

# Kentucky Summative Assessments



## Grade 5 Social Studies Released Items 2023



1

SS0520070\_3

This list shows rules for students and teachers at school.

1. Be kind to others.
2. Work hard and do your best.
3. Be on time.

Which additional rule belongs on the list because it is a responsibility of **both** students and teachers?

- A** Raise your hand before speaking.
- B** Plan meetings with parents.
- C** Respect different opinions.
- D** Complete your homework.



# Released Item Performance

## Kentucky Summative Assessments

Spring 2023  
Grade 5  
Social Studies

Item: SS0520070  
Book Question Number: 1

Standard: K.C.RR.1

Item Type: MC  
Key: C

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
<i>All Students</i>	<b>43,441</b>	85%	0.85	10%	2%	85%	4%
<i>Gender</i>							
Female	<b>20,927</b>	87%	0.87	8%	1%	87%	3%
Male	<b>22,512</b>	82%	0.82	11%	2%	82%	5%
<i>Ethnicity</i>							
African American	<b>4,414</b>	76%	0.76	15%	3%	76%	7%
American Indian or Alaska Native	<b>51</b>	82%	0.82	14%	0%	82%	4%
Asian	<b>969</b>	88%	0.88	7%	2%	88%	3%
Hispanic or Latino	<b>3,670</b>	79%	0.79	13%	2%	79%	6%
Native Hawaiian or Pacific Islander	<b>78</b>	81%	0.81	12%	4%	81%	4%
White (non-Hispanic)	<b>31,920</b>	86%	0.86	9%	1%	86%	4%
Two or more races	<b>2,337</b>	86%	0.86	9%	1%	86%	4%
<i>Migrant</i>							
Migrant	<b>236</b>	75%	0.75	17%	2%	75%	6%
<i>English Learner</i>							
English Learner	<b>2,480</b>	68%	0.68	20%	4%	68%	9%
<i>Economically Disadvantaged</i>							
Economically Disadvantaged	<b>26,646</b>	82%	0.82	12%	2%	82%	5%
<i>Students with Disabilities</i>							
Students with Disabilities	<b>6,559</b>	66%	0.66	21%	4%	66%	9%

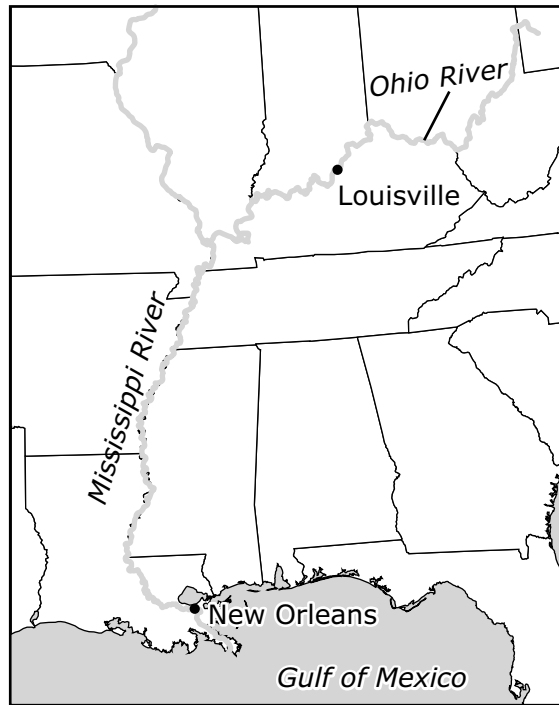


2

SS0520033\_3

This source, which includes a map and a paragraph, is about steamboat use in Kentucky during the 1800s. The map shows the rivers used to travel from Louisville to New Orleans.

### Ohio and Mississippi Rivers



Steamboat travel was introduced to the United States in the early 1800s. Louisville's location on the Ohio River meant that the city could take advantage of the steamboat. The Ohio River flowed into the Mississippi River. The Mississippi River connected to ports on the Gulf of Mexico, such as New Orleans. The steamboat gave Kentuckians access to these ports and made travel on the rivers faster than before. Louisville became an important port in the state.

—based on Tim Talbott, "Louisville's Steamboat Era," Kentucky Historical Society, 2020

How did the introduction of the steamboat affect economic decision-making for Kentuckians?

- A** It increased the opportunity cost of choosing to build boats rather than grow crops.
- B** It led settlers to look for better financial opportunities on the western frontier.
- C** It increased profits for merchants by providing trade opportunities with other markets.
- D** It brought competition that raised the cost of traveling to northern states by train.



