

Geography Study Scoring Rationale

Item #1

Scoring Rationale:

2 – Complete. The X correctly locates the states or district written on the line.

1 – Partial. The X does not point to precisely the correct point but is in the correct region, meaning a bordering state in most areas of the country. Could credit a non-bordering state in areas of New England where the states are most difficult to locate

OR

Response indicates a city and correctly marks the map. Scorers should consult an atlas if needed to determine if the X is appropriately placed

0 – Inappropriate. The X is not located in the state or district identified, the state is written with NO X PROVIDED or the x is marked and NO STATE PROVIDED.

Notes:

- If multiple Xs are placed on the map and at least one is correct, score = 1
- Count Lake Michigan as a bordering state. Example: If the state is Wisconsin and the X is in Lake Michigan, score =1
- Delaware, Maryland, and Washington, DC must be south of New Jersey
- Rhode Island or Connecticut must be north of New Jersey, and in New England area.
- New York must be north of Pennsylvania
- If give town and state with correct placement of X, score 2
- If response is a district, such as “District X,” that is impossible to verify, score is illegible.

Not Acceptable:

- “Unites States” or “America”
- Puerto Rico, San Juan, Puerto Rico
- Salvador
- Mexico
- Latitude and longitude coordinates without state.

Note: Blue Grass State, with X on border of Kentucky/Illinois was scored as 2 in 1994. Borders are a problem with inconsistencies.

Item #9

Scoring Rationale: Student will demonstrate an understanding that a country having coal or iron deposits is at an advantage in the production of steel.

2 – Complete. The response identifies Nation A and explains that it has both the coal and iron needed to make steel.

1 - Partial. . The response identifies Nation A with an incorrect, incomplete (it contains iron or coal), or no explanation. For example, it explains that Nation A is probable because it is the biggest country, or has access to the ocean.

0 – Inappropriate. The response does not identify Nation A and does not explain that both iron and coal are needed to make steel.

Scoring Notes:

Complete:

- As long as response lists both coal and iron, ignore references to oil, or the relationship of iron to steel.
- Accept “all the mineral resources” as indicating both iron and coal
- Accept A if stands alone without the word country or nation, and it clearly is not part of a sentence
- Do Not Accept “many resources” or “a couple of resources” or “it has all the materials.”

Inappropriate:

- If student identifies Country A and another country, response is inappropriate. Must have Country A alone to receive credit.

Item #14

Scoring Rationale: Student demonstrates ability to determine a route between 2 points on a transit map.

2 – Complete. The response indicated the most direct, complete route with the correct origin and destination. This route goes from Boston College, to Park Street, to Washington, to Braintree.

1 – Partial. The response indicates an indirect or incomplete route, but shows no correct origin and destination.

0 – Inappropriate. The response indicates an incorrect origin and/or destination, or draws a fictitious route.

General Notes:

- Dots along the route that mark every stop are acceptable.
- Do not accept routes using the commuter rail line. This was scored the same as when a fictitious route was drawn, score = 0.
- The line must be within ½” of the subway line to believe that they are following the path.
- If the route goes through all the correct stops and continues through Braintree, in excess of the bottom edge, then the score = 1.
- The route must go to at least the unmarked stop before Braintree. It may extend to the bottom edge of the map and still score a 3.
- If there are two ending or starting points, then the route is considered to be ambiguous and the score = 0.

Item #15

Scoring Rationale: Student demonstrates ability to transfer written information into map form.

3 – Complete. The response correctly locates all 4 features and draws the length and width to scale in the correct directions.

2 – Essential. The response correctly locates 4 features but not to scale, or correctly locates 3 features and has the scale correct.

1 – Partial. The response locates only 1-2 features and has the scale correct, or locates 3 features with an incorrect scale.

0 – Inappropriate. The response correctly locates none of the features, and makes major errors in scale and direction, or has scale correct only, or locates 1-2 features with incorrect scale.

General Notes:

- Symbols for school and park must be more than half in the appropriate quadrant. Cannot be due north, east, west, or south.
- More than ½ of the symbol must be within the boundaries.
- If the same symbol is used more than once then it does not count.
- Allow for some jagged boundaries (up to ½ block).
- If there are no boundaries drawn, assume they used the whole grid and divide the entire region into four quadrants (NW, SW, NE, and SE).
- If 2 boundaries are drawn and 2 are clearly implied, and all 4 points are correct, score 2.
- If 0 boundaries are drawn but are clearly implied, all 4 points are correct, score 2.
- Boundaries need not be solid; can be indicated by a solid line(box), lines at the ends of road and river, dots in all four corners.
- The streets and river must run all the way through the town (Allow ½ box latitude at each end). If run past the boundaries to the edge of block, score 2.
- Multiple streets or rivers which run in the same direction are acceptable.
- Streets may have some north/south direction as long as it is primarily east/west.
- Street must be drawn in all relevant boxes, not just the first and last box. Otherwise, no credit for that feature.
- Street can make up one of the town boundaries, northern or southern edge.
- River may drawn very lightly.
- River must run more N/S than E/W.
- River must be drawn in all relevant boxes, not just the first and last box. Otherwise, no credit for that feature.

Do Not Accept:

- Writing Main Street or Runt River with no symbol
- Parallel points for School and Park ...must be clearly in NE/SW quadrants.

Item #17

Scoring Rationale: Student demonstrates ability to understand the meaning of a passage credited to Chief Seattle and explain opposing views that are held by many people living in the United States.

2 – Complete. The response accurately presents Seattle’s view on land and contrasts his view with one opposing view.

1 – Partial. The response explains Seattle’s view correctly, or the view held by many other people, but not both. Views about land may be drawn from the list given, or include some other appropriate response.

0 – Inappropriate. The response does not show an understanding of Chief Seattle’s view or the view held by many other people in the United States.

Note: Directly copying a portion of the quotation was not accepted.

Credited Responses could include:

- Chief Seattle’s people do not own the land, and so cannot sell it.
- The value of the land cannot be measured.
- Land is sacred, and an integral part of the whole earth.
- You can’t be in charge of nature.
- It can’t be bought by people because it is sacred to my people.
- You can’t own land.
- It is for all the people to share; one person’s land is another’s.
- Land is priceless; he things it is ridiculous.
- That you can’t buy water and air.
- That they don’t belong to us.

Unacceptable Responses:

- Need to take care of it. Treat the land well.
- It is for the people.
- It should not be bought.
- Don’t sell it to anyone.

NB: Just restating “the Earth is sacred....” should not be credited without some explanation.

Opposing Views on Land

- Land is property.
- Land has a monetary value.
- Land can be understood in isolation from the rest of the environment.
- Land can be bought and sold.
- Land can be bought and sold for individual profit
- Owning land is good.
- Land is something for the taking.