

Activity 5 Reviewing Constructed Response Social Studies Items Grades 3, 4 and 5

Grade: 5

Standard: Government

Benchmark: Identify the responsibilities of the U.S. government and explain why

they are necessary.

Indicator: Explain the essential characteristics of American democracy including: a. the people are the source of the government's authority; b. all citizens have the right and responsibility to vote and influence the decisions of the government; c. the government is run directly by the people or through elected representatives; d. the powers of government are limited by law; e. basic rights of individuals are guaranteed by the Constitution.

Identify two special traits of the American democratic system, and give two reasons why these traits are important.

Scoring Guidelines

Exemplar Response:

One trait is rule by the people through elections for representatives, and another is that citizens are guaranteed certain rights in the Constitution. Guaranteeing certain rights in the Constitution is important because it protects us from harmful action by the government, and rule by the people is important because it gives us a say in what the government chooses to do.

Other Correct Response(s):

"Identify two special traits..."

- People are the source of the power of government.
- Elections occur regularly so citizens can have an (active) voice.
- The nation has a written Constitution.
- Elected representatives are bound by law.

"reasons why these traits are important"

- Citizens need to be protected by our government.
- Citizens need to be protected from our government.
- Elections hold those who have power accountable.
- Constitution explains the duties of the president, Congress, and the Judicial Branch.

Note: Any reference to duties; giving people a voice, a say; or executive and/or legislative branches is acceptable.





Points	Student Response
4 point text	Response correctly identifies two traits and two reasons why they are important.
3 point text	Response correctly identifies two traits and only one reason why they are important; -OR- identifies correctly only one trait and two reasons why they are important.
2 point text	Response correctly identifies one trait and one reason why they are important; -OR- identifies two traits correctly but identifies no reasons why they are important.
1 point text	Response correctly identifies one trait and no reasons why it is important.
0 point text	The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be totally irrelevant to the item; or, possibly, no other information is shown. The student may have written on a different topic or written, "I don't know."



Flaws:				



Grade: 5

Standard: Geography

Benchmark: Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.

Indicator: Analyze the positive and negative consequences of human changes to the physical environment including:

- a. Great Lakes navigation;
- b. Highway systems;
- c. Irrigation;
- d. Mining;
- e. Introduction of new species.

In your **Answer Document**, identify TWO changes humans have made to the United States' physical environment, and explain either a positive OR a negative effect related to this change.

Scoring Guidelines

Exemplar Response: One change humans have made to the physical environment is the development of a highway system. The highway system has positively impacted the United States because it allows people to travel fairly easily from coast to coast by either automobile or bus.

Another change humans have made to their physical environment is the development of an irrigation system. Irrigation has positively effected the United States because it allows people access to water for farming in areas that do not naturally have an abundant water supply.

Other Correct Response(s):

- Great Lakes navigation has made both travel and trade easier and more accessible.
- Mining has provided a tremendous number of jobs and wealth.
- Introduction of new species has negatively impacted the natural cycle of life and death by introducing new predators.

Points	Student Response
4 point text	The response identifies two changes humans have made to the United States' physical environment AND explains either a positive or a negative effect of these changes.
3 point text	The response identifies one change humans have made to the United States' physical environment AND explains either a positive or a negative effect of this change.





	AND The response identifies one change humans have made to the United States' physical environment, but does not include an effect of this change.
2 point text	The response identifies one change humans have made to the United States' physical environment AND explains either a positive or a negative effect of these changes. OR
	The response identifies two changes humans have made to the United States' physical environment, but does not include an effect of these changes.
1 point text	The response identifies one change humans have made to the United States' physical environment, but does not include an effect of this change.
0 point text	The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be totally irrelevant to the item; or, possibly, no other information is shown. The student may have written on a different topic or written, "I don't know."

Flaws:			



Grade: 5

Standard: Geography

Benchmark: Use map elements or coordinates to locate physical and human

features of North America.

