

NEW YORK STATE
GRADE 5 ELEMENTARY-LEVEL
SOCIAL STUDIES TEST

MANUAL FOR ADMINISTRATORS
AND TEACHERS

Booklet 1 (Objective and Constructed-Response Questions)

Booklet 2 (Document-Based Question)

THE UNIVERSITY OF THE STATE OF NEW YORK

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General Features of the Grade 5 Elementary-Level Social Studies Test

The Regulations of the Commissioner of Education provide that beginning in fall 2001, an elementary-level social studies test is to be administered in Grade 5 to serve as an early indicator to determine if students are meeting the five elementary-level social studies standards. Student performance on the test will be the basis for determining students' need for academic intervention services in social studies. The New York State Grade 5 Elementary-Level Social Studies Test is designed to measure student achievement of the content, concepts, and skills in the K–4 social studies curriculum. The content and standards are described in the publication *Social Studies Resource Guide with Core Curriculum (K–4)*.

The test is comprised of two test booklets and is to be administered in two 1½-hour sessions. Booklet 1 contains a total of 35 multiple-choice questions and several short-answer, constructed-response questions. Booklet 2 contains a document-based question.

The Grade 5 Elementary-Level Social Studies Test will divide students into four levels of performance. These performance levels will help schools identify students who must receive academic intervention services. The specific scores that correspond to the different levels will be provided in the rating guide that will be packaged with the test booklets. All students who score below level three on the test must receive such services, which must commence in the semester immediately following the administration of the test.

Information for School Administrators

General Information

Questions about general administration procedures for this test should be directed to the Office of State Assessment at 518-474-5099. For information about the rating of the Grade 5 Elementary-Level Social Studies Test, contact George Gregory or JoAnn Larson, in the Office of Curriculum and Instruction, at 518-474-5922 or Gary Warren, in the Office of State Assessment, at 518-474-3860.

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.

Administration Schedule

The New York State Grade 5 Elementary-Level Social Studies Test must be administered each year in November on the dates specified by the Department. Students who are absent for one or both parts of the test must complete the test on the makeup dates designated by the Department.

Students to Be Tested

GENERAL EDUCATION STUDENTS

The Grade 5 Elementary-Level Social Studies Test must be administered to all public school students. Nonpublic schools are strongly encouraged to administer this test. The exceptions below apply to students in public and participating nonpublic schools:

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 (e.g., epilepsy) sustained or diagnosed within 30 days prior to the administration of State assessments. In such cases, when sufficient time is not available for the development of an Individualized Education Program (IEP) or a Section 504 Accommodation Plan (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
- reading the test to students (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 Committee for Special Education (CSE) or with other school personnel in making such a determination. Pursuant to Section 100.3 of the Regulations of the Commissioner of Education, building principals are responsible for administering State assessments and for maintaining the integrity of test content and programs in accordance with directions and procedures established by the Commissioner of Education.

Prior permission need not be obtained from the Education Department to authorize testing accommodations for general education students. However, a full report concerning each authorization must be sent to the Office of State Assessment. Further, 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

The Committee on Special Education (CSE) must decide for each student on a case-by-case basis and document, on the student's individualized education program, whether the student will participate in the Grade 5 Elementary-Level Social Studies Test or is eligible for the Department's Alternate Assessment for Students with Severe Disabilities. This decision is based on current and historical documentation and evaluative information. The CSE must ensure that the decision regarding participation is not based on the student's category of disability, excessive or extended absences, language differences, or cultural or environmental factors. The criteria that the CSE must use to determine a student's eligibility are:

1. The student eligible for the alternate assessment has a severe cognitive disability and significant deficits in communication/language and adaptive behavior; AND
2. The student requires a highly specialized educational program that facilitates the acquisition, application and transfer of skills across natural environments (home, school community, and/or workplace); AND
3. The student requires educational support systems, such as assistive technology, personal care services, health/medical services, or behavioral intervention.

Students enrolled in grade 5 (or its chronological age equivalent for those in ungraded programs) who have been determined by the CSE to be eligible for the Department's Alternative Assessment will **not** participate in the Alternate Assessment this school year. These students will participate in the Alternate Assessment when they reach grade 8 (or its chronological age equivalent for those in ungraded programs). Nevertheless, these students should be coded as eligible for the Alternate Assessment on the Grade 5 Elementary-Level Social Studies answer document.

