

**PART III: DOCUMENT-BASED QUESTION**  
**PART B**  
**PART B — ESSAY**

**Directions:** Using the documents, the answers to the questions in Part A, and your knowledge of social studies, write a well-organized essay.

**Historical Background:**

The building of the Erie Canal brought many changes for people in New York State. Once completed in 1825, the canal helped New York become the Empire State.

**Task:**

Explain **three** ways communities in New York State benefited from the building of the Erie Canal.

**In your essay remember to:**

- Explain **three** ways communities in New York State benefited from the building of the Erie Canal.
- Include an introduction, body, and a conclusion.
- Use information from the documents in your answer.
- Include details, examples, or reasons in developing your ideas.

## **Planning Page**

You may plan your writing for the essay on this page but do not write your final essay here. Your writing on this page will not count toward your final score.









# **Sample Scoring Materials**

**Part I**  
**Multiple-Choice**  
**Scoring Key**  
**(Grade 5 Final Test Samper)**

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

20 B  
21 C  
22 B  
23 A  
24 D  
25 C  
26 B  
27 B  
28 A  
29 D  
30 D  
31 C  
32 A  
33 A  
34 B  
35 A

## PART II

# CONSTRUCTED RESPONSE QUESTIONS SCORING GUIDELINES

The test design of the Grade 5 Elementary Social Studies Test includes three to four constructed response items. Each item consists of a single prompt or stimulus (a graph, chart, map, timeline, reading passage, etc.) on which two to four open-ended questions are based. In this sampler, there are four constructed response items with a total of 14 questions. In general, short-answer, open-ended questions within a constructed response item are awarded credit in one of two ways. Generally the amount of credit allocated for an individual constructed response question is determined by whether or not the item has a clear-cut answer.

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

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

For constructed response items in this sampler, questions 1-14 were all scored 0-1.

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

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

## PART II

# CONSTRUCTED RESPONSE ITEMS

## SCORING GUIDE

<b>ITEM I (Statue of Liberty) (questions 1-3)</b>
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**QUESTION 1** -- What is the name of the monument pictured here?

Score of 1

- Correctly names the monument pictured.  
Examples: Statue of Liberty  
Lady Liberty

Score of 0

- Incorrect response  
Example: Empire State Building
- Too vague a response  
Example: Statue
- No response

**QUESTION 2** -- What group of people is being welcomed in the poem by Emma Lazarus?

Score of 1

- Correctly identifies the group of people being welcomed in the poem.  
Examples: People moving from other countries to the United States  
Tired people  
Poor people  
Huddled masses of people  
Homeless people  
Peoples looking for freedom

Score of 0

- Incorrect response  
Example: People wanting to leave the United States
- No response

**QUESTION 3** -- What does this monument symbolize?

Score of 1

- Correctly states one thing this monument has come to symbolize.  
Examples: freedom  
opportunity  
immigration  
America  
liberty  
French-American friendship

Score of 0

- Incorrect response  
Example: hatred  
fear
- No response

**ITEM II (The Iroquois Great Peace) (questions 4-5)**

**QUESTION 4** -- What role did women have in the Iroquois League?

Score of 1

- Correctly states one role women had in the Iroquois League.  
Examples: The women picked leaders.  
Picked the chief

Score of 0

- Incorrect response
- No response

**QUESTION 5** -- What was one goal of the Iroquois people when they decided to form the Iroquois League?

Score of 1

- Correctly states one goal of the Iroquois people when they decided to form the Iroquois League.  
Examples: To live in peace  
The Iroquois joined together for their common good.  
To stop wars  
They created a council made up of leaders from each nation.  
Unity

Score of 0

- Incorrect response
  - No response
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**ITEM III (Women in the Labor Force) (questions 6-8)**

**QUESTION 6** -- According to this graph, about how many women were working in 1960?

Score of 1

- States that the number of women working in 1960 was any figure between 22 million and 25 million

Examples: 22 million

23 million

25 million

Score of 0

- Incorrect response

Examples: 20 million

26 million

- No response

**QUESTION 7** -- Based on the pattern of women in the labor force shown on the graph, mark a point on the graph that shows where the number of working women would probably be in the year 2000.

Score of 1

- Correctly plots a point that is on the year 2000 vertical line and is greater than approximately 57 million women mark in 1990.

Score of 0

- Incorrectly plots a point on the graph.

Examples: Plots a point that is not on the year 2000 vertical line.

Plots a point that shows a decline beginning in 1990 in the number of women in the labor force in the year 2000.

- No response

**QUESTION 8** -- Using the information on the graph, write a brief statement that explains how the number of women in the labor force changed between 1960 and 1990.

Score of 1

- Correctly states that the number of women in the labor force increased steadily OR that the number increased by about ten million every ten years.

Score of 0

- Incorrect response

Example: Any response that indicates the number of women in the work force declined.

