



California Learning
Assessment System

A Sampler of
**History–Social Science
Assessment**
Elementary

Preliminary Edition
January 1994



History's Habits of the Mind¹

History's perspectives and modes of thoughtful judgment challenge students to:

Understand the significance of the past to their lives today.

Perceive past events and issues as they were experienced by people at the time.

Acquire comprehension of diverse cultures and shared humanity.

Understand how things happen; how human intentions matter, yet are shaped by the means of carrying them out.

Comprehend the interplay of change and continuity.

Recognize the importance of individuals who have made a difference.

Understand geography and history as a matrix of time and place.

To nurture such habits of thought, narrative history must illuminate vital themes and significant questions, including but reaching beyond the acquisition of useful facts.

—Building a History Curriculum: Guidelines for Teaching History in Schools

¹Paraphrased from *Building a History Curriculum: Guidelines for Teaching History in Schools*, page 9, Prepared by the Bradley Commission on History in Schools.

■ DOMAINS OF HISTORICAL AND SOCIAL SCIENCE THINKING

■ RELATE HISTORICAL EVENTS, PEOPLE, ERAS.

COMPARE AND CONTRAST; SHOW SIMILARITIES AND DIFFERENCES.

DRAW A CONCLUSION.

RELATE PAST TO PRESENT.

■ ANALYZE CAUSE AND EFFECT.

PUT EVENTS IN A SEQUENCE.

TELL HOW EVENTS RELATE TO EACH OTHER.

ANALYZE MULTIPLE CAUSES AND EFFECTS.

■ USE MULTIPLE PERSPECTIVES.

PUT ONESELF IN ANOTHER'S POSITION AND EXAMINE ISSUES FROM THAT POINT OF VIEW.

ANALYZE, SUMMARIZE, AND COMPARE DIFFERENT POINTS OF VIEW.

■ DEFEND A POSITION.

RESEARCH A TOPIC AND ARRIVE AT AN INTERPRETATION.

TAKE A POINT OF VIEW.

FORM A LOGICAL ARGUMENT.

SUPPORT ARGUMENT WITH EVIDENCE.

SHOW KNOWLEDGE OF OTHER POINTS OF VIEW.

■ INTERPRET HISTORICAL OR SOCIAL SCIENCE DATA.

PUT DATA IN OWN WORDS, EXPLAINING MEANING.

RELATE DATA TO CONTEXT.

EVALUATE RELIABILITY OF DATA.

FORM AN INTERPRETATION OF DATA.

PRACTICE SKILLS THAT FACILITATE INTERPRETATION OF DATA, FOR EXAMPLE, READING GRAPHS, TIME LINES, MAPS.

HELPFUL HINTS FOR HISTORICAL WRITING

FOR STUDENTS AND TEACHERS

ASSUME YOUR AUDIENCE KNOWS NOTHING ABOUT THE HISTORICAL TOPIC.

HISTORICAL WRITING IS BASED ON FACT.

CHRONOLOGY AND SEQUENCE ARE IMPORTANT FOR ORGANIZING HISTORICAL WRITING.

HISTORICAL FACTS SHOULD SUPPORT STATEMENTS OR REASONS (HISTORICAL ARGUMENTS).

USE THE APPROPRIATE HISTORICAL TIME FRAME (SETTING).

MAKE HISTORICAL WRITING INTERESTING TO THE AUDIENCE:

- Provide details from the time period.
- Organize historical information clearly and so that it makes an impact on the audience.

A MODEL FOR OPEN-ENDED ESSAY PROMPTS FOR HISTORY-SOCIAL SCIENCE

Introduction:

Write a brief scenario to set the stage for students to respond to the prompt.

Stimulus:

Use a primary source, textual or visual (quotation, passage, map, drawing, photograph, handbill), or a map, chart, or timeline.

Pre-writing:

Place information on a chart, or map, or timeline.

Prompt/question:

State the complete task in a brief, straightforward manner, requiring the use of reasoning strategies and historical knowledge.

Reasoning strategies:

Examine similarities and differences.
Analyze causes and effects.
Use different perspectives.
Defend a position.
Interpret.

Scaffolding:

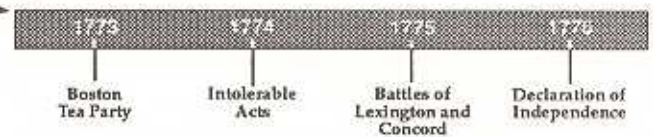
Include subtasks to focus students on key ideas and historical facts included in the complete task.

Events Leading to the American Revolution

(Suggested time: 30 minutes)

In history, important things happen that cause other things to happen. This is very plain when we talk about the events leading to the American Revolution.

Study the timeline below:



Circle two events on the timeline and write a short essay about them, using your knowledge of history.

Be sure to :

- Describe each event.
- Explain how the two events are related to each other.
- Explain how the events are related to the American Revolution.

Elementary Sample

YOU MAY DUPLICATE THIS PAGE FOR PRACTICE (BUT PLEASE STUDENTS SHOULD CONTINUE WRITING ON ADDITIONAL PAGES)

SIX-POINT SCORING GUIDE

FOR GRADE 5 HISTORY-SOCIAL SCIENCE

A "6" PAPER

Development of historical ideas

Skillfully organizes information around the **historical** topic, often using a lively narrative style.

Demonstrates **detailed, accurate** knowledge of important issues of the **historical** time period .

Supports ideas with **many important** historical facts and reasons.

Draws conclusions with an **in-depth** look at the historical situation.

When appropriate to the question

Clearly explains cause and effect relationships between events.

Carefully compares and contrasts events, people, and ideas.

Usually considers another point of view.

Writes **authentically** from the context of the historical time period.

Demonstrates **detailed** understanding of relationships between historical events and geographical settings.

Historical errors, thoroughness, and communication

Is virtually free of historical errors.

Thoroughly covers all areas of prompt.

Effectively communicates ideas.

A "5" PAPER

Development of historical ideas

Logically organizes information around the **historical** topic.

Demonstrates **considerable** knowledge of important issues of the **historical** time period.

Supports ideas with **many** historical facts and reasons.

Draws conclusions, paying attention to **some aspects** of the historical situation.

When appropriate to the question

Explains cause and effect relationships between events.

Adequately compares and contrasts events, people, and ideas.

Frequently considers another point of view.

Writes from the context of the historical time period.

Demonstrates **solid** understanding of relationships between historical events and geographical settings.

Historical errors, thoroughness, and communication

- May have minor historical errors.
- Covers all areas of prompt.
- Clearly communicates ideas.

A "4" PAPER

Development of historical ideas

- Adequately organizes information around the historical topic.
- Demonstrates some knowledge of important issues of the historical time period.
- Supports ideas and conclusions with at least some historical facts and reasons, but in limited depth.
- Draws conclusions, but they may not be strong.

When appropriate to the question

- Recognizes cause-and-effect relationships between events.
- Attempts to compare and contrast events, people, and ideas.
- May consider another point of view.
- Attempts to write from the context of the historical time period.
- Demonstrates some understanding of relationships between historical events and geographical setting.

Historical errors, thoroughness, and communication

- May have a major historical error, but is balanced by accurate information.
- Either addresses all areas of prompt, or writes very well on part of prompt, ignoring some parts.
- Adequately communicates ideas.

A "3" PAPER

Development of historical ideas

- Organizes information around the historical topic to some extent.
- Knowledge of the historical time period and its important issues is sketchy at times.
- Is largely descriptive rather than analytical.
- May not attempt to draw conclusions; if attempted, may be faulty.

