

The New York State
Education Department
Turnkey Scorer Training
for Enduring Issues Essay

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Enduring Issues Essay

An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.

Task:

- Identify and define an enduring issue raised by this set of documents
- Using your knowledge of social studies and evidence from the documents, argue why the issue you selected is significant and how it has endured across time

Guidelines:

- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents
 - Define the issue using evidence from *at least three* documents
 - Argue that this is a significant issue that has endured by showing:
 - How the issue has affected people or has been affected by people
 - How the issue has continued to be an issue or has changed over time
 - Include outside information from your knowledge of social studies and include evidence from the documents
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Preparing to Score

- Raters read the documents of the Enduring Issues Essay.
 - Raters identify issues presented in the Enduring Issues Essay.
 - Raters discuss possible issues and summarize expectations.
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Preparing to Score

- Raters review the scoring notes.
 - Raters review the content-specific rubric.
 - Raters review anchor papers, matching evidence from those papers to the rubric.
 - Raters practice scoring on practice papers and discuss.
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Holistic Scoring Overview

When scoring

- Read thoroughly, yet quickly, to gain an impression of the entire response
 - Read the entire response before determining a score, and then promptly assign a score.
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- Scores must be determined based on the application of the content-specific rubric provided by NYSED.
 - The anchor papers and practice papers that you review will serve as examples of what a student response at a particular score level should look like.
 - The content-specific rubric is not a checklist.
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Important points to keep in mind

- The quality of handwriting, the use of cursive or printing, margins, editing marks, cross-outs, and overall neatness are not part of the scoring criteria, unless the response is completely illegible and nothing can be read.
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- It is important for each reader to set aside his/her biases in order to keep the scoring as consistent and as fair to each student as possible.
 - You are scoring a State examination, not grading a classroom assignment, therefore, personal classroom grading practices should be set aside while scoring.
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Comparison of Rubrics

Generic DBQ 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

Enduring Issues Rubric

Score of 5:

- Clearly identifies and accurately defines *one* enduring issue raised in *at least three* documents
- Develops an even, thoughtful, and in-depth argument about how an enduring issue has affected people *or* has been affected by them **and** how the issue continues to be an issue *or* has changed over time
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from *at least three* documents
- Richly supports the task by incorporating substantial relevant outside information that includes facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Comparison of Rubrics: Similarities

- The 3rd bullet on the draft GHG II Enduring Issues Essay Rubric is the same as the 2nd bullet on the current Global History and Geography DBQ Essay rubric.
 - The 6th bullet on the draft GHG II Enduring Issues Essay Rubric is the same as the 6th bullet on the Global History and Geography Essay Rubric.
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Comparison of the Rubrics: Differences

- Bullets 1 and 2 on the draft GHG II Enduring Issues Essay Rubric assess the extent to which the student has accomplished the task. In the current Global History and Geography DBQ Essay Rubric, only bullet 2 assesses how well the student has accomplished the task.
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Comparison of the Rubrics: Differences

- Bullets 4 and 5 on the draft GHG II Enduring Essay Rubric assess the extent to which students incorporate relevant facts, examples, and details from the documents and from outside information. In the current Global History and Geography DBQ Essay Rubric, bullets 3, 4, and 5 are used to assess the extent to which the students incorporate relevant facts, examples, and details from the documents and outside information.
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The Six Primary Scoring Criteria for the Commencement-Level Enduring Issue Essay

The extent to which a response

- develops the task by identifying and defining an issue
 - develops the task by arguing how enduring issues affected people/people affected issues/continuity/change
 - utilizes higher level thinking skills
 - supports ideas with facts, examples, and details from the documents
 - supports ideas with facts, examples, and details using relevant outside information
 - organizes and develops a social studies essay
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When holistically scoring, no one bullet can hold a particular score point hostage

- Number of Documents
 - Minor Errors
 - Outside Information
 - Copying Document Information
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Number of Documents

Can a paper still be given a score of 5 when the student did not use the minimum number of documents required?

- Yes, because it is only *one* of the criteria on which a score is based. If fewer than the minimum number of documents are used and all other criteria of a 5 are met, then it may be a 5 paper. However, when fewer than the minimum number of documents are used, other criteria are often not being met, and thus it usually ends up as a 2, 3, or 4 paper.
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Minor Errors

Can a paper be given a score of 4 or 5 if it contains a minor error or two?

