



Arkansas Comprehensive Testing, Assessment, and Accountability Program

Teacher Handbook

Grade 3 Benchmark Examination

April 2007
Administration

This document is the property of the Arkansas Department of Education, and all rights of this document are reserved by the Arkansas Department of Education. Arkansas public schools may reproduce this document in full or in part for use with teachers, students, and parents. All other uses of this document are forbidden without written permission from the Arkansas Department of Education. All inquiries should be sent to Dr. Gayle Potter at the Arkansas Department of Education, 501-682-4558.

Arkansas Department of Education

Teacher Handbook—2007 Benchmark Grade 3

Table of Contents

	Page
INTRODUCTION	1
SCORING STUDENT RESPONSES TO MATHEMATICS AND READING OPEN-RESPONSE ITEMS	
Reader Training.....	2
Scoring Procedures	2
MATHEMATICS RESPONSES	
Mathematics Item A.....	4
Mathematics Item A Scoring Rubric.....	4
Mathematics Item A Solution and Scoring	5
Mathematics Item A Sample Responses and Annotations	6
Mathematics Item B.....	11
Mathematics Item B Scoring Rubric.....	11
Mathematics Item B Solution and Scoring	12
Mathematics Item B Sample Responses and Annotations	14
Mathematics Item C.....	19
Mathematics Item C Scoring Rubric.....	19
Mathematics Item C Solution and Scoring	20
Mathematics Item C Sample Responses and Annotations	22
Mathematics Item D.....	27
Mathematics Item D Scoring Rubric	27
Mathematics Item D Solution and Scoring.....	28
Mathematics Item D Sample Responses and Annotations.....	29
Mathematics Item E	34
Mathematics Item E Scoring Rubric.....	34
Mathematics Item E Solution and Scoring	35
Mathematics Item E Sample Responses and Annotations	36

Teacher Handbook—2007 Benchmark Grade 3

Table of Contents

	Page
READING RESPONSES	
Reading Passage A	42
Reading Item A	44
Reading Item A Scoring Rubric	44
Reading Item A Sample Responses and Annotations	45
Reading Passage B	48
Reading Item B	50
Reading Item B Scoring Rubric	50
Reading Item B Sample Responses and Annotations	51
Reading Passage C	54
Reading Item C	56
Reading Item C Scoring Rubric	56
Reading Item C Sample Responses and Annotations	57
Acknowledgments.....	60
WRITING RESPONSES	
Scoring Student Responses to Writing Prompts	62
Domain Scoring	62
Scoring Scale	62
Non-scoreable and Blank Papers	62
Writing Domains and Definitions	63
Writing Prompts	64
Writer’s Checklist	65
Writing Sample Response 1 – Prompt 1	66
Writing Annotation for Sample Response 1 – Prompt 1	67
Writing Sample Response 2 – Prompt 2	68
Writing Annotation for Sample Response 2 – Prompt 2	69
Writing Sample Response 3 – Prompt 2	70
Writing Annotation for Sample Response 3 – Prompt 2	72

Introduction—2007 Benchmark Grade 3

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP)** Benchmark Examinations are comprehensive examinations currently administered in grades 3 through 8. They consist of multiple-choice items in Mathematics, Reading, and Writing, as well as open-response questions in Mathematics and Reading and a Writing component that directly assess student writing. The *Arkansas Mathematics Curriculum Framework* and *English Language Arts Curriculum Framework* are the basis for the development of the Benchmark Examinations.

This handbook provides information about the scoring of the grade 3 student responses to the open-response items in Reading and Mathematics and to the direct Writing prompts. It describes the scoring procedures and the scoring criteria (rubrics) used to assess student responses. Copies of actual student responses are provided, along with scores given to those responses, to illustrate how the scoring criteria were applied in each content area.

Additional information about the Benchmark Examinations is available through the Arkansas Department of Education. Questions can be addressed to Dr. Gayle Potter at 501-682-4558.

Scoring Student Responses to Mathematics and Reading Open-Response Items—2007 Benchmark Grade 3

The multiple-choice and open-response test items for the Reading and Mathematics components of the Benchmark Examinations are developed with the assistance and approval of the Content Advisory Committees. All passages and items on the Benchmark Examinations are based on the Arkansas Curriculum Frameworks and developed with the assistance and approval of Content Advisory Committees and Bias Review Committees. These committees are composed of active Arkansas educators.

While multiple-choice items are scored by machine to determine if the student chose the correct answer from four options, responses to open-response items must be scored by trained “readers” using a pre-established set of scoring criteria.

Reader Training

Readers are trained to score only one content area, but the training procedures are virtually identical for both Reading and Mathematics readers. Qualified readers for the Arkansas scoring will be those with a four-year college degree in English, language arts, education, mathematics, science, or related fields.

Before readers are allowed to begin assigning scores to any student responses, they go through intensive training. The first step in that training is for the readers to read the Mathematics open-response item or the Reading passage and its item as it appeared in the test booklet and to respond—just as the student test takers are required to do. This step gives the readers some insight into how the students might have responded. The next step is the readers’ introduction to the scoring rubric. All of the specific requirements of the rubric are explained by the Scoring Director who has been specifically trained to lead the scoring group. Then responses (anchor papers) that illustrate the score points of the rubric are presented to the readers and discussed. The goal of this discussion is for the readers to understand why a particular response (or type of response) receives a particular score. After discussion of the rubric and anchor papers, readers practice scoring sets of responses that have been pre-scored and selected for use as training papers. Detailed discussion of the responses and the scores they receive follows.

After three or four of these practice sets, readers are given “qualifying rounds.” These are additional sets of pre-scored papers and, in order to qualify, each reader must score in exact agreement on at least 80% of the responses and have no more than 5% non-adjacent agreement on the responses. Readers who do not score within the required rate of agreement are not allowed to score the Benchmark Examinations responses.

Once scoring of the actual student responses begins, readers are monitored constantly throughout the project to ensure that they are scoring according to the criteria. Daily and cumulative statistics are posted and analyzed, and Scoring Directors or Team Leaders reread selected responses scored by the readers. These procedures promote reliable and consistent scoring. Any reader who does not maintain an acceptable level of agreement is dismissed from the project.

Scoring Procedures

All student responses to the Benchmark Examinations open-response test items are scored independently by two readers. Those two scores are compared, and responses that receive scores that are non-adjacent (a “1” and a “3,” for example) are scored a third time by a Team Leader or the Scoring Director for resolution.

This Teacher Handbook includes the Reading passages with their open-response items and the Mathematics open-response items as they appeared in this year’s test. The specific scoring rubric for each item and annotated response for each score point of the rubric follows. The goal is for classroom teachers and their students to understand how responses are scored. It is hoped that this understanding will help students see what kind of performance is expected of them on the Benchmark Examinations.

MATHEMATICS RESPONSES

Mathematics Item A—2007 Benchmark Grade 3

Karina is playing a card game with her cousin. She needs to pull a green card from the bag to win the game. There are 5 purple cards, 5 red cards, 3 yellow cards, 2 blue cards, and 2 green cards in the bag.

1. What is the probability that Karina will draw a green card? Explain your answer using words and/or numbers.
2. Would Karina be more likely, less likely, or equally likely to draw a red card instead of a green card? Explain your answer using words and/or numbers.

Mathematics Item A Scoring Rubric—2007 Benchmark Grade 3

SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

Solution and Scoring

Part	Points
1	<p>2 points possible</p> <p>2 points: Correct probability with correct and complete explanation. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • “2/17 because there are 2 green and 17 total cards,” or • “2 out of 17 since there are 17 in all and 2 are green,” or • “2/17: $5 + 5 + 3 + 2 + 2 = 17$, 2 green,” or • “About 12% because it’s 2 out of 17.” <p>OR</p> <p>1 point: Correct probability with incomplete, vague, or missing explanation. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • “2/17 since 2 are green” (no work or explanation for 17), or • “2 out of 17 since there are 17 all together” (no explanation for 2), or • “two out of seventeen” (no work or explanation for 17 or 2), or • “2/17” (no work or explanation for 17 or 2). <p style="text-align: center;">Or</p> <p>Probability is incorrect, but <u>answer and explanation</u> show some understanding of probability. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • “The probability is 2/19 since 2 are green and there are 19 in all” (incorrect probability due to a calculation or copy error). <p>Note: Do not give credit for “2 are green and there are 17 in all” if no probability is given or incorrect procedure is included.</p>
2	<p>2 points possible</p> <p>1 point: Correct answer: More likely (to pick a red card), or correct answer based on a calculation or copy error in Part 1.</p> <p>AND</p> <p>1 point: Correct and complete procedure shown and/or explained. (The procedure may be based on a calculation or copy error in Part 1.) Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • “There are more red cards than green,” or • “$5 > 2$ (or $2 < 5$),” or • “Green is 3 less than 5,” or • “More likely since there are 5 red and only 2 green.” <p>Note: Do not give credit for the procedure if the explanation is incomplete or contains something incorrect. Ex: “There are 2 green and 5 red” (incomplete explanation—no comparison is made). Ex: “6 is a larger # than 2.”</p>

1.
 5 purple cards
 5 red cards
 3 yellow cards
 2 blue cards
 2 green cards

 17

She has the probability of picking out a green cards by 2 out of 17 cards. I know this because I looked at the chart and saw that there were 2 green cards out of 17 cards all together.

F2.
 5 purple cards
 5 red cards
 3 yellow cards
 2 blue cards
 2 green cards

Karina is more likely to pick out a red ~~cards~~. I know this because I looked at the chart and there are more red cards than green cards because there are 5 red cards and 2 green cards.

