

An Analysis of Rubrics for Social Studies
Aligning them with New York State Tests in Social Studies
Grades Eight and Nine

David Jones, Schroon Lake Central School, June 2011

Debate

Name: _____

Memo: _____

5	100	<ul style="list-style-type: none"> • Constructive speeches are highly organized, logical, and thorough. • Cross-examination is always strategic and relevant. • Successful rebuttal includes all opponent's arguments. • Debater improvised successfully beyond prepared notes. • Debater shows strong command of subject matter beyond what was taught in regular classroom lessons. • Public speaking was used effectively • Debater was positive contributor to team .
	94	
4	85	<ul style="list-style-type: none"> • Constructive speeches are well organized, logical, and thorough. • Cross-examination is mostly strategic and relevant, but important points may have been missed • Successful rebuttal includes most of opponent's arguments, but the debater barely departed from prepared notes. • Debater shows strong command of subject matter, but limited to textbook • Public speaking was used effectively • Debater was positive contributor to team .
	78	
3	71	<ul style="list-style-type: none"> • Constructive speeches had problems and arguments are weak. Speeches and rebuttal are mostly repetition. • Cross-examination was seldom effective and may have moved the debate off task. • Rebuttal includes some opponent's arguments, but some important points went unaddressed. • Debater relied exclusively on prepared notes or notes provided by teammates and shows only basic command of subject matter. • Public speaking may not have been used effectively
	65	
2	58	<ul style="list-style-type: none"> • Constructive speeches are disorganized and incomplete. Maybe too much time was used in rebuttal. • Debater has limited command of the subject matter, commits factual errors and logical fallacies. • Cross-examination was seldom effective. Perhaps it moved the debate off task. • Public speaking was weak.

INFORMATION

- There is no credit for tasks scoring below level 2. The rubric is on a five-point scale to parallel the NYS essay rubrics.

Rubric Information for Task: Debate

This rubric was aligned to New York State Grade 8 Intermediate Social Studies Test and to the New York State Global History and Geography Regents Exam using standardized z-score equivalency procedure in October 2010. Grade 8 test and Global Regents distributions are normal (fit empirical rule). Individual scores on this rubric can be transformed as state exam equivalent scores using the standardized z-score equivalency procedure.

This Task	New York State Intermediate Social Studies Test	Global History and Geography Regents
N=13	N= 30 <i>random scores of 87 over 3 years</i>	N=30 <i>random scores of 72 over 3 years</i>

$z = (i - \bar{X})/s$	This Rubric $\bar{X} = 84.9$ $S = 16.03$	NYS Int. SS Test $\bar{X} = 82.6$ $S = 11.71$	Regents $\bar{X} = 76.5$ $S = 16.83$
-----------------------	---	--	---

Base Scores for Alignment	This Task Equivalent Int. SS Test Score	This Task Equivalent Regents Score	NYS Int. SS Test Standard Score	Regents Standard Score	This Task Standard Score aligned with NYS Int. SS Test	This Task Standard Score aligned with Regents
65	68.5	56.3	-1.5	-1.5	-1.2	-1.5
71	73.2	63.0	-1.0	-1.0	-0.8	-1.1
85	82.6	76.5	0.1	0.1	0.0	-0.2
100	93.1	91.6	1.4	1.2	0.9	0.8

NOTES

The debate task is a specialized task that required some training. It was a voluntary task for the sample whose scores were used for this alignment and, as such, represents mostly students already skilled at the task. Thus the reason why these scores do not conform to the normal curve.

Document-Based Essay

Name: _____

Memo: _____

5	100	<ul style="list-style-type: none"> • Thoroughly develops all aspects of the task evenly and in depth • Is more analytical than descriptive (analyzes, evaluates, and/or creates information) • Incorporates relevant information from at least “half plus one” documents • Incorporates substantial relevant outside information • Richly supports the theme with many relevant facts, examples, and details • Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme
	94	
4	85	<ul style="list-style-type: none"> • Develops all aspects of the task but may do so somewhat unevenly • Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) • Incorporates relevant information from at least “half plus one” documents • Incorporates relevant outside information • Supports the theme with relevant facts, examples, and details • Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme
	78	
3	71	<ul style="list-style-type: none"> • Develops all aspects of the task with little depth or develops most aspects of the task in some depth • Is more descriptive than analytical (applies, may analyze, and/or evaluate information) • Incorporates some relevant information from some of the documents • Incorporates limited relevant outside information • Includes some relevant facts, examples, and details; may include some minor inaccuracies • Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme
	65	
2	58	This is the maximum score if the essay is nothing more than a summary of the documents.