# Released Item Performance

## Kentucky Summative Assessments

Spring 2023  
Grade 5  
Social Studies

Item: SS0520033

Book Question Number: 2

Standard: 5.E.KE.1

Item Type: MC

Key: C

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
<i>All Students</i>	<b>43,430</b>	43%	0.43	16%	28%	43%	13%
<i>Gender</i>							
Female	<b>20,920</b>	41%	0.41	17%	29%	41%	13%
Male	<b>22,508</b>	44%	0.44	16%	28%	44%	13%
<i>Ethnicity</i>							
African American	<b>4,410</b>	36%	0.36	19%	29%	36%	16%
American Indian or Alaska Native	<b>51</b>	37%	0.37	18%	29%	37%	16%
Asian	<b>969</b>	45%	0.45	16%	29%	45%	9%
Hispanic or Latino	<b>3,670</b>	38%	0.38	18%	30%	38%	14%
Native Hawaiian or Pacific Islander	<b>78</b>	35%	0.35	18%	29%	35%	18%
White (non-Hispanic)	<b>31,913</b>	44%	0.44	16%	28%	44%	12%
Two or more races	<b>2,337</b>	40%	0.40	17%	30%	40%	13%
<i>Migrant</i>							
Migrant	<b>236</b>	36%	0.36	15%	34%	36%	16%
<i>English Learner</i>							
English Learner	<b>2,479</b>	32%	0.32	22%	30%	32%	17%
<i>Economically Disadvantaged</i>							
Economically Disadvantaged	<b>26,636</b>	40%	0.40	17%	29%	40%	14%
<i>Students with Disabilities</i>							
Students with Disabilities	<b>6,559</b>	38%	0.38	17%	28%	38%	16%



SS0520080

**3**

Identify whether each statement describes a producer or a consumer. Move **two** answers into each box.

**A dairy farmer makes butter from her cows' milk.**

**A customer orders food from a restaurant.**

**A dairy farmer purchases milking equipment.**

**A cook uses ingredients to make food at a restaurant.**

**Producer**

**Consumer**



# Released Item Performance

## Kentucky Summative Assessments

Spring 2023  
Grade 5  
Social Studies

Item: SS0520080  
Book Question Number: 3

Standard: 1.E.MI.1

Item Type: TE  
Key: see below

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
<i>All Students</i>	<b>20,663</b>	83.8%	1.68	3%	27%	70%
<i>Gender</i>						
Female	<b>10,059</b>	82.5%	1.65	3%	29%	68%
Male	<b>10,603</b>	84.9%	1.70	3%	25%	73%
<i>Ethnicity</i>						
African American	<b>2,054</b>	74.6%	1.49	7%	38%	56%
American Indian or Alaska Native	<b>26</b>	76.9%	1.54	8%	31%	62%
Asian	<b>451</b>	88.1%	1.76	3%	18%	79%
Hispanic or Latino	<b>1,597</b>	79.1%	1.58	4%	34%	62%
Native Hawaiian or Pacific Islander	<b>36</b>	88.9%	1.78	3%	17%	81%
White (non-Hispanic)	<b>15,383</b>	85.5%	1.71	2%	25%	73%
Two or more races	<b>1,115</b>	81.6%	1.63	3%	32%	66%
<i>Migrant</i>						
Migrant	<b>103</b>	74.8%	1.50	5%	41%	54%
<i>English Learner</i>						
English Learner	<b>918</b>	70.2%	1.40	7%	45%	47%
<i>Economically Disadvantaged</i>						
Economically Disadvantaged	<b>12,564</b>	80.7%	1.61	3%	32%	65%
<i>Students with Disabilities</i>						
Students with Disabilities	<b>2,526</b>	75.6%	1.51	5%	38%	56%

**Key:** This 1 -part item is worth 2.0 point(s). Partial credit will be awarded if half or more than half of the item is correct. Match: The Producer gap should contain milk and Cook. The Consumer gap should contain Customer and equipment.



SS0520047\_IN

**Analyze each source and then answer the questions that follow.**

**While you are analyzing the sources, think about the compelling question “How do human settlement and movement affect diverse groups of people?”**

### **Introduction**

Analyze these sources about why people leave Cuba in order to investigate the compelling question “How do human settlement and movement affect diverse groups of people?”

### **Cuba and Southeastern United States, 2019**







SS0520047\_S1

**Source 1**

This source is about the relationship between Cuba and the United States.

For many years, Cuba and the United States had a close relationship. Then, in 1959, a man named Fidel Castro led a revolution in Cuba. He made the country communist. In communist countries, the leader has almost total power. The people may vote in elections, but they only have one choice on the ballot. The government controls the economy and decides what is produced and consumed. The government even chooses jobs for its citizens and decides how much money citizens get paid for those jobs.