When appropriate to the question

- May put events in a sequence and recognizes some connections among them.
- Attempts to compare and contrast by simply listing events, people, and ideas.
- Demonstrates minimal understanding of relationships between historical events and geographical setting.

Historical errors, thoroughness, and communication

Contains **some** accurate information but may have **numerous** historical errors.

Adequately covers most areas of prompt, but may not complete all parts.

Communication of ideas is **not consistently** clear due to problems with organization, grammar, and conventions.

A "2" PAPER

Development of historical ideas

Has little organization around the **historical** topic and often goes on tangents.

Shows little attempt to put essay into any **historical** context or to analyze historical information; may simply list historical facts with little description.

Usually does not attempt to draw conclusions; if attempted, are usually faulty.

Historical errors, thoroughness, and communication

Has serious historical errors.

Addresses only **some** areas of prompt.

Communication **frequently interferes** with reader's understanding of ideas due to problems with organization, grammar, and spelling.

A "1" PAPER

Development of historical ideas

Has little or no organization.

Shows **minimal evidence** of historical knowledge; may simply mention the historical topic or repeat portions of the prompt, adding very few facts or reasons.

Historical errors, thoroughness, and communication

May have **many serious** historical errors.

Addresses only part of prompt.

Communication often is **nearly incomprehensible** due to problems with organization, grammar, and conventions.

A "0" PAPER

Paper is blank.

Copies parts of prompt with **no historical information** added.

Describes only events or people that are **completely unrelated** to the prompt.

THREE-POINT SCORING GUIDE FOR SHORT ANSWER PROMPTS

A "3" RESPONSE

Response shows **considerable** knowledge of the time period and geographic factors, as appropriate, and **frequently** demonstrates insight. It **usually** supports ideas and conclusions with specific historical examples. Response is well-reasoned and organized, and is **largely** historically accurate. It covers **all** parts of the prompt in at least some depth.

A "2" RESPONSE

Response contains **adequate** information to address the prompt. It demonstrates **some** knowledge of the time period and geographic factors, as appropriate. Response demonstrates **some** understanding, but reasons and evidence are in **limited** depth. It may cover only parts of the prompt, and it may contain minor historical errors.

A "1" RESPONSE

Response does address the prompt, but shows **minimal** understanding. It may lack historical and geographical context. It may contain **numerous** historical errors. It may simply rephrase parts of the prompt, but must include at least a word or phrase showing historical knowledge.

STUDENT-FRIENDLY SCORING GUIDE FOR ELEMENTARY HISTORY-SOCIAL SCIENCE

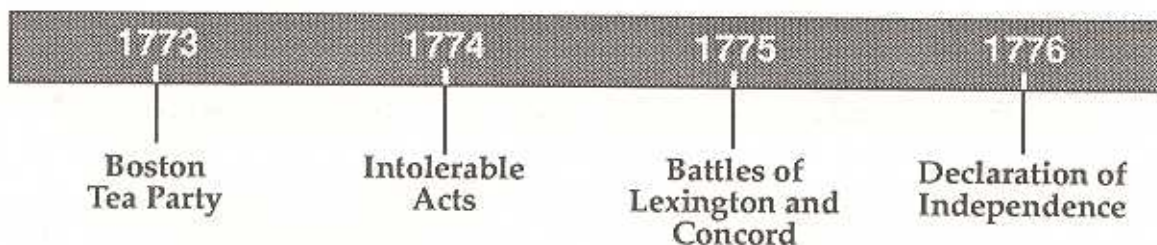
Development of historical ideas	Historical Accuracy	Organization and Communication
<p>A "6" short essay</p> <ul style="list-style-type: none"> • Always stays on the historical topic. • Uses many important historical facts and reasons to support ideas, and makes detailed conclusions. • Shows understanding of the historical time period by: <ul style="list-style-type: none"> - comparing and contrasting ideas, events, and people, or - showing cause and effect between events, or how past and present connect. 	<p>A "6" short essay</p> <ul style="list-style-type: none"> • Has no historical mistakes. 	<p>A "6" short essay</p> <ul style="list-style-type: none"> • Is very well organized. • Has very clear beginning, middle, and end. • Makes excellent sense. • Responds to all parts of prompt.
<p>A "5" short essay</p> <ul style="list-style-type: none"> • Same as a "6," but doesn't use as many important historical facts and reasons to support ideas. 	<p>A "5" short essay</p> <ul style="list-style-type: none"> • Has minor historical mistakes. 	<p>A "5" short essay</p> <ul style="list-style-type: none"> • Is well organized. • Has clear beginning, middle, and end. • Makes good sense. • Responds to all parts of prompt.
<p>A "4" short essay</p> <ul style="list-style-type: none"> • Mostly stays on the historical topic. • Uses some important historical facts and reasons to support ideas, and makes conclusions. • Shows some understanding of the historical time period and tries to: <ul style="list-style-type: none"> - compare and contrast ideas, events, or people, or - show cause and effect between events, or how past and present connect. 	<p>A "4" short essay</p> <ul style="list-style-type: none"> • May have a big historical mistake, but most information is correct. 	<p>A "4" short essay</p> <ul style="list-style-type: none"> • Is organized. • Has beginning, middle, and end. • Makes sense. • Sometimes responds very well to part of prompt, and not very well to other part of the prompt.
<p>A "3" short essay</p> <ul style="list-style-type: none"> • Sometimes stays on the historical topic. • Shows some knowledge of the historical time period with a few facts and reasons. • Makes a few connections between events or people. • Describes an event but doesn't analyze it. 	<p>A "3" short essay</p> <ul style="list-style-type: none"> • Has some correct and some incorrect information about history. 	<p>A "3" short essay</p> <ul style="list-style-type: none"> • Does not have beginning, middle, and end. • May respond to only parts of prompt. • Makes some sense, but sometimes writing and grammar make it hard to read and understand.
<p>A "2" short essay</p> <ul style="list-style-type: none"> • Often goes off the historical topic and describes some events or people that are not correct for the prompt. • Lists historical facts with little description. 	<p>A "2" short essay</p> <ul style="list-style-type: none"> • Has serious historical mistakes. 	<p>A "2" short essay</p> <ul style="list-style-type: none"> • Has very little organization. • Doesn't make much sense, and often writing and grammar make it very hard to read and understand.
<p>A "1" short essay</p> <ul style="list-style-type: none"> • Mentions historical topic with very few facts. • Describes mostly events or people that are not correct for the prompt. 	<p>A "1" short essay</p> <ul style="list-style-type: none"> • Has very little knowledge of history and may have many serious mistakes. 	<p>A "1" short essay</p> <ul style="list-style-type: none"> • Doesn't make any sense.

Events Leading to the American Revolution

(Suggested time: 30 minutes)

In history, important things happen that cause other things to happen. This is very plain when we talk about the events leading to the American Revolution.

Study the timeline below.



Circle two events on the timeline and write a short essay about them, using your knowledge of history.

Be sure to :

- Describe each event.
- Explain how the two events are related to each other.
- Explain how the events are related to the American Revolution.

YOU MAY DUPLICATE THIS PAGE FOR PRACTICE TESTING. STUDENTS SHOULD CONTINUE WRITING ON ADDITIONAL PAGES.

Events Leading to the American Revolution

(Suggested time: 30 minutes)

Scored on a 6-point scale

Student Responses*

A "6" essay

The Battles of Lexington and Concord were between The British and The colonists. The fight was started because The colonists didn't want to be Taxed on everything and because They thought The money should stay with Them and not go across The sea To King George III. When he heard about This he sent a secret army from Boston To fight The colonists by surprise. BUT The colonists were warned by Samuel Prescott, Billy Dawes, and Paul Revere. The British were surprised To see The colonists ready To fight. The first battle was in Lexington. Even Though The colonists were warned They still got beaten by The Britan. The second battle was in Concord. The British set fire To homes and searched for weapons. The third battle was in North Bridge. This Time The minutemen won and The British went back To Boston. This led To The American Revolution which started The Declaration of Independence.

