

Grade 3: Sample Social Studies Extended Response Questions

The following is a sample of a social studies extended response question with a range of student answers. These answers were written by Tennessee students during the field test from the 2014-15 school year and are accompanied by a numeric score and reasoning for the score. The rubric was scored on a 4-point scale.

Please note that during the 2015-16 school year, answers will be scored on a 12-point scale (8 points for content, and 4 points for literacy). This sample from the 2014-15 school year can still be used for reference because it reflects the same expectations for student writing that will be assessed during the 2015-16 school year.

The following extended response question addresses standard 3.58.

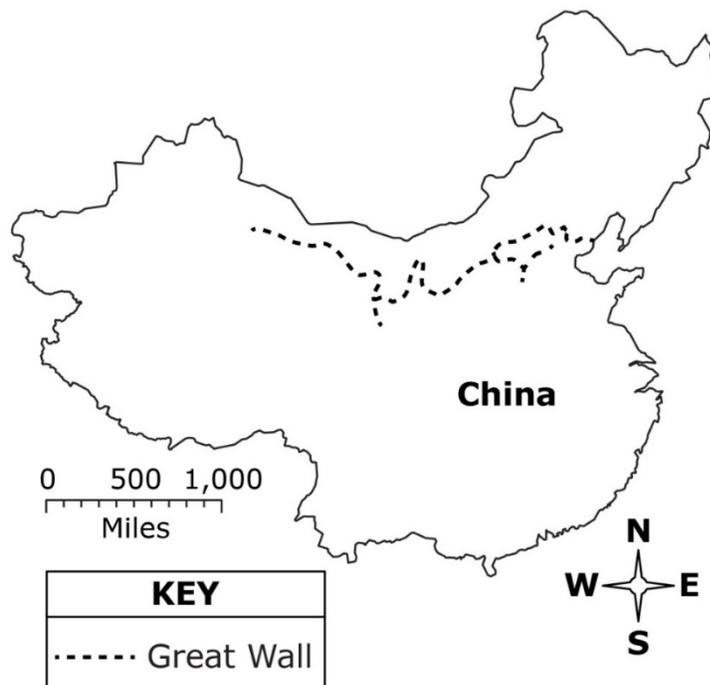
Read the text, look at the pictures, and answer the question below.

Using evidence from the text and pictures to support your response, describe the history of China during the time of Emperor Qin (Ch'in), explain why the Great Wall was built, and describe what these pictures show about the culture of China at that time.

Emperor Qin (Ch'in) of China

- He brought together several warring states to form the country of China in 221 B.C.
- He built many long highways connecting his empire.
- He began building the Great Wall of China.
- He created a large, strong army to protect his empire.
- When he died, he was buried with an army of clay soldiers to protect him in the afterlife.

China and the Great Wall



Clay soldiers buried with Emperor Qin



Source: Public Domain/U.S. National Archives and Records Administration

The Great Wall of China



Source: Public Domain/Library of Congress

Sample A:

Emperor Qin built the Great Wall Of China to. Protect him self and his people.If he did not build the wall. Other emperors might take over his land. He built the wall 1000 miles so nobody could just walk around the wall. It is also that high so if people came there and tryed to get in they would see them and get them off. They have little rooms at the top, where they can watch over the people to see if they are being atacked by a army. when Qin died they buried him in giant room with thousands of clay soldiers to gard him in the after life. There is a lot of traps so if people disturbed the thomb they would probally die. Every soldier has a diffrent face so sientist are trying to figure out if the faces whre real. A lot of the soldiers are broke because water has got in there and nocked them over. There is still a lot of soldiers down there people have cvered it so they would not fall over. You can go to both of those places today.

Score Point: Content 4, Literacy 3

Content: The student response demonstrates a thorough understanding of the history and culture of China during the Qin (Ch'in) dynasty, including why Emperor Qin began building the Great Wall of China. (...to protect himself and his people) This level of understanding is demonstrated through a clear, comprehensive, and focused understanding of the content presented in the passage. (... so nobody could walk around the wall... high so if people came there and tryed to get in they would see them and get them off.) The student uses evidence from the passages to support all facets of the response.