The ideas of communism are opposite of the ideas that the United States values. For this reason, the United States and Cuba became enemies. Castro ruled for almost 50 years. During this time, travel and trade between the United States and Cuba stopped. However, Cubans who opposed communism often escaped the country and came to the United States in search of freedom. Although most of these people settled in southern Florida, many Cubans now live in Kentucky.

—based on “Cuba Profile—Timeline,” British Broadcasting Corporation (BBC), May 1, 2018



SS0520047\_S2

**Source 2**

This source includes comments from a U.S. reporter who visited Cuba in 2015 and a photograph of a Cuban street.

[Cuba is] visually stunning. . . . With so few vehicles, it's an easy city to move through. And those 1950s cars, of course! The "frozen in time" feel—all real. It's fascinating to be in a commercial-free zone—no chain stores, no ads, few signs—without the visual clutter of so much of our lives. . . .

There's the lack of internet connections. Frozen in time, right?

—Jeffrey Brown, "Reporting from Cuba, a Place Frozen in Time Yet Full of Potential," *PBS NewsHour*, June 15, 2015

**View of a Cuban Street, 2019**



SS0520047\_S3

**Source 3**

This source describes developments in Cuba’s economic policies in 2011.

In April 2011, the government held the first Cuban Communist Party Congress in almost 13 years. Party leaders approved a plan for changes to the economy. There have been small changes ever since. For example, Cubans have been allowed to buy appliances and cell phones, stay in hotels, and buy and sell used cars. The number of government-sponsored jobs was reduced. This has led to some people starting new businesses.

—adapted from “Central America: Cuba,” *The World Factbook*, 2020



SS0520047\_S4

**Source 4**

This table compares select features of Cuba and the United States in 2015.

**Select Features of Cuba and the United States, 2015**

	<b>Cuba</b>	<b>United States</b>
<b>Government Type</b>	Communist	Democratic
<b>Average Annual Earnings per Person</b>	\$6,622	\$49,173
<b>News</b>	Communist-Party controlled	Independent
<b>Official Language</b>	Spanish	Not established

Source: Central Intelligence Agency (CIA) and The World Bank



SS0520047\_S5

**Source 5**

This source is about Cuban migrants in Louisville, Kentucky.

There were 9,190 Cubans in the Louisville/Jefferson County metropolitan area in 2014. . . .

“Our population growth has been dependent over the last five years on immigrants coming to our community and the single largest immigrant group has been Cuban,” says Bryan Warren, director of the city’s Office of Globalization. “We want to continue to foster that opportunity for them to come here and open businesses and to get jobs and buy houses.” . . .

Cecilia Batista and her son arrived . . . earlier this year. . . . “I had heard about this place, so I came here. . . . We came for a better life,” she says. “I have to learn many things. The hardest part is learning the language.”

—Tracey Eaton, “Fastest-Growing Immigrant Group in Louisville, Kentucky? Cuban Americans,” NBC News, August 17, 2016

4

SS0520047\_02\_2

Which aspect of culture led some people to leave Cuba after 1959?

- A** The presence of historic buildings
- B** The communist government
- C** The crowded streets
- D** The role of advertising



# Released Item Performance

## Kentucky Summative Assessments

Spring 2023  
Grade 5  
Social Studies

Item: SS0520047\_02  
Book Question Number: 4

Standard: 3.G.GR.1

Item Type: MC  
Key: B

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
<i>All Students</i>	<b>43,422</b>	81%	0.81	6%	81%	7%	6%
<i>Gender</i>							
Female	<b>20,915</b>	81%	0.81	7%	81%	7%	5%
Male	<b>22,505</b>	81%	0.81	6%	81%	7%	6%
<i>Ethnicity</i>							
African American	<b>4,411</b>	73%	0.73	9%	73%	11%	7%
American Indian or Alaska Native	<b>51</b>	73%	0.73	10%	73%	4%	14%
Asian	<b>969</b>	88%	0.88	4%	88%	4%	4%
Hispanic or Latino	<b>3,667</b>	79%	0.79	6%	79%	8%	7%
Native Hawaiian or Pacific Islander	<b>77</b>	73%	0.73	12%	73%	10%	5%
White (non-Hispanic)	<b>31,910</b>	82%	0.82	6%	82%	6%	5%
Two or more races	<b>2,335</b>	80%	0.80	7%	80%	8%	6%
<i>Migrant</i>							
Migrant	<b>236</b>	72%	0.72	9%	72%	10%	9%
<i>English Learner</i>							
English Learner	<b>2,478</b>	72%	0.72	10%	72%	10%	9%
<i>Economically Disadvantaged</i>							
Economically Disadvantaged	<b>26,633</b>	77%	0.77	8%	77%	9%	7%
<i>Students with Disabilities</i>							
Students with Disabilities	<b>6,559</b>	67%	0.67	11%	67%	12%	10%



5

SS0520047\_04\_2

Which response **best** answers the supporting question “How are Cuban citizens and U.S. citizens governed differently?”

