

## **GOLDEN STATE EXAMS**

In the area of History-Social Science, there are currently three Golden State Exams:

1. United States History
2. Government / Civics
3. Economics

### **General Information**

The Golden State Examination Teacher Guide has been developed to provide essential information and preparation guidelines for teachers. This guide is intended to serve as an instructional aide in the classroom. The guide is divided into the following sections:

- Test Content
- Test Structure
- Scoring Guide
- Sample Questions
- Student Work

Teachers are encouraged to reproduce portions or all of the guide for classroom use. Districts / schools also can use these materials with state standards and for staff development. For more information, visit the Golden State Exam website at:

[www.cde.ca.gov/statetests/GSE/GSE.html](http://www.cde.ca.gov/statetests/GSE/GSE.html).

### **Student Eligibility**

The Golden State Examinations in Economics and Government/Civics are given during the winter and spring test administrations. The U.S. History exam is given in the spring. Each examination may be taken only once.

These are end-of-course examinations. They may be taken by students who are currently enrolled in the course or who have taken the course since the last test administration.

### **Test Preparation**

All Golden State Examinations are aligned to state content standards. Teachers should review the curriculum and instructional activities for alignment to these standards.

Second preparation for the Golden State Examinations should include classroom assignments that allow students to articulate the major ideas and concepts in the subject area being tested. Students also must be able to analyze information, apply knowledge, draw conclusions, and support conclusions with accurate details.

### **Reporting Results**

All Golden State Examinations consist of two 45 minute sessions. Students who complete both sessions of the GSE in Economics, Government/Civics or U.S. History receive an individual report of results. Scores for the multiple-choice and written-response portions of the exam are combined to produce the student's overall achievement score. There are six achievement levels. Students who achieve level six are awarded high honors; those who achieve level five are awarded honors; and those who achieve level four are awarded recognition. Students who achieve level three or below are acknowledged for their participation. Results for the winter administration are mailed to districts in May, results for the spring administration are mailed to districts in October.

The following pages include the scoring rubric for Economics, Government/Civics, and U.S. History.
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## Scoring Guide for U. S. History

The essay portion of the Golden State Examination in U.S. History is scored using criteria based on the general scoring guide below. A detailed training package for scorers,

addressing what students are expected to accomplish in the essay, is developed to score each student response.

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### Score Point 5

Student response shows excellent knowledge and understanding. The response:

- clearly develops the essay; displays superior organization
- demonstrates thoughtful interpretation and analysis that support logical conclusions; effectively links data in the prompt with additional information
- support conclusions with significant, appropriate, and accurate specifics
- deals with all aspects of the prompt in appropriate balance
- conveys knowledge and ideas clearly and effectively

### Score Point 4

Student response shows very good knowledge and understanding. The response:

- develops the essay; displays substantial organization
- demonstrates reasonable interpretation and analysis; reaches reasonable conclusions; links data in the prompt with additional information
- supports conclusions with accurate and relevant specifics; minor errors do not significantly compromise position
- addresses all aspects of the prompt but may develop one part in greater depth
- conveys knowledge and ideas clearly

### Score Point 3

Student response shows basic knowledge and understanding. The response:

- partially develops the essay; displays adequate organization
- demonstrates some analysis; reaches conclusions; maybe largely descriptive

- provides generally appropriate specifics; may contain factual errors, but they are balanced by accurate details
- attempts to cover all aspects of the prompt but does not complete all tasks
- conveys knowledge and ideas in a manner that can be understood

### Score Point 2

Student response shows limited knowledge and understanding. The response:

- attempts to develop the essay; displays flawed organization
- may present a position without appropriate supporting information, or analysis contains misconceptions and/or false reasoning; may not reach conclusions
- provides limited specifics that may be largely descriptive; may have numerous and major errors
- addresses only portions of the prompt
- conveys knowledge and ideas in an unclear manner

### Score Point 1

Student response shows little or no knowledge and understanding. The response:

- contains no development of an essay; displays little or no organization
- lacks analysis or entire analysis is false, incorrect, or misleading
- merely mentions several names or events; specifics may be factually inaccurate or unrelated to the prompt
- does little more than mention the topic or repeat portions of the prompt; or refers to the topic but does not attempt to address the prompt
- conveys knowledge and ideas in a manner that impedes understanding or is extremely general

## Scoring Guide for Government / Civics

The essay portion of the Golden State Examination in Government / Civics is scored using criteria based on the general scoring guide below. A detailed training package for

scorers, addressing what students are expected to accomplish in the essay, is developed to score each student response.

### Score Point 5

Student response shows excellent knowledge and understanding. The response:

- clearly develops the essay; displays superior organization
- demonstrates thoughtful interpretation and analysis that support logical conclusions; effectively links data in the prompt with additional information
- support conclusions with significant, appropriate, and accurate specifics
- deals with all aspects of the prompt in appropriate balance
- conveys knowledge and ideas clearly and effectively

### Score Point 4

Student response shows very good knowledge and understanding. The response:

- develops the essay; displays substantial organization
- demonstrates reasonable interpretation and analysis; reaches reasonable conclusions; links data in the prompt with additional information
- supports conclusions with accurate and relevant specifics; minor errors do not significantly compromise position
- addresses all aspects of the prompt but may develop one part in greater depth
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### Score Point 2

Student response shows limited knowledge and understanding. The response:

- attempts to develop the essay; displays flawed organization
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- provides limited specifics that may be largely descriptive; may have numerous and major errors
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## Scoring Guide for Economics

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addressing what students are expected to accomplish in the essay, is developed to score each student response.

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### Score Point 5

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- clearly develops the essay; displays superior organization
- demonstrates thoughtful interpretation and analysis that support logical conclusions; effectively links data in the prompt with additional information
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### Score Point 4

Student response shows very good knowledge and understanding. The response:

- develops the essay; displays substantial organization
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- supports conclusions with accurate and relevant specifics; minor errors do not significantly compromise position
- addresses all aspects of the prompt but may develop one part in greater depth
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### Score Point 2

Student response shows limited knowledge and understanding. The response:

- attempts to develop the essay; displays flawed organization
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