

PLEASE COMPLETE YOUR RATINGS AND RETURN THIS PAGE IN CLASS

Your name _____

#	first words	2	1	0	comments
a	as technology became				
b	the chart shows				
c	from the year				
d	I see the				
e	the more technology				
f	new technology makes				
g	now we have				
h	the relationship between				
i	the trend on				
j	when we got				

Referring to the student responses you reviewed before, please rate the responses to the Economics item a second time, this time using the “Scoring Tool” that appears in the pages that follow.

PLEASE KEEP THIS PAGE FOR YOUR RECORDS

Referring to the student responses you reviewed before, please rate the responses to the Economics item a second time, this time using the “Scoring Tool” that appears in the pages that follow.

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Delaware Student Testing Program (DSTP)

The Social Studies DSTP

The Social Studies DSTP is designed to:

- measure all four content areas equally:
 - civics
 - economics
 - geography
 - history
- measure all standards of each content area
 - Exception: History Standard #4 will not be measured independently. Instead it will be used to help set the parameters for the context of some DSTP items. Students will use their knowledge of these time periods and topics to make connections, to support, and to explain their responses.*
- measure the standard at the grade cluster level.

The Social Studies items on the DSTP are designed to measure how well a student:

- understands the concept identified in the standard
- applies knowledge and understanding using the skill or process identified in the standard
- connects knowledge to the concept and process in order to explain, support, or justify an explanation.

The social studies test includes multiple-choice items and short-answer (constructed-response) items.

The multiple-choice items require students to show what they know and are able to do. Students analyze, categorize, or synthesize information and choose the best response from the four choices provided. The multiple-choice items are scored at one point each.

The short-answer items are open-ended, which allows the student to make decisions in constructing a response that demonstrates the student's understanding of the social studies standard being measured. Students will be asked to explain an answer or to support an explanation with evidence appropriate to the question. The short-answer items are scored on a 0-1-2 scale.

The Content Standards

Curriculum administrators and developers, teachers, and students should examine the content standard at the grade cluster description. This description of the standard contains both the concept of that content (civics, economics, geography, and history) and the level of critical thinking that should be achieved by the student through classroom instruction and assessment.

Standards that require students to demonstrate understanding, to analyze, or to apply require that the students show that they can transfer knowledge and understanding to a new context or situation. Students make that transfer of knowledge and understanding when they apply their understanding of the standard to the context of the item. Most short answer items will ask students to expand or elaborate in order to demonstrate deeper understanding and complex reasoning. This elaboration will include an explanation of why or how, evidence that supports the explanation, or an example to support an explanation.

Opportunities to teach the standards in depth should be identified in the curriculum. Instruction should be enhanced using the resources relevant to each content and each standard within the content. Students demonstrate understanding, analysis, and application by using the tools of that standard “to think with.” These tools become the graphics on the test—maps, charts, graphs, diary and journal entries, photographs and drawings, newspaper headlines, political surveys, etc.

The Released Items

The DSTP test items contained in this document are being released to help Delaware teachers prepare students for the social studies portion of the Delaware Student Testing Program (DSTP). These released items were actual test items from the 2000 and/or 2001 DSTP. Two multiple-choice items and four short-answer items are being released this year. A description of the standard and the item is included with each released item. The four short-answer items also include actual Delaware student responses that were scored by Delaware teachers during the benchmarking process. The benchmarking process involves the selection of exemplar student responses at each score point to help train the readers that score the Delaware student responses. An explanation of the scoring is included with each student response. Several student responses are included for each possible score point.

The grade 4 test items measure the K-3 standards, and grade 6 test items measure the 4-5 standards. [*]

[and] for grades 8 and 11**

The released items for grade clusters K-3 and 4-5 represent both types of items and all four content areas—civics, economics, geography, and history. These items are grouped by grade and identify the item type, the content area, and the standard measured. Short-answer items also include the scoring tool.

Pages 2-3 for K-3 & 4-5 items. The grade 8 & grade 11 item pages are identical, with the following exceptions: * No corresponding sentence on the page for grade 8 & grade 11 items. ** Page 3 for grade 8 & grade 11 items.
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Item #1—

This test item measures Economics Standard #3 (Grade 6-8 cluster):

Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.

**Work Hours Required to Produce
100 Bushels of Wheat**

Year	Work Hours
1800	373
1940	47
1970	7

What would be the relationship between technology and the trend shown on the chart? Explain your answer.