- A** The U.S. government allows its citizens fewer rights than the Cuban government does.
- B** The Cuban government has more control over its citizens than the U.S. government does.
- C** The U.S. government provides fewer choices for its leaders than the Cuban government does.
- D** The Cuban government gives its citizens more freedom to travel than the U.S. government does.



# Released Item Performance

## Kentucky Summative Assessments

Spring 2023  
Grade 5  
Social Studies

Item: SS0520047\_04  
Book Question Number: 5

Standard: 3.C.CP.2

Item Type: MC  
Key: B

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
<i>All Students</i>	<b>43,414</b>	64%	0.64	12%	64%	15%	9%
<i>Gender</i>							
Female	<b>20,914</b>	64%	0.64	13%	64%	15%	9%
Male	<b>22,498</b>	65%	0.65	12%	65%	15%	8%
<i>Ethnicity</i>							
African American	<b>4,410</b>	53%	0.53	17%	53%	20%	10%
American Indian or Alaska Native	<b>51</b>	59%	0.59	14%	59%	20%	8%
Asian	<b>969</b>	74%	0.74	10%	74%	9%	6%
Hispanic or Latino	<b>3,665</b>	58%	0.58	15%	58%	16%	11%
Native Hawaiian or Pacific Islander	<b>77</b>	61%	0.61	16%	61%	13%	10%
White (non-Hispanic)	<b>31,907</b>	67%	0.67	11%	67%	14%	8%
Two or more races	<b>2,333</b>	60%	0.60	14%	60%	17%	10%
<i>Migrant</i>							
Migrant	<b>235</b>	53%	0.53	14%	53%	17%	17%
<i>English Learner</i>							
English Learner	<b>2,478</b>	45%	0.45	19%	45%	22%	15%
<i>Economically Disadvantaged</i>							
Economically Disadvantaged	<b>26,629</b>	59%	0.59	14%	59%	17%	10%
<i>Students with Disabilities</i>							
Students with Disabilities	<b>6,559</b>	50%	0.50	16%	50%	20%	14%





6

SS0520047\_06\_5,3

Which **two** sources **best** show the diffusion of people and ideas to other communities?

- A** Source 1, which shows that the United States has been influenced by trade with Cuba
- B** Source 2, which shows that Cuban economic ideas have spread to other places
- C** Source 3, which shows that ideas about giving people economic choices have spread to Cuba
- D** Source 4, which shows that ideas about independent news have spread to Cuba
- E** Source 5, which shows that cities in the United States have been influenced by Cuban culture



# Released Item Performance

## Kentucky Summative Assessments

Spring 2023  
Grade 5  
Social Studies

Item: SS0520047\_06  
Book Question Number: 6

Standard: 3.H.CO.1

Item Type: MS  
Key: C,E

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
<i>All Students</i>	<b>43,342</b>	44.1%	0.88	26%	59%	14%
<i>Gender</i>						
Female	<b>20,887</b>	44.2%	0.88	26%	60%	14%
Male	<b>22,453</b>	44.0%	0.88	27%	59%	15%
<i>Ethnicity</i>						
African American	<b>4,394</b>	41.2%	0.82	31%	56%	13%
American Indian or Alaska Native	<b>51</b>	48.0%	0.96	25%	53%	22%
Asian	<b>968</b>	50.2%	1.00	19%	62%	19%
Hispanic or Latino	<b>3,666</b>	43.9%	0.88	27%	58%	15%
Native Hawaiian or Pacific Islander	<b>77</b>	44.2%	0.88	23%	65%	12%
White (non-Hispanic)	<b>31,855</b>	44.3%	0.89	26%	60%	14%
Two or more races	<b>2,329</b>	43.9%	0.88	27%	58%	15%
<i>Migrant</i>						
Migrant	<b>236</b>	44.7%	0.89	24%	62%	14%
<i>English Learner</i>						
English Learner	<b>2,475</b>	42.5%	0.85	29%	57%	14%
<i>Economically Disadvantaged</i>						
Economically Disadvantaged	<b>26,571</b>	42.7%	0.85	28%	58%	14%
<i>Students with Disabilities</i>						
Students with Disabilities	<b>6,520</b>	42.7%	0.85	29%	56%	14%



7

SS0520047\_03\_4

Which supporting question would be **best** for understanding why Cubans have immigrated to Kentucky?

