



THE STATE EDUCATION DEPARTMENT/THE UNIVERSITY OF THE STATE OF NEW YORK/ALBANY, NY 12234

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Office of Elementary, Middle, Secondary and Continuing Education  
George Gregory, Supervisor, Social Studies Education  
OFFICE OF CURRICULUM AND INSTRUCTION  
Room 681 EBA  
Tel. (518) 474-5922  
Fax. (518) 473-4884

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TO: Social Studies Coordinators and Supervisors  
Staff and Curriculum Development Network Representatives  
Teacher Center Directors

FROM: George Gregory

SUBJECT: **Elementary Social Studies Document Based Question**

We have prepared the enclosed social studies document based question to assist K-5 teachers prepare their students for the November 2001 State assessment in social studies. This packet includes an essay question about the role New York State played in the American Revolution, the scoring rubric for this question, and sample student papers. This document based essay uses the scaffold question format which will be used on the November 2001 test. Teachers can use this question with their students to familiarize them with the format, the directions, and the generic scoring rubric.

Teachers can also use this packet to practice scoring this type of essay question. Teachers should use the specific scoring rubric for the essay and the scoring guide for the scaffold questions (see pages 13 - 19) to score the student anchor papers and practice papers. Each student paper includes a commentary explaining why it received a particular score.

We hope that this sample document based question assists you and your teachers in preparing students for the upcoming social studies examination. If you have any questions or need additional information, please feel free to contact me (518) 474-5922 or Gary Warren (518) 474-5900. Thank you for your continued interest in improving social studies curriculum, instruction, and assessment.

# **SAMPLE OF A GRADE 5 DBQ With Scaffolding**

**For Elementary Teachers and Social Studies Supervisors  
Preparing for the Grade 5 Elementary Social Studies Test**

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

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## Introduction

This packet contains sample materials designed to help elementary teachers and social studies supervisors prepare for the new grade 5 test in social studies. This test will be administered to all grade 5 students for the first time in November 2001.

It contains:

- A sample elementary level DBQ in the format that will be used on the *Grade 5 Elementary Social Studies Test* beginning in November 2001.
- The generic rubric for the Grade 5 social studies DBQ essay.
- A specific rubric for the essay portion of this particular DBQ.
- A scoring guide with the answers to the short answer “scaffold” questions that are part of the DBQ.
- Samples of student essays, (1 set of anchor papers and 2 sets of practice papers). Each paper includes a detailed Commentary, that explains why a specific student response received a particular score.
- Samples of student responses to scaffold question #1 with brief commentaries at the different score levels. Document 1 is the only document in this DBQ that has a 0-2 score value.

This essay may be given to 4<sup>th</sup> grade or early 5<sup>th</sup> grade students to help them prepare for the *Grade 5 Elementary Social Studies Test* once the Revolutionary War unit has been taught.

Teachers and/or administrators may also use the enclosed “sample papers” to help train staff to reliably score this type of test question.

## SAMPLE OF A GRADE 5 SOCIAL STUDIES DOCUMENT-BASED QUESTION

*Directions:* The task below is based on documents 1 through 6. This task is designed to test your ability to work with historical documents. Look at each document and answer the question or questions after each document. Use your answers to the questions to help you write your essay.

### **Historical Background:**

New York State and its people played a very important role [part] in the American Revolution. Like most colonists, New Yorkers took many actions that affected events both before and during the Revolutionary War.

**Task:** For Part A, read **each** document carefully and answer the questions after each document. These answers will help you write your essay. Then read the directions for Part B and write your essay.

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

- Write about New York State's role in the American Revolution by telling about the actions of the colonists in New York State before and during the Revolutionary War.

**Part A**  
**Short-Answer Questions**

*Directions:* Read each document and answer the question or questions that follow each document in the space provided.

**Document 1**

In 1765, the British Parliament passed the Stamp Act and the Quartering Act. These laws were passed in order to make the colonies pay the cost of stationing [placing] British troops in America. The Stamp Act required the colonists to pay for tax stamps on items such as newspapers, various legal documents, and even playing cards. The Quartering Act called for the colonists to provide British soldiers with housing, fuel, candles, and cider or beer. Most colonists provided fewer supplies than were requested. The Stamp Act resulted in riots.

In December 1765, delegates from nine colonies met in New York City. They prepared a statement that claimed that Parliament did not have the right to tax the colonies because there were no representatives in the British Parliament from the colonies.