Indicator: Use maps to identify the location of:

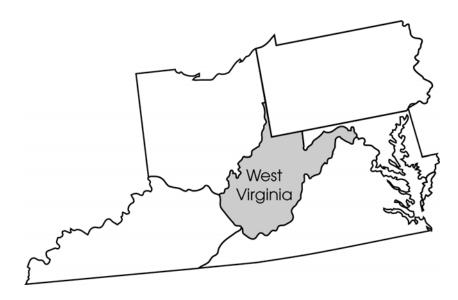
a. The three largest countries of North America;

b. The 50 states of the United States;

c. The Rocky and Appalachian mountain systems;

d. The Mississippi, Rio Grande and St. Lawrence rivers;

e. The Great Lakes.



Look at this map. Identify four of the states that border West Virginia. (4 points)

Exemplar Response	ə:	
Ohio, Pennsylvania, Maryland, Virginia		
Other Correct Resp	oonse(s):	
Kentucky		
Points	Student Response	
4 point text	Student correctly identifies four states that border West Virginia.	
3 point text	Student correctly identifies three states that border West Virginia.	
2 point text	Student correctly identifies two states that border West Virginia.	





1 point text	Student correctly identifies one state that borders West Virginia.
0 point text	The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be totally irrelevant to the item; or, possibly, no other information is shown. The student may have written on a different topic or written, "I don't know."

Flaws:			
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Activity 5 Reviewing Constructed Response Social Studies Items Grades 6, 7 and 8

Grade: 8

Standard: History

Benchmark: Interpret relationships between events shown on multiple-tier time

lines.

Indicator: Select events and construct a multiple-tier time line to show

relationships among events.

Look at the timeline below.

Tier 1	Tier 2
1810 - Koenig improves on the printing press 1829 - W. A Burt invents the typewriter 1837 - Samuel Morse develops the telegraph 1837 - Rowland Hill invents the postage stamp 1876 - Alexander Bell patents the telephone	1814 – the 1st steam locomotive is used 1861 – Pierre Michaux develops the bicycle 1868 – JP Knight invents the traffic light 1885 – Gottlieb Daimler invents the 1st gas engined motorcycle 1898 – Ruudolf Diesel patents the diesel engine

In your answer document, identify the theme of each timeline and interpret the significance of each set of events in the 1800s. (4 points).

Scoring Guidelines

Exemplar Response:

During the 1800s there were many advances in communications systems. These inventions allowed people to communicate more freely and quickly and helped to unite people in far away places more than ever. During this time there were also many improvements in transportation. These improvements allowed people to move about the country more efficiently and for less money.

Other Responses:

Communication Improvements: Talking to people became cheaper and easier; writing and sending letters became more efficient.

Transportation improvements: Transportation became safer in certain ways.





Points	Student Response
4 point text	The response provides an identification of the theme of each timeline and provides a thorough explanation of the significance of each set of events.
3 point text	The response provides an identification of the theme of each timeline and provides a thorough explanation of the significance of one set of events.
2 point text	The response provides an identification of the theme of each timeline.
1 point text	The response provides an identification of the theme of one timeline.
0 point text	The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be totally irrelevant to the item; or, possibly, no other information is shown. The student may have written on a different topic or written, "I don't know."

Flaws:			



Grade: 8

Standard: History

Benchmark: Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.

Indicator: Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.

In your **Answer Document**, identify and describe two characteristics of feudalism in Europe. (4 points)

Scoring Guidelines

Exemplar Response:

- Strict class structure: Lords would have vassals to control their land. The vassals then divided up their land among knights. This way, the lord always had an army ready.
- Loyalty bonds: Vassals needed to swear their loyalty for to the lord.

Other Correct Response(s):

- Serfs-people who were born on a manor and bound to the land and got food and boarding in exchange.
- Manorial system: serfs and free peasants worked on these self-sufficient farms for their lords.