The pamphlet Common Sense helped persuade Americans To fight for Independence. This later led To The Declaration of Independence. They wanted Independence To be free from The British government. Five men including: Ben Franklin, Thomas Jefferson, and John Adams with other men were meeting To form The Declaration of Independence. Finally on July 4, 1776 The Declaration was signed. The colonies were Turned into states and There was no more Tax money going To England.

Scoring Commentaries

Commentary: The student chooses two events from the time line, the battles of Lexington and Concord and the Declaration of Independence, and clearly describes them, citing the parties involved and their stands. Response excels in showing cause and effect relationships between events. It demonstrates detailed, accurate knowledge of significant issues and supports conclusions with specific reasons and evidence. Information is presented sequentially as a series of cause and effect relationships or reasons for events, for example:

- The battles of Lexington and Concord were fought because the colonists "thought the money should stay with them and not go across the sea to King George III."
- *Common Sense* is included to show that it helped persuade Americans to fight for independence.
- A reason for the Declaration of Independence was that the colonists wanted to be free from British government.
- A result of the Declaration was that the "colonies were turned into states." In describing each event, the student displays detailed, accurate knowledge, including names of key figures such as Paul Revere, King George III, Ben Franklin, and Thomas Jefferson.

* The student responses are shown exactly as written, with students' own grammar, spelling, and punctuation.

Events Leading to the American Revolution

(Suggested time: 30 minutes)

Scored on a 6-point scale

Student Responses*

Scoring Commentaries

A "5" essay

Around 1773 Britain made a Tax on Things, including Tea. A group of men were fed up with The Tax. They dressed up as Indians and snuck onboard a ship holding Tea, which was docked at a harbor. Then They Threw all The Tea overboard, into The water.

This showed The British That The colonists would not Take unfair axes or acts.

Two years later in 1775 after The intolerable acts militias had started to gather guns and ammunition. One of These places was Concord. Concord had a large store of ammunition. The British decided They would Try To capture it. Some colonists including Paul Revere knew That This was going To happen. BUT They were not sure if The attack would be by land or water. Paul Revere decided on a code. When The colonists across The bay found out They would climb To The Top of a steeple and shine one light for 'by water' and Two lights for 'by land'. It was Two lights. By land. Paul Revere rode Towards Concord yelling 'The British are coming'. In Lexington They attempted To stop The British BUT failed. In Concord The Militia managed To stop The British.

Both These events showed That America was a strong and independent country. These events also showed America That They needed To be free. This resulted in The Revolutionary War.

Commentary: Response excels as a "story well told," organized in vivid narrative style. It demonstrates considerable knowledge of some of the events leading to the American Revolution. After addressing two of the factors leading up to the Boston Tea Party, the student draws the conclusion that "This showed the British that the colonists would not take unfair taxes or acts." (The Intolerable Acts are mentioned as an additional item from the time line.) In describing the battles of Lexington and Concord, the student highlights events such as the store of ammunition, the involvement of Paul Revere, and the need for and importance of a warning signal. Conclusions about the relationships between the events and the American Revolution in the last paragraph are supported by broad generalizations and are partially inaccurate: The colonies were *not* yet a strong and independent country, but the colonists did have courage and the strength of their convictions. The student is on the right track.

* The student responses are shown exactly as written, with students' own grammar, spelling, and punctuation.

Events Leading to the American Revolution

(Suggested time: 30 minutes)

Scored on a 6-point scale

Student Responses*

A "4" paper

The Boston Tea Party began in 1773 with acts that England made. The British had different acts that the colonists had to follow, but they were not fair for the colonists, and they couldn't do anything about it. Later, at Boston Harbor, a British ship stopped to sell crates of tea. The colonists however, dressed up as Indians and boarded the ship to heave the crates into the water. They succeeded to enrage the British but the acts kept on coming. In 1774, the British made the Intolerable Act which stated that the colonists couldn't hold town meetings, and they closed Boston Harbor. Tea was also taxed, so the colonists boycotted it. This began the war. These 2 events were related to each other, since the Intolerable Act followed, and was made because of the Boston Tea Party. These events were related to the American Revolution because of the taxation without representation, which started the Revolutionary War.

A "3" paper

The Boston Tea Party was related to the Intolerable Acts because they were both taxes that made the Americans very angry. The Boston Tea Party was when a group of townspeople dressed up as Indians and went aboard a ship that was full of tea and dumped it overboard because the British were increasing the tax on tea. The Intolerable Acts were acts such as the Townsend Act, the Stamp Act, and the Quartering Act. The Townsend Act was when the people had to let the British go through their houses and take anything they wanted. The Quartering Act was when the people had to let the British soldiers stay in their houses and give them food and beer and keep them warm. The Stamp Act was when the people had to put stamps on everything they sent or wrote to one another and stamps cost money.

These things were related to the Revolutionary War because the American people thought the British were being very unfair. The people wanted to be independent.

Scoring Commentaries

Commentary: Response is adequately organized as a sequence of events, showing solid cause and effect relationships. It states somewhat awkwardly the underlying reasons why the Boston Tea Party occurred and briefly describes the event itself. It clearly states the significant results of the Boston Tea Party—the Intolerable Acts, including the closure of Boston Harbor and prohibition of town meetings. The first conclusion is abrupt—“This began the war.” It is not well supported by links made to other, relevant events. Response makes a good cause and effect connection between the two events, noting that the Intolerable Acts followed the Boston Tea Party and were made because of it. It cites the underlying factor common to both events that made them contribute to the start of the Revolutionary War: “taxation without representation.”

Commentary: Response shows a sketchy knowledge of the time period and its significant issues. It is largely descriptive rather than analytical. It contains numerous historical errors. The first sentence states an underlying cause related to both events—taxes. But it does not show the linkage between the events, that the British closed the Boston Harbor (part of the Intolerable Acts) because of the Boston Tea Party. Although it describes the Intolerable Acts at some length, only part of the description is accurate—the Quartering Act. The concluding paragraph vaguely connects to the first sentence about taxes and adds “independence.”

* The student responses are shown exactly as written, with students' own grammar, spelling, and punctuation.

Events Leading to the American Revolution

(Suggested time: 30 minutes)

Scored on a 6-point scale

Student Responses*

Scoring Commentaries

A "2" paper 5014

The Boston Tea Party was about Boston distroy England Tea. They call it Boston Tea Party. They were very mad at The King. And They just think distroying The King Tea Can Tell him how mad They are.

The Declaration of Independence was about a war and we won. The war was about England and The colonies. The colonies won and we became The United States. Colonies were very happy Then.

The Boston Tea Party and The Declaration of Independence. Are related is by They were very mad at The King of England. They did Things To make him mad.

They are related To The American Revolution is They make The King mad. Make us became United States. We are no longer belong To The King or England anymore.

Commentary: Response shows some very general knowledge of the time period and attempts to show cause and effect relationships among events. For example, a reason for the Boston Tea Party is stated, "They were very mad at the King." However, the student does not say why they were mad, who was involved, where the event occurred, what happened, or what the outcome was. The discussion of the Declaration of Independence and the overall conclusion are too vague to make a judgment on the student's accurate knowledge. Response does show understanding of the ultimate outcome of the Revolution. Because of the grammar, misspellings, incorrect syntax, and repetitions it is difficult for the reader to comprehend the student's reasoning.