SCORE: 4

Points

Part 1:

Correct probability with correct & complete procedure:

2 out of 17
 $5 + 5 + 3 + 2 + 2 = 17$, 2 green cards out of 17 cards all together

2

Part 2:

Correct answer:

More likely

1

Correct & complete procedure:

“more red cards than green cards...
 5 red cards and 2 green cards”

1

TOTAL POINTS:

4

1. The probability of Karina's pulling out a green is $\frac{2}{17}$ because there are 2 green and 17 in all.

2. There would be more of a chance of Karina's pulling out a red instead of a green because there are 5 red and 2 green.

SCORE: 3

Points

Part 1:

Correct probability with correct & complete procedure:	$\frac{2}{17}$ 2 green and 17 in all	2
--	---	---

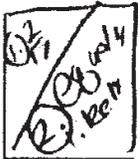
Part 2:

Correct answer:	More of a chance	1
Incomplete procedure:	"there are 5 red and 2 green" (no comparison is made)	-

TOTAL POINTS:

3

$\frac{02}{17}$ is the probability because $5+5+3+2+2$ and there are 2 greens so that would be out of 17. (2) Equally likely because purple and red are the highest of yellow, blue, and green so really it is equally likely.



SCORE: 2

Points

Part 1:

Correct probability with correct & complete procedure:	2/17 "5 + 5 + 3 + 2 + 2 = 17... 2 greens"	2
--	--	---

Part 2:

Incorrect answer:	equally likely	-
Incorrect procedure:	"purple & red are the highest of yellow, blue and green..."	-

TOTAL POINTS:

2

The probability is 2 out of 17.
 I got this answer by adding.

$$\begin{array}{r} 5 \\ + 12 \\ \hline 17 \end{array}$$

less likely she will draw a equally.

I got this answer by seeing if there were
 2 number 2 cards.

SCORE: 1

Points

Part 1:

Correct probability with
 incomplete procedure:

2 out of 17
 Adds to get T = 17, no explanation for 2

1

Part 2:

Incorrect answer:
 Incorrect procedure:

less likely
 “seeing if there were 2 number 2 cards”

–

–

TOTAL POINTS:

1

<p>① The probability of choosing a green card is 17 cards.</p>	<p>② She is most likely to get a green card</p>
$ \begin{array}{r} 5pc \\ + 5rc \\ + 3yc \\ + 2bc \\ + 2gc \\ \hline 17c \end{array} $	$ \begin{array}{r} 5rc \\ - 2gc \\ \hline 3\text{ yellow} \end{array} $

SCORE: 0

Points

Part 1:

Incorrect probability with incomplete procedure:

17 cards
 $5 + 5 + 3 + 2 + 2 = 17$ (no ratio)

—

Part 2:

Incorrect answer:

most likely to get a green card

—

Incorrect procedure:

“ $5rc - 2gc = 3$ yellow”

—

TOTAL POINTS:

0

Mathematics Item B—2007 Benchmark Grade 3

Hudson and his family are leaving for vacation on January 26. The first day of January is on a Monday, as shown on the calendar below.

January

Sun	Mon	Tue	Wed	Thur	Fri	Sat
	1					

1. What day of the week is January 26? Explain your answer using words and/or numbers.
2. Hudson’s family will return from vacation in one week. What is the date that they will return home? Explain your answer using words and/or numbers.

Mathematics Item B Scoring Rubric—2007 Benchmark Grade 3

SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

Solution and Scoring

Part	Points																																										
1	<p>2 points possible</p> <p>1 point: Correct answer: Friday. AND 1 point: Correct and complete procedure shown and/or explained. Answer may be incorrect due to 1 counting or copy error. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • Student correctly lists each day with the correct date: “Mon. 1st, Tues. 2nd, Wed. 3rd, ... Thurs. 25th, Fri. 26th,” or • “The 5th is on Friday, and $5 + 7 + 7 + 7 = 26$,” or • Student correctly completes the calendar to the 26th as shown below. <p align="center">January</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Sun</th> <th>Mon</th> <th>Tue</th> <th>Wed</th> <th>Thur</th> <th>Fri</th> <th>Sat</th> </tr> </thead> <tbody> <tr> <td></td> <td align="center">1</td> <td align="center">2</td> <td align="center">3</td> <td align="center">4</td> <td align="center">5</td> <td align="center">6</td> </tr> <tr> <td align="center">7</td> <td align="center">8</td> <td align="center">9</td> <td align="center">10</td> <td align="center">11</td> <td align="center">12</td> <td align="center">13</td> </tr> <tr> <td align="center">14</td> <td align="center">15</td> <td align="center">16</td> <td align="center">17</td> <td align="center">18</td> <td align="center">19</td> <td align="center">20</td> </tr> <tr> <td align="center">21</td> <td align="center">22</td> <td align="center">23</td> <td align="center">24</td> <td align="center">25</td> <td align="center">26</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Give credit for the following only with the correct answer of Friday:</p> <ul style="list-style-type: none"> • “I counted each day on the calendar (or filled in the calendar) from Monday, January 1 to January 26 and I ended up on a Friday.” <p>Note: Do not give credit for incomplete procedure. Ex: “I counted,” or “I looked at the calendar.”</p>	Sun	Mon	Tue	Wed	Thur	Fri	Sat		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26								
Sun	Mon	Tue	Wed	Thur	Fri	Sat																																					
	1	2	3	4	5	6																																					
7	8	9	10	11	12	13																																					
14	15	16	17	18	19	20																																					
21	22	23	24	25	26																																						

Mathematics Item B Solution and Scoring—2007 Benchmark Grade 3

Part	Points																																										
2	<p>2 points possible</p> <p>1 point: Correct answer: February 2, or correct answer based on incorrect answer in Part 1. Note: Do not give credit if incorrect procedure is used.</p> <p>AND</p> <p>1 point: Correct and complete procedure shown and/or explained.</p> <ul style="list-style-type: none"> • Give credit for the following or equivalent: • Student correctly counts 7 days from Jan. 26–Feb. 2: “27, 28, 29, 30, 31, 1, 2,” or • “I added 7 to 26 and got 33. I know that Jan. has 31 days, so 33 would be 2 days later,” or • Student correctly completes the calendar from Jan. 26 to Feb. 2. <p>Note: February dates may be included on the January calendar, or a separate calendar may be drawn.</p> <p align="center">January</p> <table border="1" data-bbox="605 947 1117 1314"> <thead> <tr> <th>Sun</th> <th>Mon</th> <th>Tue</th> <th>Wed</th> <th>Thur</th> <th>Fri</th> <th>Sat</th> </tr> </thead> <tbody> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> </tr> <tr> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> </tr> <tr> <td>28</td> <td>29</td> <td>30</td> <td>31</td> <td>1</td> <td>2</td> <td></td> </tr> </tbody> </table> <p>Give credit for the following only with the correct answer of February 2nd:</p> <ul style="list-style-type: none"> • “I counted 7 days (or filled in the calendar 7 days) past January 26 and I ended up on February 2,” or • “It’s Feb. 2 because I counted to 33 so I knew I had to go into the next month.” <p>Note: Do not give credit for incomplete procedure.</p> <ul style="list-style-type: none"> • “I counted,” or “I looked at the calendar.” • “...because it’s 1 week after Jan. 26” (repeats given information—7 days must be mentioned). 	Sun	Mon	Tue	Wed	Thur	Fri	Sat		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	
Sun	Mon	Tue	Wed	Thur	Fri	Sat																																					
	1	2	3	4	5	6																																					
7	8	9	10	11	12	13																																					
14	15	16	17	18	19	20																																					
21	22	23	24	25	26	27																																					
28	29	30	31	1	2																																						

1. January 24th on Friday the 4th week because
 I counted 6 in the first row and 7 in
 3 more rows. $3 \times 7 = 21 + 6 = 27 - 1 = 26$,
 2. They will ^{so} be back on February 2nd
 because 1 week from 26 would
 be 33rd so I subtracted 2 and that
 would be the end of the moth so
 I have 2 more day so I put them
 in the other moth.

SCORE: 4

Points

Part 1:

Correct answer:	Friday	1
Correct & complete procedure:	Uses multiples of 7 to determine the 26 th : "I counted 6 in the first row and 7 in 3 more rows $3 \times 7 = 21 + 6 = 27 - 1 = 26$ "	1

Part 2:

Correct answer:	February 2 nd	1
Correct & complete procedure:	"1 week from 26 would be 33 so I subtracted 2 and that would be the end of the moth so I have 2 more day"	1

TOTAL POINTS:

4

1. I will be on Friday

2. It will be February 2.

SCORE: 3

Points

Part 1:

Correct answer:	Friday	1
Correct & complete procedure:	Correctly completes calendar to Jan. 26	1

Part 2:

Correct answer:	February 2 nd	1
Missing procedure:		—

TOTAL POINTS:

3

① January the 26th is on a Friday and I will show you how I got that answer. I started at the 1st on the calendar and counted up until the 26th. Then, I look at what day it was and it was Friday.

② They will get home on January 33. I found that answer by counting from 26 and $26 + 7 = 33$.

SCORE: 2

Points

Part 1:

Correct answer:	Friday	1
Correct & complete procedure:	"I started at the 1st... and counted up until the 26th..."	1

Part 2:

Incorrect answer:	January 33	—
Incorrect procedure:	" $26 + 7 = 33$ "	—

TOTAL POINTS:

2

① The 26th is on Thursday.

Jan. →

Sun	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5
7	8	9	10	11	12
14	15	16	17	18	19
21	22	23	24	(26)	27
29	30	31			

② Hudson's family 26th on Thursday.

SCORE: 1

Points

Part 1:

Incorrect answer:

Thursday

—

(due to 1 counting error)

Correct & complete procedure:

Completes calendar to Jan. 26th with

1 counting error: 25 is omitted

1

Part 2:

Incorrect answer:

26th on Thursday

—

Missing procedure:

—

TOTAL POINTS:

1

The 26 is on Tuesday | They will be back on the 24th

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	
6	7	8	9	10	11	
12	13	14	15	16	17	
18	19	20	21	22	23	
24	25	26	27	28	29	
30	31	32	33	34	35	

SCORE: 0

Points

Part 1:

Incorrect answer:

Tuesday

—

Incorrect procedure:

Calendar has only 6 days per week

—

Part 2:

Incorrect answer:

the 24th

—

Missing procedure:

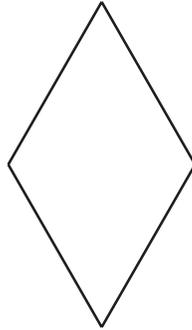
—

TOTAL POINTS:

0

Mathematics Item C—2007 Benchmark Grade 3

Kalista traced the pattern block below onto her paper and drew its lines of symmetry.