- 1 In December 1765, the delegates from nine colonies met in New York City to prepare a statement. What did the colonists say in that statement? [2]

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## Document 2

Some New Yorkers decided they did not want to support independence from Great Britain. They were called Loyalists because they chose to remain "loyal" to King George III. Their decision was not popular with the Americans who supported independence, the Patriots.

Upon the whole, liberty under . . . Great Britain is infinitely [forever] preferable to slavery under an American Congress . . . The British government is the best scheme [plan] of government . . . The rights and liberties of the people are better secured [protected] by it than any other system.

—Excerpt from: *A View of the Controversy Between Great-Britain and Her Colonies* written in December 1774 by Samuel Seabury, Anglican minister in New York.

1 State whether Mr. Seabury was a Loyalist or a Patriot. [1]

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2 What information from the document supports your answer? [1]

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### Document 3

The Provincial Congress of New York was a group of men who represented New York in the Continental Congress. They had to decide whether New York would join with the other colonies to break away from Great Britain or remain loyal to the King. The document below states how they voted.

July 9, 1776

*Resolved\**, *unanimously\**, That the reasons assigned [given] by the Continental Congress for declaring the United Colonies free and independent states, are cogent [convincing] and conclusive [final]; and that while we lament [feel sad] . . . we approve . . . and will, at the risk of our lives and fortunes, join with the other colonies in supporting it.

Resolved, That the delegates of this State in the Continental Congress, be, and they are hereby, authorized to consent [agree] to and adopt [accept] all such measures as they may deem conducive [helpful] to the happiness and welfare of the *United States of America*.

—Provincial Congress Declaration of Independence

\*resolved means to decide by a vote

\*unanimously means everyone voted in favor of the issue

1 What was the decision of the Provincial Congress of New York about independence? [1]

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Document 4

On July 9, 1776, the Declaration of Independence was read to George Washington's army in New York City. The crowd of New Yorkers became so excited by the reading that they marched to Bowling Green, on the southern tip of Manhattan, where a statue of King George III stood. The crowd pulled down the lead statue and melted it down into over 40,000 bullets to be used to fight the British.



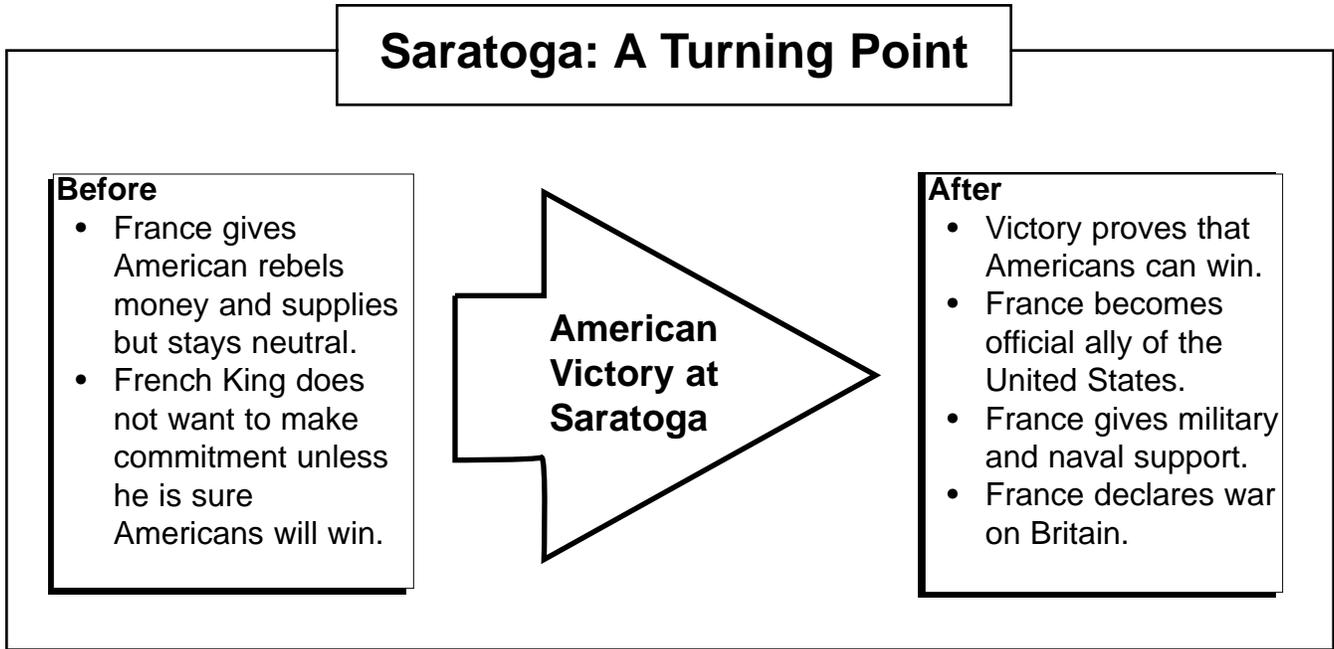
1 State **two** actions that New Yorkers took after hearing the reading of the Declaration of Independence on July 9, 1776.

