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To: District Superintendents
Superintendents of Public Schools
Principals of Public High Schools
Administrators of Nonpublic and Charter Schools
Social Studies Supervisors
Global History Teachers

From: David Abrams *David Abrams*

Subject: Revised Generic Scoring Rubrics for the Regents Examinations in Global History and Geography and United States History and Government

With this memorandum we are providing the revised generic scoring rubrics that will be used with the Regents Examination in Global History and Geography beginning in June 2004 and the Regents Examination in United States History and Government beginning in January 2005. These revised generic scoring rubrics will form the basis for the content-specific scoring rubrics and rating guides used for the scoring of these examinations.

We have revised the rubrics to improve their overall clarity. The revisions require very little change to basic criteria of each score point. The primary changes affect the criteria for a score of three on the Document Based Question (DBQ), and a score of zero on both the Thematic and DBQ rubrics. While the changes to actual scoring criteria are minimal, Global History teachers should be aware of these changes as they prepare students for the June 2004 Regents examination. A booklet providing a detailed explanation of the changes and comparisons of the original and revised generic rubrics is attached.

The United States History and Government examinations in June 2004 and August 2004 will continue to use the original generic rubric as the basis of their rating guides. The first use of the revised scoring rubrics for the Regents Examination in United States History and Government will be in January 2005. If you have any questions about this memo or the revised rubrics, you may send them to emscassessinfo@mail.nysed.gov.

Enclosure



Revised Generic Scoring Rubric for Regents Examinations in

Global History and Geography,

Beginning in June 2004 and

United States History and Government,

Beginning in January 2005

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The generic scoring rubrics for the Social Studies Regents examinations have been revised. These revised rubrics will first be used with the June 2004 Global History and Geography Regents examination. They will **not** be used with the United States History and Government Regents until January 2005 (see chart below). These revised rubrics provide the general criteria for scoring the essay questions and form the basis for the content-specific scoring rubrics and scoring commentaries that are part of the rating guide for each examination. The revised rubrics are found in Appendices A and B.

The revisions to these generic rubrics are drawn from comments and suggestions from social studies teachers and supervisors and from the Education Department staff review of the scoring criteria provided with the twenty-one Regents examinations from June 2000 to January 2004. These revisions were guided by six primary goals.

- (1) To improve the alignment of scoring criteria between the Thematic essay and DBQ essay;
- (2) To reduce or eliminate overlap among the different scoring criteria (bullets) within the rubric;
- (3) To formally adopt minor changes previously made to specific rubrics that clarified scoring criteria within and between individual score points;
- (4) To clarify the issue of using information copied directly from documents in the DBQ essay;

- (5) To revise the score points of 1 and 0;
- (6) To revise the score point of 3 (on the DBQ essay only) to require at least “some” outside information as **one** of the criteria.

While most revisions only clarify existing scoring criteria, a few changes do modify the conditions under which different score points are evaluated.

Appendices C and D provide a side-by-side comparison between the original social studies generic rubrics first released in 2000 and the revised version now being released.

It is important to note that these revised rubrics do not go into effect for both the Global History and Geography Regents examination and the United States History and Government Regents examination at the same time. The revised rubric will apply to the June 2004 and all future administrations of the Global History Regents examination. The revised rubric will not be used for the United States History Regents examination until January 2005 and thereafter.

Grade 8 Social Studies Test Note: The original Regents/Grade 8 generic rubric will be used with the Grade 8 social studies test for the June 2004 administration of that exam. The revised generic rubric for the grade 8 social studies test planned for June 2005 may contain minor revisions in addition to those provided in the Regents-level rubrics introduced here.

Implementation Schedule for the Revised Regents Level Generic Rubrics

Exam Administration Dates	Global History and Geography Regents Examinations	United States History and Government Regents Examinations
January 2004	Original Generic Rubric	Original Generic Rubric
June 2004	Revised Generic Rubric	Original Generic Rubric
August 2004	Revised Generic Rubric	Original Generic Rubric
January 2005 and thereafter	Revised Generic Rubric	Revised Generic Rubric

***Primary Scoring Criteria for the
Generic Rubrics***

Each bullet (scoring criteria) in the generic scoring rubrics was designed to measure a particular aspect of writing in the social studies content area.

The social studies thematic essays are scored based on *four* primary criteria:

- The extent to which students address the assigned task;
- The extent to which students utilize higher level thinking skills in their response;
- The extent to which students support their ideas with fact, examples, and details;
- The extent to which students organize and develop a social studies essay.

These *four* criteria also apply to the scoring of the DBQ essay with the addition of *two* other criteria:

- The extent to which students use the information provided in the documents;
- The extent to which students incorporate relevant outside information in their DBQ essay.