A "1" response 5013

The Boston Tea party was when The colienest dump Tea into The harbor so all of The Tea They had went into The boat harbor. So The English people won't get any Tea.

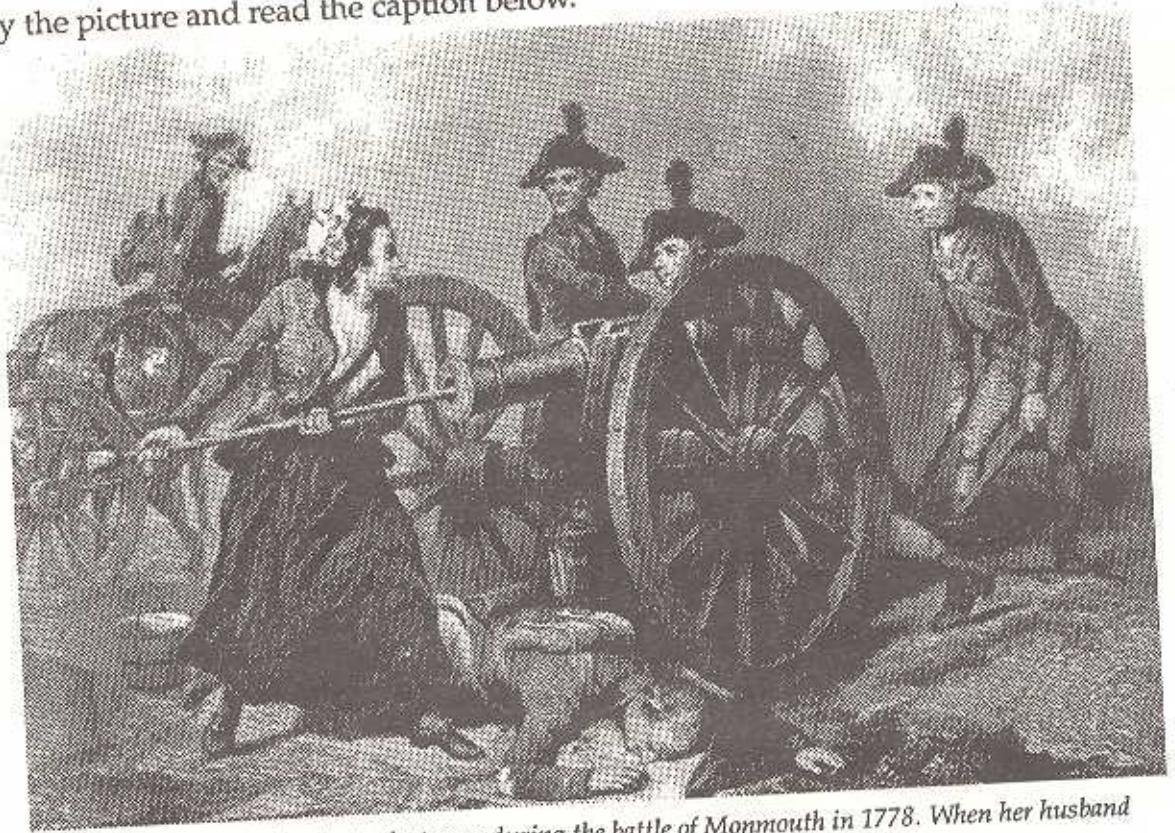
The Declaration of Independence was when 1776 and every body celabrated and They dressed up in different kinds of clothes. The celabrated of like Three hours or like Three hours or like four or five hrs.

Commentary: Response addresses two events from the timeline but with little organization of ideas. It shows a minimum of historical knowledge about the Boston Tea Party and virtually no understanding of the Declaration of Independence. It makes no attempt to link either event with the American Revolution.

* The student responses are shown exactly as written, with students' own grammar, spelling, and punctuation.

Molly Pitcher (Suggested time: 15 minutes)

Study the picture and read the caption below.



Molly Pitcher carried water to the troops during the battle of Monmouth in 1778. When her husband fell from heat stroke, she took his place.

Think about the Revolutionary War and what you see in the picture. Why is Molly considered an exceptional person for her time in history? How does this compare to women in the military today?

YOU MAY DUPLICATE THIS PAGE FOR PRACTICE TESTING. STUDENTS SHOULD CONTINUE WRITING ON ADDITIONAL PAGES.

Molly Pitcher
(Suggested time: 15 minutes)

Student Responses*

A "3" response

Molly was different from other women because she took part in a war when other women were supposed to just feed, shelter and cloth military men not help in the war. Women in the military today can help in the war and not be noticed and now as different. Also today women take part in much more extreme military work for example some men just help in the office while women are out flying an airplane.

A "2" response

Molly is considered an exceptional person for her time in history because of her bravery and helpfulness. She took on a dangerous job and when her husband died, an even more dangerous job. That shows her bravery. This compares to the women in military today because both are brave to be helping in wars and in battles.

Scoring Commentaries

Commentary: Response first states a significant reason why Molly Pitcher's actions were considered exceptional—they were highly unusual compared to the "homefront" roles of most women during the Revolutionary War. Response then demonstrates insight by recognizing that women's roles in the military are not viewed as unusual today, and by giving specific examples of this. Student shows knowledge of society's expectations of the roles of women during the American Revolution and today.

Commentary: Response takes thesis statement from the prompt and supports it with adequate information. It makes general conclusions and observations, focusing on Molly Pitcher's personal characteristics rather than women's roles at the time. It supports conclusions with a limited depth of specific historical examples.

* The student responses are shown exactly as written, with students' own grammar, spelling, and punctuation.

Molly Pitcher
(Suggested time: 15 minutes)

Student Responses*

Scoring Commentaries

A "1" response

Because she is confident and brave, because she carried water to the troops during the battle of Monmouth in 1778. She also took her husband's place when he died. This differs from women in the military because Molly had to load cannons.

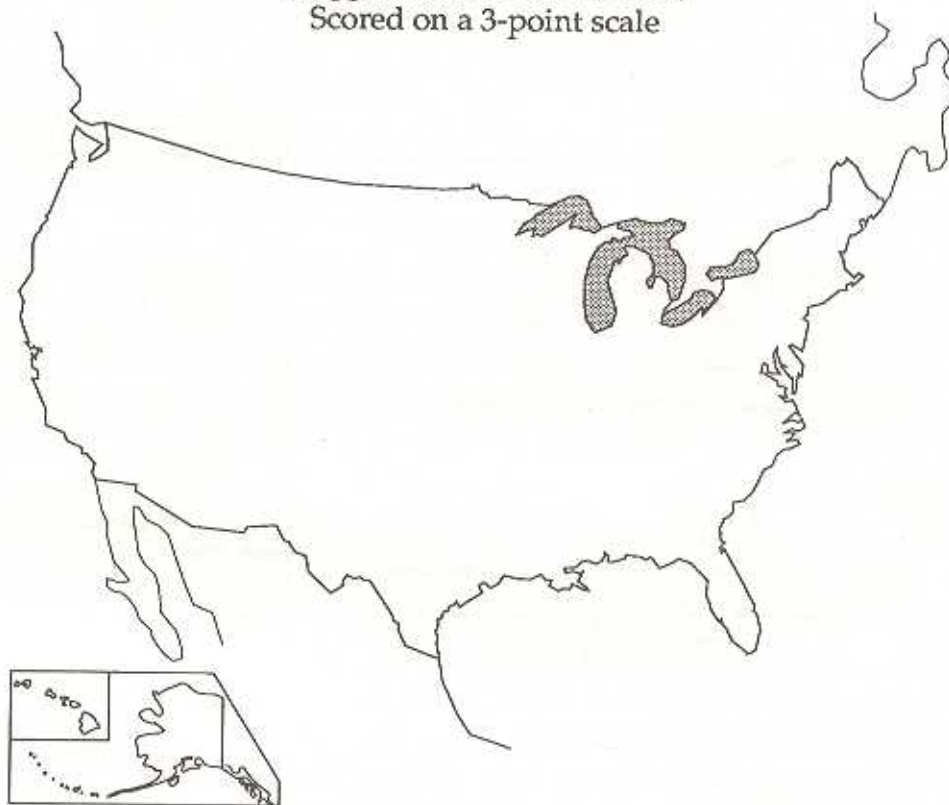
Commentary: Most of this response consists of rephrasing of parts of the prompt. Response does show minimal understanding by making a comparison to women in the military today and by adding the words "confident and brave."

