

Listening

Name: _____

Memo: _____

5	100	<ul style="list-style-type: none"> • Place the source in historical context— Shows very strong command of the historical period. Includes factual details without error. Insightfully addresses issue of audience. Understands how the source fits in historical context. • Understand the source and, if available, the author — Offers an accurate and complete summary of the source content. Identifies author bias and values implied. • Evaluate the source — Offers a rational and convincing argument in support of a position on the reliability of this source.
	94	
4	85	<ul style="list-style-type: none"> • Place the source in historical context— Shows command of the historical period. There may be some inaccuracies. May weakly address issue of audience. Understands how the source fits in historical context. • Understand the source and, if available, the author — Offers a mostly accurate and complete summary of the source content. May have trouble identifying author bias and values implied. • Evaluate the source — Offers an acceptable argument in support of a position on the reliability of this source.
	78	
3	71	<ul style="list-style-type: none"> • Place the source in historical context— Shows some command of the historical period. Includes few details . Weakly addresses issue of audience. Weakly understands how the source fits in historical context. • Understand the source and, if available, the author — Offers limited summary of the source content. Usually cannot identify author bias and values implied. • Evaluate the source — At this level, the students cannot evaluate the source.
	65	
2	58	<ul style="list-style-type: none"> • Place the source in historical context— Shows extremely limited knowledge of the historical period—around half of what one might expect. Includes few or no details . May not be able to address issue of audience or place the source in historical context. • Understand the source and, if available, the author — can accurately summarize only superficial points from the source — around half. • Evaluate the source — At this level, the students cannot evaluate the source.

INFORMATION

- There is no credit for tasks scoring below level 2. The rubric is on a five-point scale to parallel the NYS essay rubrics.
- In this task, students listen to a primary source twice and take notes. The analysis may be in the form of a composition or interview.
- The most common error students make in this task is to relate a detailed summary of the source's content without analysis.
- This same rubric is valid for measuring analysis of primary source documents in text form.

Listening Task for Social Studies

This task is an auditory artifact. Among the most common types of artifacts are primary sources such as period speeches, journals, newspaper, magazine articles and the like. Sources for Global History may include myths and legends, excerpts from works of anthropologists or similar social scientists, and related period artifacts.

Listening tasks may be assessed in the form of composition or an interview with the teacher. The same rubric applies. Notes may be used for both the interview and the composition.

Students take notes while listening to the recording and conduct an analysis.

NOTE: Use these questions to guide the paragraphs of the composition, but do not just write out the answers as if you are responding to a questionnaire.

INTRODUCTION: Classify the source

- A. What kind of source is it?
- B. What is the purpose of the source?
- C. Who is the author? What do you know about the author?

PARAGRAPH 2: Place the source in historical context

- A. **What was going on historically that is relevant to this source?**
- B. Who is the intended audience? How do you think the intended audience reacted to it? What action, if any, is the audience to take? What was the audience assumed to already know?

PARAGRAPH 3: Understand the source

- A. **Summarize the important points in the source.**
- B. What problems does the source address?
- C. What are the author's biases? What values are reflected?

CONCLUSION: Evaluate the source as an historical artifact—to what degree is this a reliable source on the historical period in question?

Rubric Information for Task: Listening Task

This rubric was aligned to New York State Grade 8 Intermediate Social Studies Test and to the New York State Global History and Geography Regents Exam using standardized z-score equivalency procedure in October 2010. All distributions are normal (fit empirical rule). Individual scores on this rubric can be transformed as state exam equivalent scores using the standardized z-score equivalency procedure.

This Task	New York State Intermediate Social Studies Test	Global History and Geography Regents
N=21	N= 30 <i>random scores of 87 over 3 years</i>	N=30 <i>random scores of 72 over 3 years</i>

$z = (i - \bar{X})/s$	This Rubric $\bar{X} = 84.0$ $S = 12.62$	NYS Int. SS Test $\bar{X} = 82.6$ $S = 11.71$	Regents $\bar{X} = 76.5$ $S = 16.83$
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Base Scores for Alignment	This Task Equivalent Int. SS Test Score	This Task Equivalent Regents Score	NYS Int. SS Test Standard Score	Regents Standard Score	This Task Standard Score aligned with NYS Int. SS Test	This Task Standard Score aligned with Regents
65	65	51.3	-1.5	-1.5	-1.5	-1.5
71	70.9	59.7	-1.0	-1.0	-1.0	-1.1
85	83.8	78.2	0.1	0.1	0.1	-0.2
100	97.8	98.4	1.4	1.2	1.3	0.8

NOTES