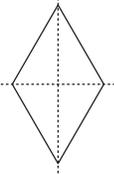
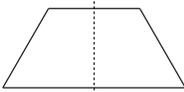
Use your pattern blocks to help you answer Parts 1, 2, and 3.

1. In your answer document, trace the pattern block that matches the one above, and draw its lines of symmetry.
2. In your answer document, trace the pattern block that has only one line of symmetry. Then draw its line of symmetry.
3. In your answer document, trace a pattern block that has at **least** three lines of symmetry. Then draw its lines of symmetry.

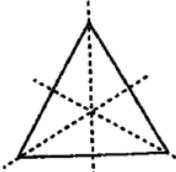
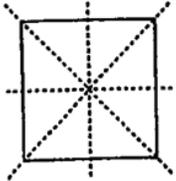
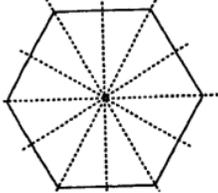
Mathematics Item C Scoring Rubric—2007 Benchmark Grade 3

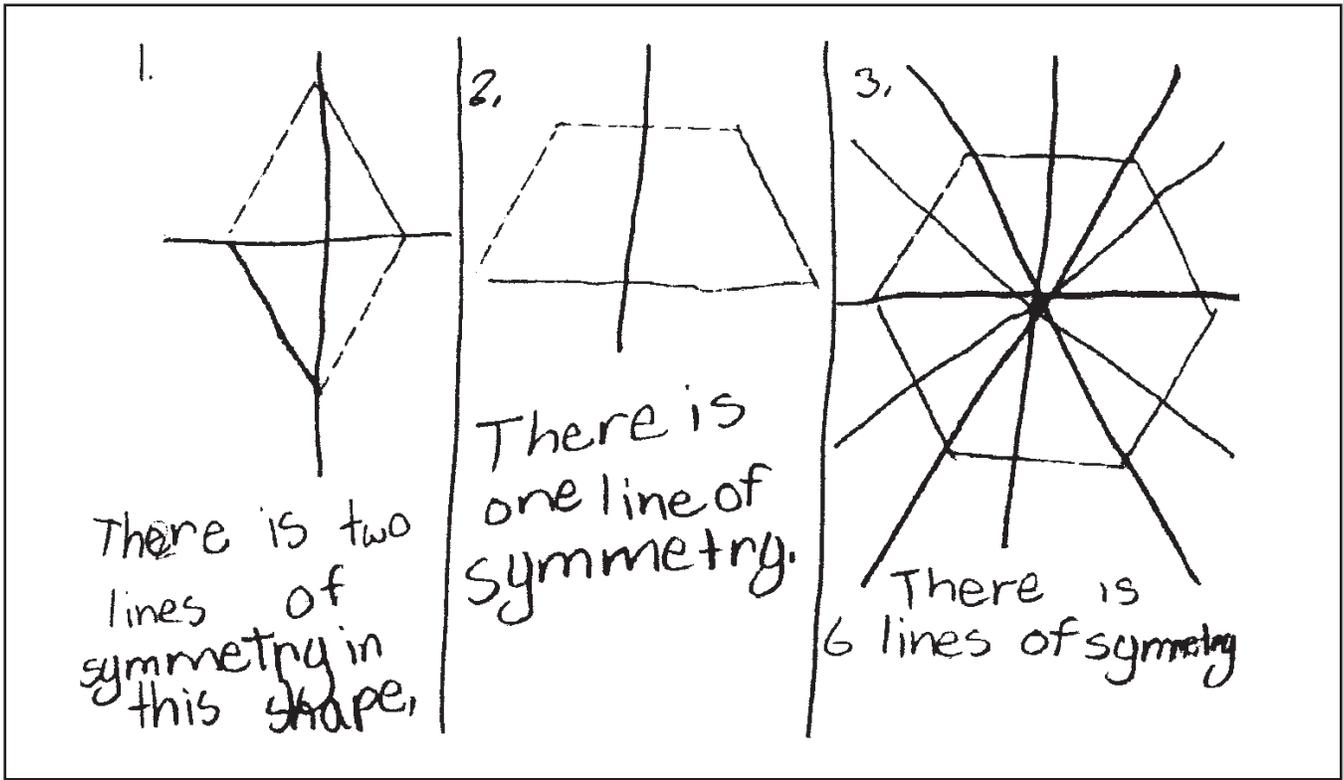
SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding is shown. Ex: The response contains 3 correct lines of symmetry in Parts 1 & 3 with at most 1 incorrect line. Part 2 may be the incorrect shape. Ex: The response contains 2 correct lines of symmetry in Parts 1 & 3 with at most 1 incorrect line. The correct shapes are given in all 3 parts.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

Solution and Scoring

Part	Points
1	<p>1 point possible</p> <p>1 point: Correct drawing of a rhombus with the 2 lines of symmetry drawn, as shown in the diagram below. Note: Do not give credit if diagram contains incorrect line(s) of symmetry or is incomplete (contains only 1 line of symmetry).</p> <div style="text-align: center;">  <p>Figure 1</p> </div>
2	<p>1 point possible</p> <p>1 point: Correct drawing of a trapezoid with line of symmetry drawn, as shown in the diagram below. Note: Do not give credit if diagram contains incorrect line(s) of symmetry.</p> <div style="text-align: center;">  <p>Figure 2</p> </div>

Solution and Scoring (continued)

Part	Points
3	<p>2 points possible</p> <p>2 points: Give credit for any of the following: Note: Do not give credit if the diagram contains incorrect line(s) of symmetry.</p> <ul style="list-style-type: none"> • Drawing of an equilateral triangle with 3 correct lines of symmetry drawn, as shown in the diagram below.  <ul style="list-style-type: none"> • Drawing of a square with 4 correct lines of symmetry drawn, as shown in the diagram below.  <ul style="list-style-type: none"> • Drawing of a regular hexagon, with 6 correct lines of symmetry drawn, as shown in the diagram below. 
OR	<p>1 point: Partially correct response. Give credit for any of the following drawings:</p> <ul style="list-style-type: none"> • Triangle (with 3 lines of symmetry), square (with 4 lines of symmetry) or hexagon (with 6 lines of symmetry), but 1 incorrect line is included, or • Triangle with 2 correct lines of symmetry (no incorrect lines included), or • Square with 2–3 correct lines of symmetry (no incorrect lines included), or • Hexagon with 3–5 correct lines of symmetry (no incorrect lines included).



SCORE: 4

Points

Part 1:

Correct & complete drawing:

Rhombus is drawn
with 2 lines of symmetry

1

Part 2:

Correct & complete drawing:

Trapezoid is drawn
with 1 line of symmetry

1

Part 3:

Correct & complete drawing:

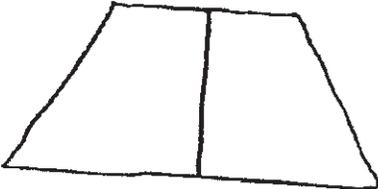
Hexagon is drawn
with 6 lines of symmetry

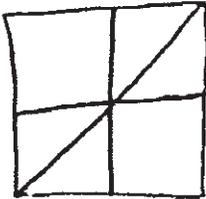
2

TOTAL POINTS:

4

#1  I folded it over to get my lines of symmetry.

#2  I folded it over to get my lines of symmetry.

#3  I folded it over three times to get my lines of symmetry.

SCORE: 3

Points

Part 1:

Correct & complete drawing:

Rhombus is drawn with 2 lines of symmetry

1

Part 2:

Correct & complete drawing:

Trapezoid is drawn with 1 line of symmetry

1

Part 3:

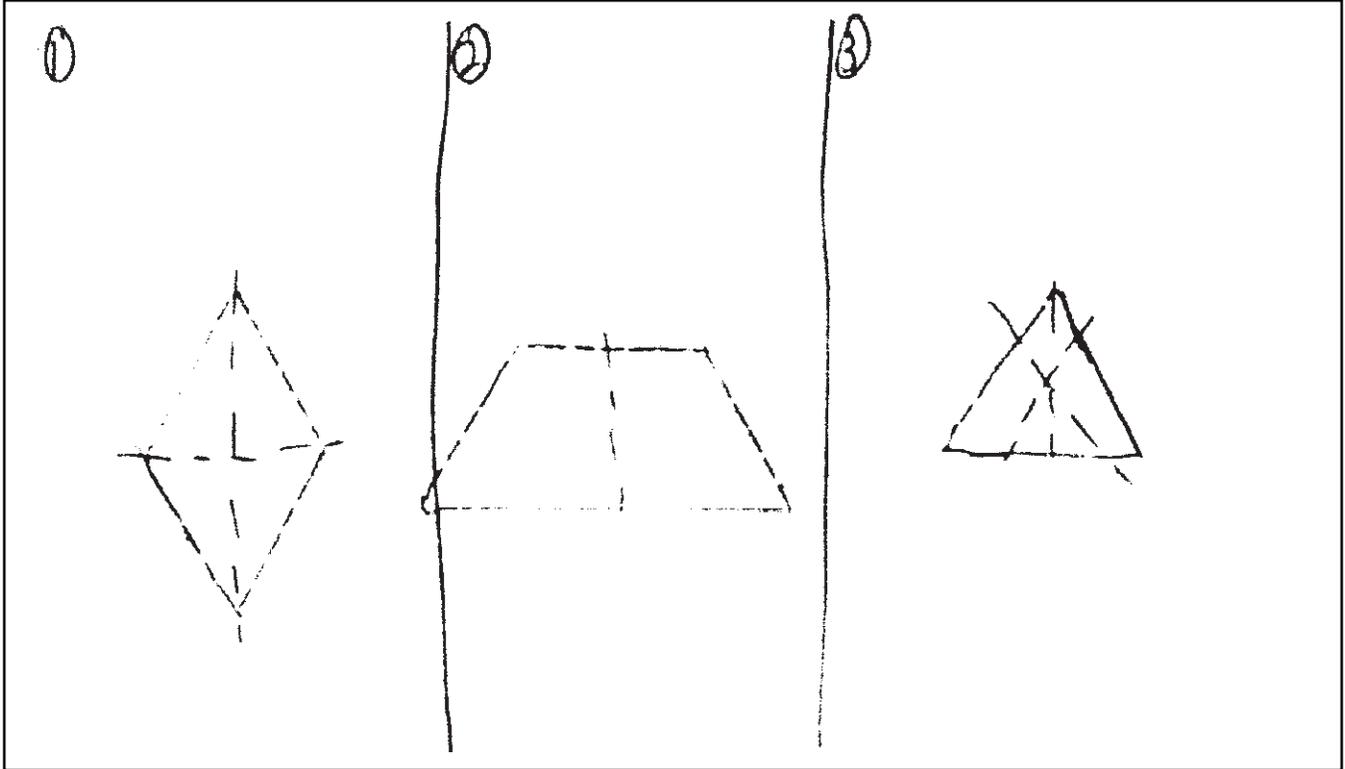
Partially correct drawing:

Square is drawn with 3 lines of symmetry

1

TOTAL POINTS:

3



SCORE: 2

Points

Part 1:

Correct & complete drawing:

Rhombus is drawn
with 2 lines of symmetry

1

Part 2:

Correct & complete drawing:

Trapezoid is drawn
with 1 line of symmetry

1

Part 3:

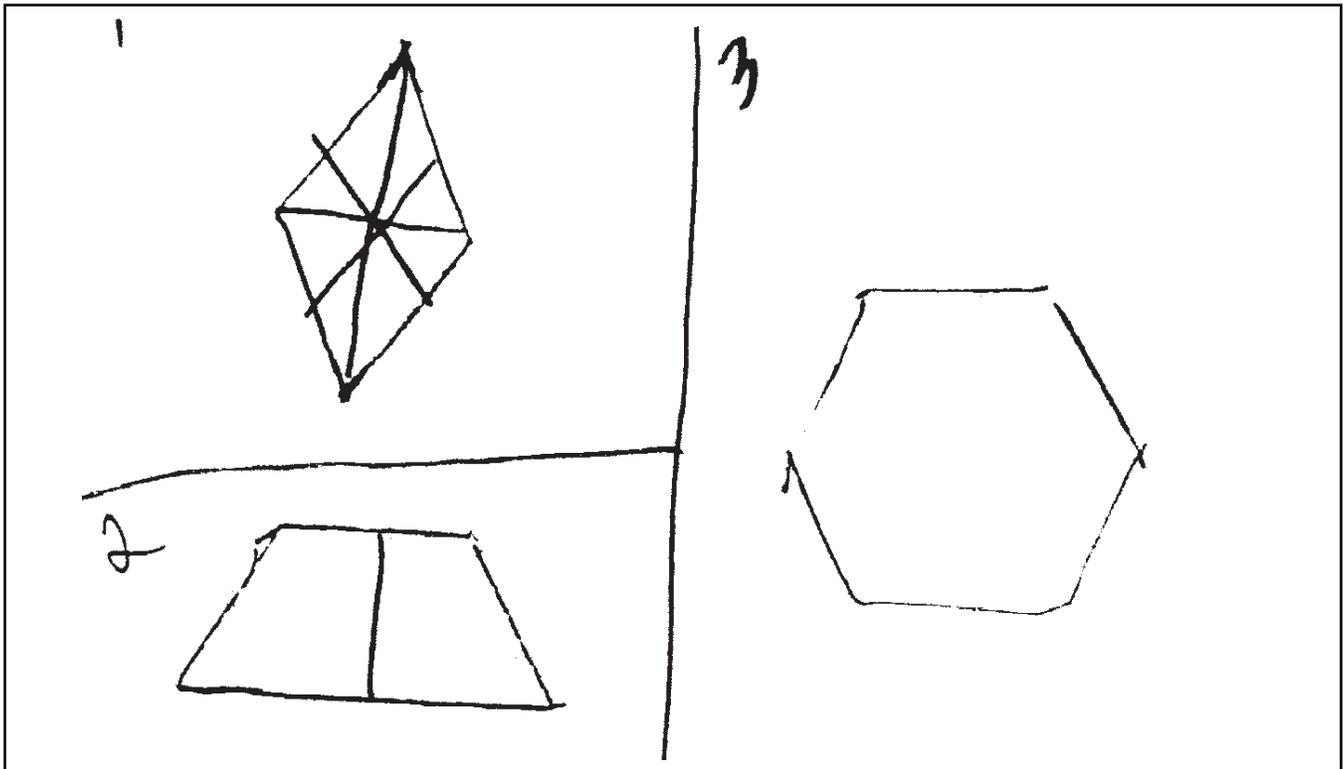
Incorrect drawing:

Triangle is drawn with 1 line of
symmetry—2 incorrect lines included

—

TOTAL POINTS:

2



SCORE: 1

Points

Part 1:

Incorrect drawing:

Rhombus is drawn with 2 lines of symmetry—2 incorrect lines included

—

Part 2:

Correct & complete drawing:

Trapezoid is drawn with 1 line of symmetry

1

Part 3:

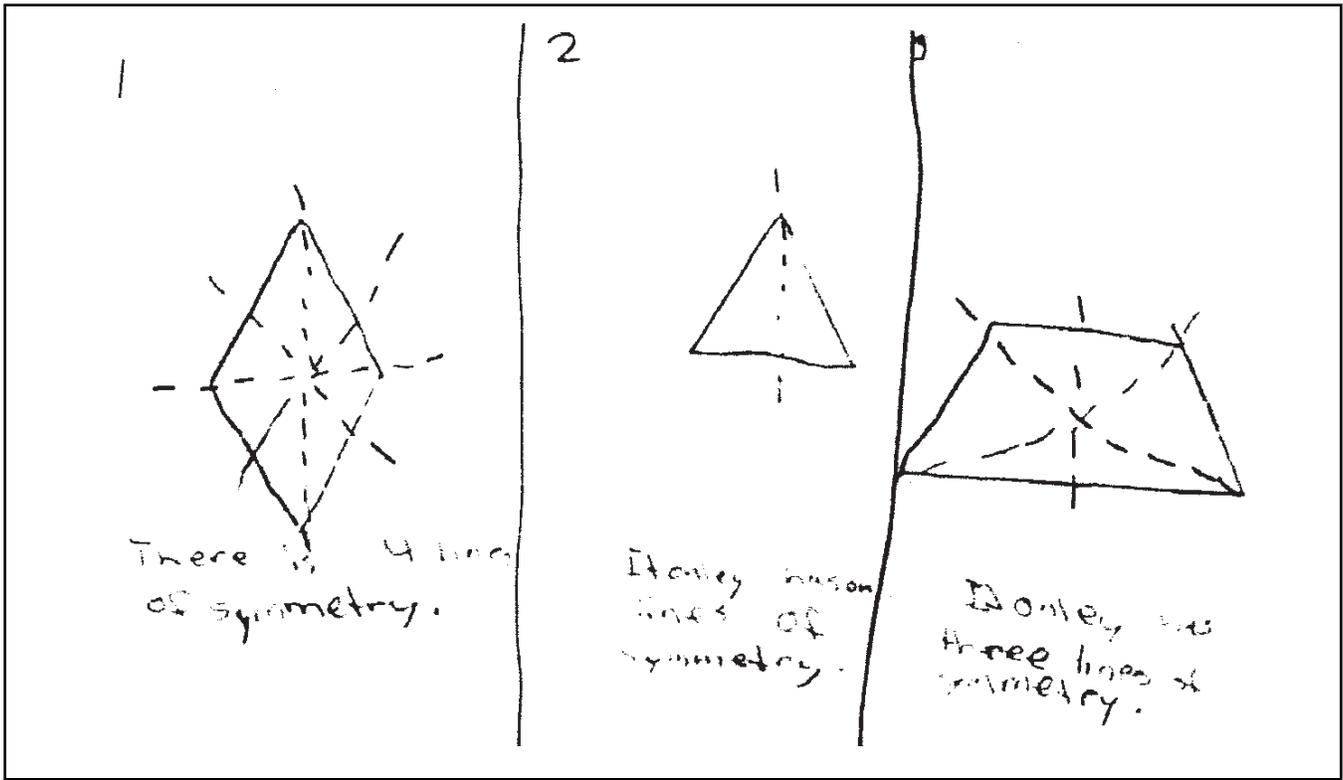
Incomplete drawing:

Hexagon is drawn with no lines of symmetry

—

TOTAL POINTS:

1



SCORE: 0

Points

Part 1:

Incorrect drawing:

Rhombus is drawn with 2 lines of symmetry—2 incorrect lines included

—

Part 2:

Incorrect drawing:

Triangle is drawn

—

Part 3:

Incorrect drawing:

Trapezoid is drawn

—

TOTAL POINTS:

0

Mathematics Item D—2007 Benchmark Grade 3

Casey counted the number of pencils in her teacher’s desk. There are 8 boxes of pencils, with 12 pencils in each box.

1. How many pencils are in the teacher’s desk? Write a number sentence that shows how many pencils are in the teacher’s desk.
2. Half of the boxes have red pencils. How many pencils are red? Explain your answer using words and/or numbers.