***Explanation of Changes in the
Revised Generic Rubrics***

Goal #1: To improve the alignment of scoring criteria between the Thematic essay and DBQ essay

The same or similar scoring criteria existed between the original Thematic and DBQ essay generic rubrics. However, in the revised rubrics, the scoring criteria are better aligned, rephrased, or expanded to reinforce the scoring similarities between the thematic essay and the DBQ essay. For example, in the DBQ rubric, Bullets 2 and 3 for the score of 2 and Bullet 2 for a score of 1 have been added to better align these scoring criteria between the two types of essays.

Goal #2: To reduce or eliminate overlap among the different scoring criteria (Bullets) within the rubric.

The original generic rubrics had a few scoring criteria that overlapped. For example, in the original rubric for the thematic essay, bullet 1 was intended to address the overall level of knowledge brought to the task. It read, “The response showed a thorough understanding of the task or theme”, a “good understanding”, a “satisfactory understanding”, etc. However, the degree to which that specific criterion is being met is determined by measuring the remaining scoring criteria. In the revised generic rubrics, the first criterion from the original rubrics is deleted.

The other scoring criteria that overlapped were the last two bullets of both generic rubrics that dealt with the organization of the essay and the introduction and/or conclusion. In practice, these two criteria are related. Introductions and conclusions are evidence of an organizational strategy. In the revised generic rubric, these two criteria are now combined under one bullet.

Goal #3: To formally adopt minor changes previously made to specific rubrics that clarified scoring criteria within and between individual score points

Since the administration of the first Global History and Government Regents exam in June 2000, minor wording changes have been made to specific rubrics to improve the clarity of the scoring criteria. The scoring criteria that measures the student’s ability to use higher level thinking skills (Bullet 2) is now reworded to focus on the degree to which students make historical connections using analytical statements rather than simpler, more general, descriptive statements. The parentheses provided in bullet 2 refer to the cognitive process dimension as described in *A Taxonomy for Learning, Teaching,*

and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives by Lorin W. Anderson, David R. Krathwohl, eds., with Peter W. Airasian, et al., eds., by Addison Wesley Longman, Inc., 2001. In a level 5 response, analytical statements show a student's ability to analyze, evaluate, and/or create relevant historical information within the essay. The rewording of Bullet 2 clarifies this criterion.

Goal #4: To clarify the issue of using information copied directly from documents in the DBQ essay

While limited copying, using appropriate citation, to support positions or emphasize a particular point is encouraged as a legitimate social studies writing skill, massive or indiscriminate copying directly from the documents is not appropriate. The revised DBQ generic rubric adds one phrase to the scoring criteria of a score of 2 and one phrase to a score of 1 that helps clarify the issue of a student copying directly from the documents in a response. The phrases “the response consists primarily of relevant information copied from the documents” (at score point 2) and “the response consists primarily of relevant and irrelevant information copied from the documents” (at score point 1) makes a distinction regarding both the extent of material copied and the selection of material copied.

Goal #5: To revise the score points of 1 and 0

The original criteria for the 3rd bullet score of 1 allowed for “little or no accurate or relevant facts, examples or details.” This option could allow a paper to be scored a 1 despite the fact that it contained no accurate facts, examples, or details. In practice, a paper without any relevant facts would more often be scored a zero. This issue has been addressed in two ways. The revised rubric now calls for a “few relevant facts, examples and/or details” as one criterion for a score of 1 and having “no relevant facts, examples and details” has become a criterion for a zero paper. In addition, several other

scoring criteria have been added to a score of zero. These additional criteria are listed below.

- May only refer to the theme in a general way (both rubrics)
- Includes only the theme, task, or suggestions as copied from the test booklet (Thematic rubric only)
- Includes only the historical context and/or task as copied from the test booklet (DBQ rubric only)
- Includes only entire documents copied from the test booklet (DBQ rubric only)

For a score of 1, the last two bullets in the original rubric were also combined and expanded slightly in this revision.

Please note: Criteria listed for scores of 1 through 5 are intended to work together to define a particular score point, but the criteria for a score of zero do not. The criteria for a score of zero are intended to be distinct and as such, if only one of them is met, the paper may be scored 0. To illustrate this on the actual rubrics, bullets are not used for a score of zero.