* The student responses are shown exactly as written, with students' own grammar, spelling, and punctuation.

"Thirteen Colonies: Map and Essay"

(Suggested time: 15 minutes)

Scored on a 3-point scale



The original thirteen colonies can be divided into three groups: the New England Colonies, the Middle Colonies, and the Southern Colonies. On the map above, shade the area covered by one of the three groups of colonies and label it. Then write a paragraph about the colonies you shaded.

In your paragraph, you might tell:

- Where the people who settled there came from
- Why they came
- What the geography and climate of the area was like
- How the people made a living
- The religious beliefs of the people who settled there

YOU MAY DUPLICATE THIS PAGE FOR PRACTICE TESTING. STUDENTS SHOULD CONTINUE WRITING ON ADDITIONAL PAGES.

Thirteen Colonies: Map and Essay

(Suggested time: 15 minutes)

Scored on a 3-point scale

Student Responses*

A "3" response

This group of people were called The breadbasket people. They were given This name for The rich bread They made. This colony consisted of The states of Pennselvaina, Delaware, West Virginia, and some others. This land was given To Them by The King of England. On man by The name of william penn was given The state of Pennselvaninia. The owner William Penn Told people They could live There freely. They were also called The Quaker people. They came from England To have lots of free religous beliefs. The climate was very hot in The summer and cold in The winter. Having This essa was fun and exiting



Scoring Commentaries

Commentary: Response begins with a clear thesis, vividly characterizing the Middle Colonies. It demonstrates a breadth of knowledge of the region in this time period and provides many specific historical examples of who the "breadbasket people" were, especially regarding William Penn and the Quakers. Response is largely accurate, both historically and geographically (including the shaded area on the student's map).

* The student responses are shown exactly as written, with students' own grammar, spelling, and punctuation.

Thirteen Colonies: Map and Essay

(Suggested time: 15 minutes)

Scored on a 3-point scale

Student Responses*

Scoring Commentaries

A "1" response

The people who settled there came from the New England colonies because of gold found in those colonies. The people there made a living by mining for gold.

Commentary: Response shows confusion between the Gold Rush (California history) and the Southern Colonies. It is placed in an incorrect historical context, although it is true that some people mined gold in the West. This misconception, clearly shown on the map and in the student's writing, illustrates the need for students to link geography and history.



* The student responses are shown exactly as written, with students' own grammar, spelling, and punctuation.

Thirteen Colonies: Map and Essay

(Suggested time: 15 minutes)

Scored on a 3-point scale

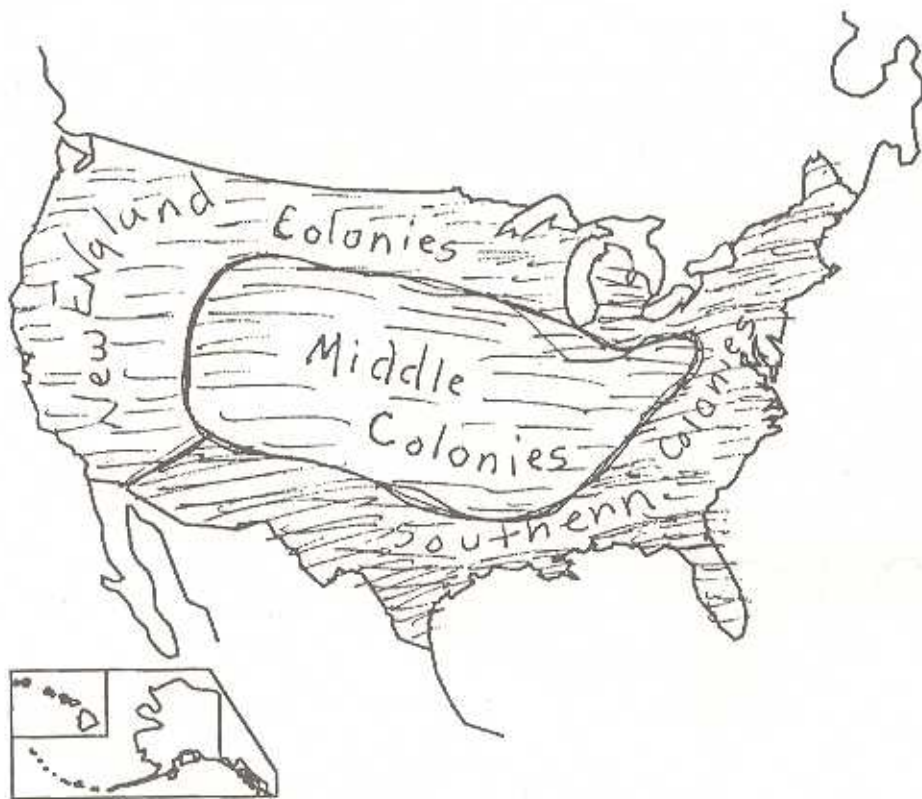
Student Responses*

Scoring Commentaries

A "1" response

These colonies that I shaded in is all in The United States. The people who live here whe hummans. The like The place because There was enough eriggation.