- No response
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**ITEM IV (Geographic Features of New York State) (questions 9-14)**

**QUESTION 9** - Which **two** letters represent mountain regions in New York State?

Score of 1

- Correctly identifies **both** letters D and F as mountain regions in New York State.

Note: Both letters must be correctly stated to receive any credit for the response.

Score of 0

- Incorrect response  
Examples: gives only the letter D or the letter F (but not both)  
gives any letter other than D *and* F
- No response

**QUESTION 10** -- Which letter indicates the location of the Finger Lakes region of New York State?

Score of 1

- Correctly identifies the letter I as the Finger Lakes region

Score of 0

- Incorrect response  
Example: any letter other than I
- No response

**QUESTION 11** - Based on the information on the map, what land form is found throughout most of New York State?

Score of 1

- Correctly states that most of New York State is hilly or has many hills

Score of 0

- Incorrect response
- No response

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**QUESTIONS 12-14** -- Choose 3 letters listed above. For each letter you choose, you must give the specific name of the geographic feature or area in New York State.

Score of 3 or 2 or 1

- Award one credit (up to a maximum of 3 credits) for each listing of a letter *and* its correctly identified specific geographic feature or area in New York State.

Student can correctly identify any three of the following:

- A -- Lake Champlain
- B -- Hudson River
- C -- Long Island
- D -- Catskill Mountains
- E -- Mohawk River
- F -- Adirondack Mountains
- G -- St. Lawrence River
- H -- Lake Ontario
- J -- Genesee River
- K -- Lake Erie
- L - Niagara River

Note: The letter I was used in question 10 and is not used in this question.

Score of 0

- Incorrect response  
Examples: student incorrectly names a specific geographic feature for the letter he or she has chosen to identify (i.e., identifies letter "E" as the Hudson River).
- No response

**PART III: DOCUMENT-BASED QUESTION  
(SCAFFOLD QUESTION) SCORING GUIDE  
Part A**

**Document 1-Question 1**

- 1 According to this song, name two products that were shipped on the Erie Canal.

**SCORE OF 2 OR 1**

Award one credit for each correct response (up to a maximum of 2 points) that names a product mentioned in the song as being shipped on the Erie Canal

Examples: Lumber, coal, hay

**SCORE OF 0**

Award 0 credit for:

- No response
- Incorrect response
- A response clearly not based on the document

**Document 2- Question 1**

- 1 According to the reading passage and the map, how did the Erie Canal help the growth of New York State west of the Hudson River?

**SCORE OF 1**

Award 1 credit for correctly stating one way the Erie Canal helped the growth of New York west of the Hudson River, that is based on the passage and map

Examples:

- Increased trade route population
- Brought more people
- Eliminated the wilderness
- 75% of New York residents live there
- Created a trade route
- Major cities located there
- Increased mobility

**SCORE OF 0**

Award 0 credit for

- No response
- Incorrect response

Examples:

- Helped people move from west to east
- Connected Hudson River to Erie Canal, now it is longer
- A response clearly not based on the document

### Document 3 - Question 1

- 1 Complete the chart with the population numbers of these three cities in 1820, 1840, and 1870.

#### SCORE OF 2

Award 2 credits for:

- Completes the entire chart with either no inaccurate figures or only one inaccurate figure or blank

	1820	1840	1870
Albany	XXX	33,721	76,216
New York City	123,706	312,710	XXX
Buffalo	2,095	XXX	11,714

Note: the figures in the XXX boxes's were given on the test; the student does not have to transcribe those figures onto the chart.

#### SCORE OF 1

Award 1 credit for:

- Transcribing correct population numbers with two inaccuracies and/or blanks

#### SCORE OF 0

Award 0 credit for:

- Complete the entire chart with more than two inaccuracies and/or blanks  
Examples: Transcribes 1850 data instead of 1840 for the 2 cities needing information, or transcribes New York City data into the Buffalo area on the chart.
- No response
- Incorrect response
- Response clearly not based on the document

### Document –3 Question 2

2 How did the population change in these three cities during the period from 1820 to 1870?

#### SCORE OF 1

Award 1 credit for any correct response that indicates an increase in population occurred between 1821 and 1870

Examples: Increased population,  
Got bigger, or  
Went up

#### SCORE OF 0

Award 0 credit for

- No response
- Incorrect response
- Response clearly not based on the document

### Document 4 - Question 1

1 According to this line graph, how did the amount of goods shipped on the Erie Canal change between 1835 and 1885?

#### SCORE OF 1

Award 1 credit for:

- Correctly stating that there was an increase in the amount of tonnage of goods shipped on the Erie Canal between 1835 and 1885.

Examples: Number of tons increased  
Went up  
Increased about 2 million tons  
Big upward trend  
It was growing  
It changes a lot (with accurate math indicating increase, using numbers)

#### SCORE OF 0

Award 0 credit for:

- Incorrect response
- No response
- Response clearly not based on the document

Example: It increased most of the years but then decline. (The decline occurs *after* 1885.)