INFORMATION

- There is no credit for tasks scoring below level 2. The rubric is on a five-point scale to parallel the NYS essay rubrics.
- This is the NYS Social Studies Generic Scoring Rubric

Rubric Information for Task: Document Based Essay

This rubric was aligned to New York State Grade 8 Intermediate Social Studies Test and to the New York State Global History and Geography Regents Exam using standardized z-score equivalency procedure in October 2010. All distributions are normal (fit empirical rule). Individual scores on this rubric can be transformed as state exam equivalent scores using the standardized z-score equivalency procedure.

This Task	New York State Intermediate Social Studies Test	Global History and Geography Regents
N=30	N= 30 <i>random scores of 87 over 3 years</i>	N=30 <i>random scores of 72 over 3 years</i>

$z = (i - \bar{X})/s$	This Rubric $\bar{X} = 89.3$ $S = 11.81$	NYS Int. SS Test $\bar{X} = 82.6$ $S = 11.71$	Regents $\bar{X} = 76.5$ $S = 16.83$
-----------------------	---	--	---

Base Scores for Alignment	This Task Equivalent Int. SS Test Score	This Task Equivalent Regents Score	NYS Int. SS Test Standard Score	Regents Standard Score	This Task Standard Score aligned with NYS Int. SS Test	This Task Standard Score aligned with Regents
65	58	51	-1.5	-1.5	-2.1	-1.5
71	65	58	-1.0	-1.1	-1.5	-1.1
85	77.9	77	0.1	0	-0.4	-0.2
100	93.1	95	1.4	1.1	0.9	0.8

NOTES

The scaffold questions, if any, are not figured into the student's grade in this rubric.

Five Minute Presentation

Name: _____

Memo: _____

5	100	<p>PUBLIC SPEAKING: Appropriate volume, posture, speed, and enunciation PRESENTATION: Well organized. Used time wisely and fully. Notes only used as reference, not read as script.</p> <p>HISTORICAL MATERIAL: Showed strong command of the material. Right amount for the time. Right selection of material. REQUIRED: Typed works cited page to teacher in MLA format right before presenting—2 strong sources, one non-textbook. REQUIRED: Strongly analytic presentation—cause-effect, compare-contrast, categorizing, etc.</p> <p>VISUAL AID OR CLASS LEARNING ACTIVITY: Highest quality visual aid or highly effective activity.</p>
	94	
4	85	<ul style="list-style-type: none"> • May be minor weakness in public speaking. • Well organized. Used time wisely and fully. Notes only used as reference, not read as script. • Showed some command of the material. Right amount for the time. Right selection of material. BUT ... No works cited page. • May be more descriptive than analytical. • Average quality visual aid or activity.
	78	
3	71	<ul style="list-style-type: none"> • May be weakness in public speaking • May be weakness on organization. May be too short. • Over-reliance on prepared notes or slides. • No works cited. Information is descriptive with no real analysis. May be errors in information or pronunciation of words. • Information was not completely well-chosen. There were some irrelevancies or there was an information “overload” for five minutes. Shows average command of the topic. • Weakness in visual aid or activity.
	65	
2	58	<ul style="list-style-type: none"> • Your public speaking may have made it difficult to learn from what you taught. Volume, posture, speed, and enunciation were all problematic. • The presentation was not organized in a way that enhanced learning of what you taught. You may not have used time wisely. You may have read a script to us. • The amount of material you tried to address was inappropriate, irrelevant, and/or in the wrong amount for five minutes. • The visual aid or activity does not meaningfully support the audience's learning experience during this presentation.

INFORMATION

- There is no credit for tasks scoring below level 2. It is a five-point scale to parallel the NYS essay generic scoring rubrics.
POWERPOINT SLIDESHOWS ARE NOT REQUIRED FOR THIS ASSIGNMENT! But if you do one...