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

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

**Document 5**

The victory by American troops at the Battle of Saratoga in upstate New York (1777) was a major turning point during the Revolutionary War.



1 List **three** reasons the Battle of Saratoga was considered a turning point of the Revolutionary War.

a \_\_\_\_\_

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

b \_\_\_\_\_

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

c \_\_\_\_\_

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

## Document 6

By 1778, the Americans had four forts located on or near the Hudson River. In order to protect these forts from attacks by the British Navy, the Americans put the Great Chain across the Hudson River. It was made of iron links, each two foot long, and weighing between 140 and 180 pounds. The chain was anchored on shore and then attached to logs that were floated out into the river between Constitution Island and West Point. No British ship ever got past the Great Chain.

1 Why did New Yorkers build the Great Chain? [1]

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2 Was the Great Chain successful? [1]

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## **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 about New York State's role [part] in the American Revolution.

**In your essay, remember to:**

- Tell about the actions of the colonists in New York State before and during the Revolutionary War.
- Include an introduction, body, and a conclusion
- Include details, examples, or reasons to develop your ideas
- Use the information from the documents in your answer

## 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 planning page will *not* count toward your final score.

## Grade 5 GENERIC SCORING RUBRIC

4

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

3

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

2

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

1

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

0

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



## Specific Rubric For The Sample DBQ

Topic: Actions of colonists in New York/ Role of New York State in the American Revolution

### Key ideas from documents:

Document 1	1765- British Parliament passed the Stamp Act and Quartering Acts 1765- delegates from nine colonies met in New York City and prepared a statement that said Parliament did not have right to tax colonies ("taxation without representation").
Document 2	Idea of "Loyalists" who were colonists who supported Britain during the American Revolution. Document gives several reasons the loyalists supported Britain: More liberty exists under Great Britain than under the American Congress and/or the British system best protects (secures) the rights and liberties of the people.
Document 3	On July 9, 1776, the Provincial Congress of New York decided to join the other colonies in declaring their independence from Great Britain.
Document 4	On July 9, 1776, the Declaration of Independence was read to George Washington's army in New York City. The crowd of New Yorkers melted down a statue of King George III and made 40,000 bullets to be used to fight the British.
Document 5	The Battle of Saratoga (1777) was a major turning point during the Revolutionary War. France changes from "neutral" to a declared ally of the United States. Prior to Saratoga, France had given American rebels money and supplies. After Saratoga, France gives military and naval support to the colonies. After Saratoga, France declares war on Britain. The battle showed the French that the Americans could win the war.
Document 6	The Great Chain was built across the Hudson River in 1778 to protect American forts north of West Point. No British ship ever got past the Great Chain.

**Score of 4:**

- Fully discusses at least **four** specific examples of actions taken by New Yorkers in the American Revolution; and/or examples of New York's role in the American Revolution  
*Note:* Student does not have to distinguish clearly between colonists' actions before as opposed to during the American Revolution.  
*Note:* The student may limit his/her discussion to the actions taken by colonists in New York without specifically discussing New York's role in the American Revolution or may include a discussion of both the actions and the role. (Most of the documents provide specific examples of the various actions of colonists in New York.)
- Consistently uses accurate information to discuss New York's role in the American Revolution and/or actions taken by colonists in New York before and during the American Revolution. This information will normally come only from the documents, but the student may bring in relevant outside information such as details of the "three-point plan" or other related information about the American Revolution as it pertains to New York State.
- Fully develops examples of New York's role in the American Revolution and/or actions taken by colonists in New York by using many examples, reasons, details and explanations from the documents. (The discussion may include some cause/effect relationships.)
- Demonstrates a logical plan of organization with coherence in the discussion of New York's role in the war and/or discussion of actions taken by colonists in New York before and during the war. The essay includes a clear beginning (introduction), middle (body), and end (conclusion).
- Consistently expresses ideas clearly about the actions of colonists in New York before and during the war and/or New York's role in the American Revolution.