More information on the alternative assessment and testing accommodations is provided by the Office for Vocational and Educational Services for Individuals with Disabilities (VESID) on their web site: <http://web.nysed.gov/vesid/sped/policy/alterassess.htm> or <ftp://unix2.nysed.gov/pub/education.dept.pubs/vesid/oses/test.access.mod/testacce.txt>.

LIMITED-ENGLISH-PROFICIENT (LEP) STUDENTS

The school principal must adhere to the following procedures in determining how LEP students will participate in the Grade 5 Elementary-Level Social Studies Test. LEP students scoring at or above the 30th percentile on a norm-referenced English reading test or the publisher's recommended score on a measure of English as a Second Language (ESL) in reading must participate fully in the test. These students may take the test in either an alternative language or in English, whichever would be better for the student. LEP students may also use both an English and alternative language edition of the test during the test administration. Alternative language editions of the tests are provided in Chinese, Haitian Creole, and Spanish. LEP students scoring below the 30th percentile on a norm-referenced English reading test or the publisher's recommended score on an approved measure of ESL in reading, may be exempted from taking the test if it is **not** available in their native language.

The following testing accommodations may be provided to LEP students:

- *Time Extension:* LEP students are allowed extended test time. The principal 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 the student's classroom teacher in making these determinations.

- *Separate Location:* Schools are encouraged to provide the optimum testing environment and facilities for LEP students. State tests may be administered 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 the Grade 5 Elementary-Level Social Studies Test. The bilingual dictionaries and glossaries must not provide definitions or other explanations, only word-for-word translations. (Bilingual dictionaries or glossaries that provide definitions or explanations are *not* allowed.)

Security of the Test

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 period designated by the Department. The package containing the scoring materials must not be opened until after the administration of Booklet 1 of the test. Scoring materials for Booklet 2 must be kept secure until that part of the test has been administered. Makeup testing will be occurring for a few days immediately following the scheduled administration dates. Although student answer papers may be scored during the makeup period, scorers should be cautioned not to discuss the test content and scoring rubrics except during scoring sessions. Once the Department-designated makeup period has ended, the test materials are no longer secure.

A new form of the test will be provided for use each fall. 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 must not be opened until the Booklet 1 and Booklet 2 administration dates, 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 wish to retain any unused test booklets for later use in their instructional programs. Also, teachers may wish to keep the unused test booklets on file for use in discussions with students about their test performance.

Student answer papers must be kept on file in the school for a minimum of one year.

Administration of the Test

If the test results are to provide an accurate measure of student achievement in social studies, both students and teachers should be properly prepared for the administration. Suggestions for preparing students to take the tests are provided in this booklet. School personnel who administer the test must be familiar with the test materials and administration directions provided in this booklet.

Scoring the Test

It is the school's responsibility to make the necessary arrangements for scoring all test materials. The answer sheet provided by the Department for Part I may be either hand scored or machine scored. The Department provides a scoring key for hand scoring the answer sheet. Only equipment that can score NCS test materials can be used to machine score these answer sheets. The answer sheet contains fields for recording scores for the Part II constructed-response questions and the Part III document-based question. Public schools may also use their own machine-scorable answer sheets for Part I of the test. All answer sheets *must* provide four choices labeled A, B, C, and D, *not* 1, 2, 3, and 4.

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 in the rating guide for each administration. **Because the scaled scores corresponding to raw scores in the conversion chart may change from one test administration to another, it is crucial that for each**

administration, teachers use only the conversion chart provided in the rating guide for that specific administration to determine the student’s final score. Extreme care should be taken in recording the student’s scores on each part of the test, adding these scores to determine the total test raw score, and using the conversion chart to obtain the correct scaled score.

Determining Need for Academic Intervention Services

Section 100.2(ee)(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 elementary-level social studies. All students who achieve a final score in performance levels 1 and 2 must receive some form of academic intervention services. These services must commence at the start of the next semester 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 for at least one year.

Reporting Test Results to the Department

Public schools are required to submit the Grade 5 Elementary-Level Social Studies Test data through the LEAP reporting system. The Grade 5 Elementary-Level Social Studies Test data will be transmitted with the results of the grade 4 and 8 State assessments administered during the current school year. Contact the Office of Information, Reporting and Technology Services at 518-474-7965 for further information.

Nonpublic schools should refer to Appendix VII (page 25) for information on returning answer documents to the Department.