Characteristics of High Quality PowerPoint Slideshows:

- **TEXT**—Very little on a slide and it's all relevant and legible. Avoid background images that obscure text. No errors in spelling or grammar unless for specific effect. Attributes like font, color and size all help the viewer.
- **IMAGES**—Relevant to the topic, not just for decoration. Avoid pictures that have nothing to do with the slideshow. However, good slideshows have quality images to enhance learning for the visual learner. Blank slideshows of just words are not strong.
- **VIDEO and SOUND CLIPS**—Relevant to the topic and edited for time (may be edited while presenting by starting/stopping in right place)

Rubric Information for Task: Five Minute Presentation

This rubric was aligned to New York State Grade 8 Intermediate Social Studies Test and to the New York State Global History and Geography Regents Exam using standardized z-score equivalency procedure in October 2010. All distributions are normal (fit empirical rule). Individual scores on this rubric can be transformed as state exam equivalent scores using the standardized z-score equivalency procedure.

This Task	New York State Intermediate Social Studies Test	Global History and Geography Regents
N=13 <i>random scores of 82</i>	N= 30 <i>random scores of 87 over 3 years</i>	N=30 <i>random scores of 72 over 3 years</i>

$z = (i - \bar{X})/s$	This Rubric $\bar{X} = 83.5$ $S = 14.09$	NYS Int. SS Test $\bar{X} = 82.6$ $S = 11.71$	Regents $\bar{X} = 76.5$ $S = 16.83$
-----------------------	---	--	---

Base Scores for Alignment	This Task Equivalent Int. SS Test Score	This Task Equivalent Regents Score	NYS Int. SS Test Standard Score	Regents Standard Score	This Task Standard Score aligned with NYS Int. SS Test	This Task Standard Score aligned with Regents
65	67.4	64.7	-1.5	-1.5	-1.3	-0.7
71	72.1	69.8	-1.0	-1.0	-0.9	-0.4
85	83.8	81.5	0.1	0.1	0.1	0.3
100	96.7	93.3	1.4	1.2	1.2	1.0

NOTES

Interview Test

Name: _____

Memo: _____

5	100	<ul style="list-style-type: none"> • Student produced detailed recall of important elements of the topic. • Student went beyond description and listing of facts. Student analyzed the information, explaining cause-effect, comparison and contrast, etc. • Student shows strong command of this topic. • Student knew the correct response to all of the interviewer's questions.
	94	
4	85	<ul style="list-style-type: none"> • Student produced detailed recall of many important elements of the topic. There were no irrelevancies • There was some analysis in the student's responses: cause-effect, comparison and contrast, etc. • Student may show above average command of this topic. • Student knew the correct response to most of the interviewer's questions.
	78	
3	71	<ul style="list-style-type: none"> • Student produced general recall of few important elements of the topic. • Students response had more description than analysis. • There may have been some inaccuracies or irrelevancies, but few enough not to detract from the whole response. • Student knew the correct response to few of the interviewer's questions.
	65	
2	58	<ul style="list-style-type: none"> • Student recalled only a little general information. • There was no analysis in the response: just a listing of facts. • There were many inaccuracies and irrelevancies. • Student shows very weak command of this topic. • Student knew the correct response to almost none of the interviewer's questions.

Max. Score if 100% of Basic Proficiency and no other content knowledge. Other content knowledge can be used to make up for missing information from basic.

INFORMATION

- There is no credit for tasks scoring below level 2. The rubric is on a five-point scale to parallel the NYS essay rubrics.
- During the interview, the instructor may prompt students with hints to stimulate recollection. These prompts should lead to slight reductions in grade.
- For students doing basic proficiency: first they are asked all of the basic information, then they are asked random samples of the standard content knowledge in case they learned some.

Rubric Information for Task: Interview Test

This rubric was aligned to New York State Grade 8 Intermediate Social Studies Test and to the New York State Global History and Geography Regents Exam using standardized z-score equivalency procedure in October 2010. All distributions are normal (fit empirical rule). Individual scores on this rubric can be transformed as state exam equivalent scores using the standardized z-score equivalency procedure.