Scoring Tool:

Stem Statement: This response gives evidence of the student's ability to demonstrate the ways in which the means of production in different economic systems have a relationship to technology.

Score Point 2 - This response gives a valid relationship with a relevant and accurate explanation.

Score Point 1 - This response gives a valid relationship with an inaccurate, irrelevant, or no explanation.

Score Point 0 - Inaccurate response.

This economics standard for kindergarten through grade twelve establishes the expectation that students understand the different types of economic systems and how they change. Instruction for this standard is broken down into levels of performance identified for each of the four grade clusters. In grades K-3, the focus is on human wants and the various resources and strategies used to satisfy these wants over time. Instruction in grades 4-5 focuses on the different means of production, distribution, and exchange used within the economic systems in different times and places. Instruction for students in grades 6-8 then uses this foundation of knowledge and understanding as the focus shifts to the relationship of cultural values, resources, and technologies to how goods and services are produced, distributed, and exchanged in different economic systems. When students move to the high school cluster, this instruction will become the foundation for the final step in understanding this standard.

This test item focuses on technology and asks students to look at the information presented on the chart (the number of work hours required to produce 100 bushels of wheat) and to first give the relationship between technology and the production trend in the chart. The student should then explain that relationship.

The scoring of this item begins with the question: *Did the student answer the question?* This means, does the response reflect that the student did answer this question? The next step in scoring is the question: *Does the student response indicate some understanding of the standard identified in the stem statement of the scoring tool?*

Stem Statement: This response gives evidence of the student's ability to demonstrate the ways in which the means of production in different economic systems have a relationship to technology.

The final step in scoring is to use the description of the Score Point 2 and the description of the Score Point 1 to determine the score for the student response.

Score Point 2 - This response gives a valid relationship with a relevant and accurate explanation.

Score Point 1 – This response gives a valid relationship with an inaccurate, irrelevant, or no explanation.

see next page

This test item measures Economics Standard #3 (Grade 6-8 cluster):

Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.

Stem Statement: This response gives evidence of the student's ability to demonstrate the ways in which the means of production in different economic systems have a relationship to technology.

Score Point 2 - This response gives a valid relationship with a relevant and accurate explanation.

For a score of two, a student must provide an answer that gives a valid relationship between technology and the trend shown by the chart. The item is open-ended which means that there is more than one way to answer this question correctly. However, the answer must reflect an understanding of the relationship that technology has to production within the context of the time and place of the information given in the item. A score of two would also need an accurate and relevant explanation of the relationship. This explanation would show a deeper understanding of the standard because the student would be explaining "how or why" this relationship works. The explanation must be accurate and must relate to the relationship presented by the student in the response.

Score Point 1 – This response gives a valid relationship with an inaccurate, irrelevant, or no explanation.

For a score of one point, a student must provide an answer that gives a valid relationship between technology and the production trend shown on the chart. Since this item is open-ended, there are different ways that the student may have an accurate response. A score of one is given for a response that shows that the student understands the relationship between technology and production but is unable to give an explanation that shows an understanding of how and why that relationship impacts production.

Score Point 0 - Inaccurate response.

A score of zero means that the student did not answer the question and/or did not show understanding of the standard identified in the stem statement of the scoring tool.

Item #2—

PLEASE COMPLETE YOUR RATINGS AND RETURN THIS PAGE

Your Name _____

Referring to the student responses you reviewed before, please rate the responses to the Geography item a second time, this time using the “Scoring Tool” that appears in the pages that follow.

#	first words	2	1	0	comments
a	Another route Tim's				
b	came done the				
c	go north on route				
d	Go on route 312				
e	She could move				
f	Tim's mother could				
g	go to 312				
h	Go west on Hwy				
i	You take rt				

PLEASE RECORD YOUR RATINGS AND KEEP THIS PAGE FOR YOUR RECORDS

Referring to the student responses you reviewed before, please rate the responses to the Geography item a second time, this time using the “Scoring Tool” that appears in the pages that follow.