Review of Answer Papers by Students and Parents

Students and parents/guardians of students who have taken the Grade 5 Elementary-Level Social Studies Test have the right to review student answer papers after the scores have been recorded. 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.

General Test Administration Procedures

Test Materials

The test materials provided by the Department for administration of the two required student components of the Grade 5 Elementary-Level Social Studies Test include:

For the objective and constructed-response questions:

- Test Booklet 1 (contains Part I and Part II)
- separate answer sheet (hand scorable and machine scorable on NCS equipment)
- Scoring key for the separate answer sheet
- Rating guide for Booklet 1

For the document-based question (DBQ):

- Test Booklet 2 (contains Part III)
- Essay answer booklet, in which students are to write their final document-based essay
- Rating guide for Booklet 2

The test materials to be provided by the school include No. 2 pencils for the Part I objective questions in Booklet 1.

The test is available in large-type and braille editions. Alternative language editions of the test are available in Chinese, Haitian Creole, and Spanish. These are direct translations of the English edition. The directions to students in the alternative language tests are the same as those in the English test. Separate directions for administering the alternative language editions of the test are not provided by the Department. 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.

For machine processing of the separate answer sheets for the multiple-choice section of the test, several grids containing spaces for recording various types of student identification information have been included on the answer sheet. If the answer sheets are to be machine scored, it is essential that uniform written directions about the completion of these grids be developed by the school and provided 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. It should be noted that the machine-scorable answer sheets the Department provides are scorable only on NCS equipment.

Special Considerations for Assuring Optimal Student Performance

If the test results are to provide an accurate and fair measure of student achievement in social studies, the directions for administering the test should be followed carefully. The teacher administering the test should review the directions beforehand and become thoroughly familiar with them.

Students should not be given help in interpreting the test questions. 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 heading of the answer sheet and the answer booklets and recording the answers.

Test Administration Time

Each session of the test requires 1½ hours of testing time. In addition, approximately 15 minutes per session will be needed for the teacher to give directions to the students and for students to provide the student identification information on all test materials. Schools must make arrangements to provide the testing accommodations indicated in the IEP or Section 504 Accommodation 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 merged into larger groups, at the convenience of the school.

A number of points should be taken into consideration when making arrangements for the testing sessions.

1. **Selecting the Testing Room.** The testing room should be adequately lighted and ventilated, and free from noise and other distractions. There should be a chalkboard in the room.
2. **Orientation of Students.** The students should be informed about the test a few days before the test administration. Emphasis should be placed on the fact that no special study is necessary. Announcements should be made 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. Parents/guardians should also be notified of the dates of testing.
3. **Orientation of Teachers.** Each teacher who will be administering the test should become familiar with the detailed directions for administering the test provided in this manual prior to the testing date.
4. **Assembling the Test Materials.** Except for the test booklets, scoring keys, and rating guides, sufficient quantities of all test materials should be assembled at least one day before the test administration.

The sealed packages of secure test materials may not be opened until the test administration date, just early enough to permit the distribution of materials prior to the scheduled starting time.

Administering and Scoring Booklet 1 (Objective and Constructed-Response Questions)

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:

- Test Booklet 1
- Answer sheet
- No. 2 pencil

For the teacher:

- Detailed directions for administering Booklet 1 (pages 8 through 10 of this publication)
- Test Booklet 1 (for demonstration purposes)
- Answer sheet (for demonstration purposes)
- Extra answer sheets and 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:

Look at the cover of your test booklet. In the spaces provided, print your name and the name of the school.

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

After the answer sheets have been distributed, give directions for marking any machine-readable name or number grids.

Then say:

Now look at the cover of your test booklet. Read the information on the cover to yourself while I read it aloud.

The test has three parts. Parts I and II are in this test booklet; Part III is in Booklet 2.

Part I contains 35 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 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 35 questions on Part I of this test. Each question is followed by four choices, labeled A–D. Read each question carefully. Decide which choice is the correct answer. 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 letter 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 New York State?

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

The correct answer is **Albany**, which is next to letter **B**. On your answer sheet, look at the box showing the row of answer circles for the sample question. Since choice **B** is the correct answer for the sample question, the circle with the letter **B** has been filled in.

Answer all 35 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.

When you have finished 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, the appropriate directions may be explained until everyone knows what to do.

After all student questions have been answered, say:

When I tell you to, turn to question 1 and begin work. Answer all 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 chalkboard. Tell students when there are 30 minutes remaining.