**Score of 3:**

- Fully discusses at least **two** specific examples or lists (rather than discusses) at least **three** specific examples of New York's role in the American Revolution and/or actions taken by colonists in New York before and/or during the American Revolution, using some of the documents.
- Generally uses accurate data from the documents to provide examples of the actions of colonists in New York before or during the Revolutionary War and/or New York's role in the war.
- Uses some examples, reasons, details and explanations to develop ideas satisfactorily.
- Uses a general plan of organization to develop an answer. The essay may lack an introduction or a conclusion or be written in a list type style with a few supporting details.
- Generally expresses clear ideas about New York's' role in the war and/or actions taken by colonists in New York before and during the war.

**Score of 2:**

- Discusses at least **one** specific example of New York's role during the American Revolution, and/or an action or actions taken by colonists in New York before and during the war, using information from **one** or more documents.
- Uses some accurate data from **one** or more documents to discuss an action taken by colonists in New York during the American Revolution or New York's role in the war
- Demonstrates weaknesses in the development of ideas with little supporting evidence, such as listing isolated facts or events without logically tying them together or developing an essay that lacks both an introduction and a conclusion.
- Attempts to organize an answer but is weak and goes off the topic.
- Attempts to express ideas clearly but does not do so fully and completely.

**Score of 1:**

- Shows limited understanding of the task of discussing New York's role during the American Revolution and/or discussing actions taken by colonists in New York before and during the war.
- Does not use specific information to support statements or uses incorrect or irrelevant information.
- 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 answer question or response is totally unrelated to the topic.
- Uses no accurate data.
- Is illegible or so many words cannot be read that no sense can be made of the response.
- Is incoherent – i.e., words are legible but syntax is so garbled that no sense can be made of the response.
- Blank paper

## Scoring Guide for Revolutionary War DBQ (Scaffold Questions)

### Document 1-Question 1

- 1 In December 1765, the delegates from nine colonies met in New York City to prepare a statement. What did the colonists say in that statement? [2]

#### Score of 2:

- States that the parliament did not have the right to tax the colonies because the colonies had no representation in the British Parliament.

Examples: "The delegates claimed that Parliament did not have the right to tax the colonies."

#### Score of 1:

- Vague responses  
Examples: "They didn't like the laws passed" or "Colonists didn't like taxes."
- Partially correct response or response contains inaccurate information  
Examples: "Delegates from all thirteen colonies met to tell Britain they didn't have the right to tax them."  
"Delegates wrote to the British Parliament because they passed the Stamp Act and the Quartering Act."

#### Score of 0:

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

### Document 2-Question 1

- 1 State whether Mr. Seabury was a Loyalist or a Patriot. [1]

#### Score of 1:

- The response indicates Mr. Seabury was a Loyalist.

#### Score of 0:

The response does not make clear that Mr. Seabury was a Loyalist or that states he was a Patriot.

- No response
- Response clearly not based on the documents

## Document 2-Question 2

2 What information from the document supports your answer? [1]

### Score of 1:

- Gives at least one piece of evidence from the document to show that Mr. Seabury was a Loyalist.

Examples: "Liberty under Great Britain is infinitely preferable to slavery under an American Congress."

"The British government is the best scheme of government."

"The rights and liberties of the people are better secured by it than any other system."

"He makes positive comments about Britain."

### Score of 0:

- Incorrect response

Example: "He's a minister and ministers are loyal."

- No response
- Response clearly not based on the documents

## Document 3- Question 1:

1 What was the decision of the Provincial Congress of New York about independence? [1]

### Score of 1:

- States either the Provincial Congress of New York decided to support independence from Great Britain or the Provincial Congress of New York decided to join with other colonies in breaking away from Great Britain.

### Score of 0:

- Incorrect response

Examples: "voted to stay loyal to Great Britain"

- Vague response

Examples: "authorized measures"

- No response
- Response clearly not based on the documents

**Document 4-Question 1 (a and b):**

- 1 State **two** actions that New Yorkers took after hearing the reading of the Declaration of Independence on July 9, 1776.

