevant outside information
- Richly supports the theme with many relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 4:**

- Develops all aspects of the task but may do so somewhat unevenly
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information)
- Incorporates relevant information from *at least xxx* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

- Develops all aspects of the task with little depth *or* develops most aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

**Score of 2:**

- Minimally develops all aspects of the task *or* develops some aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

**Score of 1:**

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents *or* consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

**Score of 0:**

Fails to develop the task *or* may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the historical context and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

## Appendix II

### Essay Rating Sheet Grade 8 Intermediate-Level Social Studies Test

Test Date \_\_\_\_\_ Rater's Name \_\_\_\_\_

Rater Number 1 2 3 (circle one)

School: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Name	Essay Score
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	

### Appendix III

## Part III B Record Sheet Grade 8 Intermediate-Level Social Studies Test

Test Date \_\_\_\_\_ School \_\_\_\_\_ District \_\_\_\_\_  
(Month and Year)

Student's Name	Rater 1	Rater 2	Rater 3	Resolved Score
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				

## Appendix IV

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Office of State Assessment, Room 775 EBA  
Albany, New York 12234

### Examination Storage Certificate

#### Grade 8 Intermediate-Level Social Studies Test

School Name \_\_\_\_\_

City or Town \_\_\_\_\_ Examination Date \_\_\_\_\_  
*(Month and Year)*

I, the undersigned principal of the school named above, do hereby declare that each of the security procedures listed below was fully and faithfully observed for the current administration of the Grade 8 Intermediate-Level Social Studies Test.

1. The sealed packages of secure test materials were stored in a secure place at the location indicated on the Examination Storage Plan submitted for the above examination period.
2. The secure place was maintained under strict security conditions.
3. An inventory of the test materials was conducted as soon after delivery as was practical. The State Education Department was notified in writing if any of the packages of secure test materials were not properly sealed when received. The sealed packages of secure test materials were replaced inside the secure location immediately after the inventory was completed.
4. The sealed packages of secure materials for the test were not removed from the secure location, except for the inventory of test materials shipped to the school, until the day on which that part of the test was scheduled to be administered.
5. The sealed packages of secure materials for the test were not opened until the day on which that part of the test was scheduled to be administered.

Name of Principal (print or type) \_\_\_\_\_

Signature of Principal \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**After completion, retain in school files for one year.**



## Appendix V

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Office of State Assessment, Room 775 EBA  
Albany, New York 12234

### Deputy and Proctor Certificate

#### Grade 8 Intermediate-Level Social Studies Test

School Name \_\_\_\_\_

City or Town \_\_\_\_\_ Examination Date \_\_\_\_\_  
*(Month and Year)*

We, the undersigned deputies and proctors who assisted in the administration of the Grade 8 Intermediate-Level Social Studies Test, hereby declare our belief in the correctness of the following statement:

The rules and regulations for administering the test were fully and faithfully observed, and in particular:

1. The rules for administering the test were read to or read by each person who assisted in administering the test.
2. The test was held on the prescribed dates.
3. The tests were kept in the sealed packages until their administration dates.
4. The students were given appropriate instructions and orientation before beginning the test.
5. The students were so seated as to prevent collusion.
6. Adequate supervision was maintained throughout the administration of the test.
7. The answer papers were collected from the students immediately at the close of the test.
8. All test booklets and scoring materials for the test were collected and returned to the principal.

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

(Attach additional sheets when necessary.)

**After completion, retain in school files for one year.**



## Appendix VI

### Instructions for Nonpublic Schools

Nonpublic schools are encouraged to contract with a RIC for answer sheets, scanning, and reporting services for the Grade 8 Intermediate-Level Social Studies Test. For nonpublic schools not contracting for these services with a RIC or large-city school district, the Department is providing answer sheet templates for the 2008–09 school year only. The answer sheet template for this test is available on the Department’s web site at <http://www.emsc.nysed.gov/osa/elintsocst.html>. Nonpublic schools may make photocopies of the template for use by their students. All schools must retain their students’ completed answer sheets for recordkeeping purposes for a minimum of one year.

For the 2008–09 school year only, nonpublic schools that have not contracted with a RIC or large-city school district to report data for these tests to the SIRS must submit aggregated results directly to the Department using the report form provided at: <http://www.emsc.nysed.gov/irts/nonpublic/>. A copy of this form appears on pages 33–34. **Do not return completed answer sheets to the Department.**

Beginning with the 2009–10 school year, every school administering the Grade 5 Elementary-Level Social Studies Test, the Grade 4 Elementary-Level Science Test, the Grade 8 Intermediate-Level Science Test, or the Grade 8 Intermediate-Level Social Studies Test must obtain answer sheets from a RIC or a large-city school district and contract with that entity to report data to the SIRS. With the exception of the New York State English as a Second Language Achievement Test (NYSESLAT), the Department will no longer provide answer sheets or scanning services for any elementary- or intermediate-level tests.



**Nonpublic School Elementary/Intermediate-Level Science and  
Intermediate-Level Social Studies  
Test Report Form  
2008–09**

**School Name** \_\_\_\_\_

**BEDS Code** \_\_\_\_\_

**Contact** \_\_\_\_\_

**Contact Phone Number** \_\_\_\_\_

In the tables below, enter the number of students with valid scores in the Total Tested column and the number of students performing at each performance level in the Level 1 to Level 4 columns for General-Education Students and Students with Disabilities for the tests administered in your school. Include all students in the appropriate grade level and all ungraded students who are age equivalent to the grade level, according to the table on page 2 of this form. Make a copy of this form for your records and fax it to the attention of Carolyn Bulson at (518) 474-4351, e-mail it to [cbulson@mail.nysed.gov](mailto:cbulson@mail.nysed.gov), or mail it to the address below by **June 26, 2009**:

Carolyn Bulson  
New York State Education Department  
Information and Reporting Services, Room 868 EBA  
89 Washington Avenue  
Albany, New York 12234

**Elementary-Level Grade 4 Science**

Student Group	Total Tested	Level 1	Level 2	Level 3	Level 4
General-Education Students					
Students with Disabilities					

**Intermediate-Level Grade 8 Science**

Student Group	Total Tested	Level 1	Level 2	Level 3	Level 4
General-Education Students					
Students with Disabilities					

**Intermediate-Level Grade 8 Social Studies**

Student Group	Total Tested	Level 1	Level 2	Level 3	Level 4
General-Education Students					
Students with Disabilities					

### Age Equivalency Table

<b>Assessments</b>	<b>Birth Dates</b>	<b>Reaches This Age Between September 1, 2007 and August 31, 2008</b>
Intermediate-Level Grade 8 Social Studies Test	September 1, 1993– August 31, 1994	14