This Task	New York State Intermediate Social Studies Test	Global History and Geography Regents
N=30	N= 30 <i>random scores of 87 over 3 years</i>	N=30 <i>random scores of 72 over 3 years</i>

$z = (i - \bar{X})/s$	This Rubric $\bar{X} = 84.5$ $S = 11.92$	NYS Int. SS Test $\bar{X} = 82.6$ $S = 11.71$	Regents $\bar{X} = 76.5$ $S = 16.83$
-----------------------	---	--	---

Base Scores for Alignment	This Task Equivalent Int. SS Test Score	This Task Equivalent Regents Score	NYS Int. SS Test Standard Score	Regents Standard Score	This Task Standard Score aligned with NYS Int. SS Test	This Task Standard Score aligned with Regents
65	63.9	49.6	-1.5	-1.5	-1.6	-1.6
71	69.7	58.0	-1.0	-1.0	-1.1	-1.1
85	82.6	76.5	0.1	0.1	0.0	0.0
100	97.8	98.4	1.4	1.2	1.3	1.3

Listening

Name: _____

Memo: _____

5	100	<ul style="list-style-type: none"> • Place the source in historical context— Shows very strong command of the historical period. Includes factual details without error. Insightfully addresses issue of audience. Understands how the source fits in historical context. • Understand the source and, if available, the author — Offers an accurate and complete summary of the source content. Identifies author bias and values implied. • Evaluate the source — Offers a rational and convincing argument in support of a position on the reliability of this source.
	94	
4	85	<ul style="list-style-type: none"> • Place the source in historical context— Shows command of the historical period. There may be some inaccuracies. May weakly address issue of audience. Understands how the source fits in historical context. • Understand the source and, if available, the author — Offers a mostly accurate and complete summary of the source content. May have trouble identifying author bias and values implied. • Evaluate the source — Offers an acceptable argument in support of a position on the reliability of this source.
	78	
3	71	<ul style="list-style-type: none"> • Place the source in historical context— Shows some command of the historical period. Includes few details . Weakly addresses issue of audience. Weakly understands how the source fits in historical context. • Understand the source and, if available, the author — Offers limited summary of the source content. Usually cannot identify author bias and values implied. • Evaluate the source — At this level, the students cannot evaluate the source.
	65	
2	58	<ul style="list-style-type: none"> • Place the source in historical context— Shows extremely limited knowledge of the historical period—around half of what one might expect. Includes few or no details . May not be able to address issue of audience or place the source in historical context. • Understand the source and, if available, the author — can accurately summarize only superficial points from the source — around half. • Evaluate the source — At this level, the students cannot evaluate the source.

INFORMATION

- There is no credit for tasks scoring below level 2. The rubric is on a five-point scale to parallel the NYS essay rubrics.
- In this task, students listen to a primary source twice and take notes. The analysis may be in the form of a composition or interview.
- The most common error students make in this task is to relate a detailed summary of the source's content without analysis.
- This same rubric is valid for measuring analysis of primary source documents in text form.

Listening Task for Social Studies

This task is an auditory artifact. Among the most common types of artifacts are primary sources such as period speeches, journals, newspaper, magazine articles and the like. Sources for Global History may include myths and legends, excerpts from works of anthropologists or similar social scientists, and related period artifacts.

Listening tasks may be assessed in the form of composition or an interview with the teacher. The same rubric applies. Notes may be used for both the interview and the composition.

Students take notes while listening to the recording and conduct an analysis.

NOTE: Use these questions to guide the paragraphs of the composition, but do not just write out the answers as if you are responding to a questionnaire.

1. Classify the source

- A. What kind of source is it?
- B. What is the purpose of the source?
- C. Who is the author? What do you know about the author?

2. Place the source in historical context

- A. **What was going on historically that is relevant to this source?**
- B. Who is the intended audience? How do you think the intended audience reacted to it? What action, if any, is the audience to take? What was the audience assumed to already know?

3. Understand the source

- A. **Summarize the important points in the source.**
- B. What problems does the source address?
- C. What are the author's biases? What values are reflected?