Mathematics Item D Scoring Rubric—2007 Benchmark Grade 3

SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

Solution and Scoring

Part	Points
1	<p>2 points possible</p> <p>1 point: Correct answer: 96 (pencils).</p> <p>AND</p> <p>1 point: Correct equation (number sentence). Note: The equation must be written using multiplication or addition. The product or sum can be 96, a variable, or may be incorrect due to a calculation error. Give credit for the following:</p> <ul style="list-style-type: none"> • $8 \times 12 = 96$, or • $12 \times 8 = x$, or • $12 + 12 + 12 + 12 + 12 + 12 + 12 + 12 = n$, or • $80 + 16 = \#$. <p>Note: Do not give credit for vertical multiplication or addition since it is not in equation form.</p>
2	<p>2 points possible</p> <p>1 point: Correct answer: 48 (pencils), or correct answer based on an incorrect answer in Part 1.</p> <p>AND</p> <p>1 point: Correct and complete work shown and/or explained. <u>The answer may be based on an incorrect answer in Part 1</u> or may contain a calculation error. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $96 \div 2 = \#$ of red pencils, or • $4 \times 12 = \#$ ($8/2 = 4$ is not required), or • “I added 12 four times to get my answer,” or • $8 \times 6 = \#$ (thinks half of each box is red, $12/2 = 6$ not required), or • “I took half of (# given in Part 1) and got the # of red pencils,” or • $48 + 48 = 96$ (guess & check). <p>Note: Do not give credit for incomplete procedure. Ex: “It’s 48 since half are red,” or “4 packs are red, so it’s 48.”</p>

8 x 12 = 96 pencils (1.)

96 ÷ 2 = 48 pencils (2.)

SCORE: 4

Points

Part 1:

Correct answer:	96	1
Correct number sentence:	“8 x 12 = 96 pencils”	1

Part 2:

Correct answer:	48	1
Correct & complete procedure:	“96 ÷ 2 = 48 pencils”	1

TOTAL POINTS:

4

1. There are 46 pencils, 12, 24, 36, 48, 60, 72, 84, and 96.

2. There would be 48 red pencils.
12, 24, 36, (48), 60, 72, 84, 96,

SCORE: 3

Points

Part 1:

Correct answer:	96	1
Procedure is not in number-sentence form:	Counts by 12's to 96: "12, 24, 36, ..."	—

Part 2:

Correct answer:	48	1
Correct & complete procedure:	Counts by 12's to 96 Circles 4 th multiple: 12, 24, 36, 48, ...	1

TOTAL POINTS:

3

1. There are 91 pensile in the desk, $12+12+12+12+12+12+12+12=91$ per

2. 48 penils are red because there are 8 groups with 12 penils in each and if you divide it in half you will have 4 groups. If you count them all you will get 48 penils.

SCORE: 2

Points

Part 1:

Incorrect answer due to calculation error:

91

—

Procedure is in number-

“ $12 + 12 + 12 + 12 + 12 + 12 + 12 + 12 = 91$ pencils”

1

sentence form:

Part 2:

Correct answer:

48

1

Incomplete procedure:

“4 groups...count them all...”

—

TOTAL POINTS:

2

$$1. \begin{array}{r} 8 \\ \times 12 \\ \hline 98 \end{array} \text{ Rem 13}$$

$$2. 98 \div 2 = 48$$

SCORE: 1

Points

Part 1:

Incorrect answer:

98

—

Procedure not in number-sentence form:

Vertical multiplication:

$$\begin{array}{r} 8 \\ \times 12 \\ \hline \# \end{array}$$

—

Part 2:

Incorrect answer based on Part 1:

48

—

(credit is not awarded for 48 since it is based on a total of 98 used in Part 1)

Correct & complete procedure:

“ $98 \div 2 = 48$ ” (calculation error)

1

TOTAL POINTS:

1

1. 16 Pencils all together because
 you know that there's 8 boxes and
 12 Pencils in each box so you would
 $\frac{8}{12}$ have to subtract and you would get
 $\frac{16}{16}$ pencils.

2. ~~XXXXXXXX~~ There are 6 red because
 if you put 12 down then split them
 you would get 6 reds.

SCORE: 0

Points

Part 1:

Incorrect answer:

16

—

Incorrect procedure:

" $8 - 12 = 16$ "

—

Part 2:

Incorrect answer:

6

—

Incorrect procedure:

"12 down then split them" (only finds number
 red in 1 box—does not proceed to find total
 number of pencils)

—

TOTAL POINTS:

0

Mathematics Item E—2007 Benchmark Grade 3

Mrs. Adams drew the fraction model below on the board.



1. What fraction of Mrs. Adams’s model is shaded? Explain your answer using words and/or numbers.
2. Draw a model similar to Mrs. Adams’s that represents the fraction $\frac{5}{6}$. Use words and/or numbers to explain how you determined how many squares to shade.

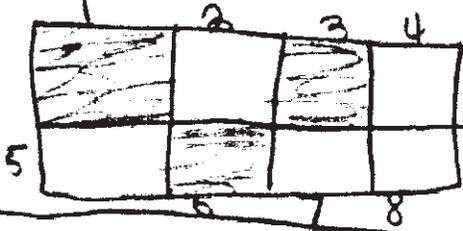
Mathematics Item E Scoring Rubric—2007 Benchmark Grade 3

SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding is shown. Ex: “5 are shaded” with no other credit in Part 2.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

Solution and Scoring

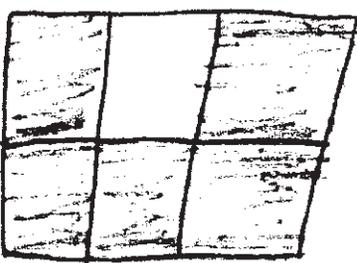
Part	Points
<p>1</p>	<p>2 points possible</p> <p>2 points: Correct answer: $\frac{3}{8}$, three-eighths, or “3 out of 8” with correct and complete procedure shown and/or explained. (Shaded & unshaded, or shaded & total # is discussed.) Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • “$\frac{3}{8}$, because there are 8 pieces in all and 3 of those are shaded,” or • “3 out of 8—there are 3 dark squares and 5 light ones,” or • “Three-eighths, because 3 out of 8 are shaded.” <p>OR</p> <p>1 point: Give credit for the following:</p> <ul style="list-style-type: none"> • Fraction is correct, but explanation is incomplete, vague, or missing: Ex: “$\frac{3}{8}$, because 3 are shaded” (no mention of # unshaded or total #). Ex: “Three-eighths—3 out of 8” (no mention of shaded etc.). Note: No credit is given if the fraction is incorrect or missing.
<p>2</p>	<p>2 points possible</p> <p>1 point: Correct diagram, divided into 6 approximately congruent sections, 5 of which are shaded. Ex:</p> <div style="text-align: center;">  </div> <p>AND</p> <p>1 point: Correct and complete procedure shown and/or explained. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • “There are 6 squares in all and 5 of them are shaded,” or • “5 are shaded and 1 is not shaded,” or • “I shaded 5 of the parts since the numerator is 5.”

1 The fraction of Mrs. Adams model is $\frac{3}{8}$.



There are 8 squares in all and three of them are shaded so that makes it $\frac{3}{8}$.

2



$\frac{5}{6}$

There are five that are shaded and there are six in all.

SCORE: 4

Points

Part 1:

Correct answer with correct & complete explanation:

$\frac{3}{8}$ "There are 8 squares in all and three of them are shaded..."

2

Part 2:

Correct diagram:

Rectangle with 5 of 6 squares shaded

1

Correct & complete explanation:

"There are five that are shaded and there are six in all."

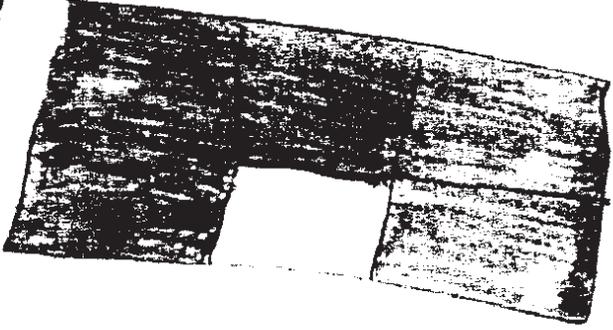
1

TOTAL POINTS:

1

1. It is $\frac{3}{8}$, because 3 are shaded and 5 are not shaded.

2



5

SCORE: 3

Points

Part 1:

Correct answer with correct
& complete explanation:

$\frac{3}{8}$
"3 are shaded and 5 are not shaded."

2

Part 2:

Correct diagram:
Incomplete explanation:

Rectangle with 5 of 6 parts shaded
"5 shade" (no support)

1

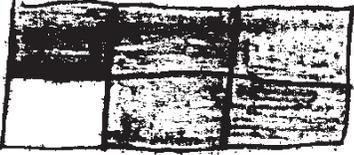
—

TOTAL POINTS:

3

1. The answer will look like this $\frac{3}{8}$. I got the answer because I look at the cat, and it had 8 unshaded and 3 shaded.

2. My answer will look like this.



That is what my answer look like.

SCORE: 2

Points

Part 1:

Correct answer with
incorrect explanation:

$\frac{3}{8}$
"8 unshaded and 3 shaded."