Literacy: The student response is generally focused on topic. This response introduces the topic with adequate clarity, uses some details and/or examples to develop the topic, and generally groups related information together in a cohesive manner. A concluding section that somewhat relates to the information presented is presented. Some links between ideas and across categories of information are described. The student frequently uses appropriate social studies language and vocabulary throughout response, which is generally appropriate for the task, purpose, and audience.

This student response demonstrates a general command of the conventions of Standard English grammar, usage, and mechanics; minor errors detract little from overall comprehensibility.

Sample B:

When King Qin was alive he brought together some states that were at war and made a country.

He also built some highways to connect the Empire. He was the one started building the Great wall of

China. Then he brought together an army for protection to the Empire. He did some other things too.

When he died he was buried with a hole army of clay soldiers to protect him in the afterlife.

The afterlife is the life after life on Earth. They thought that he had to be protected in it.

Score Point: Content 3, Literacy 3

Content: The student response demonstrates an adequate understanding of the history and culture of China during the Qin (Ch'in) dynasty, (*...he brought together some states that were at war and made a country...*) including why Emperor Qin began building the Great Wall of China. (*...started the Great wall of China. Then brought together an army for protection to the empire.*) This level of understanding is demonstrated through an explanation that generally addresses many aspects of the prompt. Evidence from the passage supports some facets of the response.

Literacy: The student response is generally focused on topic. This response introduces the topic with adequate clarity, uses some details and/or examples to develop the topic, and generally groups related information together in a cohesive manner. A concluding section that somewhat relates to the information is presented. Some links between ideas and across categories of information are described. The student frequently uses appropriate social studies language and vocabulary throughout response, which is generally appropriate for the task, purpose, and audience.

This response demonstrates a general command of the conventions of Standard English grammar, usage, and mechanics; minor errors detract little from overall comprehensibility.

Sample C:

Emperor Qin began building the great wall of China, witch is 1,000 ml long! Did you know that clay soldiers were buried with Emperor Qin to protect him from the afterlife!Emperor Qin built many long highways connecting his empier. the Emperor created a large brave and strong army,to protect his empire.Emperor broght together sevaral warring states to form the country,of China in 221 B.C.Emperor was a great man .

Score Point: Content 2, Literacy 2

Content: The student response addresses few aspects of the prompt and demonstrates a partial understanding of the history and culture of China during the Qin (Ch'in) dynasty. This response includes a list of information from the passage, but no explanation as to why Emperor Qin began building the Great Wall of China. The explanation lacks depth and detail, and the analysis lacks focus and clarity. Little evidence from the passage is used to support the response. Although it may arrive at an acceptable conclusion, the response is incomplete.

Literacy: The student response focuses on topics related to the prompt. This response introduces the topic with limited clarity, inadequately develops the topic, and generally does not group related information together. The student provides a concluding statement with little relation to the information or explanation. Although some links are identified between ideas and across categories of information, some information is inappropriate for the task, purpose, or audience. The response occasionally uses appropriate 3rd grade social studies language and vocabulary to inform or explain the topic.

This student response demonstrates an occasional command of the conventions of Standard English grammar, usage, and mechanics. Errors detract from overall comprehensibility.

Sample D:

he built the great wall of china to connect his empire when he died he was buried with clay soldeirs to protect him in his after life

Score Point: Content 1, Literacy 1

Content: The student response demonstrates a limited understanding of some of the knowledge related to the history and culture of China during the Qin (Ch'in) dynasty, including why Emperor Qin began building the Great Wall of China. The response demonstrates little to no understanding of the topic. Although, it may address some of the elements of the question, conclusions are inadequate, inaccurate, or missing. This brief response contains two ideas. One is copied, the other lacks precision, as the HIGHWAYS were built to connect the empire. Although, this is not technically an incorrect thought, it does indicate a limited understanding.

Literacy: This response fails to introduce the topic with clarity, develops the topic with little or no supporting details, and does not group related information together. (*He built... he was buried...*) The student response does not even identify Qin as the subject of the response. Information is inappropriate for the task, purpose, or audience.

This student response demonstrates little to no command of the conventions of Standard English grammar, usage, and mechanics. These errors detract from reader comprehension.