- If the paper clearly demonstrates that the task was understood and meets the criteria for a score of 4 or 5 on the test specific rubric, then, the paper can be given that score.
 - A paper does not have to be perfect to reach a score of 5.
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Outside Information

How does “outside information” fit into the overall scoring of the essay?

- The 5th bullet must not be overemphasized in scoring.
 - A response may receive a 3 without outside information.
 - However, a response with outside information is not automatically a 3.
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- The quantity and quality of the outside information, the relevance of the outside information to the topic, and how it has been integrated into the essay should be used when determining the score of a response.
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What constitutes outside information?

- It is information or details related to the identified enduring issue but not provided in the documents.
 - It can be social studies knowledge from 9th or 10th grade Global, from United States history, or personal experience as long as it is related to the identified enduring issue.
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- Many topics in Global and United States history are intertwined. (World War I, the Cold War, the Middle East, Vietnam Conflict, Persian Gulf War, International treaties, etc.)
 - While the United States should not be the focus of the argument, issues related to the United States may be used to address the argument as long as the information relates to the enduring issue identified from the documents. (Water pollution in Flint, Michigan)
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- Often outside information can improve the overall essay when it is used to make historical connections and show analytical thinking.
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- All papers need to be evaluated based on the rubric. If the paper demonstrates that the response minimally develops the task, is primarily descriptive with weak or isolated information, has a general plan of organization, and includes outside information, the paper is probably more of a 2 than a 3.
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Copying Document Information

How should you rate an Enduring Issues essay when most of the response is copied directly from the documents and little or no original work is provided?

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- A distinction needs to be made between paraphrased or copied information that is used to support a specific idea within the essay (an appropriate social studies skill) and the outright copying of information from the documents in an attempted response to the Enduring Issue Essay.
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- Generally, when most of the information is copied directly from the documents without adding anything, the response will be rated between a 0 and a 2.
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The rubric for the Enduring Issue Essay addresses this
issue

- Score of 2: “or consists primarily of relevant information copied from the documents”
 - Score of 1: “or consists primarily of relevant and irrelevant information copied from the documents”
 - Score of 0: “includes only entire documents copied from the test booklet”
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The actual score will depend on three things:

- the degree or extent to which the response has been copied,
 - the selection of what specific content was copied for inclusion, and
 - how the copied material was integrated into the response.
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What criteria helps define a score of 5?

- A 5 paper shows evaluation and/or analysis.
 - It requires substantial outside information that is well integrated into the response.
 - It contains historically accurate information.
 - Document information is used to support the thesis of the response and is interwoven with outside information.
 - It is cohesive and thoroughly developed.
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- A 5 is not a 5 just because it is the best response that exists out of all the responses being graded.
 - A well-written response that contains numerous historical inaccuracies or repeats information over and over again is usually not a level 5 paper.
 - The response needs to meet the criteria established by the rubric. On occasion, a particular essay question may have no papers at level 5.
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What often distinguishes a level 4 paper from a level 3 paper?

- A 4 paper is both analytic and descriptive.
 - It addresses all aspects of the task but may do so unevenly.
 - It requires outside information that is integrated into the response.
 - It contains historically accurate information.
 - Document information is used to support the thesis of the response and is interwoven with outside information.
 - It is well developed.
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- A 3 paper is more descriptive than analytic.
 - It usually contains some outside information but it may not be well integrated.
 - It contains supporting facts and details, but may also have some minor inaccuracies.
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What often distinguishes a level 3 paper from a level 2 paper?

- A level 3 response contains more explanatory statements and specific details than a level 2 response. In an Enduring Issues essay, the documents are used to support the thesis of the essay.
 - A level 3 response should include outside information, but it may not. However, most solid level 3 papers do include outside information.
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- A level 2 response tends to have broad general statements.
 - Use of supporting information and information from the documents is limited.
 - Note: While a level 2 paper is not required to include outside information, it may contain some.
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What most often distinguishes a 0 paper from a level 1 paper?

- If a response is solely comprised of information copied from the task and from the documents without any information provided by the student or accurately interpreted by the student, then the response is probably a 0.
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- A level 1 paper is **NOT** a paper in which the student simply “attempted” an answer. It must have some appropriate, original information.
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- The goal of scoring is to be sure the scoring criteria in the rubrics are accurately and consistently applied to each student response being rated across New York State.
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Reminder:

- The rubrics define a set of scores on a continuum between 0 and 5. A standards-based assessment system measures where the student falls on that continuum.
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Questions or comments?

- For Assessment Questions Contact: emscassessinfo@nysed.gov
 - For Curriculum Questions Contact: emscurric@nysed.gov
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