1

Part 2:

Correct diagram:
Missing explanation:

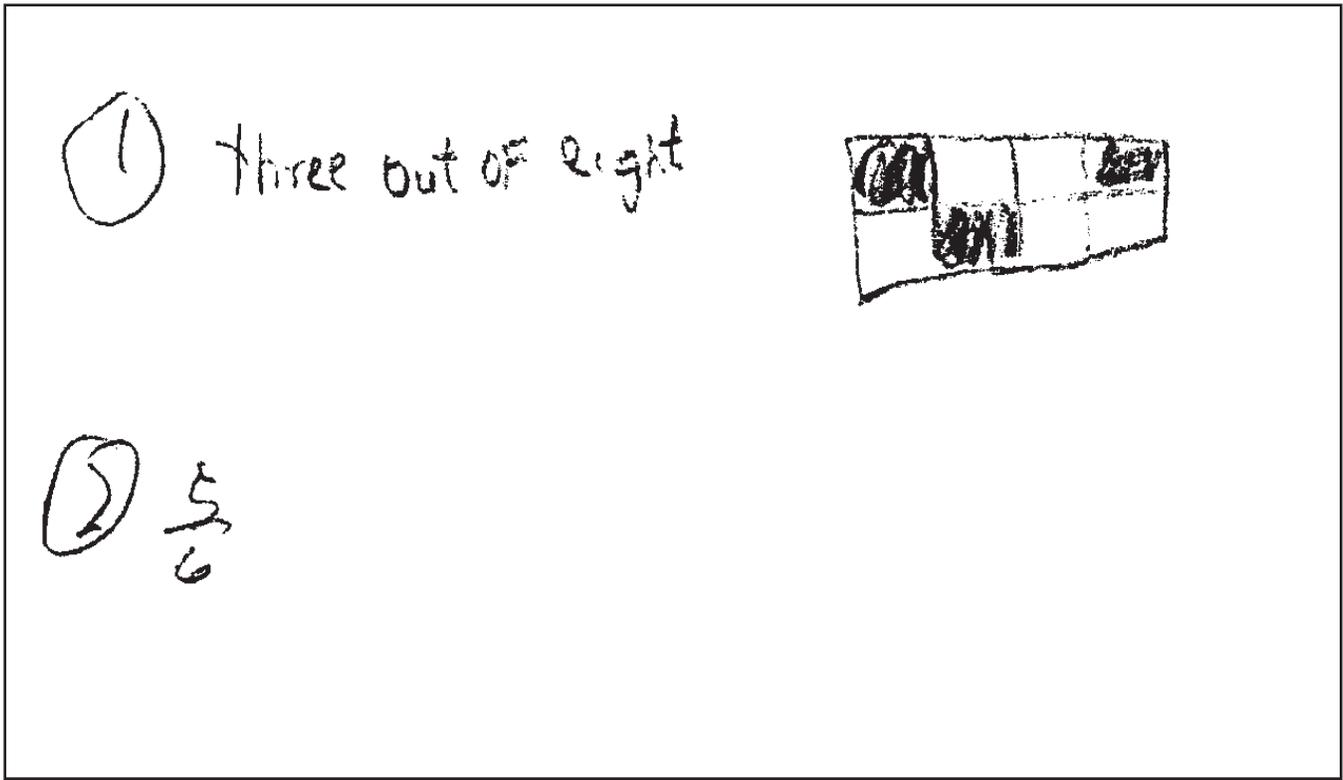
Rectangle with 5 of 6 parts shaded

1

—

TOTAL POINTS:

2



SCORE: 1

Points

Part 1:

Correct answer with
missing explanation:

Three out of eight
Draws diagram

1

Part 2:

Missing diagram:
Missing explanation:

5/6 (given)

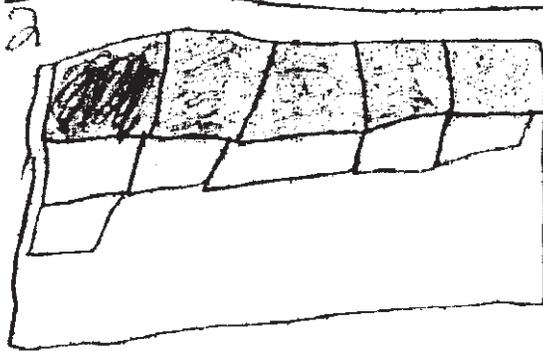
–

–

TOTAL POINTS:

1

1 Mrs. Adams Fraction model is $\frac{3}{5}$ because 3 are shaded in and 5 are not shaded in. $\frac{3}{5}$ so if 3 are shaded in and 5 are not you know that it is $\frac{3}{5}$



That model is $\frac{5}{11}$ because you know that if it's that fraction it will have 5 shaded and 6 not shaded and that's the way it is.

SCORE: 0

Points

Part 1:

Incorrect answer:

$\frac{3}{5}$

—

("3 are shaded in and 5 are not shaded in")

No credit if fraction is incorrect

or missing.

Part 2:

Incorrect diagram:

Rectangle with 5 of 11 parts shaded

—

Incorrect explanation:

"5 shaded and 6 not shaded"

—

TOTAL POINTS:

0

READING RESPONSES

For a copy of the reading passage, “A Spelling Mystery” by Diana R. Jenkins, please refer to the hard copy version of the Teacher Handbook.

For a copy of the reading passage, “A Spelling Mystery” by Diana R. Jenkins, please refer to the hard copy version of the Teacher Handbook.

Reading Item A—2007 Benchmark Grade 3

- A. The setting is where the events of a story take place. Identify the setting of this passage. Use three details

Reading Item A Scoring Rubric—2007 Benchmark Grade 3

SCORE	DESCRIPTION
4	The response accurately identifies the setting as a school or classroom and uses three details from the passage to support the response.
3	The response accurately identifies the setting as a school or classroom and uses two details from the passage to support the response. OR The response does not specifically identify the setting but lists three details from the passage to indicate an understanding of the setting.
2	The response accurately identifies the setting as a school or classroom and uses one detail from the passage to support the response. OR The response does not specifically identify the setting but lists two details from the passage to indicate an understanding of the setting.
1	The response accurately identifies the setting as a school or classroom. OR The response does not identify the setting but lists a detail from the passage that indicates an understanding of the setting.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

Score Point: 4

The student identifies the setting (“this story takes place at school”) and uses accurate and relevant information from the passage to support it with three details: 1) “Inze and Tanisha were talking about things in the lunch room”; 2) “they had a spelling be in school”; 3) “she din’t injoy pe class.” The response demonstrates a thorough understanding of the passage.

This story takes place at school because it said that Inze and Tanisha were talking about things in the lunch room.

It said that they had a spelling be in school.

The story also said that she din't injoy pe class.

That's why I think this story take place at school.

Score Point: 3

The student identifies the setting (“in the classroom”) and uses accurate and relevant information from the passage to support it. However, the student provides only two details to support the setting: 1) “she wasn’t too happy when I beat her in the classroom spell-off”; 2) “I couldn’t enjoy P.E. class at all that morning.” The response provides evidence of general but not comprehensive understanding of the passage.

There are three setting in the passage. One setting in the passage is in the classroom. I know this because it said “she wasn’t too happy when I beat her in the classroom spell-off. One more was at P.E. It said, “I couldn’t enjoy P.E. class at all that morning!” The last setting was the morning. It said “I asked myself that question over and over all morning!”

Score Point: 2

The student identifies the setting (“in school”) with only one supporting detail: 1) “it is a spelling bee there.” This is an example of a basic understanding of the passage.

The setting is in school. It was a spelling bee there. Tanisha lost the spelling bee. Kids was mad at her.

Score Point: 1

The student identifies the setting (“at school”), but uses little or no evidence or information from the passage to support it. The response is inadequate and provides evidence of minimal understanding.

The setting is what you are
doing or were you are.
They were looking for the person
that snet Tanisha.
The were looking it school.

Score Point: 0

There is no evidence that the student understands the task. The response is inaccurate and irrelevant.

The setting is at home because
Inez, and Tanisha were wondering who
did the note. If they did it at
school others would hear them. The
first, and a littel of the second pages
are at home and that is where
the setting is at.

Slippery Siblings

by Sandra Weber

It took less than 37 seconds for Blaise Bryant and his sister, Joy, to win a gold medal. That's how fast the remarkable eight- and nine-year-old duo blazed down the bobsled course, taking first place in the PeeWee lightweight division (under age 12) at the Empire State Games in New York.

"We were going like mean machines," says Blaise. "We were so fast that the catchers at the end of the track almost couldn't catch us." Blaise, who likes to be called "Hurricane," was the driver. He steered the sled through the icy corners at speeds up to 30 mph. Not an easy task for any eight-year-old, but Blaise was born blind. (See "Driving by the Numbers.")

While Blaise drove the sled, Joy sat behind him. Her job this time was to keep her head tucked down and trust the driver. She would rather have been driving, but it was Blaise's turn.

This was Blaise's second year of bobsled racing and Joy's third year. They learned to ride at the youth bobsled program

held at Mount Van Hoevenberg near Lake Placid, New York. Twice a week, they practice on the same frozen track used in the 1932 and 1980 Olympic Games.

The facility provides the special small-sized bobsleds. Each rider must bring their own gear: a helmet, long pants, and heavy socks with sport boots.

6 Joy says it is important to stretch and warm up before you climb into the sled. In the PeeWee division, the riders do not run and push the sled, as older racers do. Instead, the driver and passenger sit in the sled and an official pushes them onto the track.

Then it's the driver's job to get the sled down the quarter-mile track as fast as possible. You steer with ropes. But if you pull too hard you will lose time on the curve. If you don't pull hard enough you'll hit the top of the curve, and maybe crash.

Joy and Blaise ride with other sledders during practice. Joy especially likes riding with other girls. But when it came

time for the championship race, she teamed with her brother. Blaise says that Joy is his biggest helper on and off the track.

Why do they like bobsledding? Joy says, “I just like it. I like being with my friends.” Blaise simply grins and says one word: “Speed.”

He adds, “I’ve never crashed a bobsled yet.” But he recalls the day a sled rolled over during practice. “The boy got up and told his dad he didn’t ever want to bobsled again.”

During the warmer months, Joy and Blaise practice with their dad. He made a small run on a hill at the high school. They slide on a small sled with wheels. They also keep fit by jumping and flipping on their trampoline and swimming on the local team.

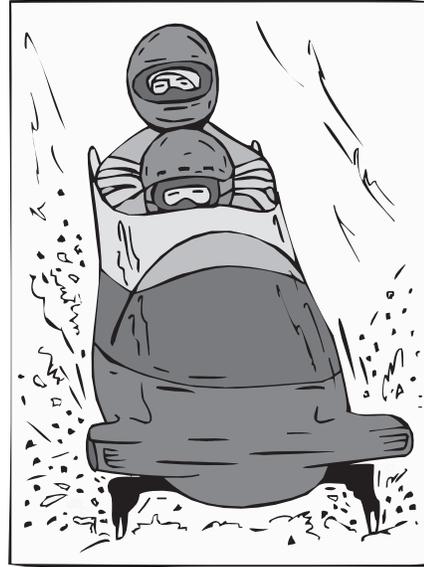
What is their next goal? To win even more gold medals at the Empire State Games.

Driving by the Numbers

Blaise loves math. He uses numbers, rather than his eyes, to drive the bobsled.