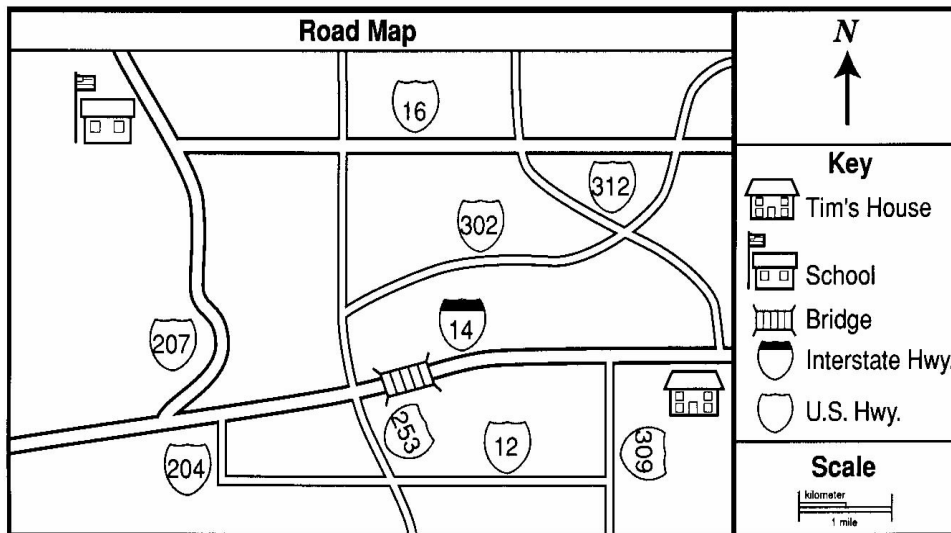
#	first words	2	1	0	comments
a	Another route Tim's				
b	came done the				
c	go north on route				
d	Go on route 312				
e	She could move				
f	Tim's mother could				
g	go to 312				
h	Go west on Hwy				
i	You take rt				

Item #2—

This test item measures Geography Standard #1 (Grade K-3 cluster):

Students will understand the nature and uses of maps, globes, and other geo-graphics.

Tim's mother takes him to school each morning. She drives west on Interstate Hwy. 14 and then north on U.S. Hwy. 207. For a week the bridge on Interstate Hwy. 14 will be closed. She must plan a new route for the drive to school.



Use the map to write directions for a new route to school. Explain why you chose this route.

Scoring Tool:

Stem Statement: This response gives evidence of the student's ability to understand the nature and uses of maps.

Score Point 2 - This response gives a valid set of directions with an accurate and relevant explanation.

Score Point 1 - This response gives a valid set of directions with an inaccurate, irrelevant, or no explanation.

Score Point 0 - Inaccurate response.

This geography standard for kindergarten through grade twelve establishes the expectation that students develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics. Instruction for this standard is broken down into levels of performance identified for each of the four grade clusters. In grades K-3, the focus of understanding is the nature and uses of maps, globes, and other geo-graphics (tools for interpreting geography). Instruction for students in grades 4-5 then uses this foundation of knowledge and understanding as the focus shifts to the development of mental maps of Delaware and the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements. When students move to the middle and high school clusters, this instruction from K-3 and 4-5 will become the foundation for the final step in understanding this standard.

This test item asks students to use map skills to determine and write directions for a new route to school because a highway on the usual route (described in the item) has been closed. Students would then explain why they chose the new route.

The scoring of this item begins with the question: ***Did the student answer the question?*** This means, does the response reflect that the student did answer the question? The next step in scoring is the question: ***Does the student response indicate some understanding of the standard identified in the stem statement of the scoring tool?***

Stem Statement: This response gives evidence of the student’s ability to understand the nature and uses of maps.

The final step in scoring is to use the description of the Score Point 2 and the description of the Score Point 1 to determine the score for the student response.

Score Point 2 – This response gives a valid set of directions with an accurate and relevant explanation.

Score Point 1 – This response gives a valid set of directions with an inaccurate, irrelevant, or no explanation.

see next page

This test item measures Geography Standard #1 (Grade K-3 cluster):

Students will understand the nature and uses of maps, globes, and other geo-graphics.

Stem Statement: This response gives evidence of the student's ability to understand the nature and uses of maps.

Score Point 2 – This response gives a valid set of directions with an accurate and relevant explanation.

For a score of two, a student must provide a valid set of directions for the new route to school. The item is open-ended which means that there is more than one way to answer this question correctly. A score of two must also include an explanation of why that route was chosen. This explanation will demonstrate the student's understanding of the use of maps.

Score Point 1 – This response gives a valid set of directions with an inaccurate, irrelevant, or no explanation.

For a score of one, a student must provide a valid set of directions for the new route to school. Since the item is open-ended, there are different ways that the student may have an accurate response. A score of one is given for a response that shows that the student knows how to use maps but is unable to explain the reasoning that was used in selecting that route.

Score Point 0 – Inaccurate response.

A score of zero means that the student did not answer the question and/or did not show understanding of the standard identified in the stem statement of the scoring tool.