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**Pennsylvania Department of Education**

**Assessment Literacy**

**Participant Materials Module 6**

**Keystone Training Activities for Assessment Literacy Module 6**

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| |  |  | | --- | --- | | Definition  **Alignment** | Example | | Non-Example | One thing we align | |

Grade 8

Pennsylvania History

Standards for Assessment

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| --- | --- |
| **8.1.8.A:** | Compare and contrast events over time and how continuity and change over time influenced those events. |
| 8.1.8.B: | Compare and contrast a historical event, using multiple points of view from primary and secondary sources. |
| 8.2.8.A | Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania. |
| 8.2.8.B | Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history. |
| 8.2.8.C | Compare and contrast the ways continuity and change have impacted Pennsylvania history.   * Belief systems and religions * Commerce and industry * Technology * Politics and government * Physical and Human Geography * Social Organizations |
| 8.2.8.D | Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania.   * Ethnicity and race * Working conditions * Immigration * Military conflict * Economic stability |
| 8.4.8.C | Illustrate how continuity and change have impacted world history.   * Belief systems and religions * Commerce and industry * Technology * Politics and government * Physical and Human Geography * Social Organizations |

Multiple Choice Items (1 point each)

Select the best response to each question:

1. The Declaration of Independence was signed in which Pennsylvania city?

a. Baltimore

**b. Philadelphia**

c. Pittsburgh

d. York

2. From which of the following do Pennsylvanians continue to benefit based on the philanthropy of Andrew Carnegie and Milton Hershey?

a. highway construction

**b. education opportunities**

c. historical monument restoration

d. national parks conservation

3. During the industrial revolution the primary ethnicity of the workforce for the steel industry in the Pittsburgh Area was

a. Italian

**b. Eastern-European**

c. Irish

d. Asian

4. Which of the following Pennsylvania industries are NOT recognized world-wide?

a. chocolate

**b. cigarette**

c. steel

d. hardwood

5. The use of Pennsylvania militia during the Homestead Strike riots (1892) is similar to the use of militia during the

a. Whiskey rebellion (1794)

b. Battle of Gettysburg (1863)

c. Fort Necessity defense (1754)

**d. Molly Maguire vigilante activities (1875)**

Short Answer (1 point each)

Provide a one or two word answer to the following questions:

List three things that you use every day but would not use at all if you were a member of the Amish community.

6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(anything using electricity, personal telephone, sneakers, jewelry, etc.)**

7.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cite one natural resource that Pennsylvania’s largest cities have in common with each other.

9.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(waterways, rivers)**

On what freedom was Pennsylvania founded?

10.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(religious freedom)**

Short Essay (2 points maximum)

11. What’s the difference between a subject and a citizen, and why is that important in Pennsylvania?

Response #1 (Award 2 points)

Subjects live in a monarchy, and the individual owes allegiance to a monarch who determines the political rights of the people in the monarchy. Citizens owe allegiance to a state or government in which they share the political rights and responsibilities. Subjects are passive participants in government processes, citizens are active participants. The government established by PA’s founder, William Penn, was designed for individuals to be active participants in governing themselves.

Response #2 (Award 0 Points)

Subjects live in a king’s palace and citizens live in cities. People from Philadelphia, which was founded by William Penn, are citizens and everyone else in Pennsylvania lives in the forest and is therefore classified as a subject.

Long Essay (9 point maximum)

12. Compare and contrast role that PA resources played in the industrial wealth of Andrew Carnegie and Henry J Heinz and the subsequent philanthropic benefit that was returned to PA citizens.

Response #1 (Award 9 points)

The natural resources which are in Pennsylvania were used by both Carnegie and Heinz. Carnegie used the iron ore from the Appalachian Mountains, the forests that covered them to provide the charcoal fuel and located the mills on the rivers to provide power and delivery of steel. Carnegie used technology and labor in his steel mills to undercut the price of the other mills to deliver steel beams for railroads and buildings. The working conditions were dangerous, and dirty. For Carnegie, production and profit were important.

John Heinz used the fields in the Pittsburgh area to get farmers to grow vegetables he could buy. He located his food processing facilities near the river, roads and railroads to get his horseradish, pickles and other products to market. Heinz offered factory tours to show off the safety and quality of his food products. His treatment of workers was unusually nice for the time, offering them free medical care, gyms and free classes for women in homemaking. Trust and quality were important to Mr. Heinz.

Both Carnegie and Heinz were philanthropists who gave money back to the people of Pennsylvania. Carnegie established libraries, fine art centers and universities which are still being used today such as Carnegie Mellon University. Heinz established safe working conditions, hired women, promoted education and clean health conditions for where his workers lived. The Heinz family today continues to donate to the Pittsburgh area with scholarships, research and community progress, but is best known for Heinz Field, home of the Pittsburgh Steelers football team.

Response #2 (Award 7 points)

Pennsylvania has lots of resources that were used by Carnegie and Heinz. They used the rivers, fields and forests to help make their products which made them very, very rich. Carnegie was known for making steel and Heinz made ketchup and 56 other things.

The men had homes in Pittsburgh. Carnegie lived near Carnegie Mellon University in Carnegie Hall. They turned the Heinz mansion into a history center and the factory into apartments.

Even though these men died a long time ago, their money still makes things happen today. The Steelers play at Heinz Field and I use Heinz ketchup just like Andrew Carnegie did.

Response #3 (Award 9 points)

Because Pennsylvania has lots of forests, coal, and rivers, Andrew Carnegie and HJ Heinz started their companies in Pittsburgh. Carnegie used the resources of iron and coal to make steel in his big mills on the Monongahela River at Homestead. The Carnegie Steel Mills were nasty places to work with lots of men dying because of accidents. The use of steel in building railroads and buildings made Carnegie a really rich man.