“My dad rode with me the first time down the track,” says Blaise. “I counted while he told me when to turn right or left.”

That’s all it took for Blaise to learn the course.



Now when the sled is pushed off, Blaise holds the sled’s steering ropes and starts counting. He remembers the length of the straightaways and the steepness of the corners. And he feels the track curving.

If he senses the track going up on the left, he knows he has to turn right. He pulls lightly on the left rope to steer the bobsled through the curve.

When he wants to turn left, he pulls lightly on the right rope.

Reading Item B—2007 Benchmark Grade 3

- B.** For Blaise, one of the best things about bobsledding is going fast. Give three details from the passage that describe bobsledding as a fast sport.

Reading Item B Scoring Rubric—2007 Benchmark Grade 3

SCORE	DESCRIPTION
4	The response gives three details from the passage that describe the speed of bobsledding.
3	The response gives two details from the passage that describe the speed of bobsledding.
2	The response gives one detail from the passage that describes the speed of bobsledding.
1	<p>The response restates that bobsledding is a fast sport or that Blaise likes to go fast on the bobsled but offers no details from the passage that describe the speed of bobsledding.</p> <p align="center">OR</p> <p>The response describes bobsledding as a fast sport giving a plausible reason that is not referenced in the passage.</p>
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

Score Point: 4

The student thoroughly describes bobsledding as a fast sport using accurate and relevant information from the passage to support it with three details: 1) “it took less than 37 seconds for Blaise Bryant and his sister Joy to win a gold medal”; 2) “the catchers almost couldn’t catch them”; 3) “Blaise go so fast they like to be called Hurricane.” The response demonstrates a thorough understanding of the passage.

One reason bobsledding is a fast sport is because it took less than 37 seconds for Blaise Bryant and his sister Joy to win a gold medal. Also because Blaise and Joy was so fast that the catchers almost couldn't catch them. Also because some people like Blaise go so fast they like to be called Hurricane.

Score Point: 3

The student thoroughly describes bobsledding as a fast sport using accurate and relevant information from the passage to support it; however, the student uses only two details: 1) “it only takes them 37 seconds to go down the court”; 2) “We are so fast the catchers at the end of the track almost couldn’t catch us.” The response provides evidence of general but not comprehensive understanding of the passage.

Bobsledding is a fast sport because number 1. It only takes them 37 seconds to go down the court. Number 2. It is on frozen ice and ice is slippery. Number 3. it is a fast sport because he said "We are so fast the catchers at the end of the track almost couldn't catch us". Number 4. they go really fast because the official pushes them and the official is a adult. Number 5. they go really fast because they are like in the Olympics kid Olympics.

Score Point: 2

The student describes bobsledding as a fast sport using some information from the passage to support it (“they can go up to 30 miles per hour”). This is an example of a basic understanding of the passage.

I think bobsledding would be pretty fun because it sounds like a rollercoaster insted you steer it. And I would like it because when I ride on my four wheeler I like to go fast on it and I think bobsledding would go fast.

I'm pretty sure that it is a fast sport becaus it said in the paragraph that they can go up to 30 miles per hour.

I also think it would go fast because the snow and ice would be slick and it preply would make it go faster.

I really think that it would be a fun sport to do.

Score Point: 1

The student uses little or no information or evidence from the passage to describe bobsledding as a fast sport. The response is inadequate and provides evidence of minimal understanding.

The official pushes them down the hill to make them go fast. The small sled wheels make them go fast because they go around really fast. The ropes make you go faster or slow down.

Score Point: 0

There is no evidence that the student read the passage or understood the task. The response is irrelevant.

Going fast is very fun in a car, running, and sleded down the snow real fast. That is all of the good stuff about going fast.

Chocolate Chipless Cookies

by Ann Dore

Ask an adult for help with the oven. This recipe makes about two dozen cookies.

Ingredients:

1 six-ounce package semisweet chocolate chips
1 stick (1/2 cup) of butter or margarine, softened
1/2 cup brown sugar, firmly packed
1/4 cup white sugar
1 egg
1 teaspoon vanilla
1/2 cup all-purpose flour
1/2 teaspoon baking soda
1/4 teaspoon salt

Directions:

1. Open the bag of chocolate chips. Eat a few. Share some with your family and friends. Preheat the oven to 350 [degrees].
2. Put the stick of soft butter into a big bowl. Pour in 1/2 cup of brown sugar and 1/4 cup of white sugar. Stir this mixture until it's smooth and creamy.
3. Add the egg and 1 teaspoon of vanilla to the butter and sugar. Stir well.
4. Put 1/2 cup of flour into a medium-size bowl. Stir in 1/2 teaspoon of baking soda and 1/4 teaspoon of salt.
5. Help yourself to more chocolate chips.

6. Pour the flour mixture into the butter/sugar mixture in the big bowl. Stir well with a spoon.

7. If there are any chocolate chips left, you can add them to the dough. But then you will have to rename the recipe “Chocolate Chip Cookies.”

8. Drop teaspoonfuls of dough onto a cookie sheet. Leave about two inches between each cookie. You will have room for about a dozen cookies on each sheet.

9. Bake at 350 [degrees] for 12 to 15 minutes.

10. Using potholders or oven mitts, take the cookie sheet out of the oven. Let the cookies cool for five minutes, then remove them with a spatula and put them on a wire rack or paper towels to finish cooling.



Reading Item C—2007 Benchmark Grade 3

C. This recipe has a funny name.

1. Why did the author name this recipe “Chocolate Chipless Cookies”?
2. Using information from the passage, state whether or not you think this is a good name for this recipe and explain your answer.

Use details from the passage to support both of your answers.

Reading Item C Scoring Rubric—2007 Benchmark Grade 3

SCORE	DESCRIPTION
4	The response uses details from the passage to thoroughly explain why the author named the recipe Chocolate Chipless Cookies and states an opinion and supports it with details from the passage.
3	The response uses details from the passage to thoroughly explain why the author named the recipe Chocolate Chipless Cookies and states an opinion but does not support the opinion with details from the passage. OR The response offers a plausible explanation for why the author named the recipe Chocolate Chipless Cookies that is not based on information found in the passage, states an opinion, and supports the opinion with details from the passage.
2	The response uses details from the passage to thoroughly explain why the author named the recipe Chocolate Chipless Cookies. OR The response states an opinion and supports it with details from the passage. OR The response offers a plausible explanation for why the author named the recipe Chocolate Chipless Cookies that is not based on information found in the passage and either states an opinion or gives one detail from the passage that supports an unstated opinion.
1	The response partially explains why the author named the recipe Chocolate Chipless Cookies. OR The response states an opinion about the title. OR The response gives one detail from the passage that supports an unstated opinion.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

Score Point: 4

The student uses accurate and relevant information from the passage to support why the author named this recipe “Chocolate Chipless Cookies” (“because he made it with out chips” and “He had plenty of friends over. I know that because all his chips were gone”). The response also indicates a clear opinion as to whether the student agrees or not (“I think it is a good name”) and gives further evidence from the passage (“It also says if you had left over chips to put them in”). The response demonstrates a thorough understanding of the passage.

① He named it Chocolate Chipless Cookies because he made it with out chips. He had plenty of friends over. I know that because all his chips were gone. I think he explained it very well. I would like to try it. That is what I think about his recipe. ② I think it is a good name because it tells a lot. It also says if you had left over chips to put them in. He explained everything very well. I will ask my mom if we can make them. I think she would like them. That is what I think of the title.

Score Point: 3

The student uses accurate and relevant information from the passage to support why the author named this recipe “Chocolate Chipless Cookies” (“because when you read the recipe all you do with the chocolate chips is eat them plane.”). The response also indicates a clear opinion as to whether the student agrees or not (“I think it is a good name”) but gives no further evidence from the passage. The response provides evidence of general but not comprehensive understanding.

① The reason why the author named this recipe Chocolate Chipless Cookies is because when you read the recipe all you do with the chocolate chips is eat them plane.

② I think it is a good name for it. The reason I think it is a good because I can't think of another one.

Score Point: 2

The student uses an adequate explanation to support why the author named this recipe “Chocolate Chipless Cookies” (“because its about Chocolate Chipless Cookies”) and has a clear opinion as to whether the name is good (“I think it is a good name”). However, no examples from the passage are given to support either part of the response. This is an example of a basic understanding.

① The author named this recipe Chocolate Chipless Cookies because it is about Chocolate Chipless Cookies.

② I think it is a good name for this recipe because it tells you how to make Chocolate Chipless Cookies.

Score Point: 1

The response contains an opinion as to whether the student agrees or not (“that is a good name”), although there is no evidence from the passage to support that opinion. The response is inadequate and provides evidence of minimal understanding.

The author write its story because it is howt make cookies making cookies. yerd the it is good for the story name is good cookies that is a good name for this story that is a good story is for kids. This story is about making cookies recipe.

Score Point: 0

Despite the mention of “chocolate chipless cookies,” there is no evidence that the student read the passage or understood the task, and the response is completely irrelevant.

He named it chocolate chipless cookies because it talkes about cookies. It talkes about resipies. Thats why he named it chocalate chipless cookies.

Acknowledgments

The Arkansas Department of Education would like to thank those who have granted permission to reproduce the following copyrighted material:

Pages 42–43: “A Spelling Mystery” From Jack and Jill, copyright © 2001 by Children’s Better Health Institute, Benjamin Franklin Literary & Medical Society, Inc., Indianapolis, Indiana. Used by permission.

Pages 48–49: “Slippery Siblings” From Jack and Jill, copyright © 2001 by Children’s Better Health Institute, Benjamin Franklin Literary & Medical Society, Inc., Indianapolis, Indiana. Used by permission.

Pages 54–55: “Chocolate Chipless Cookies” Copyright © 1997 by Highlights for Children, Inc., Columbus, Ohio.