4. Evaluate the source as an historical artifact—to what degree is this a reliable source on the historical period in question? [A Conclusion]

Rubric Information for Task: Listening Task

This rubric was aligned to New York State Grade 8 Intermediate Social Studies Test and to the New York State Global History and Geography Regents Exam using standardized z-score equivalency procedure in October 2010. All distributions are normal (fit empirical rule). Individual scores on this rubric can be transformed as state exam equivalent scores using the standardized z-score equivalency procedure.

This Task	New York State Intermediate Social Studies Test	Global History and Geography Regents
N=21	N= 30 <i>random scores of 87 over 3 years</i>	N=30 <i>random scores of 72 over 3 years</i>

$z = (i - \bar{X})/s$	This Rubric $\bar{X} = 84.0$ $S = 12.62$	NYS Int. SS Test $\bar{X} = 82.6$ $S = 11.71$	Regents $\bar{X} = 76.5$ $S = 16.83$
-----------------------	---	--	---

Base Scores for Alignment	This Task Equivalent Int. SS Test Score	This Task Equivalent Regents Score	NYS Int. SS Test Standard Score	Regents Standard Score	This Task Standard Score aligned with NYS Int. SS Test	This Task Standard Score aligned with Regents
65	65	51.3	-1.5	-1.5	-1.5	-1.5
71	70.9	59.7	-1.0	-1.0	-1.0	-1.1
85	83.8	78.2	0.1	0.1	0.1	-0.2
100	97.8	98.4	1.4	1.2	1.3	0.8

NOTES

Thematic Essay

Name: _____

Memo: _____

5	100	<ul style="list-style-type: none"> • Thoroughly develops all aspects of the task evenly and in depth • Is more analytical than descriptive (analyzes, evaluates, and/or creates information) • Richly supports the theme with many relevant facts, examples, and details • Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme
	94	
4	85	<ul style="list-style-type: none"> • Develops all aspects of the task but may do so somewhat unevenly • Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) • Supports the theme with relevant facts, examples, and details • Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme
	78	
3	71	<ul style="list-style-type: none"> • Develops all aspects of the task with little depth or develops most aspects of the task in some depth • Is more descriptive than analytical (applies, may analyze, and/or evaluate information) • Includes some relevant facts, examples, and details; may include some minor inaccuracies • Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme
	65	
2	58	<ul style="list-style-type: none"> • Minimally develops all aspects of the task or develops some aspects of the task in some depth • Is primarily descriptive; may include faulty, weak, or isolated application or analysis • Includes few relevant facts, examples, and details; may include some inaccuracies • Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

INFORMATION

- There is no credit for tasks scoring below level 2. The rubric is the New York State generic scoring rubric for thematic essays.
- This task is done without access to notes or references of any kind.

Rubric Information for Task: Thematic Essay

This rubric was aligned to New York State Grade 8 Intermediate Social Studies Test and to the New York State Global History and Geography Regents Exam using standardized z-score equivalency procedure in October 2010. All distributions are normal (fit empirical rule). Individual scores on this rubric can be transformed as state exam equivalent scores using the standardized z-score equivalency procedure.

This Task	New York State Intermediate Social Studies Test	Global History and Geography Regents
N=30	N= 30 <i>random scores of 87 over 3 years</i>	N=30 <i>random scores of 72 over 3 years</i>

$z = (i - \bar{X})/s$	This Rubric $\bar{X} = 79.2$ $S = 21.23$	NYS Int. SS Test $\bar{X} = 82.6$ $S = 11.71$	Regents $\bar{X} = 76.5$ $S = 16.83$
-----------------------	---	--	---

Base Scores for Alignment	This Task Equivalent Int. SS Test Score	This Task Equivalent Regents Score	NYS Int. SS Test Standard Score	Regents Standard Score	This Task Standard Score aligned with NYS Int. SS Test	This Task Standard Score aligned with Regents
65	74.4	71.1	-1.5	-1.5	-0.7	-1.0
71	77.9	79.1	-1.0	-1.0	-0.4	-0.4
85	86.1	88.4	0.1	0.1	0.3	0.3
100	94.3	97.7	1.4	1.2	1.0	1.0