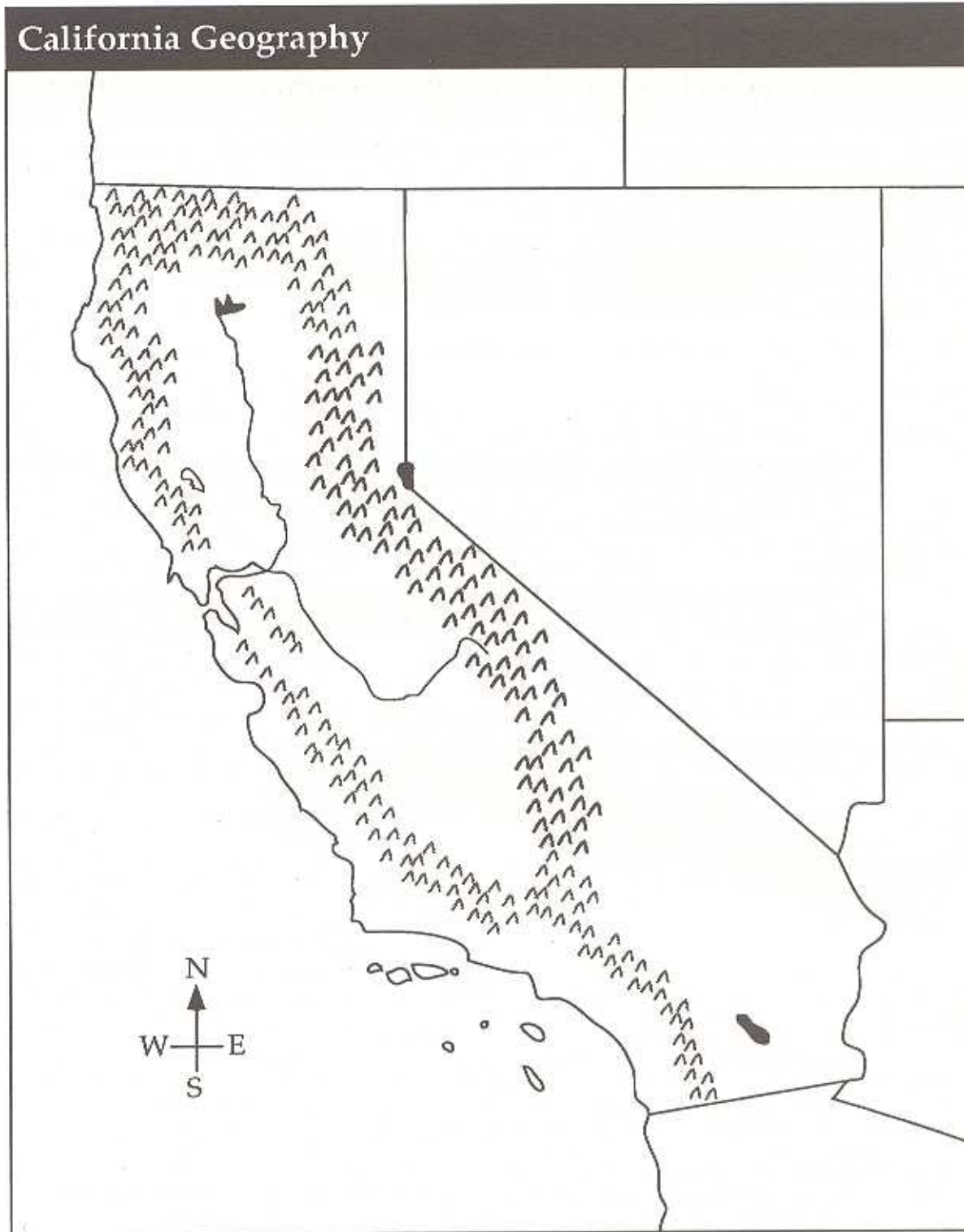
Commentary: Although this response does address the prompt, it completely lacks accurate and specific context, both historical and geographical. It demonstrates minimal knowledge of history-social science plus major misconceptions about locations of regions. Response also implies that the student thinks that the whole United States was irrigated in colonial times.



* The student responses are shown exactly as written, with students' own grammar, spelling, and punctuation.

California's Water System (Suggested time: 15 minutes)

Study the map below, paying careful attention to the geographic regions, especially the mountain ranges.



YOU MAY DUPLICATE THIS PAGE FOR PRACTICE TESTING.

California's Water System (Continued)

About 16,000,000 Californians live between Los Angeles and San Diego. There are no large rivers there and rainfall is light.

How do Southern Californians get the water they need to survive?

Be sure to include:

- The sources of water for Southern California.
 - The ways that water gets to Southern California.
- (You may show your answer on the map **and** in your short essay.)

California's Water System (Suggested time: 15 minutes) Scored on a 3-point scale

Student Responses*

A "3" response

The sources of water for Southern California come from the Sierra Nevada mountain ranges and from rain. Throughout California there are reservoirs. The reservoirs save water. The reservoirs collect water from rain and from Sierra Nevada. As the snow melts it makes rivers and streams that go to reservoirs. The water is carefully filtered and is released to underground pipes to where it is needed.

Scoring Commentaries

Commentary: The short essay response covers all parts of prompt and is well-reasoned and organized. It describes both the sources of water and the ways it gets to Southern California. Response shows considerable knowledge of the influence of geography—physical and man-made features, climate (rain and snow), and movement (underground pipes and reservoirs). Work on the map shows the water cycle and streams flowing into reservoirs.



* The student responses are shown exactly as written, with students' own grammar, spelling, and punctuation.

California's Water System

(Suggested time: 15 minutes)

Scored on a 3-point scale

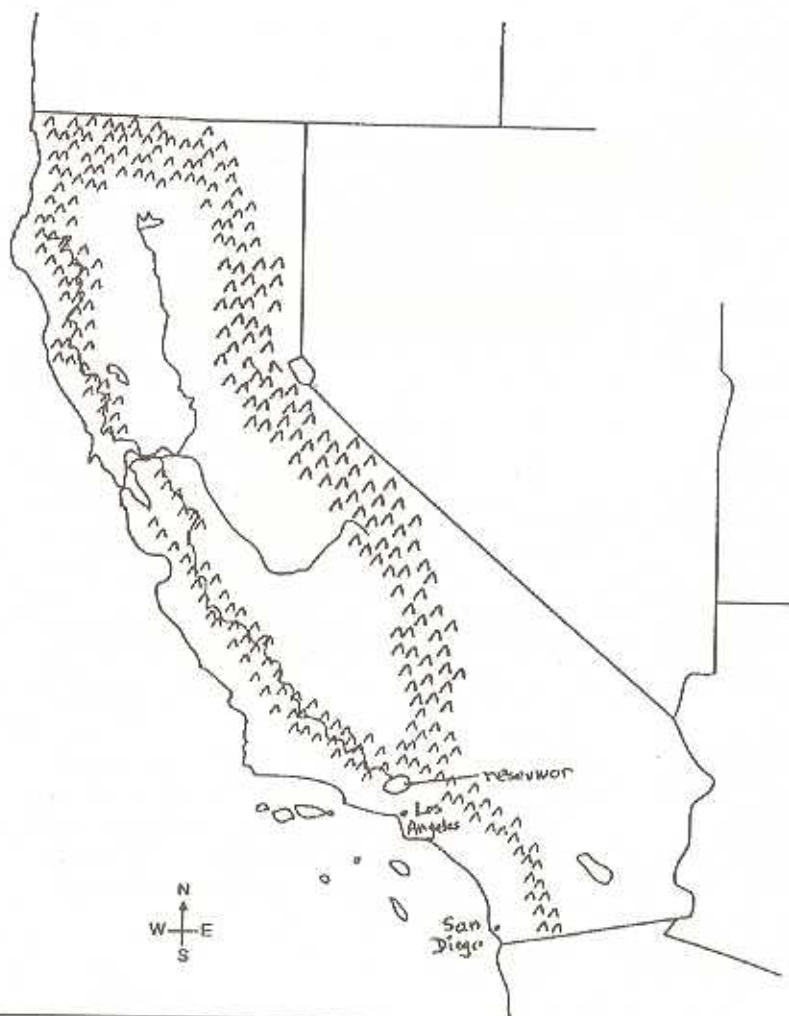
Student Responses*

A "2" response

The Californians get their water from The Sierra In Southern California There is a drought and it is very hard to get water because of The amount of rainfall. The snow The hits The Sierra melts and will run down into a resevwar. The water is Then Taken from There and Transported into The people That live in The Southern part of California.

Scoring Commentaries

Commentary: Response demonstrates an adequate understanding of the geography of California and how it affects Southern California's water supply. It shows understanding of the concept of snow hitting the Sierras and water flowing down into reservoirs, but omits how the water gets from reservoirs to Southern California homes ("thoroughly covers first part of prompt, but provides limited depth on second part"). Work on the map shows water flowing into a reservoir, but reveals a misconception about where the Sierras are located.



* The student responses are shown exactly as written, with students' own grammar, spelling, and punctuation.

California's Water System
(Suggested time: 15 minutes)
Scored on a 3-point scale

Student Responses*

Scoring Commentaries

A "1" response

Southern Californians get their water from the ocean. The cities in that area are close to the shore so it's easy to get their water. They have small rivers and lakes that are connected to the ocean. (also they have streams) Although people (Essay ends at this point.)