WRITING RESPONSES

Scoring Student Responses to Writing Prompts—2007 Benchmark Grade 3

Domain Scoring

In domain scoring, which was developed in conjunction with Arkansas educators, the observation of writing is divided into several domains (categories), each composed of various features. The domains scored for Arkansas compositions are Content, Style, Sentence Formation, Usage, and Mechanics. (These domains are defined on the following page.) Each domain is evaluated holistically; the domain score indicates the extent to which the features in that domain appear to be under the control of the writer. The score reflects the student's performance for the entire domain, with all features within the domain being of equal importance.

All responses are read independently by at least two readers. The two scores are averaged by domain. In cases where the two readers' scores are non-adjacent (a "1" and a "3," for example) in any domain, the response is read a third time by a Team Leader or the Scoring Director for resolution.

The domain scores, along with an awareness of the features comprising each domain, can be used to plan developmental or remedial instruction for the student.

Scoring Scale

Each domain is scored independently using the following scale:

- 4 = The writer demonstrates **consistent**, though not necessarily perfect, control* of almost all of the domain's features.
- 3 = The writer demonstrates **reasonable**, but not consistent, control* of most of the domain's features, indicating some weakness in the domain.
- 2 = The writer demonstrates **inconsistent** control* of several of the domain's features, indicating significant weakness in the domain.
- 1 = The writer demonstrates **little or no** control* of most of the domain's features.

*Control: The ability to use a given feature of written language effectively at the appropriate grade level. A response receives a higher score to the extent that it demonstrates control of the features in each domain.

The application of the scale, using actual student writing, was done with the assistance of a committee of Arkansas teachers and representatives of the Arkansas Department of Education.

Non-scoreable and Blank Papers

Compositions are scored, unless they are off-topic, illegible, incoherent, refusals to respond, written in a language other than English, or too brief to assess. A score of "NA" indicates that the student's writing entry was non-scoreable and that entry will receive a score of "0."

Writing Domains and Definitions—2007 Benchmark Grade 3

Content (C)

The Content domain includes the focusing, structuring, and elaborating that a writer does to construct an effective message for a reader. It is the creation of a product, the building of a composition intended to be read. The writer crafts his/her message for the reader by focusing on a central idea, providing elaboration of the central idea, and delivering the central idea and its elaboration in an organized text. Features are:

- Central idea
- Elaboration
- Unity
- Organization

Style (S)

The Style domain comprises those features that show the writer is purposefully shaping and controlling language to affect readers. This domain focuses on the vividness, specificity, and rhythm of the piece and the writer's attitude and presence. Features are:

- Selected vocabulary
- Selected information
- Sentence variety
- Tone
- Voice

Sentence Formation (F)

The Sentence Formation domain reflects the writer's ability to form competent, appropriately mature sentences to express his/her thoughts. Features are:

- Completeness
- Absence of fused sentences
- Expansion through standard coordination and modifiers
- Embedding through standard subordination and modifiers
- Standard word order

Usage (U)

The Usage domain comprises the writer's use of word-level features that cause written language to be acceptable and effective for standard discourse. Features are:

- Standard inflections
- Agreement
- Word meaning
- Conventions

Mechanics (M)

The Mechanics domain includes the system of symbols and cueing devices a writer uses to help readers make meaning. Features are:

- Capitalization
- Punctuation
- Formatting
- Spelling

Writing Prompts—2007 Benchmark Grade 3

These are the two writing prompts administered to all grade 3 students in February 2007.

Prompt #1

Your teacher has asked you to write about your favorite place to play. It can be a park, the school playground, or your own house. It can be anywhere you like to play.

Now write about your favorite place to play. Be sure to tell where the place is and to tell **why** you like to play there.

Prompt #2

Your teacher has asked you to read this sentence and write a story about what happened next.

One day a monkey jumped into our classroom!

Think about a monkey in your classroom. Write a story about what happened next. Give enough detail so that your teacher will understand your ideas.

Writer's Checklist

1. Look at the ideas in your response.
 - Have you focused on one main idea?
 - Have you used enough detail to explain yourself?
 - Have you put your thoughts in order?
 - Can others understand what you are saying?
2. Think about what you want others to know and feel after reading your paper.
 - Will others understand how you think or feel about an idea?
 - Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper's subject.)
3. Look at the words you have used.
 - Do you have sentences of different lengths? (Hint: Be sure you have a variety of sentence lengths.)
 - Are your sentences alike? (Hint: Use different kinds of sentences.)
 - Have you described things, places, and people the way they are? (Hint: Use enough detail.)
 - Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)
 - Have you used the right words in the right places?
4. Look at your handwriting.
 - Can others read your handwriting with no trouble?

Do you have a favorite place to play? Well I do! My favorite place to play is my very own room. I like to play there because it's the only place I can go without my little sister bugging me. She can get really annoying! Another reason I like to play in my room is because the walls are the color purple and purple is my favorite color. Also I have a purple door bell, rug and chair. Many of my favorite toys are kept in my room. That makes it even more fun to play in. Now you can see why I love to play in my room. Do you have a place you like to play in?

Content: 2

In this brief response, there is a clear central idea, and the writer remains focused. Additionally, there is some sense of closure. The main weakness of this response is its lack of elaboration and details. The writer demonstrates inconsistent control of the Content domain.

Style: 3

There is some precise vocabulary (“bugging,” annoying”) and some general vocabulary in this response. There are a variety of sentence structures, and the writer displays some voice. The response demonstrates reasonable control of the features of Style domain.

Sentence Formation: 4

Despite the relative brevity of this response, the writer demonstrates consistent control of Sentence Formation by constructing both simple and complex sentences.

Usage: 4

In this response, the writer shows consistent control of the features of the Usage domain. The writer skillfully handles inflections, tenses, agreement, and conventions.

Mechanics: 4

This response demonstrates consistent control of the features of the Mechanics domain. Despite an apostrophe error and a spelling error, the writer skillfully handles formatting, spelling, capitalization, and punctuation.

One day a monkey jumped into my classroom. Me and my other classmates were very startled. But soon we found out that this monkey was nice. We all started to play with him. He jumped on our desk. He started to dance and run all over the classroom. Soon we all started doing what he was. It was sort of like playing follow the leader. When it was lunch time we all sat down and ate our food and talked about what we were going to do next. We decided to take him outside so our friends could see him. All of the kids were fascinated. He quickly learned how to ride on the teeter-totters, the swings, and the jungle-jim. When we had to come back in we played some more games. When the day was over we decided that one of us could take him home. Then the next day we could trade. We made a decision that Mary could take him home. Then it would be Dillon's turn then so on and so forth. Pretty soon we would all get a turn to take him home and play with him.

Content: 3

The features of the Content domain are reasonably controlled in this response. The response is organized chronologically. There is a progression of ideas and a sense of closure. More even elaboration and a stronger sense of closure are required for a higher score.

Style: 3

In this response, there is some precise vocabulary and purposefully selected information (“fasanated,” “quikly,” “like playing follow the leader”). There is some variety in the sentence structure. Overall, this writer demonstrates reasonable control of the features of the Style domain.

Sentence Formation: 4

Although this response contains two run-on sentences, the writer shows consistent control of Sentence Formation. The writer demonstrates the ability to construct both simple and complex sentences.

Usage: 4

Despite a pronoun error and a verb tense error, this response demonstrates consistent control of the features of the Usage domain. The writer skillfully handles all other inflections, agreement, tenses, and conventions.

Mechanics: 3

Although formatting, capitalization, and punctuation are under this writer’s control, there are numerous misspellings. Some of the words are more difficult, however. Overall, this response demonstrates reasonable control of the features of the Mechanics domain.

One day a monkey jumped into our classroom! When it did it made a big mess! so the whole class tried to catch it while Mrs. went to go find something to put the monkey in. About 5 minutes later she came back with a cage big enough. Then Rachel, the creature keeper went to the cafeteria and returned with 4 bananas and water. While the monkey was eating the class were helping Mrs. clean up the room. After that we took a picture of the monkey and hung the photos around the school and neighborhood. To see if the monkey belonged to anyone. For a week we didn't get a response. So we kept it and kept on feeding and grooming it. Finally we found out the monkey was a girl. We named her Maddie. One day I brought her toys and she ignored them and then I brought Lori over to her cage and Maddie just sat there. Then Lori got Rachel to come over there so Rachel brought a banana. Maddie just sat there. We called Mrs. from her desk to come over. Mrs. said that Maddie might want to go outside. We thought that was a good idea so we let her out. Some of the class could watch her and some could play. I chose to watch her and all of my friends chose to watch her too. Maddie started doing circus tricks without messing up. So I went to tell Mrs. that she probably came from the circus. The class planned a field trip for that Friday with

was only two days away. On Friday we went to the nearest circus. The class found Maddy's owner. Which was Madame Liliann. She thanked us for finding Maddy and gave all of us a crystal ball. Maddy's real name was Sara. The whole class was going to miss Sara so we each said our good-byes and hugged her. I'm very happy that one day a monkey jumped into our classroom.

Content: 4

The writer uses narrative organization to develop the central idea (“One day a monkey jumped into our classroom!”). There is a progression of ideas. The elaboration is focused on the central idea and the closure effectively conveys the writer’s joy at having a monkey in the classroom. This response demonstrates consistent control of the features of the Content domain.

Style: 4

In this response, the vocabulary is descriptive and the information is carefully selected (“Rachel, the creature keeper,” “Madame Lilian”). Sentences are varied and rhythmic, the writer’s voice is apparent, and the tone is sustained. The writer consistently controls all features of the Style domain.

Sentence Formation: 4

Although this response contains two fragments (“To see if the monkey belonged to anyone,” “Wich was Madame Lilian”), the writer shows consistent control of Sentence Formation. The writer demonstrates the ability to construct simple, compound, and complex sentences.

Usage: 4

With the exception of one error, the writer has skillfully handled inflections, agreement, conventions, and word choice. This response demonstrates consistent control of the features of the Usage domain.

Mechanics: 4

Although there are a few errors in spelling, this response merits a “4” in the Mechanics domain. It is apparent that the writer has consistent control over formatting, capitalization, spelling, and punctuation.

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

DEVELOPED FOR THE ARKANSAS DEPARTMENT OF EDUCATION, LITTLE ROCK, AR 72201