Points	Student Response
4 point text	The response identifies and describes two characteristics of feudalism in Europe.
3 point text	The response identifies two characteristics of feudalism in Europe and describes one of them.
2 point text	The response identifies two characteristics of feudalism in Europe. OR The response identifies and describes one characteristics of feudalism in Europe.
1 point text	The response identifies one characteristics of feudalism in Europe.
0 point text	The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be totally irrelevant to the item; or, possibly, no other information is shown. The student may have written on a different topic or written, "I don't know."





Flaws:			



Grade: 8

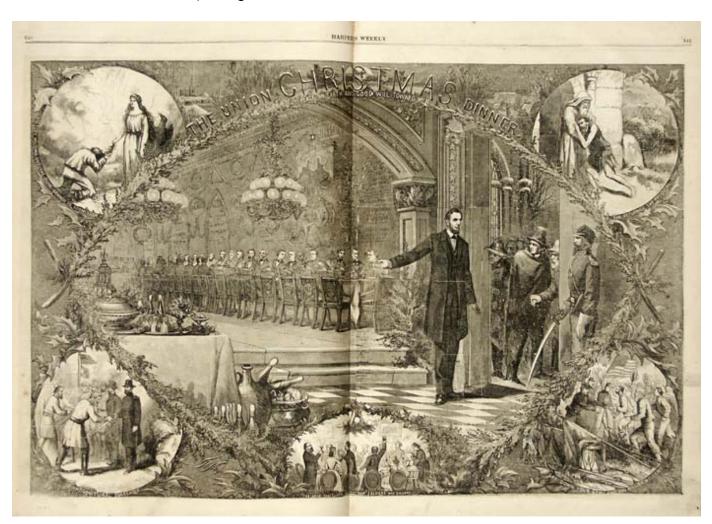
Standard: History

Benchmark: Analyze the causes and consequences of the American Civil War. **Indicator:** Explain the course and consequences of the Civil War with emphasis on:

a. Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant;

b. The Emancipation proclamation;

c. The Battle of Gettysburg.



In the cartoon above from *Harper's Weekly*, Abraham Lincoln is welcoming the Confederate soldiers in to a Union Christmas dinner. What ideas and feelings are reflected regarding the consequences of the Civil War and its effects on the nation? (4 points)





Exemplar Response:

The Civil War was a long war— it lasted four years and there were a lot of casualties. I think that Abraham Lincoln is showing that he wanted his country to be united even though there are differences. He also wanted to honor soldiers, especially those who lost their lives. I think that this cartoon shows that Lincoln and the rest of the country were tired of fighting.

Other Correct Response(s):

Cilier Collect Response(s).			
Points	Student Response		
4 point text	Lincoln also wanted the war to end for the following reasons: The North lost 365,000 men and the South lost 260,000 men. The economy of the South was ruined. Houses were burned and money was worthless in the South.		
3 point text	Response includes three of the correct effects with one incorrect or missing result.		
2 point text	Response includes two of the correct effects listed above with two incorrect or missing effects.		
1 point text	Response includes one of the correct effects listed above with three incorrect or missing effects.		
0 point text	The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be totally irrelevant to the item; or, possibly, no other information is shown. The student may have written on a different topic or written, "I don't know."		

Flaws:				





Activity 5 Reviewing Constructed Response Social Studies Items High School

Grade: OGT

Standard: People in Societies

Benchmark: Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.

Indicator: Explain how advances in communication and transportation have impacted:

- a. Globalization:
- b. Cooperation and conflict;
- c. The environment:
- d. Collective security;
- e. Popular culture;
- f. Political systems;
- g. Religion.

The Silk Road was an influential trade route from ancient times through the Middle Ages. The route ran from China to Europe and the Middle East with peddlers trading silks, spices and other precious commodities.

Identify two innovations which differentiate the globalization of the Silk Road era from that of modern day. Then, explain how the chosen innovations.

Write your answer in the **Answer Document**. (4 points)

Scoring Guideline

Exemplar Response:

The development of air transportation has significantly decreased the time it takes goods to travel from one nation to another. During the Silk Road era, goods would take months and years to travel from China to Europe passing through many hands and countries. Today, the travel time is a matter of hours or days.