### Document 5 - Question 1

1 Based on this document, what did the canal boats often carry?

#### SCORE OF 1

Award 1 credit for:

- Correctly stating one thing canal boats carried, based on this document.

Examples: Immigrants  
Goods  
Passengers  
Furniture  
Natives

#### SCORE OF 0

- Incorrect response
- No response
- Response clearly not based on the document

### Document 5 - Question 2

2. List one way communities, like Buffalo, benefited from people traveling along the Erie Canal.

#### SCORE OF 1

Award 1 credit for:

- Correctly identifying one way Buffalo benefited from people traveling along the Erie Canal.

Examples: People shopping  
People purchasing goods  
People would stay to settle  
People could trade goods  
People sold goods

#### SCORE OF 0

Award 0 credit for:

- Incorrect response  
Example: Natives walked our streets.
- No response
- Response clearly not based on the document

### Document -6 Question 1

1. According to this document, list two effects the Erie Canal had on New York City.

#### SCORE OF 2 OR 1

- Award one credit (up to a maximum of two credits) for each correctly stated effect the Erie Canal had on New York City.

Examples: Made New York City's port more valuable  
New York City's port was the busiest in America  
Commercial vessels could travel north from New York City  
Rising commercial center  
New York City's population grew as the number of jobs grew when the harbor expanded  
Note: For population growth to be an acceptable answer, the student must indicate a reason for that growth as it relates to the expanding seaport and new job opportunities

#### SCORE OF 0

Award 0 credit for:

- Incorrect response  
Examples: Today, New York City is the 5th largest seaport
- Too vague a response  
Example: New York City population grew at a rapid rate (without providing a specific reason for that growth)
- No response
- Response clearly not based on the document

**PART III: DOCUMENT-BASED QUESTION**  
**PART B — ESSAY**  
**SPECIFIC SCORING RUBRIC**

Key ideas from documents that can be developed in the essay response:	
Document	Key idea
6	Connection to the Atlantic Ocean
6	Economic growth of New York State
3	Population growth of New York State
2, 3	City growth
6	Expansion of New York City/New York Harbor
1, 5, 6	Transportation of goods
4	Increase in amount of goods transported
5	Transportation of people
5	Transportation in general
6	Economic boom to industry along the Hudson River

**Score of 4**

- Answers fully all aspects of the task by explaining three different ways communities in New York State benefited from the building of the Erie Canal.  
 Note: The student may show how three different specific communities (such as New York City, Buffalo, and Albany) benefited from the building of the Erie Canal, OR the student may discuss three different ways in which communities in general benefited from the building of the Erie Canal.
- Consistently uses accurate information to explain how communities in New York State benefited from the building of the Erie Canal. This information will normally come only from the documents, but the student may bring in relevant outside information and discuss how their local community was impacted by the canal.
- Develops ideas fully using details, reasons and/or explanations to explain three ways communities in New York State benefited from the building of the Erie Canal.
- Is a well-developed essay demonstrating a logical and clear plan of organization.
- Consistently expresses clearly the idea that the building of the Erie Canal benefited communities of New York State.

**Score of 3**

- Answers most aspects of the task. The most common example of this would be that the student explains only two ways communities benefited from the building of the Erie Canal.
- Generally uses accurate data but may contain a few inaccuracies. This data will normally come only from the documents, but the student may bring in relevant outside information.
- Develops ideas satisfactorily using adequate supporting details to show how communities benefited from the building of the Erie Canal.
- Develops an answer using a general plan of organization.
- Generally expresses clearly ideas about how communities benefited from the building of the Erie Canal.

### **Score of 2**

- Answers some aspects of the task. This may typically take one of the following approaches:  
(1) explains only one way in which communities benefited from the building of the Erie Canal.  
(2) mentions but does not explain three ways communities benefited from the building of the Erie Canal.
- Uses some accurate data to explain how communities benefited from the building of the Erie Canal. This information will normally come only from the documents, but the student may bring in relevant outside information.
- Demonstrates a weakness in the development of ideas, with little supporting evidence.
- Attempts to organize an answer but is weak and goes off the topic. The response may lack both an introduction and a conclusion.
- Attempts to express clearly the idea of how communities benefited from the building of the Erie Canal but does not do so clearly and fully.

### **Score of 1**

- Shows a limited understanding of the task of explaining how communities in New York State benefited from the building of the Erie Canal.
- Uses very little relevant information to support ideas about how communities benefited from the building of the Erie Canal.
- Fails to make use of the documents, or only vaguely refers to the documents.
- Lacks a plan of organization.
- Does not express ideas clearly.

### **Score of 0**

- Fails to complete the task of explaining how communities in New York State benefited from the building of the Erie Canal or the response is totally unrelated to the task.
- Uses no accurate data.
- Is illegible or so many words cannot be read that no sense can be made of the response.
- Blank paper.
- Is incoherent (i.e., words are legible but the syntax is so garbled that no sense can be made of the response).