HJ Heinz made condiments from the vegetables local farmers grew and sold to him. He made things that people at home didn’t want to make but tasted good. His factory was on the Allegheny River to give power to the factory. He treated his workers fairly and even employed women. He made lots of money making over 57 varieties of food and selling them at supermarkets.

Both men were very rich in their lifetimes. Carnegie gave away his money because he had no children. He started colleges, libraries and music halls. Heinz left his money to his children. One of his grandkids became a U.S. Senator. They also built Heinz Field for the Steelers to play football. We still can buy Heinz products at the store.

Response #4 (Award 7 points)

Pennsylvania has lots of things for people to use like rivers and trees and coal. Even in the old days, people used them. Carnegie used them to make steel and buildings. Heinz used them to make things for people to eat. People who worked for Carnegie were poor and dirty and tired. People who worked for Heinz were clean and got to eat. They were both gazillionaires. Carnegie gave away his money to make people smarter. I want to go to Carnegie Mellon to learn about robots. Heinz gave his money away to let people have fun like Heinz Field. I go to Steelers games there.

Rubric for SCR – Item number 11

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| --- | --- |
|  | 11. What’s the difference between a subject and a citizen, and why is that important in Pennsylvania? |
| 2 points | Student accurately describes the difference between a subject and a citizen and provides an appropriate reason for why the distinction is important. |
| 1 point | Student accurately describes the difference between a subject and a citizen but provides an inappropriate reason for why the distinction is important, or vice-versa. |
| 0 points | Student inaccurately describes (or provides no response for) the difference between a subject and a citizen and provides an inappropriate reason (or provides no response) for why the distinction is important. |

Rubric for ECR - Item number 12

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|  | 3  Advanced | 2  Proficient | 1  Needs Improvement | 0  Failing |
| 8.2.8.B Resources (Places) | Multiple resources were accurate and specific  Geographic location was identified  Use of the resource was specific | Multiple resources were accurate  Use of the resource was generalized  Location of the resource was generalized | Resources were generalized  Locations were vague or non-specific  Use of the resource was inaccurate or non-specific | Resources were inaccurate  or missing  Locations were missing or inaccurate  Use was missing or inaccurate |
| 8.2.8.A Economic contributions of individuals | Specific source of how wealth was generated is given  Specific use of labor to create wealth is cited | Generality of how wealth was generated is given  Generality of labor to create wealth is given | How wealth was generated is inaccurate or missing or…..  Labor was missing or inaccurate | Both wealth and labor are missing, or  Major inaccuracies and omissions of facts were evident throughout the response |
| 8.2.8.C  Continuity and Change: Philanthropic Benefit | Specific philanthropic gestures were cited from the past and connected to the present. | General philanthropic gestures were cited from the past and connected to the present | Philanthropic gestures were inaccurate or missing  There was no connection from past to present. | Major inaccuracies or omissions were evident with no connections made of past or present. |

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| Assessment Alignment Scoring Matrix Activity   |  |  |  |  | | --- | --- | --- | --- | | Assessment Name: **Understanding Pennsylvania Midterm** | | | | | Standards Content Area and Number: **Social Studies, 8** | | | | | Class/Course/Grade: **8th Grade Pennsylvania History** | | | | | Standards to be assessed | | | | | Standard Number | Standard Statement | Percent as defined in Blueprint | | | Midterm | Final | | **8.1.8.A:** | Compare and contrast events over time and how continuity and change over time influenced those events. |  | 10 | | 8.1.8.B: | Compare and contrast a historical event, using multiple points of view from primary and secondary sources. |  | 10 | | 8.2.8.A | Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania. | 30 | 10 | | 8.2.8.B | Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history. | 30 | 10 | | 8.2.8.C | Compare and contrast the ways continuity and change have impacted Pennsylvania history.   * Belief systems and religions * Commerce and industry * Technology * Politics and government * Physical and Human Geography * Social Organizations | 15 | 20 | | 8.2.8.D | Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania.   * Ethnicity and race * Working conditions * Immigration * Military conflict * Economic stability | 15 | 25 | | 8.4.8.C | Illustrate how continuity and change have impacted world history.   * Belief systems and religions * Commerce and industry * Technology * Politics and government * Physical and Human Geography * Social Organizations | 10 | 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Item/  Scoring Criteria | Item/Criteria Type | | | | | | | | Content Match | | | | | | | Cognitive Demand Match | | | | | Aligned Standards Number  (Insert Point Value from Item/Criteria Type) | | | | | | | Aligned DoK Number  (Insert Point Value from Item/Criteria Type) | | | | | SR | Points | SCR | Points | ECR | Points | PT | Points | #\_\_\_\_\_\_ | #\_\_\_\_\_\_ | #\_\_\_\_\_\_ | #\_\_\_\_\_\_ | #\_\_\_\_\_\_ | #\_\_\_\_\_\_ | #\_\_\_\_\_\_ | DoK 1 | DoK 2 | DoK 3 | DoK 4 | | 1. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 2. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 3. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 4. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 5. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 6. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 7. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 8. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 9. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 10. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 11. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 12. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 13. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 14. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 15. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 16. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 17. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 18. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 19. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 20. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Content Pattern & Item Task Sufficiency Review | | | | | | | | | | | | | | | | | | | | | Total Item/  Criteria Types; Total Percent |  | |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |  | | Total Points/  Total Percent |  | |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |  |   Alignment to blueprint:  Recommendations for improvement: |