**Score of 1 and/or 2:**

- Award 1 point for each correct specific action taken by New Yorkers after hearing the reading of the Declaration of Independence on July 9, 1776 up to a maximum of 2 points.  
Examples: "Marched to Bowling Green," "Pulled down a statue of King George III," "Melted the statue to make over 40,000 bullets," "Burned the statue."

**Score of 0:**

- Incorrect response  
Example: "They became free."
- Response is too vague  
Example: "The colonists got all excited."
- No response
- Response clearly not based on the documents

**Document 5-Question 1 (a, b, and c):**

- 1 List **three** reasons the Battle of Saratoga was considered a turning point of the Revolutionary War.

**Score of 1, 2, or 3**

- Award 1 point for each correct reason the Battle of Saratoga was considered a turning point of the Revolutionary War up to a maximum of 3 points.  
Examples: "Victory proves Americans can win."  
"France becomes official ally of the colonies."  
"France gives military and naval support."  
"France declares war on Great Britain."  
"France gave colonies money."  
"France joins the war."

**Score of 0:**

- Incorrect response  
Example: "France becomes a part of the colonies" or "France becomes a part of New York."
- No response
- Response clearly not based on the documents

### Document 6-Question 1:

1 Why did New Yorkers build the Great Chain? [1]

#### Score of 1:

- States one reason New Yorkers' built the Great Chain.

Examples of specific reasons:

“Protect forts located on or near the Hudson River from attacks.”

“Keep the British ships from passing or going beyond the Great Chain.”

Examples of acceptable general reasons:

“Keep the British out.”

“Protect their land.”

“They didn’t want to be attacked by the British.”

#### Score of 0:

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

### Document 6-Question 2:

2 Was the Great Chain successful? [1]

#### Score of 1:

- States that the Great Chain was successful or lists one way that the Great Chain was successful.

Examples: "Yes, no British ships ever got past it", "It was successful because no British ships got past the Great Chain", or simply "Yes."

#### Score of 0:

- Incorrect response  
Examples: "The British ships got through" or "No."
- No response
- Response clearly not based on the documents

## ANCHOR PAPERS

### Grade 5 sample DBQ on the Revolutionary War Anchor Papers with Commentaries

Anchor Paper #1 - 08550

1765 through 1778 was a very hard time for many Americans. This was the time of the Revolutionary war. Over thousands were killed fighting for their independence from Great Britain.

In 1765 the British Parliament put the Stamp Act and the Quartering Act. The delegates from the nine colonies met in New York City in December 1765 because they prepared a statement that claimed that Parliament did not have the right to tax the colonies because there were no representatives in the British Parliament from the colonies. In December of 1774 a man named Samuel Seabury, who happened to be the Anglican Minister of New York wrote something entitled A View of the Controversy Between Great Britain and Her Colonies. Mr. Seabury was a Loyalist. Mr. Seabury wrote that Great Britain is infinitely (forever) preferable to slavery. Under an American Congress, the British is the best scheme (plan) of government, and that rights and liberties of the people are better secured (protected) by it than any other system.

On July 9, 1776 the decision of the Provincial

Congress of New York about independence was resolved, unanimously at the risk of lives and fortunes to gain their independence from Great Britain. In 1776 there was a statue of King George III in New York City. After the Declaration of independence was read to George Washington's Army they pulled down King George III's statue down. After the crowd pulled down King George III's statue and then they melted it into bullets to use against the British.

In upstate New York in the year of 1777 there was a major turning point in the Revolutionary war. The major turning point was the Battle of Saratoga. The Battle of Saratoga <sup>victory</sup> proved that the Americans could win the Revolutionary war, it also made France declare war on Britain, and France became an official ally of the United States. By 1778 the Americans had four posts on or near the Hudson river, because of this New Yorkers built the Great Chain to try to keep the British navy from attacking forts on or near the Hudson River. The Great Chain was very successful because not 1 British ship got past it.

**Score level 4**

The response:

- Discusses six examples of actions taken by colonists in New York and one example of New York's role in the war by talking about:
  - 1) the December 1765 delegates meeting in New York City
  - 2) Samuel Seabury loyalists' ideas
  - 3) the New York Provisional Congress' decision to grant independence
  - 4) how members of George Washington's army pulled down the statue of King George III
  - 5) melting the statue
  - 6) the chain across the Hudson River
  - 7) the Battle of Saratoga
- Consistently uses accurate data to discuss the one example of New York's key role in the war and the six actions taken by colonists in New York before and during the war. The data comes from the documents.
- Fully develops one example of New York's key role in the war and six examples of colonists' actions by using reasons, details and explanations. The response demonstrates good student understanding of cause/effect relationships.
- Demonstrates a logical plan of organization. The introduction is more original than just a basic paraphrasing of the task. The examples are discussed in paragraphs separate from the introduction.
- Consistently expresses ideas clearly about actions of colonists in New York before and during the war/or New York's role in the American Revolution.