Walk around the room and make sure that all students understand the directions for Part I and are marking their answer sheets correctly. Explain again the test-taking procedures 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 situation, students should remain quietly at their desks and be allowed to work on other assignments when they finish their tests. The teacher may collect the test materials either as students complete the test or when most of the students have finished. In either case, all test materials must be collected before a student is allowed to begin other assignments.

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

Scoring Booklet 1 Answers

The rating materials for Booklet 1 include:

- Scoring key for the multiple-choice questions (Part I)
- Specific scoring rubrics and guidelines 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. There is no penalty for wrong answers. A list of correct answers is printed on the scoring key.

The separate answer sheets provided by the Department for Part 1 may be either machine scored or hand scored.

- Machine Scoring:* The separate answer sheets provided by the Department can be processed only on NCS scoring equipment. If you are making arrangements with a scoring center for machine-scoring services, be sure that the scoring center is able to score the type of answer sheets submitted by your school.
- Hand Scoring:* The separate answer sheets provided by the Department can be hand scored using the scoring key printed on translucent paper that is provided with the test. On the key, boxes have been printed to indicate correct answers. When the key is aligned properly with the answer sheet, each correct answer will be visible in a box. To hand score the answer sheets, use the following procedures:
 1. Scan each answer sheet to make certain that the student has marked only one answer for each question. If two or more answers have been marked, draw a horizontal line with colored pencil through all of the answer circles, so that no credit will be allowed for that question in scoring.
 2. Place the scoring key on the answer sheet so that the box indicating the correct answer for each question corresponds to the row of answer circles for that question.
 3. To obtain the total raw score, count the number of correct answers. Record the student's raw score (total number correct) on the line for Part I in the box provided on the answer sheet. (A box for recording scores also appears at the end of Part I in the student's test booklet and on the back cover of Test Booklet 2.)

RATING PART II (CONSTRUCTED-RESPONSE QUESTIONS)

The rating guide contains specific rubrics and guidelines 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, the actual *Booklet 1 Rating Guide* may **not** 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 introduction to the specific rubric and scoring guidelines may take place once the school has finished administering Booklet 1.

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

Rating the constructed-response questions

- The answers to the constructed-response questions need only be scored by one rater.
- The score for each constructed-response question may be recorded in the student's test booklet.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a Part II score for each student, and recording that score on the student's Part I answer sheet and/or at the end of Part II in the student's test booklet. (A box for recording scores also appears on the back cover of Booklet 2.)

Administering and Rating Booklet 2 (Document-Based Question)

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:

- Test Booklet 2 (A planning page is provided at the end of the booklet.)
- Essay answer booklet
- Pen (Pencils may also be used for writing the final copy if using pens would present a problem for the student.)

For the teacher:

- Detailed directions for administering Booklet 2 (pages 12 and 13 of this publication)
- Test Booklet 2 (for demonstration and reference purposes)
- Essay answer booklet (for demonstration purposes)
- Extra essay answer booklets, scrap paper, pens, and pencils

After the desks are cleared of books and papers, distribute the essay answer booklets.

If students are to be allowed to use pencils for writing their final copies, the directions that follow should be modified accordingly. Any necessary changes should be made *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. (*show*) At the top of your essay answer booklet, 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 a test booklet, face up, one to each student, and 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 your test booklet, print your name and the name of the school.

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 the questions in Booklet 2 and write your essay.

If students do not understand the directions for Booklet 2, the appropriate directions may be explained 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 chalkboard. Tell students when there are 30 minutes remaining.

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 situation, students should remain quietly at their desks and be allowed to work on other assignments when they finish the test. The teacher may collect the test materials either as students complete the test or when most of the students have finished. In either case, all test materials must be collected before a student is allowed to begin other assignments.

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

In either situation, all test materials (test booklet, essay answer booklet, and scrap paper) should be collected from each student.

Rating Booklet 2 Answers

The Booklet 2 Rating Guide contains:

- Specific scoring rubric for the DBQ 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
- A set of five prescored practice papers with scoring commentaries

- A chart for converting the student’s multiple-choice (Part I), constructed-response (Part II), and DBQ scaffold question (Part III A) score and total essay (Part III B) score to a final test score
- 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, each student’s essay must be scored by at least two qualified teachers. The short-answer document-based scaffold questions need only be scored by one qualified teacher. Qualified raters include teachers of grades 3, 4, and 5 social studies and special education teachers who are knowledgeable about the elementary-level social studies curriculum. Raters should have previously received some school-level, district-level, or regional training on scoring social studies essays or scaffold (open-ended) questions as part of the turnkey training process.