- A** How many Cubans served in the government of Fidel Castro?
- B** What are some things the Cuban government has done well for its people?
- C** What goods are produced by the Cuban economy?
- D** How did the leadership of Fidel Castro affect the lives of Cubans?



# Released Item Performance

## Kentucky Summative Assessments

Spring 2023  
Grade 5  
Social Studies

Item: SS0520047\_03  
Book Question Number: 7

Standard: 3.H.KH.1

Item Type: MC  
Key: D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
<i>All Students</i>	<b>43,418</b>	52%	0.52	8%	26%	14%	52%
<i>Gender</i>							
Female	<b>20,918</b>	52%	0.52	8%	27%	13%	52%
Male	<b>22,498</b>	51%	0.51	9%	26%	15%	51%
<i>Ethnicity</i>							
African American	<b>4,412</b>	38%	0.38	11%	34%	16%	38%
American Indian or Alaska Native	<b>51</b>	53%	0.53	14%	20%	14%	53%
Asian	<b>969</b>	64%	0.64	5%	22%	9%	64%
Hispanic or Latino	<b>3,667</b>	49%	0.49	9%	28%	14%	49%
Native Hawaiian or Pacific Islander	<b>77</b>	44%	0.44	5%	36%	14%	44%
White (non-Hispanic)	<b>31,908</b>	54%	0.54	8%	25%	13%	54%
Two or more races	<b>2,332</b>	48%	0.48	10%	27%	15%	48%
<i>Migrant</i>							
Migrant	<b>236</b>	47%	0.47	7%	31%	15%	47%
<i>English Learner</i>							
English Learner	<b>2,479</b>	39%	0.39	11%	34%	17%	39%
<i>Economically Disadvantaged</i>							
Economically Disadvantaged	<b>26,632</b>	46%	0.46	9%	29%	15%	46%
<i>Students with Disabilities</i>							
Students with Disabilities	<b>6,557</b>	40%	0.40	11%	30%	18%	40%



8

SS0520047\_09

Read the question carefully. Then enter your answer in the space provided.

Construct a response to answer the supporting question “How did movement and settlement impact people who left Cuba for the United States?” Use reasoning and evidence from **multiple** sources to support your response. Sources used may include the introduction. Write **at least** two paragraphs.



# Released Item Performance

## Kentucky Summative Assessments

Spring 2023  
Grade 5  
Social Studies

Item: SS0520047\_09  
Book Question Number: 8

Standard: 3.G.MM.1

Item Type: ER  
Key: Rubric

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages				
				Score 0 (%)	Score 1(%)	Score 2 (%)	Score 3 (%)	Score 4 (%)
<i>All Students</i>	<b>41,807</b>	29.8%	1.19	33%	31%	25%	10%	3%
<i>Gender</i>								
Female	<b>20,425</b>	32.0%	1.28	30%	30%	25%	11%	4%
Male	<b>21,380</b>	27.6%	1.10	35%	31%	24%	8%	2%
<i>Ethnicity</i>								
African American	<b>4,108</b>	19.9%	0.79	47%	32%	15%	5%	1%
American Indian or Alaska Native	<b>47</b>	29.8%	1.19	34%	32%	17%	15%	2%
Asian	<b>949</b>	42.4%	1.69	19%	26%	28%	20%	7%
Hispanic or Latino	<b>3,516</b>	26.3%	1.05	37%	33%	21%	8%	2%
Native Hawaiian or Pacific Islander	<b>76</b>	28.6%	1.14	33%	30%	26%	11%	0%
White (non-Hispanic)	<b>30,874</b>	31.2%	1.25	30%	30%	26%	10%	3%
Two or more races	<b>2,235</b>	27.9%	1.12	36%	30%	24%	8%	3%
<i>Migrant</i>								
Migrant	<b>223</b>	23.2%	0.93	44%	29%	17%	9%	0%
<i>English Learner</i>								
English Learner	<b>2,362</b>	17.9%	0.72	48%	35%	14%	3%	0%
<i>Economically Disadvantaged</i>								
Economically Disadvantaged	<b>25,399</b>	24.7%	0.99	39%	32%	21%	6%	1%
<i>Students with Disabilities</i>								
Students with Disabilities	<b>6,108</b>	18.5%	0.74	51%	29%	16%	4%	1%