Commentary: Response shows logical thinking but major errors in knowledge. Student may be confusing Los Angeles' concrete run-off channels with "small rivers" and reservoirs with "lakes." Major errors in work on the map correspond to errors in the essay: "Rivers" and "lakes" are shown as being connected to the ocean in Los Angeles area.



* The student responses are shown exactly as written, with students' own grammar, spelling, and punctuation.

United States and California History
Multiple-Choice Questions

1. In 1619, the first lawmaking body in colonial America was established. It was called the House of Burgesses. Which of the following were allowed to vote for a representative?
 - A. all free white men
 - B. all land owners
 - C. all men and women
 - D. all men

2. "I established a colony in Pennsylvania as a home for the Quakers. My colony had political freedom, lots of available land, and a policy of religious toleration for all. Who am I?"
 - A. Roger Williams
 - B. John Winthrop
 - C. Anne Hutchinson
 - D. William Penn

3. Most of the wealth of the Southern Colonies came from tobacco, cotton, rice and indigo. Much of Pennsylvania's wealth came from shipbuilding and trade. Which of the following statements BEST explains these differences?
 - A. The wealth of a region usually comes from warm weather and good soil.
 - B. The wealth of a region depends partly on its geography.
 - C. Gold and other minerals often make a region wealthy.
 - D. Tall trees and good harbors are important for the wealth of a region.

4. Read this passage from "Paul Revere's Ride" by Henry Wadsworth Longfellow.

*"And lo! as he looks, at the belfry's height
A glimmer, and then a gleam of light.
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!"*

glossary:

belfry - church tower

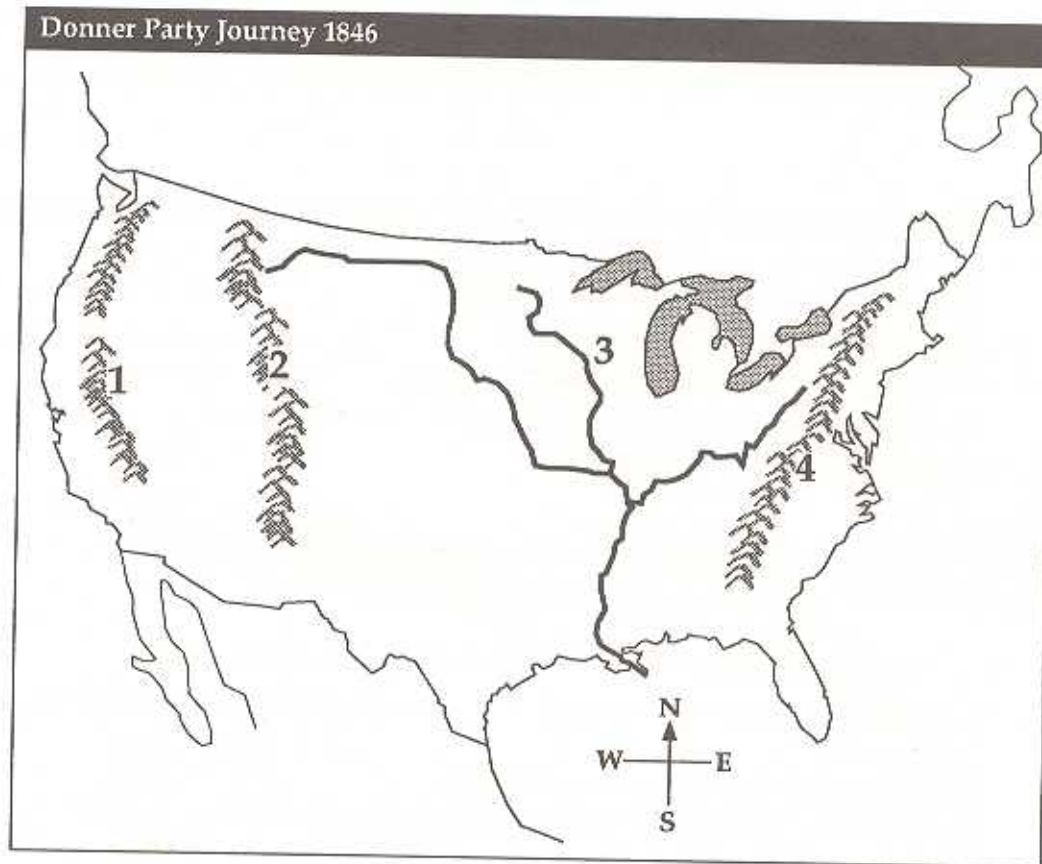
The purpose of the flashes of light from the church tower was to

- A. warn ships away from the land, since the church tower was actually a lighthouse.
B. tell that a ship full of tea was arriving.
C. guide runaway slaves to the church, which was a station on the Underground Railroad.
D. tell that the British soldiers were coming.
5. In what way did George Washington help shape the beginning of the United States?
- A. He wrote *Poor Richard's Almanac*.
B. He commanded the Continental Army that won American independence.
C. He served as the colonies' representative to France during the American Revolution.
D. He represented New York at the Constitutional Convention.
6. The Californios, who lived and worked on the ranchos, traded goods with captains of ships from Boston. Which of the following products did the Californios RECEIVE in trade?

glossary:

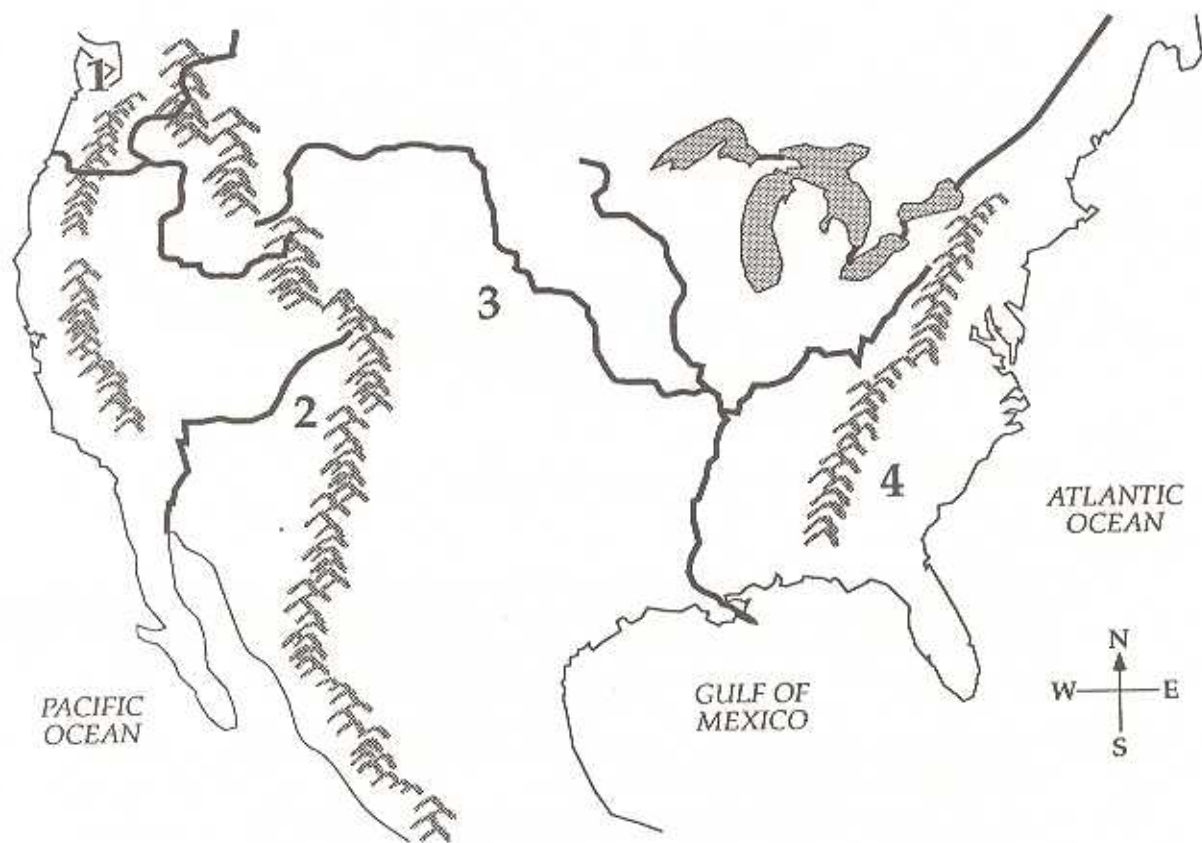
Californios - early settlers of California from Mexico