*Conclusion:*

Overall, this response best fits the criteria for a score of 4. The response is a very thorough discussion of several examples of colonists' actions and New York's role in the war. Although there is no conclusion, this response is still a 4.

Before the revolutionary war the Americans and British folk were not happy with each other. The Americans were under British control. The Americans were not happy with the British. Here is one reason: In 1765 the British passed the Stamp and Quartering Acts. The Stamp Act meant that the colonists had to pay tax stamps on newspapers, various legal documents, and even playing cards. The Quartering act meant that the colonists had to provide the British with housing, fuel, cider and or beer. In December 1765 nine colonies got together and wrote a statement (speech) about the British do not have the right to tax the colonists because they have no representative.

In 1776 the colonists in New York were allowed to join the other colonies only by votes. In July 1776 the Declaration of Independence was read to the army of General George Washington. The crowd was so happy that they got to be free from the British that they pulled and burned down the statue of King George III. The victory at Saratoga was a major turning point.

In conclusion the Americans have won the war and are not under British control. So America is happy.

**Score level 3**

The response:

- Fully discusses two specific actions taken by colonists in New York before and during the American Revolution (the December 1765 delegate meeting in NYC and the crowd pulled down the statue of King George III)
- Uses accurate data from at least four documents to discuss these two specific actions.
- Uses examples to develop ideas satisfactorily
- Uses a good basic plan of organization. Includes an adequate introduction and conclusion. The two actions taken by colonists in New York are discussed in a separate paragraph.
- Expresses ideas clearly about two different actions taken by colonists in New York before and during the American Revolution.

*Conclusion:*

This response fits most of the criteria for a score of 3. Two actions taken by colonists in New York are discussed using data from four documents. The victory at Saratoga is only mentioned without any explanation. There is an adequate introduction and conclusion but more examples could have been used in the response.

I know that by 1778, the Americans had four forts located on near The Hudson River. They said that in order to protect fort from attacks by the British Navy, the Americas were so smart that they put the great chain across the Hudson River. It was made of iron links, each two foot long, and weighing between 140 and 180 pounds. the chain was so strong that the British Navy ship ever got past the great chain. The chain was anchored on shore and then attached to logs that were floated out into The river between Constitution Island and West Point.

**Score level 2**

The response:

- Discusses one specific action taken by colonists in New York during the American Revolution, i.e., "The colonists placed a chain across the Hudson River."
- Uses accurate data from only one document.
- Demonstrates weakness in the development of ideas. The response lacks both an introduction and a conclusion.
- Attempts to organize an answer, but the lack of both an introduction and a conclusion has the effect of the response failing to get across the major point of the question.
- Attempts to discuss the Great Chain but doesn't make clear how this action illustrates New York's role in the American Revolution.

*Conclusion:*

Overall, this response fits most of the criteria for a score of 2. One specific event is discussed. The lack of both an introduction and a conclusion leaves the response without a clearly focused attempt to complete the task. The student used only one document.

New York roll in the revolutionary war was to help pass law like the stamp act and taxes. They also help protest and fight but some people didn't want to be a independent country these people were called loyalists.

In 1776 after the declaration of independence they took down a statue of the King and made it into bullets to fight British.

**Score level 1**

**The response:**

- Shows a limited understanding of the task of discussing actions taken by colonists in New York before and/or during the Revolutionary War.
- Uses incorrect information stating New York helped pass laws like the Stamp Act and taxes.
- Makes vague use of the document regarding the New York City crowd taking down the statue of George III.
- Has a weak plan of organization. There is no introduction or conclusion. Different colonists' actions are put together without being discussed in detail.
- Does not express ideas fully and correctly.

**Conclusion:**

This response fits most of the criteria for a score of 1. Incorrect information is used but the student is attempting to complete the task. Organization is very weak.

After the war every body was  
free and the united state had won  
and all the black people was aloud  
to do any thing the white could  
do. and black people started going  
back to school.

**Score level 0**

The response:

- Uses no accurate data from the documents.
- Fails to deal with the actions of the colonists in New York before and/or during the Revolutionary War.