# Rubric

Score Point	
4	<p>The student response demonstrates:</p> <ul style="list-style-type: none"><li>• completion of all important components of the item</li><li>• clear communication of ideas</li><li>• in-depth understanding of the relevant concepts and/or practices</li><li>• appropriate use of more efficient and/or sophisticated processes</li><li>• appropriate use of insightful interpretations or extensions (generalizations, application, analogies)</li></ul>
3	<p>The student response demonstrates:</p> <ul style="list-style-type: none"><li>• completion of most of the important components of the item</li><li>• clear communication of ideas for the completed components</li><li>• an understanding of major concepts and/or practices, although the response may overlook or show misunderstanding of some less important ideas or details</li></ul>
2	<p>The student response demonstrates:</p> <ul style="list-style-type: none"><li>• completion of some of the important components of the item</li><li>• clear communication of ideas for the completed components</li><li>• gaps in conceptual understanding</li></ul>
1	<p>The student response demonstrates:</p> <ul style="list-style-type: none"><li>• completion of only a limited portion of the important components of the item</li><li>• minimal understanding of the item</li></ul>
0	<p>The student response is incorrect, irrelevant, or missing.</p>

# Exemplar / Answer Cues

## Exemplar – Score Point 4 Response

Cubans who moved to and settled in the United States experienced many changes. Cuban immigrants in Kentucky had to get used to a different climate and a different way of life. Cuba is an island, so it is easy for people to go to the beach. Cubans in Kentucky have to travel a long way to get to the beach.

Cubans in the United States also probably make more money than they would in Cuba. They have more freedom to start their own businesses. However, because Cubans speak Spanish, they may have a hard time communicating with people who only speak English.

## Answer Cues

Valid answers may include but are not limited to:

- Change in climate for Cubans in Kentucky (Introduction)
- Not much of a change in lifestyle for Cubans in Florida (Introduction)
- Different form of government (Sources 1 and 4)
- More choices in elections (Source 1)
- More economic freedom (Source 1)
- Better access to information (Sources 2 and 4)
- New problems such a more traffic (Source 2)
- More choices in goods (Source 2)
- Not so much change because Cubans are gaining new opportunities (Source 3)
- Less job security for people who left government jobs (Source 3)
- Opportunity to earn more money (Source 4)
- New language (Sources 4 and 5)



# Anchor Set

A1

According to source 3 Cubians were able to buy cell phones and cars. Cuban people could also buy appliances and stay in hotels. They started businesses.

cuba people mygreat to kentucky.

## Anchor Annotation, Paper 1

### Score Point 0

The response is irrelevant and does not address the prompt, “How did movement and settlement impact people who left Cuba for the United States?” It discusses only life in Cuba (According to source 3 Cubians were able to buy cell phones and cars . . . also buy appliances and stay in hotels. They started businesses . . . mygreat to kentucky).

A2

the movment and settlement impacted the people of cuba when they came to the USA because they were slowed down by other movers and settlers.when people from cuba came it took them longer to settle because there was other people trying to move and settle aswell.

## Anchor Annotation, Paper 2

### Score Point 0

The student response is irrelevant (the movment and settlement impacted the people of cuba when they came to the USA . . . slowed down by other movers and settlers.when people from cuba came it took them longer to settle). It does not use information from the sources.

the movment and settlement impact people who left Cuba for the United States because they only had the choice on the ballot. the passage explains our population growth has been dependent over the last five years. on immigrant group has been Cuban. "

**Anchor Annotation, Paper 3**  
**Score Point 0**

The response is incorrect and does not demonstrate understanding of the prompt (the movment and settlement impact people who left Cuba . . . they only had the choice on the ballot. the passage explains our population growth has been dependent . . . on immigrant group has been Cuban).

It affected them bad because they were not youse to where they were going so they would have to adapt to this new place. In my opinion it will evevetuly get eaiser to get around and speack the same as the people who has lived there the whol thime. Also it is just like a baby being born it is coming into a place it has never been and then it has to learn how to speack.

**Anchor Annotation, Paper 4**  
**Score Point 1**

The response demonstrates completion of a limited component, language, showing minimal understanding (they would have to adapt to this new place. In my opinion it will evevetuly get eaiser to get around and speack the same as the people who has lived there the whol thime).

the setlemen was good and alot of cuba's moved and changed there life stile like the average mony 6,622 to 49,173 that is a dig changhaveing that much earnings must of been grate .

**Anchor Annotation, Paper 5**  
**Score Point 1**

The student response demonstrates completion of only a limited important component, the change in life due to increased income, showing minimal understanding (cuba's moved and changed there life stile like the average mony 6,622 to 49,173 that is a dig changhaveing that much earnings must of been grate).

The people in cuba was controled by the govener. but the people in the united states get more freedome

**Anchor Annotation, Paper 6**  
**Score Point 1**

The student response demonstrates completion of only a limited important component, attempting to discuss the differences between the two governments, showing minimal understanding (The people in cuba was controled by the govener. but the people in the united states get more freedome).

Life changed for cubans when they moved to the united states. It became better for them. They now have a say in what they want out of their life by voting. In cuba they could only choose 1 answer.