- A. hides
B. tallow
C. sugar
D. candles



7. The Donner Party suffered many hardships during their journey to California in 1846. They were trapped in the snow for seven months. Many died from cold and a lack of food. Which number on the map shows where this happened?
- A. 1
B. 2
C. 3
D. 4
8. How did the transcontinental railroad, completed in 1869, change life in the United States?
- A. Fewer new settlers came to California.
B. It became easier for Americans to trade with Canada and Mexico.
C. Communication between the east and west coasts of the United States improved.
D. The Pony Express expanded to become a booming business.

The Locations of Four Native American Groups in North America before 1492



Look at this map that shows *numbers* marking some locations of Native American groups in North America. The *names* of these Native American groups are listed on the next page.

YOU MAY DUPLICATE THIS PAGE FOR PRACTICE TESTING.

Match each number from the map with the name of the Native American group. Then mark it in the answer box below. Do this for all of the Native American groups, A through D.

- A. Anasazi - cliff dwelling people of the desert Southwest
- B. Cherokee - woodland peoples east of the Mississippi River
- C. Makah - coastal people of the Pacific Northwest
- D. Sioux - nomadic people of the Great Plains

Geography Activity				
A.	1	2	3	4
B.	1	2	3	4
C.	1	2	3	4
D.	1	2	3	4

SPECIAL WORDS USED IN THE ELEMENTARY HISTORY-SOCIAL SCIENCE ASSESSMENT

Compare and Contrast	Examine for the purpose of noting similarities and differences; show unlikeness or points of difference. "Compare and contrast the food, clothing and shelter of Native Americans of the Desert Southwest with Native Americans of the Eastern Woodlands."
Describe	Give an account of; tell about; give a word picture of. "Describe the first voyage of Columbus to North America."
Explain	Make clear or plain; make known in detail; tell the meaning of; make clear the cause or reason of. "Explain the reasons why the colonists declared independence from England."

Historical or social science vocabulary words (terms)

attitude	establish	merchant
boycott	events	nation
century	expansion	pioneer
chronology	export	population
claim	features	primary source
culture	gained	product
decline	geography	profit(able)
decrease	geographic	prosperity
develop(ed)	historian	recent
differences	import	representation
dissent	industry	resist
document	legend	resource
economy, economics	literature	routes
enslave	location	surrounding
environment	materials	system

Words used in test questions

account	defend	interpret
accuracy	describe, description	knowledge
affect	designed	label
agree, disagree	essay	list
analyze	evident, evidence	locate
article	explain, explanation	perspective
causes	focus	prompt
complete(ly)	glossary	response, responds
consistently	important	results
continue	in common	specific
convince	include	support
decide, decision	information	topic

APPENDIX C

DEFINITIONS OF PERFORMANCE ASSESSMENT TERMS

Authentic assessment. An assessment of student achievement that both mirrors and measures a student's performance in "real-life" tasks and situations. An example is writing a letter to a newspaper editor to express one's opinion on an event of the day.

Benchmark. The specific level of performance by which an assessment standard is set. Without a benchmark, an assessment is norm-referenced, where the "best" result is the best of all those assessed, even if that "best" is in reality only mediocre. Benchmarks set standards for performance and assessment.

CLAS. The California Learning Assessment System (CLAS), mandated by law in 1991 to develop a statewide student assessment program that would require students to show what they know and can do, provide individual student results, and establish common standards of performance.

Criteria. The aspects of a performance that are considered in evaluating that performance. Criteria communicate goals and standards by explicitly stating those features that characterize levels of performance. Prior to the assessment of a performance, criteria can be used to tell teachers and students what is expected; during the scoring of an assessment, they can help ensure reliable scoring of student responses; and following assessment, these criteria can help communicate the results by illustrating how the results were derived.

Criterion-referenced test. A test that uses standard benchmarks or criteria against which students are assessed. It is the opposite of a norm-referenced test, in which students are evaluated against the performance of their peers on a normal curve.

Content scoring guide: A list of significant historical information that students might include in response to a particular open-ended essay prompt. It is a reference for the scorer's convenience—to quickly check for accuracy.

Enhanced multiple-choice. Multiple-choice questions "enhanced" by the inclusion of a graphic or primary source and/or requiring students to integrate a reasoning strategy with historical or social science knowledge.

Holistic scoring. Scoring based on an overall impression of a student's work. With holistic scoring, an educator matches his/her overall impression of a student's performance with a point scale or rubric. Educators are directed to pay attention to particular aspects of a performance when assigning the overall score.

Item. An individual question, prompt, or task in an assessment or evaluation.

Norm-referenced test. A standardized assessment designed to place a student or group of students in rank order compared to other test takers of the same age and grade.

On-demand assessment. These assessments are administered under standardized conditions at a particular time of the school year.

Open-ended essay prompt. An assignment or directions asking a student to undertake a task or series of tasks. Prompts provide a brief historical context for the task and usually include a primary source picture or text, or a map or chart. The task is stated in a brief, straightforward manner, requiring the use of reasoning strategies and historical knowledge. Subtasks focus students on key ideas and historical facts included in the complete task. This model for developing prompts resembles the historian's method of drawing from sources of evidence as well as prior knowledge of history to create a narrative/response which "makes sense" of a significant historical event.

Performance assessment. Testing methods that require students to develop answers or products that demonstrate their knowledge or skills. Performance assessments can take many different forms, which may include writing short or extended essays, producing maps or charts, presenting an oral argument, or assembling a collection of representative work.

Performance standards. The levels of achievement that students must reach to receive particular grades in a criterion-referenced grading system or to be certified at a particular level of proficiency.

Portfolio. A representative collection of a student's work, prepared in the normal course of classroom activities, that can be used to document a student's level of achievement in specified subjects, or to evaluate work in progress or work over time. A portfolio can be used to expand on the information about a student's achievement gathered through annual assessments.

Reader. At scoring sessions, the teachers who score student products are called “readers.” They are led by a chief reader and table leaders (usually six to eight readers at a table).

Scoring guide or rubric. A set of guidelines for giving scores to student work. A typical scoring guide contains a scale (typically from 6 to 1, or 3 to 1), states all the dimensions being assessed, and helps the reader place the student response properly on the scale by referring to descriptors that summarize the tangible signs of work for properly locating each work on the scale. Each place on the scale is meant to represent the degree to which essential standards are met or not met.

Standards. Standards refer to the goals, desirable behaviors or models to which students, teachers and schools should aspire. Standards also denote the specific levels of proficiency students are expected to attain.

Task. A goal-directed assessment activity which demands that the student use his/her background of knowledge and skill to solve a complex problem or question.