The Internet is also instrumental in creating a new globalization because it allows instant communication between geographically diverse locations, communication that would have taken months and years to occur during the Silk Road era.





Other Correct Response(s):

Innovations:

- Telephone
- Satellite communications
- Automobiles
- Television

Points	Response
4 point text	The response accurately identifies two innovations that differentiate Silk road era globalization from modern day globalization AND accurately explains how those innovations make modern day globalization different.
3 point text	The response accurately identifies one innovation that differentiates Silk Road era globalization from modern day globalization AND accurately explains how this innovation makes modern day globalization different. OR
	The response accurately identifies two innovations that differentiate Silk Road era globalization from modern day globalization AND partially explains how those innovations make modern day globalization different.
2 point text	The response accurately identifies one innovation that differentiates Silk Road era globalization from modern day globalization AND explains how that innovation makes modern day globalization different. OR
	The response accurately identifies two innovations that differentiate Silk Road era globalization from modern day globalization but does not explain how those innovations make modern civilizations different.
1 point text	The response accurately identifies one innovation which differentiates Silk Road era globalization from modern day globalization but does not explain how that innovation makes modern globalization different.
0 point text	The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be totally irrelevant to the item; or, possibly, no other information is shown. The student may have written on a different topic or written, "I don't know."





Flaws:				



Grade: OGT

Standard: Citizenship Rights and Responsibilities

Benchmark: Analyze ways people achieve governmental change, including political action, social protest and revolution.

Indicator: Analyze and evaluate the influence of various forms of citizen action on public policy including:

- a. The French Revolution;
- b. The international movement to abolish the slave trade and slavery;
- c. The Russian Revolution;
- d. The independence movement in India;
- e. The fall of communism in Europe;
- f. The end of apartheid.

The Warsaw Pact was signed in 1955 by several eastern European countries as a response to the perceived threat from Western Europe and the United States with the creation of the North Atlantic Treaty Organization.

The following list contains some countries who were signatories to the Warsaw Pact:

- Soviet Union
- Poland
- Romania

Choose one of the countries on the list. Describe two reasons some citizens of the country opposed communist government. Then explain how these citizens worked to end communist rule. Write your answer in the Answer Document. (4 points)

Exemplar Response:

One reason citizens in the Soviet Union opposed communist government was because it took individual rights, such as the right to decide which career you wanted to work toward or which university you wanted to attend, away from the people. Another reason is that citizens in the Soviet Union were not able to choose their government leaders, since it was a one-party state, and they found that unfair. Soviet citizens worked to end communist rule by voicing their opposition to government policies during the glasnost period. They made sure the media covered the social and economic problems in the country, such as housing and food





shortages and widespread alcoholism that had been ignored by communist authorities.

Other Correct Response(s):

Reasons for opposing communist government:

- Human rights violations (for example, imprisonment of political dissidents or forcing women to bear children "for the state")
- Inability to practice religion, since most communist states were officially atheist and quelled religious observance
- Censorship of media, which was all controlled by the state
- Disagreement with the command economy structure

How citizens worked to end communist rule:

- Poland: Workers forced the government to allow them to form a union free of government control (Solidarity) in 1980. Although the government later outlawed Solidarity, its members continued to work toward the end of communist rule.
- Poland: Citizens were active in the Roman Catholic church, which was against the communist rule of the country.
- Romania: Citizens held public demonstrations against the communist government led by Nicolae Ceausescu.

Points	Student Response
4 point text	The response identifies two reasons for opposition to communism and provides a thorough explanation of how citizens worked to overturn communist rule.
3 point text	The response identifies two reasons for opposition to communism and provides an incomplete or vague explanation of how citizens worked to overturn communist rule.
2 point text	The response identifies two reasons for opposition to communism OR The response identifies one reason for opposition to communism and provides an incomplete or vague explanation of how citizens worked to overturn communist rule OR The response provides a thorough explanation of how citizens worked to overturn communist rule.
1 point text	The response identifies one reason for opposition to communism.
0 point text	The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be totally irrelevant to the item; or, possibly, no other information is shown. The student may have written on a different topic or written, "I don't know."