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.

In order to ensure reliable scoring, the principal of each school administering the Grade 5 Elementary-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.
- 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 point on a 4-point rubric.) Only one rater is needed for the scaffold questions. If staffing is sufficient, separate teams of teachers should 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/her own students’ responses. When this is not possible, a teacher should score no more than one part of his/her students’ paper (i.e., the scaffold questions or the DBQ essay).

Organizing the Rating and Recording Process

Before student responses can be read and rated, each school must set up a procedure for collecting, arranging, and processing the answer papers and for maintaining records of the test results. The procedure used in a particular school should be designed to produce a reliable score for each student and to facilitate maintenance of the school’s records of each student’s score. A suggested procedure for managing the mechanics of the rating process is described on pages 15 and 16.

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 introduction to the scaffold questions and the essay task may take place once the administration of the test has begun. However, the actual *Booklet 2 Rating Guide* may **not** be removed 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 for Part III B

The introduction to the specific rubric and anchor papers may take place once the school has finished administering Booklet 2.

1. Trainer leads review of 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 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 the current administration of the test.

Suggested Rating Procedure

The following procedure is recommended for managing the mechanics of the rating process. A copy of the Essay Rating Sheet and the Part III B Record Sheet are included in the Appendix. You may photocopy as many copies as needed.

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, at the end of Part III B in the student's test booklet, 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 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 (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 B, continue with these procedures:

6. Each essay **must** be scored by at least two qualified teachers. For the 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.
7. 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. (Master for duplicating appears in Appendix III of this manual.)
8. Divide each group of essays into bundles of 25 papers.
9. Prepare an Essay Rating Sheet for each bundle. (See sample essay rating sheet in Appendix II.) 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/she rates. The second rater must *not* be aware of the score assigned by the previous rater.**

10. 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/her ratings on one of the rating sheets. The two raters should then exchange bundles. The second rater should only record his/her scores on the second rating sheet. *No scores or corrections should be indicated on the essay papers.*
11. 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 essay response.
12. 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 point 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.
13. 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 whose papers need a third rating 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 rater training for that question.*
14. 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 below. Enter the resolved scores in the appropriate column on the Part III B Record Sheet.
15. Transfer the resolved scores to the space provided on the students' Part I answer sheet. (A box for recording scores also appears on the back cover of Booklet 2.)

For Part III A:

1. Follow a similar procedure for processing the papers.
2. The short-answer (open-ended) questions need only be scored by **one** qualified teacher.
3. The scores for each scaffold question may be recorded in the student's test booklet.
4. 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.)

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, a third rating is necessary.

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:

Rater 1	Rater 2	Rater 3	Resolved Score*	Reason
2	2	—	2	Two ratings agree. Use that score.
2	3	—	2.5	Two ratings are contiguous. Use the average of the two scores.
2	4	4	4	Two ratings are two or more points apart. Third rating is done. Two of the three ratings agree. Use that score.
2	4	3	3	Two ratings are two or more points apart. Third rating is done. Three ratings differ. Use middle score.
0	1	—	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 (Appendix III).

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>	4	2	3	3.0
3. <i>Student C</i>	1	2	4	2.0
4. <i>Student D</i>	4	3	—	3.5
5. <i>Student E</i>	0	1	—	0.5

Determining the Student’s Final Test Score

Record the number of correct answers for the multiple-choice questions (Part I), the total points awarded for the constructed-response questions (Part II), and the total points awarded for the scaffold (open-ended) questions (Part III A) in the appropriate spaces on the student’s Part I answer sheet. (A box for recording student scores also appears on the back cover of Booklet 2.) 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 test score, use the chart located at the end of the *Booklet 2 Rating Guide*. Locate the student’s total Part I, II, and III A score 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 chart included with the actual Rating Guide will include scores ranging from 0 to 100 within the cells of the chart.

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

* Individual scorers 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.

Four performance levels have been established for the Grade 5 Elementary-Level Test in Social Studies: 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 and Level 2 must be provided academic intervention services.

Performance Level	Range of Final Scores
4	85–100
3	65–84
2	58–64
1	0–57

Please note: An errata sheet accompanies the printed edition of this manual. The values on the table above differ from those in the printed manual. The values above are the **corrected** values.