Cubans were able to make more money in the united states. Jobs in united states are good paying jobs. In cuba, they barely made any money to live off of.

**Anchor Annotation, Paper 7**  
**Score Point 2**

The student response demonstrates completion of some important components with clear communication of ideas, giving two examples with no discussion (when they moved to the united states. It became better for them. They now have a say in what they want out of their life by voting. In cuba they could only choose 1 answer) and (Cubans were able to make more money in the united states. Jobs in united states are good paying jobs. In cuba, they barely made any money to live). Overall, the response needs more discussion to reach a higher score point.

The movement and settlement impacted people who left Cuba for the United States because in Source 5 it says, "Cecilia Batista and her son arrived...earlier this year.... she said, I had heard about this place, so I came here." (paragraph 3). Cecilia must of heard of how free it is in the United States so she moved there.

Also, the movement and settlement impacted the Cuban people because it was hard for them to learn the language. In Source 5 Cecilia Batista says, "The hardest part is learning the new language."

**Anchor Annotation, Paper 8**  
**Score Point 2**

The student response demonstrates completion of some important components with clear communication of ideas, giving two examples from the same Source (because in Source 5 it says, "Cecilia Batista and her son arrived ...earlier this year.... she said, I had heard about this place, so I came here") discussed briefly (Cecilia must of heard of how free it is in the United States so she moved there). The second example (In Source 5 Cecilia Batista says, "The hardest part is learning the new language") is repetitive and even less well discussed, very 2-like (movement and settlement impacted the Cuban people because it was hard for them to learn the language). The response lacks substantial discussion for a higher score point, and the single source keeps it at a SP2.

It could impact them because it is not their native language. They are not use to the weather.

**Anchor Annotation, Paper 9**  
**Score Point 2**

The student response demonstrates completion of some important components with clear communication of ideas, giving two relevant examples from two sources, (It could impact them because it is not their native language. They are not use to the weather).

They got plenty more rights and jobs. For example they got to pick there job. They didn't have to be told "you get 20 bucks for this job". Because it was really worth hundreds of dollars. That would be unfair.

They also could be who they wanted. Most people wouldn't judge them for who they are. Plenty of people from different cultures come here. Because they want to be free or have more/better rights. Anyone is welcome her no matter their gender, sexuality, or race.

### **Anchor Annotation, Paper 10 Score Point 3**

The student response demonstrates completion of most of the important components and a clear communication of ideas. There are three ideas related to rights (They got plenty more rights and jobs), jobs (For example they got to pick there job), and acceptance (They also could be who they wanted) with brief discussion in the student's own words that shows a bit of insight (They got plenty more rights and jobs.. They didn't have to be told 'you get 20 bucks for this job'. Because it was really worth hundreds of dollars. That would be unfair) and provides additional explanation (Most people wouldn't judge them for who they are . . . Anyone is welcome her no matter their gender, sexuality, or race) and details (Plenty of people from different cultures come here. Because they want to be free or have more/better rights). Overall, this response is better than score point 2s.

How it affected Cuba is that when Cuba people moved to America they had to adopt to the American's language and also do what the Americans did. They had to find ways to make money and find how to do the Americans jobs.

How it impacted the Cuban people is that they didn't know where to go. Some went to Kentucky to live. Some went to Florida, and others went to the Gulf of Mexico. And they didn't know the languages of anybody there.

### **Anchor Annotation, Paper 11 Score Point 3**

The student response demonstrates completion of most of the important components and an understanding of major concepts. Another low score point 3, this response provides several of the available examples of impact, makes use of sources, but lacks explanations (How it affected Cuba is that when Cuba people moved to America they had to adopt to the American's language . . . find ways to make money and find how to do the Americans jobs. How it impacted the Cuban people is that . . . Some went to Kentucky to live. Some went to Florida, and others went to the Gulf of Mexico. And they didn't know the languages of anybody there).

The movement impacted many people because every things was different. Like the Government type Cuba is communist but the United States is democrtic. Also the Average Annual Earnings per Person in Cuba it is \$6,622 but in the United States it is \$49,173. The news is dfferent to like Cuba is Commu ist Party controlled but here it is Independent controlled. The Official language is Spanish but here it is Not established.

The settlement impacts people who left cuba by many differnt things. Like learning the language. Plus learning how to buy things like cell phones and electronical devices. And how to buy cars and sell them also stay in hotels. Plus they have to get used to not seeing that many add signs or chain stores. Last they have to get used to the new cars we have instead of 1950's cars.