Flaws:				



Grade: OGT

Standard: Geography

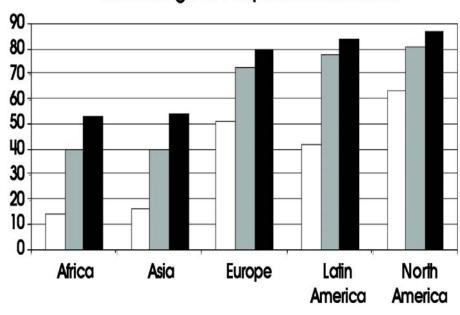
Benchmark: Analyze geographic changes brought about by human activity

using appropriate maps and other geographic data.

Indicator: Explain the causes and consequences of urbanization including

economic development, population growth and environmental change.

Percentage of People in Urban Areas



□ 1950 **□ 2005 ■ 2030**

Using this graph, identify two urbanization trends. Then, identify two reasons for why these trends have occurred or will likely occur. Write your answer in the **Answer Document**. (4 points)

Exemplar Response:

Urbanization in Asia has more than tripled from 1950 to 2005. However, urbanization is likely to increase by less than ten percent in North America between 2005 and 2030. Rapid industrialization in Asia is responsible for mass migration to cities. North America is already highly urbanized and is therefore unable to experience dramatic urbanization.

Other Correct Response(s):

Urbanization in Africa more than tripled between 1950 and 2005. However, it appears that urbanization will not increase nearly as dramatically between 2005 and 2030. The discovery of





natural resources led to greater urban employment. Because of over-crowding and squalor, the appeal of city living will likely be less attractive in the future.

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Points	Student Response		
4 point text	The response identifies two accurate trends relating to urbanization. The response provides two reasonable explanations for these trends.		
3 point text	The response provides three of four of the following: Two accurate trends relating to urbanization Two explanations for these trends		
2 point text	The response provides two of four of the following: Two accurate trends relating to urbanization Two explanations for these trends		
1 point text	The response provides one of four of the following: Two accurate trends relating to urbanization Two explanations for these trends		
0 point text	The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be totally irrelevant to the item; or, possibly, no other information is shown. The student may have written on a different topic or written, "I don't know."		

Flaws:				



Activity 6 Revising Constructed Response Social Studies Items to Correct the Flaws

Prompt:





Exemplar Response: Other Correct Response(s	s) :
Points	Student Response
4 point text	
3 point text	
2 point text	



	*
1 point text	
0 point text	



Prompt:





Exemplar Response: Other Correct Response(s):					
Points	Student Personse				
Points 4 point text	Student Response				
3 point text					
2 point text					



1 point text	
0 point text	



Prompt:



Exemplar Response:	
Other Correct Response(s) :
Points	Student Response
4 point text	
3 point text	
·	
2 point text	



	*
1 point text	
0 point text	



Activity 7 Writing Effective Constructed Response Social Studies Items

Grade 3

Standard: Citizenship Right and Responsibilities

Benchmark: Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.

Indicator: Describe the responsibilities of citizenship with emphasis on: a. Voting, b. Obeying laws, c. Respecting the rights of others, d. Being informed about current issues, e. Paying taxes.

Grade 7

Standard: History

Benchmark: Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.

Indicator: Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1,000 B.C. including: a. The development of concepts of government and citizenship, b. Scientific and cultural advancements, c. The spread of religions, d. Slavery and systems of labor.

Grade 9

Standard: Government

Benchmark: Analyze the differences among various forms of government to determine how power is acquired and used.

Indicator: Analyze the purposes, structures and functions of various systems of government including: a. Absolute Monarchies, b. Constitutional Monarchies, c. Parliamentary Democracies, d. Presidential Democracies, e. Dictatorships, f. Theocracies.





Prompt:



Exemplar Response: Other Correct Response(s):				
Points	Student Response			
4 point text				
3 point text				
2 point text				



	*
1 point text	
0 point text	