Appendix I

Generic Scoring Rubric

Grade 5 Social Studies Document-Based Question

Score of 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

Score of 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

Score of 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

Score of 1:

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

Score of 0:

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

Appendix II

Essay Rating Sheet

Grade 5 Elementary-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 5 Elementary-Level Social Studies Test

Test Date (month and year) _____ School _____ District _____

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.				

*Individual scorers 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.

Appendix IV

Class Record Sheet

Grade 5 Elementary-Level Social Studies Test

Test Date

(month and year) _____ School _____ District _____

Student's Name	Part I Score	Part II Score	Part III A Score	Total Part I, II, and III A Score	Part III B Essay Score	Final Test 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 V

Examination Storage Certificate Elementary- and Intermediate-Level State Tests

BEDS Code _____ School Name _____

City or Town _____ Examination Date _____
(Month/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 4 Elementary-Level Science, Grade 5 Elementary-Level Social Studies, Grade 8 Intermediate-Level Science, Grade 8 Intermediate-Level Social Studies, and/or Intermediate-Level Technology Education Tests.

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. Only those persons listed on the Examination Storage Plan had access to the tests.
3. An inventory of the examination materials was conducted as soon after delivery as was practical. The State Education Department was notified if any of the packages of secure examination materials were not sealed properly when received. The sealed packages of secure examination materials were replaced inside the replaced inside the secure location immediately after the inventory was completed.
4. The sealed packages of secure materials for the examination were not removed from the secure location, except for the inventory of examination materials shipped to the school, until the day on which the examination was scheduled to be administered.
5. The sealed packages of secure materials for the examination were not opened until the day on which the examination was scheduled to be administered.

Name of Principal (print or type) _____

Signature of Principal _____ Date ____ / ____ / ____

Appendix VI

Deputy and Proctor Certificate Grade 5 Elementary-Level Social Studies Test

BEDS Code _____ School Name _____

City or Town _____ Examination Date _____
(Month/Year)

We, the undersigned deputies and proctors who assisted in the administration of the Grade 5 Elementary-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 within the prescribed dates.
3. The tests were kept in the sealed packages until the administration date.
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 keys 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 VII

Instructions for Nonpublic Schools

Answer Sheets

Nonpublic schools must use the machine-scorable answer sheets provided by the Information, Reporting and Technology Services Office of the State Education Department for the Grade 5 Elementary-Level Social Studies Test. They will be packed and shipped separately from the remaining test materials. Directions for completing and processing the answer sheets and Class Roster forms are included in the package. Nonpublic schools that have not received answer sheets should contact Clara Browne at the New York State Education Department, Information, Reporting and Technology Services Office, at 518-474-7965.

Preparation for Test Administration

- Prepare answer sheets as directed.
- Prepare Class Rosters of grade 5 and ungraded students who are to be tested.

Scoring the Test

It is the school's responsibility to make the necessary arrangements for scoring all test materials, including determining the number of correct multiple-choice responses. The Department will **not** be scoring the tests.

Make sure that all student information is properly recorded. Complete the Class Roster indicating whether each student was tested, was absent, is LEP exempt, or is eligible for the Department's Alternate Assessment for Students with Severe Disabilities. Make sure that the student ID (litho-code) and name on the Class Roster correspond to the student ID and name on the answer sheet.

After Scoring

- Student scores must be recorded on the answer sheets by school personnel after the test is scored. The Department will **not** be mailing student score reports to schools.
- Mail completed and scored machine-readable answer sheets and Class Rosters to:

Ms. Clara Browne
NYS Education Department
Information, Reporting and Technology Services
Room 868 EBA
Albany, New York 12234

- Submitting the machine-scorable answer sheets satisfies the nonpublic school reporting requirements for the Grade 5 Elementary-Level Social Studies Test. Nonpublic schools will not be required to report aggregate test results to the Department.
- The Department will scan the answer sheets using secure procedures to protect the confidentiality of student records. The Department will not retain student names in its files.
- Keep the student test booklets in school for at least one year.

Special Instructions for Students with Disabilities

Public school districts are responsible for reporting assessment results for each student with disabilities placed outside the district by the Committee on Special Education (CSE). Schools with enrollments that include students with disabilities placed in the school by a public school district CSE must contact the public school district to obtain the appropriate public school answer sheets.

Answer sheets for these students should *not* be sent to the State Education Department for scoring. The answer sheets and test booklets for each of these students should be returned to the public school district (home school district) immediately after test administration so that they can be scored.