**Anchor Annotation, Paper 12**  
**Score Point 3**

The student response demonstrates completion of most of the important components and an understanding of major concepts; the effort includes list-like ideas and some attempt at reasoning in paragraph 2, but further explanation would strengthen the response. For example, the response states that language is a factor, but not how. Contrasting sides are presented (every things was different. Like the Government type Cuba is communist but the United States is democrtic), adding additional information (the Average Annual Earnings per Person in Cuba it is \$6,622 but in the United States it is \$49,173) from other sources (The news is dfferent to like Cuba is Commu ist Party controlledbut here it is Independent controlled) aside from one (The Official language is Spanish but here it is Not established). A misconception towards the end attributes characteristics of Cuba to the US (Plus learning how to buy things like cell phones and electronical devices. And how to buy cars and sell them also stay in hotels. Plus they have to get used to not seeing that many add signs or chain stores).

It has recently come to my attention that people have been asking how it impacted the people moving from Cuba to the U.S. First of all, in the U.S you have more freedom. Also, in America we dont pick your jobs for you. Thirdly, people from Cuba will get a higher income because they get to pick a job that pays well themselves. All in all, I believe the people that moved from Cuba to the United States had a high impact on them.

To begin with, in the USA you have more freedom wich means you have more rights than in Cuba. Secondly, you get a higher income because you can choose a job that you like and that pays well yourself. I mean, if you ask me I think that is a pretty big impact on Cubans. I say this because, if your job does not pay well you could struggle paying the bills on your house and maybe even one day get kicked out. When all is said and done, I fervently beleive that when people came from Cuba to the U.S it impacted them a lot.

**Anchor Annotation, Paper 13**  
**Score Point 4**

The response completes all important components with clear communication of ideas via some explanation and comparison. The response provides several examples of impact and makes use of multiple sources, even though not explicitly stated (how it impacted the people moving from Cuba to the U.S. First of all, in the U.S you have more freedom. Also, in America we dont pick yourjobs for you. Thirdly, people from Cuba will get a higher income because they get to pick a job that pays well themselves) along with additional details (To begin with, in the USA you have more freedom wich means you have more rights than in Cuba) and explanation (All in all, I believe the people that moved from Cuba to the United States had a high impact).

It impacted the Cuba people because they had less freedom in Cuba but when they moved to the United States they have more freedom. It also impacted they because they had to get used to the United States size. Plus they had to get used to the language.

When they moved from Cuba to the United States that didn't have to deal with the governer being a communist. When they moved they had to get used to the weather and what the climate is in that certain state. The last thing that impacted them when they moved to United States is the had to get used to different products how products look different from they do in Cuba.

**Anchor Annotation, Paper 14**  
**Score Point 4**

The student response completes all important components with clear communication of ideas, using several examples of impact using multiple sources, (they had less freedom in Cuba but when they moved to the United States they have more freedom. It also impacted they because they had to get used to the United States size. Plus they had to get used to the language. When they moved from Cuba to the United States that didn't have to deal with the governer being a communist. When they moved they had to get used to the weather and what the climate is in that certain state) as well as their own knowledge (they had to get used to different products how products look different from they do in Cuba).



One way that movement and settlement impacted Cuban immigrants, is that the immigrants may be paid more on average. According to source four, "Average Annual Earnings per Person- in United states- 49,173." This evidence supports the fact that Cuban immigrants will be paid much more, than they were in cuba. Since they are paid more in the United States, it is possible that they can afford more things. That was one way that moving to the United states affected Cuban immigrants.

Another way that movement and settlement impacted Cuban immigrants, is that they may have trouble understanding some other people, because the United States does not have an established language. Since they may have trouble understanding everyone, it may be harder to get a job. According to source 4, "Cuba- Official Language- Spanish." and "United states- Offical language- Not established." This evidence show that Cuba has an established language and America doesn't, so Cuban immigrants may have trouble understanding some people.

**Anchor Annotation, Paper 15**  
**Score Point 4**

The student response completes all important components with clear communication and understanding with appropriate use of efficient processes (One way that movement and settlement impacted Cuban immigrants, is that the immigrants may be paid more on average. According to source four, 'Average Annual Earnings per Person- in United states- 49,173.' This evidence supports the fact that Cuban immigrants will be paid much more, than they were in cuba. Since they are paid more in the United States, . . . they can afford more things. That was one way that moving to the United states affected Cuban immigrants).

The response shows deeper understanding and makes connections with the student's own words while explaining ways the move had an impact upon those moving (Another way that movement and settlement impacted Cuban immigrants is that they may have trouble understanding some other people, because the United States does not have an established language . . . it may be harder to get a job. According to source 4, 'Cuba-Official Language-Spanish.' and 'United states- Offical language- Not established'). The response only cites from one source, but the same information can be found in other sources and is clearly explained to the extent it is the highest score point 4 in the anchor set.



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