Goal #6: To revise the score point of 3 (on the DBQ essay only) to require at least “some” outside information as one of the scoring criteria

Under the original DBQ generic rubric, a level 3 paper could have “limited **or no** relevant outside information.” But in the Department’s reviews of thousands of level 3 papers, it has been noted that the vast majority of student responses receiving a score of 3 do include “a limited amount” of outside information. Comments from teachers also suggest that the requirement for some outside information is a realistic and appropriate expectation for a level 3 paper. Therefore, bullet 4 for a score level of 3 now reads, “Incorporates limited outside information,” and the criteria for a score of 2 reads, “Presents little or no relevant outside information.” This change does slightly elevate the level 3 criteria

for scoring a DBQ essay paper. Under holistic scoring guidelines, this change still allows a reasonably well-written paper without outside information to

receive a score of 3. On the other hand, this change does suggest it will be more likely that a paper will be scored at least a 3 on a DBQ essay if some relevant outside information is provided in the essay.

Appendix A

REVISED THEMATIC ESSAY GENERIC SCORING RUBRIC (February 2004)

Score of 5:

- 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

Score of 4:

- 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

Score of 3:

- 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

Score of 2:

- 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

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in 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

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the theme, task, or suggestions as copied from the test booklet; *OR* is illegible; *OR* is a blank paper

* The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of the cognitive domain. This usage of *create* is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

Appendix B

REVISED DOCUMENT-BASED ESSAY GENERIC SCORING RUBRIC (February 2004)

Score of 5:

- 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 xxx* 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

Score of 4:

- 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 xxx* 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

Score of 3:

- 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

Score of 2:

- 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
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- 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

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in 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

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the historical context and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

* The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of the cognitive domain. This usage of *create* is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

Appendix C

ORIGINAL THEMATIC ESSAY GENERIC SCORING RUBRIC 2000

Score of 5:

- Shows a thorough understanding of the theme or problem
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare and/or contrast issues and events
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme or problem

Score of 4:

- Shows a good understanding of the theme or problem
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare and/or contrast issues and events
- Includes relevant facts, examples, and details, but may not support all aspects of the theme or problem evenly
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme or problem

Score of 3:

- Shows a satisfactory understanding of the theme or problem
- Addresses most aspects of the task or addresses all aspects in a limited way
- Shows an ability to analyze or evaluate issues and events, but not in any depth
- Includes some facts, examples, and details
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the task and concludes by repeating the theme or problem

REVISED THEMATIC ESSAY GENERIC SCORING RUBRIC 2004

Score of 5:

- 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

Score of 4:

- 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

Score of 3:

- 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

Appendix C — *continued*

Score of 2:

- Shows limited understanding of the theme or problem
- Attempts to address the task
- Develops a faulty analysis or evaluation of issues and events
- Includes few facts, examples, and details, and may include information that contains inaccuracies
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

Score of 1:

- Shows very limited understanding of the theme or problem
- Lacks an analysis or evaluation of the issues and events
- Includes little or no accurate or relevant facts, examples, or details
- Attempts to complete the task, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

Score of 0:

Fails to address the task, is illegible, or is a blank paper

Score of 2:

- 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

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in 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

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the theme, task, or suggestions as copied from the test booklet; *OR* is illegible; *OR* is a blank paper

Appendix D

ORIGINAL DOCUMENT-BASED QUESTION GENERIC SCORING RUBRIC 2000

Score of 5:

- Thoroughly addresses all aspects of the Task by accurately analyzing and interpreting at least **xxx** documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the Task or Historical Context and concludes with a summation of the theme or problem

Score of 4:

- Addresses all aspects of the Task by accurately analyzing and interpreting at least **xxx** documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Includes relevant facts, examples, and details, but discussion may be more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the Task or Historical Context and concludes with a summation of the theme or problem

Score of 3:

- Addresses most aspects of the Task or addresses all aspects of the Task in a limited way, using some of the documents
- Incorporates some information from the documents in the body of the essay
- Incorporates limited or no relevant outside information
- Includes some facts, examples, and details, but discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the Task or Historical Context and concludes by simply repeating the theme or problem

REVISED DOCUMENT-BASED QUESTION GENERIC SCORING RUBRIC 2004

Score of 5:

- 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 **xxx** 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

Score of 4:

- 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 **xxx** 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

Score of 3:

- 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

Appendix D — *continued*

Score of 2:

- Attempts to address some aspects of the Task, making limited use of the documents
- Presents no relevant outside information
- Includes few facts, examples, and details; discussion restates contents of the documents
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

Score of 1:

- Shows limited understanding of the Task with vague, unclear references to the documents
- Presents no relevant outside information
- Includes little or no accurate or relevant facts, details, or examples
- Attempts to complete the Task, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

Score of 0:

Fails to address the Task, is illegible, or is a blank paper

Score of 2:

- 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
- Incorporates limited relevant information from the documents or consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- 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

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in 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

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the historical context and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper