



Arkansas Comprehensive Testing, Assessment, and Accountability Program

Teacher Handbook

Grade 6 Benchmark Examination

April 2007
Administration

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Arkansas Department of Education

Teacher Handbook—2007 Benchmark Grade 6

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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 6 student responses to the open-response items in Mathematics and Reading 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 to 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 6

The multiple-choice and open-response test items for the Mathematics and Reading 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 are 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 Mathematics and Reading 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.

The Teacher Handbook includes the Mathematics open-response items and the Reading passages with their 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 6

Bruce washes windows. His rate of pay is \$8.00 per hour.

1. How much money does Bruce earn if he works a 40-hour week? Show all your work and/or explain your answer.
2. Bruce earns 1.5 times his normal rate of pay for each hour worked over 40 hours. One week, Bruce worked 46 hours. How much money did he earn? Show all your work and/or explain your answer.

Mathematics Item A Scoring Rubric—2007 Benchmark Grade 6

SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work. The label “\$” is included in Part 1 and Part 2 answers.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point.
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

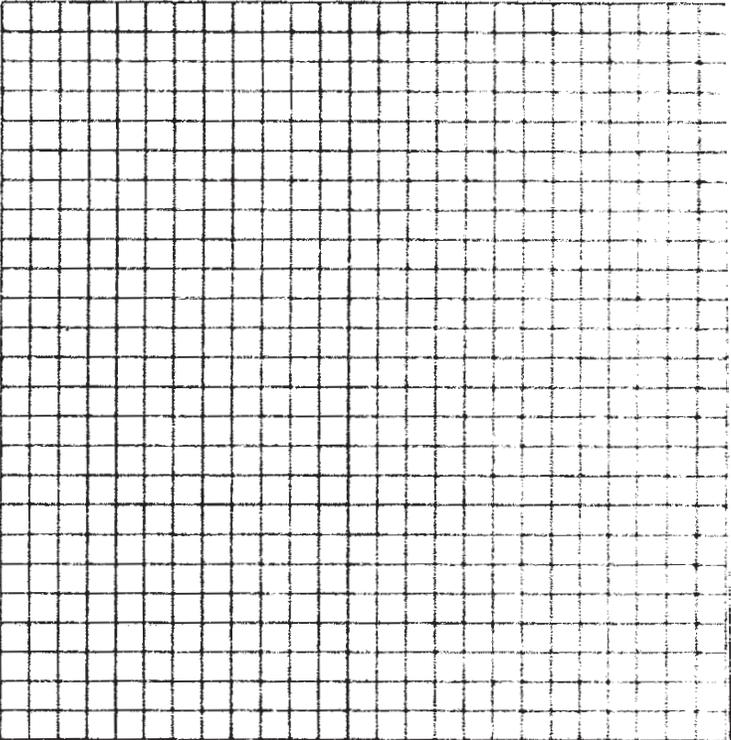
Part	Points
1	<p>2 points possible</p> <p>1 point: Correct answer: (\$) 320. AND</p> <p>1 point: Correct and complete procedure shown and/or explained. Work may contain a calculation or copy error. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $40 \times 8.00 = \#$, or • “I multiplied 8 times 40 to get my answer.”
2	<p>2 points possible</p> <p>1 point: Correct answer: (\$) 392, or correct answer based on answer in Part 1. AND</p> <p>1 point: Correct and complete procedure shown and/or explained. Work may contain a calculation or copy error, or may be based on work in Part 1. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $6(8 \times 1.5) = 72$ $(46 - 40 = 6$ not required) <div style="margin-left: 100px;"> $+ \underline{320}$ $(40$ hour amount from Part 1) $\#$ Total for 46 hr/week, or </div> • “Half of 8 is 4 and $8 + 4 = 12$/hour. If I work 6 extra hours I can make 12×6 or 72 extra. Add that to my amount for 40 hours of 320 that I got in Part 1 to get my total of 392,” or • $6 \times 1.5 = 9$, $9 \times 8 = 72$, $320 + 72 = \#$.

1.) $\begin{array}{r} \$8.00 \text{ per hour} \\ \times 40 \text{ hours worked} \\ \hline \$320.00 \text{ amount earned} \end{array}$

2.) $\begin{array}{r} \$8.00 \text{ per hour} \\ \times 1.5 \\ \hline \$12.00 \end{array}$

$\begin{array}{r} \$12.00 \\ \times 6 \\ \hline \$72.00 \text{ bonus} \end{array}$

$\begin{array}{r} \$8.00 \text{ per hour} \\ \times 40 \text{ hours} \\ \hline \$320.00 \\ + 72.00 \\ \hline \$392.00 \text{ total Pay} \end{array}$



SCORE: 4

Points

Part 1:

Correct answer:	\$320.00	1
Correct & complete procedure:	$\$8.00 \times 40 = \#$	1

Part 2:

Correct answer:	\$392.00	1
Correct & complete procedure:	$\$8.00 \times 1.5 = \12 , $\$12.00 \times 6 = \72 $\$800 \times 40 = \320 , $\$320 + \$72 = \#$	1

TOTAL POINTS:

4

① Rate \$8.00 per hour
 40.00 hours
 \times \$8.00 per hour
 \$320.00

In a 40 hour week Bruce
 will earn \$320.00

② earns \$12 every hour over
 40 hours. This week he
 worked 46 hours - 40
 \times \$12 per hour = $\frac{46}{6}$
 \$72

Bruce earned
 \$320.00
 \$72.00
 \$392.00
 for working 46 hours

SCORE: 3

Points

Part 1:

Correct answer:	\$320.00	1
Correct & complete procedure:	$40.00 \times \$8.00 = \#$	1

Part 2:

Correct answer:	\$392.00	1
Incomplete procedure:	$46 - 40 = 6$, $\$12 \times 6 = \72 $320 + 72 = \#$ $(8 \times 1.5 = 12 \text{ missing})$	-

TOTAL POINTS:

3

$$\begin{array}{r} 40 \\ \times 8.00 \\ \hline \$320.00 \end{array}$$
 He would make \$320 in a 40 hour week.

① ②

$$\begin{array}{r} \$8.50 \\ \times 46 \\ \hline \$391.00 \end{array}$$
 He would make \$391 in a 46 hour week.

SCORE: 2

Points

Part 1:

Correct answer:	\$320.00	1
Correct & complete procedure:	$40.00 \times \$8.00 = \#$	1

Part 2:

Incorrect answer:	\$391.00	—
Incorrect procedure:	$\$8.50 \times 46 = \391	—

TOTAL POINTS:

2

① 8.00 PL
x 40

0.00
+32.00

32.00
he earns
32.00 if
he works
40 hours
weekly.

② 46
+ 1.5

47.5
32.00
+ 7.5

39.50
he earns
39.50
because.

SCORE: 1

Points

Part 1:

Incorrect answer due to
calculation error:

\$32.00

—

Correct & complete procedure:

$8.00 \times 40 = \$32.00$ (calculation error)

1

Part 2:

Incorrect answer:

\$39.50

—

Incorrect procedure:

$46 + 1.5 = 47.5$

—

$32 + 7.5 = 39.50$

TOTAL POINTS:

1

①
$$\begin{array}{r} 40 \\ \times 24 \\ \hline 160 \\ + 800 \\ \hline 960 \end{array}$$

$$\begin{array}{r} 960 \\ \times 7 \\ \hline 6728 \\ + 8.00 \\ \hline 75.28 \end{array}$$

Bruce earns \$75.28.

②
$$\begin{array}{r} 75.28 \\ \times 1.5 \\ \hline 37640 \\ + 75280 \\ \hline 113920 \\ + 46 \\ \hline 159.92 \end{array}$$

He earned \$159.92.

SCORE: 0

Points

Part 1:

Incorrect answer:

\$75.28

—

Incorrect procedure:

$40 \times 24 = 960$, $960 \times 7 = 6728$

—

$6728 + 8 = 75.28$

Part 2:

Incorrect answer:

\$159.92

—

Incorrect procedure:

$75.28 \times 1.5 = \text{etc.}$

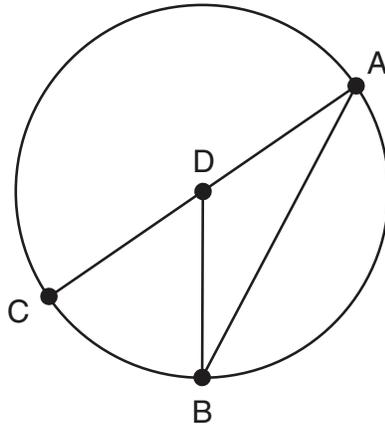
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TOTAL POINTS:

0

Mathematics Item B—2007 Benchmark Grade 6

The teacher drew the figure below on the board.



1. Name all the radii found in the figure with center point D. Be sure to label each radius **correctly**.
2. Explain the relationship between the measure of \overline{AC} and the measure of \overline{AD} .
3. If the measure of \overline{AC} is 6 cm, what is the measure of \overline{AD} ? Show all your work and/or explain your answer.

Mathematics Item B Scoring Rubric—2007 Benchmark Grade 6

SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work. The response contains the correct label of “cm” in Part 3.
3	The student earns 3–3½ points.
2	The student earns 2–2½ points.
1	The student earns ½–1½ points, 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.)

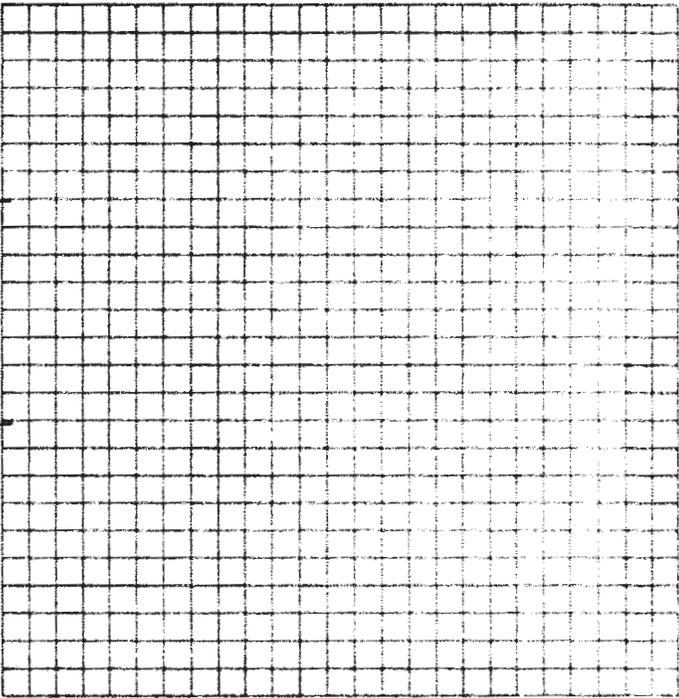
Solution and Scoring

Part	Points
1	<p>2 points possible</p> <p>2 points: 3 correct radii: \overline{AD}, \overline{CD}, \overline{BD} or \overline{DA}, \overline{DC}, \overline{DB} and no incorrect segments. Note: Give credit for incorrect representation of segments (AD, BD, CD).</p> <p>OR</p> <p>1 point: 2 correct radii and no incorrect segments.</p> <p>OR</p> <p>½ point: 1 correct radius, or 3 correct radii and 1 incorrect segment.</p> <ul style="list-style-type: none"> • Ex: “The radii are \overline{AD}, \overline{BD}, \overline{CD} and \overline{AB}.”
2	<p>1 point possible</p> <p>1 point: Correct and clear explanation that the measure \overline{AD} is half the measure of \overline{AC}. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $AD = \frac{1}{2} AC$ • $AC = 2 AD$ • \overline{AC} is a diameter and \overline{AD} is a radius. The length of a radius is $\frac{1}{2}$ the length of a diameter. • Note: No credit for names of radius and diameter only.
3	<p>1 point possible</p> <p>½ point: Correct answer: 3 (cm). Note: Do not give credit for 3 cm if only an incorrect procedure is used. Ex: $AD = 3$ because $6 - 3 = 3$. Note: <u>Give credit for 3 cm</u> if credit is given in Part 2, even if an incorrect procedure is used in Part 3. Ex: Part 2 answer is “The relationship is that AD is $\frac{1}{2}$ of AC.” Part 3 answer is 3 cm and the procedure shown is $3 + 3 = 6$. Part 3 receives $\frac{1}{2}$ point for the answer but no credit for the procedure.</p> <p>AND</p> <p>½ point: Correct and complete procedure shown and/or explained. Work may contain a calculation or copy error. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $6/2 = \#$, or • “I took half of the length of CA.”

① radii = \overline{AD} \overline{CD}
 \overline{BD}

② \overline{AC} is twice as long as \overline{AD} ; \overline{AC} is the diameter & \overline{AD} is the radius.

③ Since radius is always half of the diameter, \overline{AD} is 3cm. long.

$$\begin{array}{r} 3 \\ 2 \overline{)6} \\ \underline{6} \\ 0 \end{array}$$


SCORE: 4

Points

Part 1:

3 correct radii:

\overline{AD} , \overline{CD} , \overline{BD}

2

Part 2:

Correct relationship:

“ \overline{AC} is twice as long as \overline{AD} .”

1

Part 3:

Correct answer:

3 cm

$\frac{1}{2}$

Correct & complete procedure:

$\begin{array}{r} \# \\ 2 \overline{)6} \end{array}$

$\frac{1}{2}$

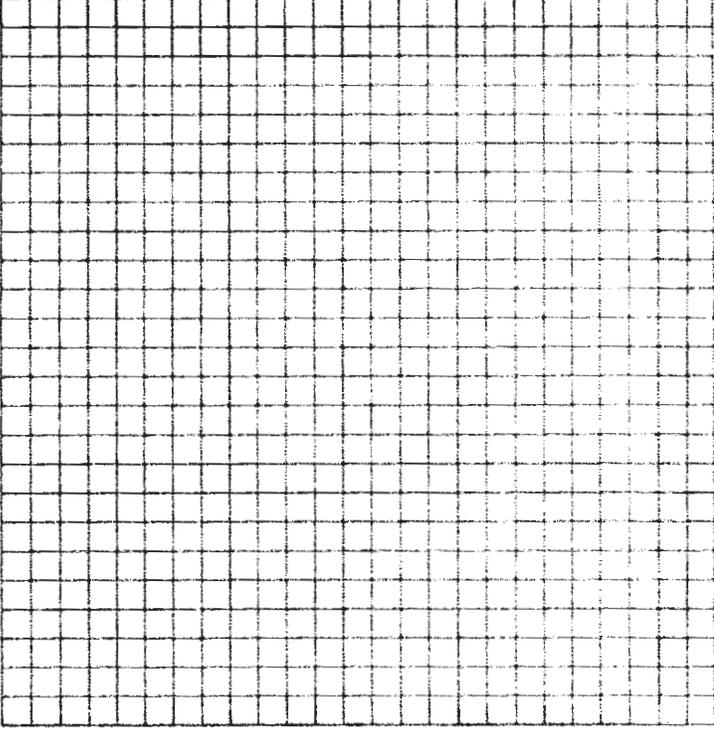
TOTAL POINTS:

4

① \overline{CD} , \overline{DA} , \overline{DB} .

② \overline{AD} is half of \overline{AC} .

③ \overline{AC} 6cm how long is \overline{AD} ? 3 because you take 6 away from 3. And you get 3 your answer.

$$\begin{array}{r} 6 \text{ cm} \\ - 3 \text{ cm} \\ \hline 3 \text{ cm} \end{array}$$


SCORE: 3

Points

Part 1:

3 correct radii:

\overline{CD} , \overline{DA} , \overline{DB}

2

Part 2:

Correct relationship:

" \overline{AD} is half of \overline{AC} ."

1

Part 3:

Correct answer:

3 cm

$\frac{1}{2}$

Incorrect procedure:

6 cm

—

$\frac{-3 \text{ cm}}{\#}$

—

TOTAL POINTS:

$3\frac{1}{2}$

Note: Credit is given for the answer in Part 3 because Part 2 is correct.

1. There is radius AD and BD. AD and BD only go half way through the circle

2. The measure is one is radius and one is diameter

3. If \overline{AC} is 6cm this means AD is 3cm because the radius is half the diameter
 $6 \div 2 = 3$

SCORE: 2

Points

Part 1:

2 correct radii:

\overline{AD} , \overline{BD}

1

Part 2:

Incorrect relationship:

“The measure is...”

–

Part 3:

Correct answer:

3 cm

$\frac{1}{2}$

Correct & complete procedure:

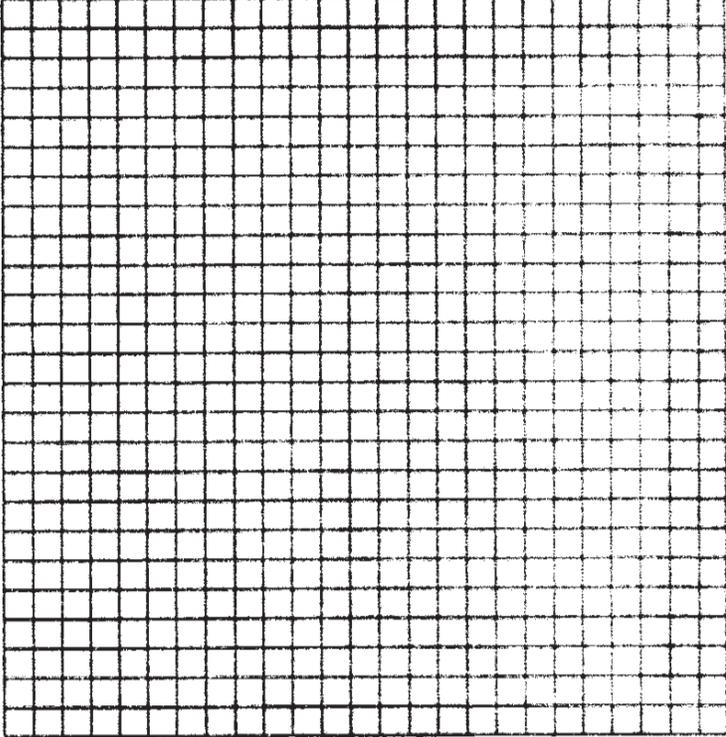
$6 \div 2 = \#$

$\frac{1}{2}$

TOTAL POINTS:

2

① Radii, point,
 ② \underline{AC} goes through the center but \underline{AD} doesn't.
 ③ \underline{AC} is 6 so \underline{AD} is half of \underline{AC}
 so \underline{AD} is 3
 $3 \times 2 = 6$



SCORE: 1

Points

Part 1:

No correct radii:

—

Part 2:

Incorrect relationship:

“ \underline{AC} goes through...”

—

Part 3:

Correct answer:

\underline{AD} is 3

$\frac{1}{2}$

Correct & complete procedure:

“ \underline{AD} is half of \underline{AC} ”

$\frac{1}{2}$

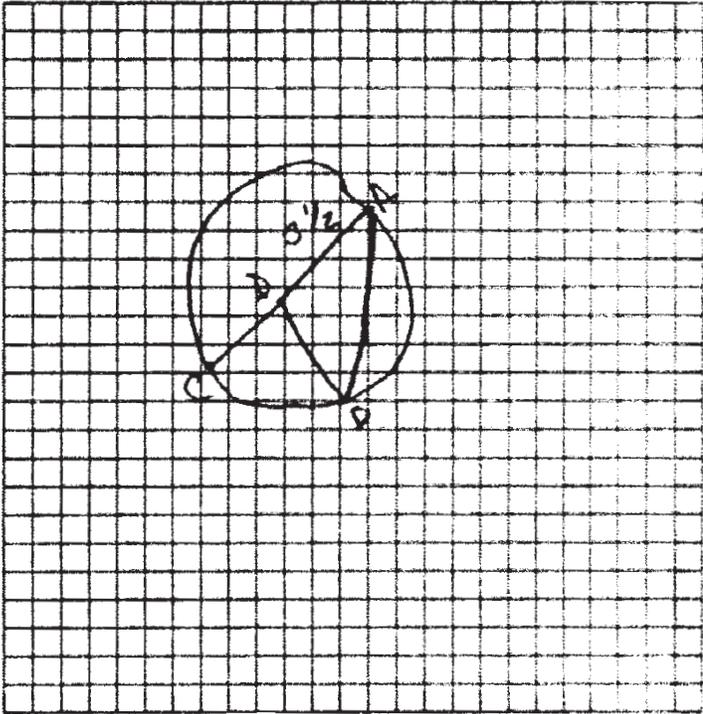
TOTAL POINTS:

1

① \overline{CD} ray, \overline{DB} ray
and \overline{BA} ray, \overline{AD} ray!

② The relationship between \overline{AC} and \overline{AD} are that there both parallel. The measure is 6 cm.

③ The measurement for \overline{AD} is $3\frac{1}{2}$ cm.



SCORE: 0

Points

Part 1:

No correct radii:

—

Part 2:

Incorrect relationship:

$$\overline{AC} \parallel \overline{AD}$$

—

Part 3:

Incorrect answer:

$3\frac{1}{2}$ cm

—

Missing procedure:

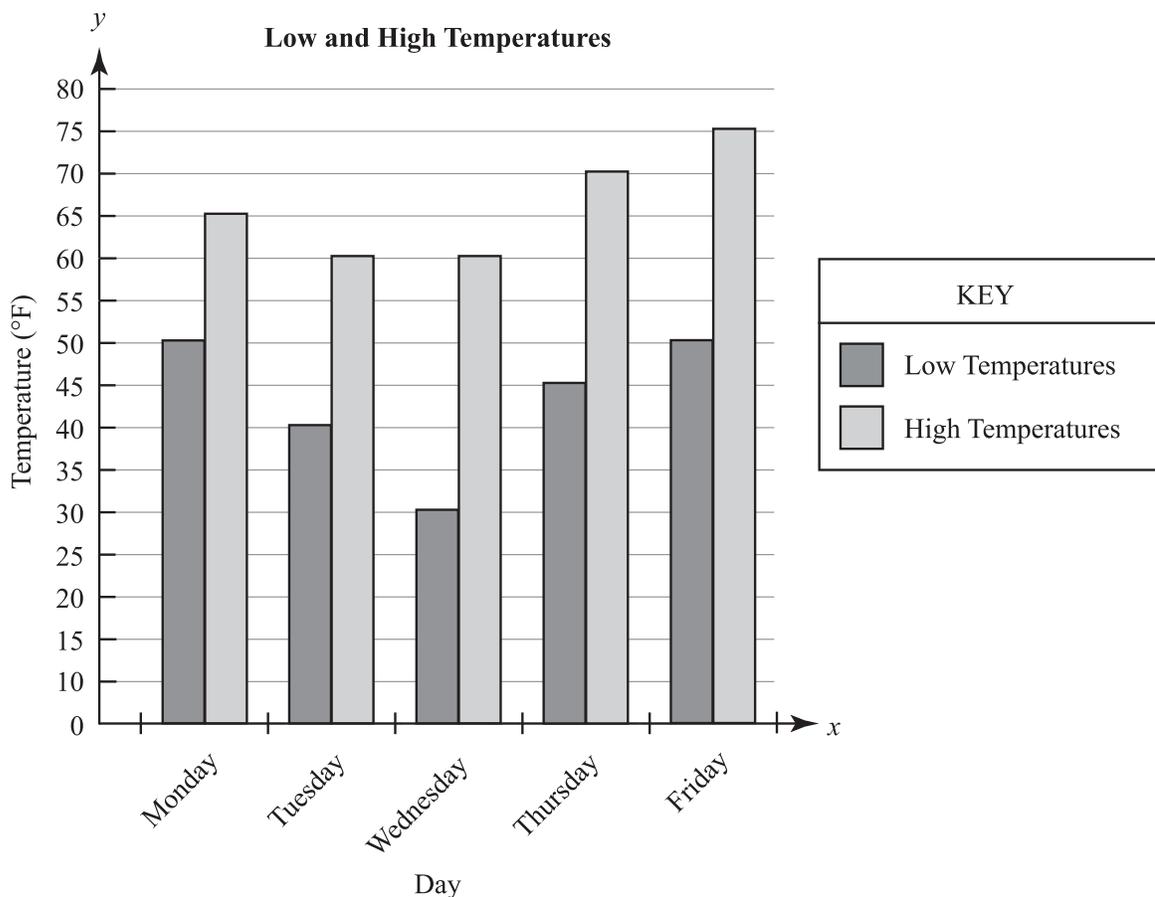
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TOTAL POINTS:

0

Mathematics Item C—2007 Benchmark Grade 6

Amy recorded the low and high temperatures for each school day last week, as shown on the bar graph below.



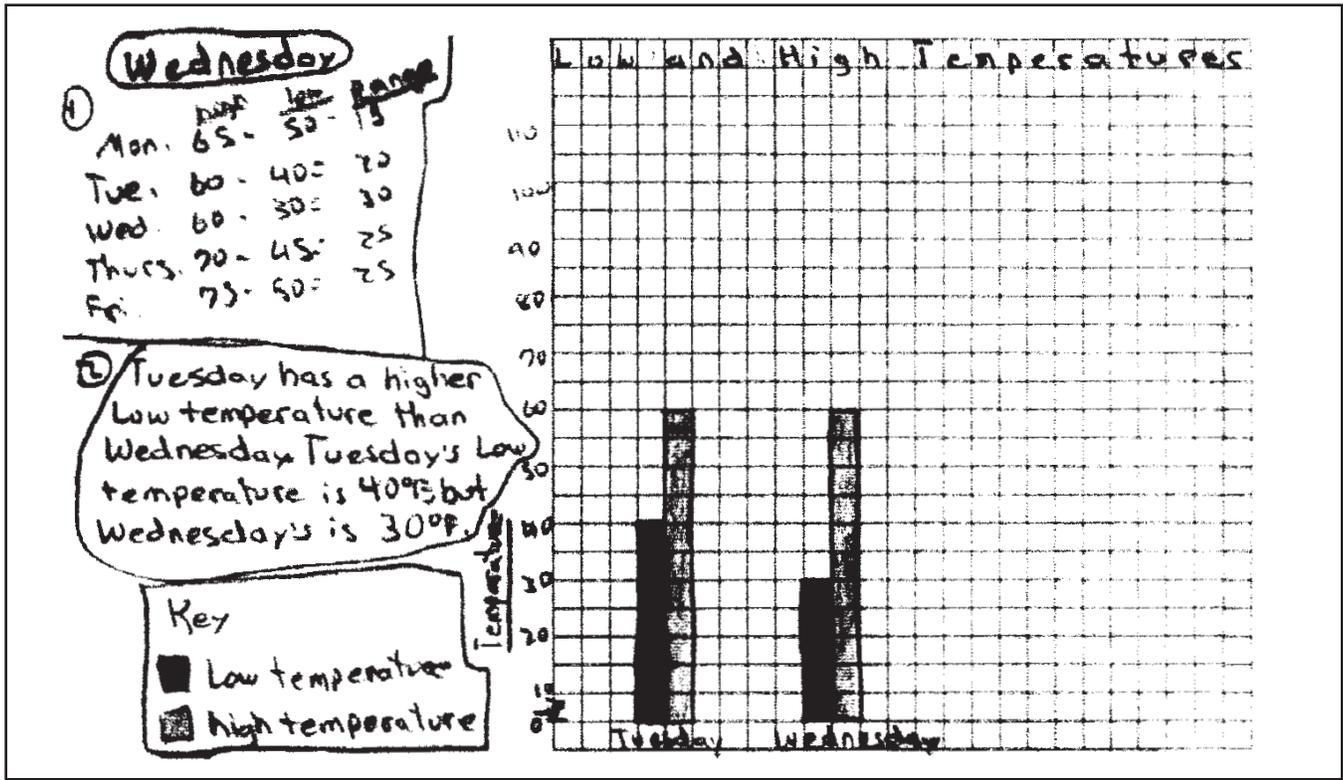
- Which day had the **greatest** range in temperatures? Show all your work and/or explain your answer.
- Two days have the same high temperature. Compare the low temperatures of these two days. Show all your work and/or explain your answer.

Mathematics Item C Scoring Rubric—2007 Benchmark Grade 6

SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work. Degrees are indicated at least one time in the response.
3	The student earns 3–3½ points.
2	The student earns 2–2½ points.
1	The student earns ½–1½ points 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: Wednesday. AND 1 point: Correct and complete procedure shown and/or explained. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • Monday: $65^\circ - 50^\circ = 15^\circ$ Tuesday: $60^\circ - 40^\circ = 20^\circ$ Wednesday: $60^\circ - 30^\circ = 30^\circ$ Thursday: $70^\circ - 45^\circ = 25^\circ$ Friday: $75^\circ - 50^\circ = 25^\circ$, or • “I looked at the graph and compared the dark and light (low and high) bars for each day, and looked for the greatest difference.” <p>OR</p> <p>½ point: Incomplete (but not incorrect) procedure shown:</p> <ul style="list-style-type: none"> • The difference (range) is 30°, or • $60 - 30 = 30$. <p>Note: Do not give credit for a vague explanation. Ex: “I looked at the high and low temperature for each day.”</p> <p>Note: It appears that the bars are very slightly higher than the temperature markings on the graph. Do not deduct procedure points if student uses temperatures one degree higher than the expected value. Ex: Monday: $66^\circ - 51^\circ = 15^\circ$, etc.</p>
2	<p>2 points possible</p> <p>2 points: Correct and complete answer and explanation. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • On Tuesday, the low temperature was 40° and on Wednesday it was 30°, or • $40^\circ - 30^\circ = 10^\circ$, or • The low temperature on Tuesday was higher because $40^\circ > 30^\circ$, or • The difference between the low temperatures was 10° because $40^\circ - 30^\circ = 10^\circ$. <p>OR</p> <p>1 ½ points: Give credit for the following:</p> <ul style="list-style-type: none"> • Tuesday’s low was 10° higher than Wednesday’s, or • The difference of the low temperatures on Tuesday and Wednesday was 10°. <p>OR</p> <p>1 point: Partial answer/explanation. Give credit for the following:</p> <ul style="list-style-type: none"> • 2 days and 2 lows are included, but work contains something incorrect. Ex: Tuesday and Wednesday are the days because both have a high of 60° and a low of 40°. <p>OR</p> <p>½ point: Give credit for the following:</p> <ul style="list-style-type: none"> • “There was a 10° difference between the low temperatures.”



SCORE: 4

Points

Part 1:

Correct answer:	Wednesday	1
Correct & complete procedure:	Finds range for each day and selects greatest.	1

Part 2:

Correct answer and explanation:	“Tuesday’s low temperature is 40° F, but Wednesday’s is 30° F.”	2
---------------------------------	---	---

TOTAL POINTS:

4

1. Mon: $\begin{array}{r} 65 \\ -50 \\ \hline 15 \end{array}$ Tues: $\begin{array}{r} 60 \\ -40 \\ \hline 20 \end{array}$ Wed: $\begin{array}{r} 60 \\ -30 \\ \hline 30 \end{array}$ Thurs: $\begin{array}{r} 70 \\ -45 \\ \hline 25 \end{array}$ Fri: $\begin{array}{r} 75 \\ -50 \\ \hline 25 \end{array}$ Wednesday had the greatest range.

2. Tuesday and Wednesday have the same high temperature. The difference in low is 10° .

SCORE: 3

Points

Part 1:

Correct answer:	Wednesday	1
Correct & complete procedure:	Finds range for each day and selects greatest.	1

Part 2:

Correct answer with minimal work shown:	“Tuesday and Wednesday... The difference in low is 10° .”	$1\frac{1}{2}$
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TOTAL POINTS:

$3\frac{1}{2}$

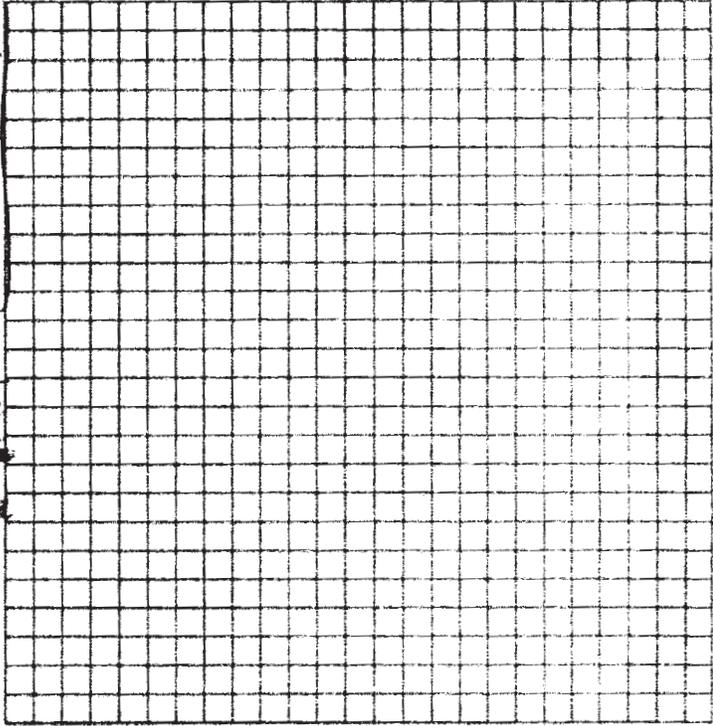
answer Friday

$$\begin{array}{r} 50 \\ + 75 \\ \hline \end{array}$$

125 is higher than the others

answer 10

40 Tuesday and Wednesday
 30 had the same high temperature
 10 and different low so subtract
 the two low.



SCORE: 2

Points

Part 1:

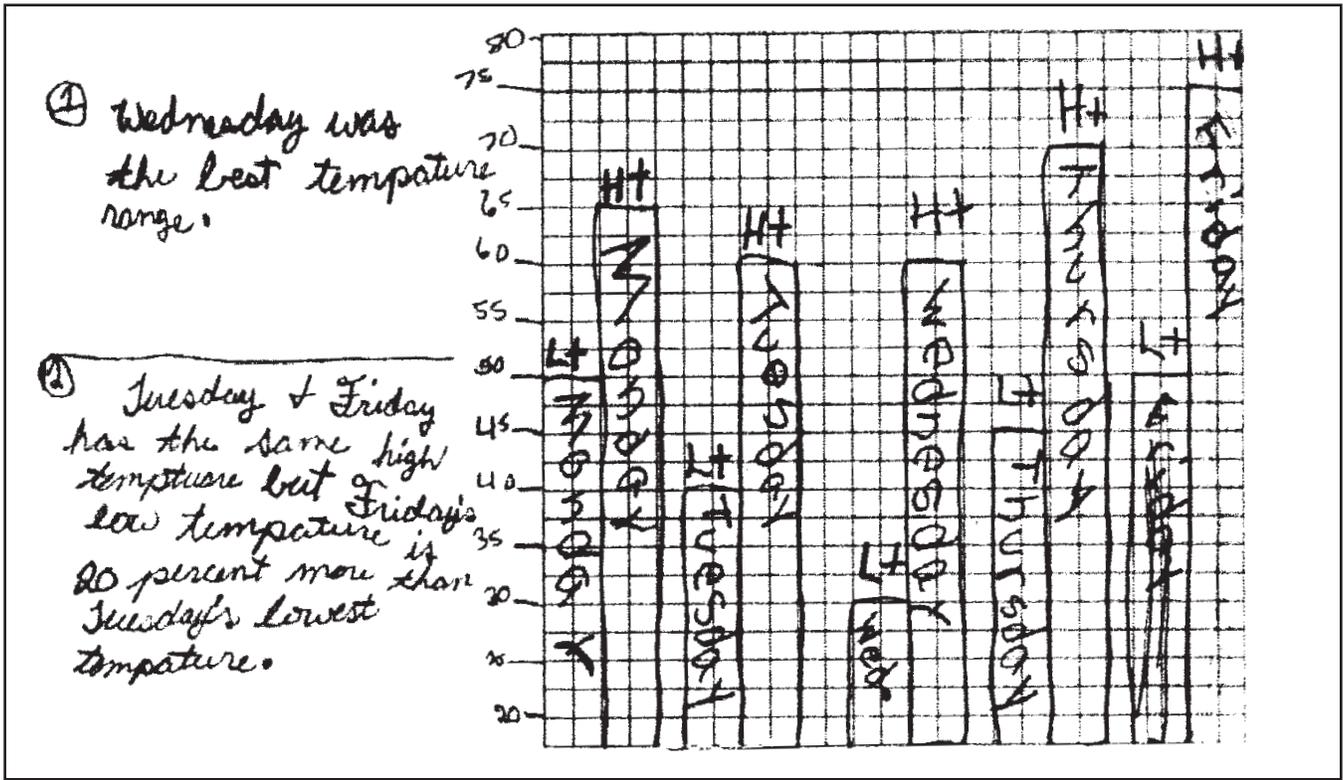
Incorrect answer:	Friday	—
Incorrect procedure:	$50 + 75 = 125$	—

Part 2:

Correct answer and procedure:	Tuesday & Wednesday, $40 - 30 = 10$	2
-------------------------------	-------------------------------------	---

TOTAL POINTS:

2



SCORE: 1

Points

Part 1:

Correct answer:

Wednesday

1

Missing procedure:

—

Part 2:

Incorrect answer:

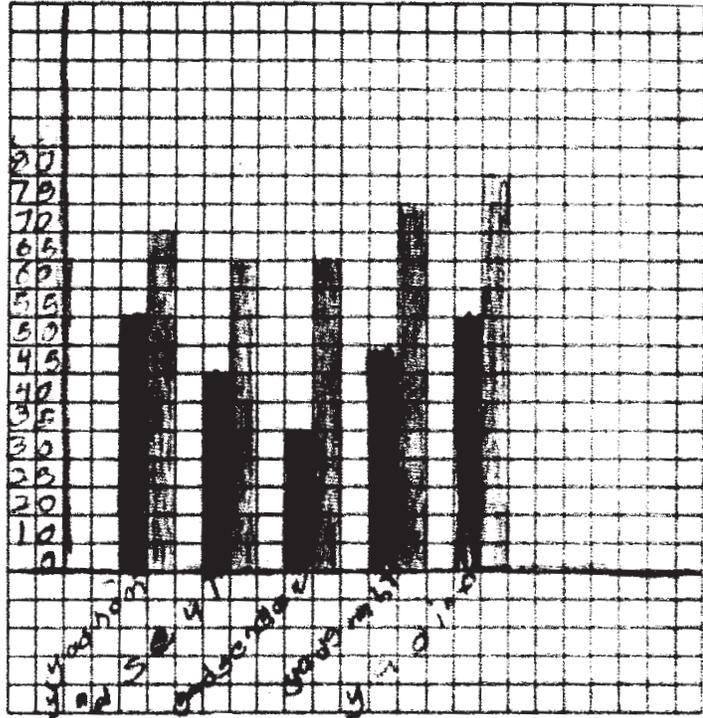
Tuesday & Friday

—

TOTAL POINTS:

1

The two days that have the same High temperatures of Wednesday and Thursday.



SCORE: 0

Points

Part 1:

Answer and procedure missing:

—

Part 2:

Incorrect answer with procedure missing:

Wednesday and Thursday

—

TOTAL POINTS:

0

Mathematics Item D—2007 Benchmark Grade 6

Mrs. Dee ordered a 7.5-meter roll of paper to decorate two of her classroom bulletin boards.

1. On her first bulletin board, Mrs. Dee used 250 centimeters of paper. How much paper is left to cover the other bulletin board? Show all your work and/or explain your answer.
2. The rest of the paper was used on the largest bulletin board. Mrs. Dee only had 25 centimeters left over after she covered the board. How long is the largest bulletin board? Show all your work and/or explain your answer.

Mathematics Item D Scoring Rubric—2007 Benchmark Grade 6

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: Answer to Part 1 is 500 (units missing). Answer to Part 2 is 475 (units missing).
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.)

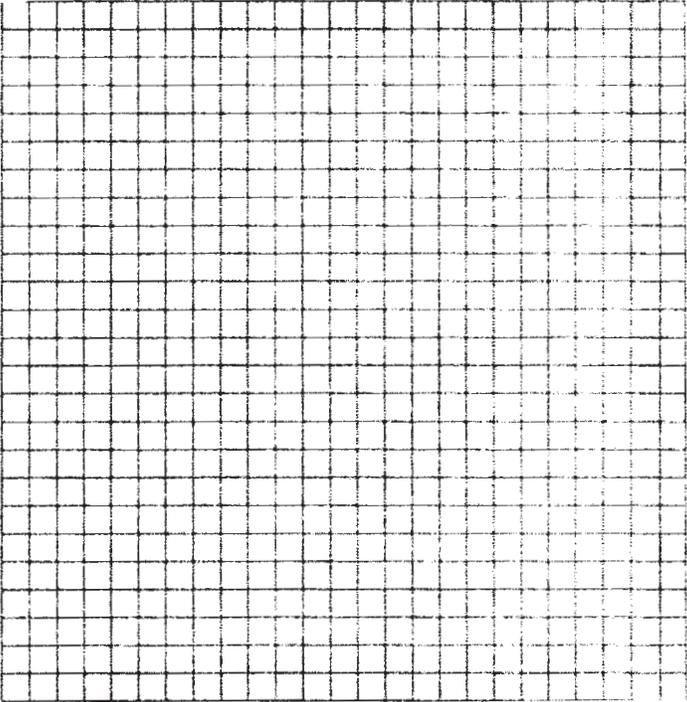
Solution and Scoring

Part	Points
1	<p>2 points possible</p> <p>1 point: Correct answer with label: 500 cm or 5 m. AND</p> <p>1 point: Correct and complete procedure shown and/or explained. Work may contain a calculation error in subtraction, but conversion from cm to m or m to cm must be correct.</p> <p>Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • 250 cm = 2.5 m (correct conversion) 7.5 – 2.5 = # left, or • 7.5 m = 750 cm (correct conversion) • 750 – 250 = # left.
2	<p>2 points possible</p> <p>1 point: Correct answer <u>with</u> label: 475 cm, 4.75 m, 4 ³/₄ m, or 4 m + 75 cm, or correct answer based on incorrect amount left in Part 1. AND</p> <p>1 point: Correct and complete procedure shown and/or explained. Work may contain a calculation (not conversion) error.</p> <p>Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • 500 – 25 = # cm in length of largest board, or • 5 – .25 = # in m in length of largest board, or • (Answer in cm from Part 1) – 25 = length of largest board, or • 500 – 475 = 25 (guess and check) with answer explicitly stated.

① $250 \text{ cm} = 2.5 \text{ m}$

$$\begin{array}{r} 7.5 \\ - 2.5 \\ \hline 5.0 \text{ meters left} \end{array}$$

② $5 \text{ meters} = 500 \text{ cm}$
 $- 25 \text{ cm left}$
 The board is 475 cm long
 or 4.75 m long



SCORE: 4

Points

Part 1:

Correct answer:	5.0 meters	1
Correct & complete procedure:	$250 \text{ cm} = 2.5 \text{ m}$ $7.5 - 2.2 = \#$	1

Part 2:

Correct answer:	475 cm or 4.75 m	1
Correct & complete procedure:	$5 \text{ meters} = 500 \text{ cm}$ $500 \text{ cm} - 25 \text{ cm} = \#$	1

TOTAL POINTS:

4

500 cm
5.0 meters

1 meter = 100 cm
7 meters = 700 cm
5 meters = 500 cm

7.5 = 750 cm

$$\begin{array}{r} 750 \text{ cm} \\ - 250 \text{ cm} \\ \hline 500 \text{ cm} \\ 5.00 \end{array}$$

SCORE: 3

Points

Part 1:

Correct answer:	500 cm, 5.0 meters	1
Correct & complete procedure:	750 cm – 250 cm = #	1

Part 2:

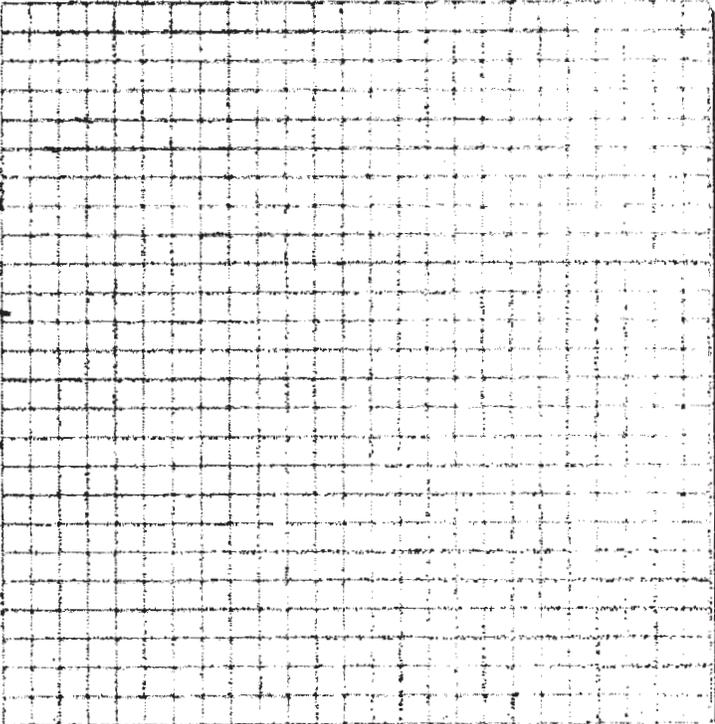
Correct answer:	475 cm	1
Missing procedure:		–

TOTAL POINTS:

3

① 450.5 because 100 meters = 1 km. so 7.5 meters = 700.5 cm so $700.5 \text{ cm} - 250 \text{ cm} = 450.5 \text{ cm}$ left over

② 425.5 because you had 450.5 cm left over & after the 2nd you only had 25 cm so $450.5 \text{ cm} - 25 \text{ cm} = 425.5 \text{ cm}$ used on the bulletin board



SCORE: 2

Points

Part 1:

Incorrect answer due to conversion error:

$7.5 \text{ meters} = 700.5 \text{ cm}$

—

No credit for procedure

—

if it contains a conversion error:

Part 2:

Correct answer (based on Part 1):

425.5 cm

1

Correct & complete procedure:

$450.5 - 25 = \#$

1

TOTAL POINTS:

2

7.5 meters = 750 cm

$$\begin{array}{r} 750 \\ - 250 \\ \hline 100 \end{array}$$

100 cm
left over

SCORE: 1

Points

Part 1:

Incorrect answer:

100 cm

–

Correct & complete procedure:

7.5 meters = 750 cm

1

750 – 250 = 100 (calculation error)

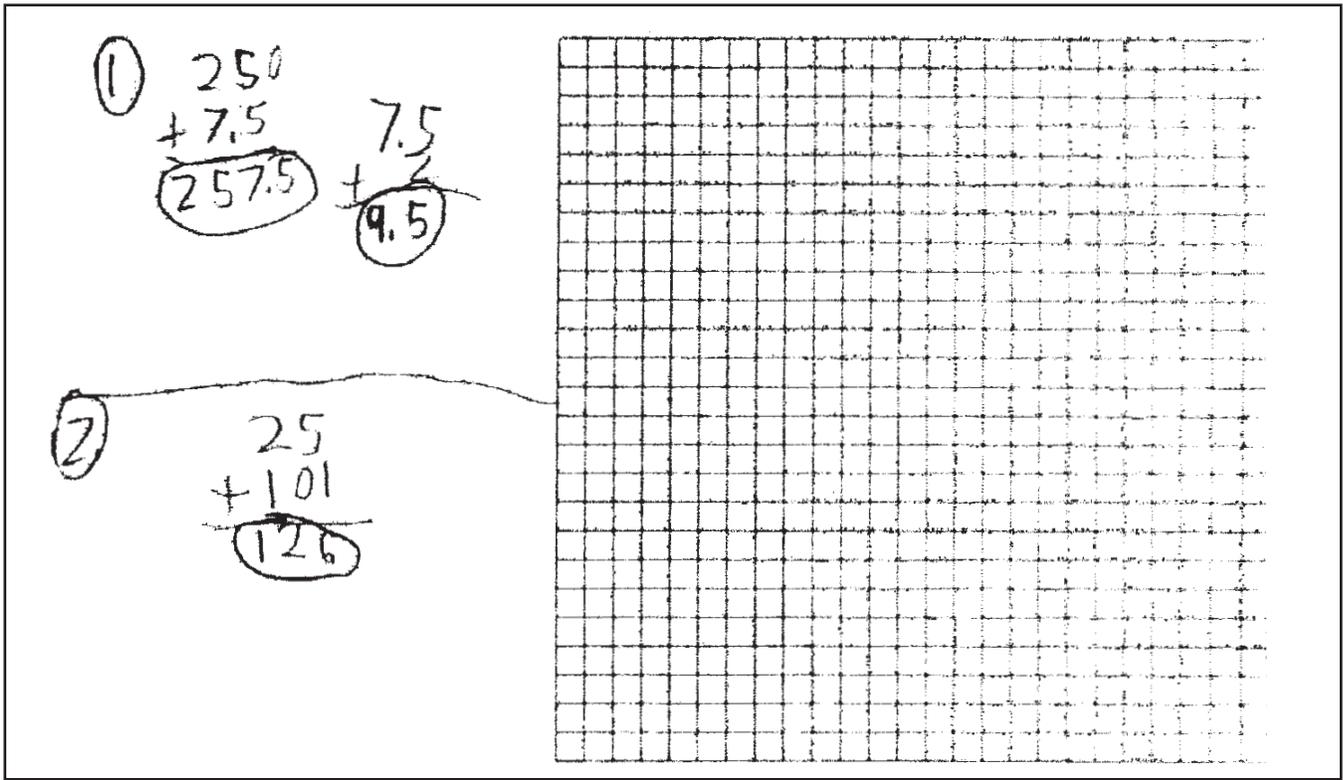
Part 2:

Missing answer & procedure:

–

TOTAL POINTS:

1



SCORE: 0

Points

Part 1:

Incorrect answer: 257.5 9.5 —

Incorrect procedure: $250 + 7.5$ $7.5 + 2$ —

Part 2:

Incorrect answer: 126 —

Incorrect procedure: $25 + 101 = 126$ —

TOTAL POINTS: 0

Mathematics Item E—2007 Benchmark Grade 6

Ms. Harris started a new business making and selling T-shirts. She had to pay \$6,075.00 to buy the materials and equipment she needed to start her business. Each T-shirt costs her \$2.75 to make.

1. Ms. Harris will sell each T-shirt for \$5.00. How much profit will she make on each shirt? Show all your work and/or explain your answer.
2. Ms. Harris is trying to calculate how many T-shirts she will need to sell in order to cover her entire expenses in starting the business. She calculated that she must sell at least 2,500 T-shirts in order to do so. Using words and/or numbers, explain if Ms. Harris's calculations are correct.

Mathematics Item E Scoring Rubric—2007 Benchmark Grade 6

SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work. The label "\$" is included in Part 1 answer.
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: (\$) 2.25 AND</p> <p>1 point: Correct and complete procedure shown and/or explained. Work may contain a calculation or copy error. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $5 - 2.75 = 2.25$, or • “I subtracted 2.75 from 5.00 to get my answer.”
2	<p>2 points possible</p> <p>2 points: Correct answer: “She is incorrect,” and any of the following or equivalent correct and complete procedures. Note: Answer may be based on incorrect answer in Part 1.</p> <ul style="list-style-type: none"> • $2500 \times 2.25 = 5625$ profit, $5625 < 6075$, or • $6075 \div 2.25 = 2700$ shirts need to be sold (> 2500), or • $6,075 \div 5.00 = 1215$ shirts need to be sold (< 2500), or • Costs: $6075 + (2500 \times 2.75) = 12,950$ She will bring in $(5 \times 2500) = 12,500$ (not enough), or • Bring in: $2500 \times 5.00 = 12,500$ (> 6075) so you don’t need to sell 2500. <p>OR</p> <p>1 point: Give credit for the following:</p> <ul style="list-style-type: none"> • Correct and complete work with missing or incorrect answer Ex: $2500 \times 5 = \\$12500$ “Yes, it will cover her expenses,” or • Correct answer with incomplete or vague (but not incorrect) procedure shown and/or explained, or • Incorrect answer due to a calculation or copy error, or work contains a calculation or copy error. Correct procedures are shown and/or explained. <p>Note: No credit for “calculations are incorrect” if reasoning is invalid or missing.</p>

1) Ms. Harris will make a \$2.25 profit on each shirt.

2) Ms. Harris's calculations are incorrect. The answers should be 2,700 T-shirts.

$$\begin{array}{r} \text{sold for } \$5.00 \\ \text{cost to make } \$2.75 \\ \hline \$2.25 \end{array}$$
 difference (profit)

expenses = \$6,075
 profit for each shirt = \$2.25

$$\begin{array}{r} 2700 \text{ shirts} \\ 2.25 \overline{) 6075.00} \\ \underline{4500} \\ 1575 \\ \underline{1575} \\ 00 \\ \underline{00} \\ 00 \\ \underline{00} \\ 0 \end{array}$$

SCORE: 4

Points

Part 1:

Correct answer: \$2.25 1

Correct procedure: $\$5.00 - \$2.75 = \#$ 1

Part 2:

Correct answer: "calculations are incorrect" 2

Correct & complete procedure: Assumes \$6075 is the total cost.
 $\$6075 \div \$2.25 = 2700$ needed to sell.

TOTAL POINTS:

4

①

$$\begin{array}{r} 9.10 \\ - 2.75 \\ \hline 2.25 \text{ profit} \end{array}$$

②

$$\begin{array}{r} 2500 \\ \times 500 \\ \hline 1,250,000 \end{array}$$

③
Yes!
Her
calculations are correct.
She will earn enough money.

SCORE: 3

Points

Part 1:

Correct answer:	\$2.25	1
Correct & complete procedure:	$\$5.00 - \$2.75 = \#$	1

Part 2:

Incorrect answer:	“Yes! She will earn enough money.”	1
Correct & complete procedure shown:	Assumes total cost is \$6075. $2500 \times 5.00 = 1,250,000$ 12,500	

TOTAL POINTS:

3

$$\begin{array}{r} \$2.75 \\ + 2.25 \\ \hline \$5.00 \end{array}$$

Mr. Harris would make a profit of \$2.25 per shirt

$$\begin{array}{r} \$6,075 \\ - 2,500 \\ \hline 3,575 \end{array}$$

She is wrong she will need 3,575 T-shirts to sell

SCORE: 2

Points

Part 1:

Correct answer:	\$2.25	1
Correct & complete procedure:	$\$2.75 + 2.25 = 5.00$ (guess and check)	1

Part 2:

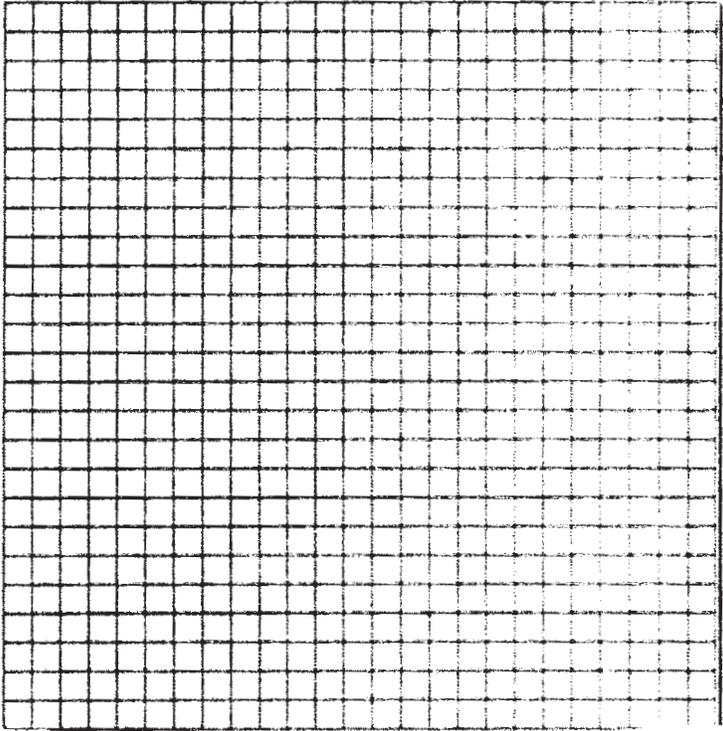
Correct answer with incorrect reasoning:	<p>“She is wrong”</p> <p>Subtracts # of T-shirts from dollar amount.</p> <p>$\\$6075 - 2500 = 3575$</p>	–
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TOTAL POINTS:

2

she will make \$2.00 off
of the T-shirts
\$5.00 - \$2.75 = \$2.00.

her calculations are
correct because
 $2500 \div 5 = 500$



SCORE: 1

Points

Part 1:

Incorrect answer due to
calculation error:

\$2.00

–

Correct & complete procedure:

$\$5.00 - \$2.75 = \#$

1

Part 2:

Incorrect answer:

“her calculations are correct”

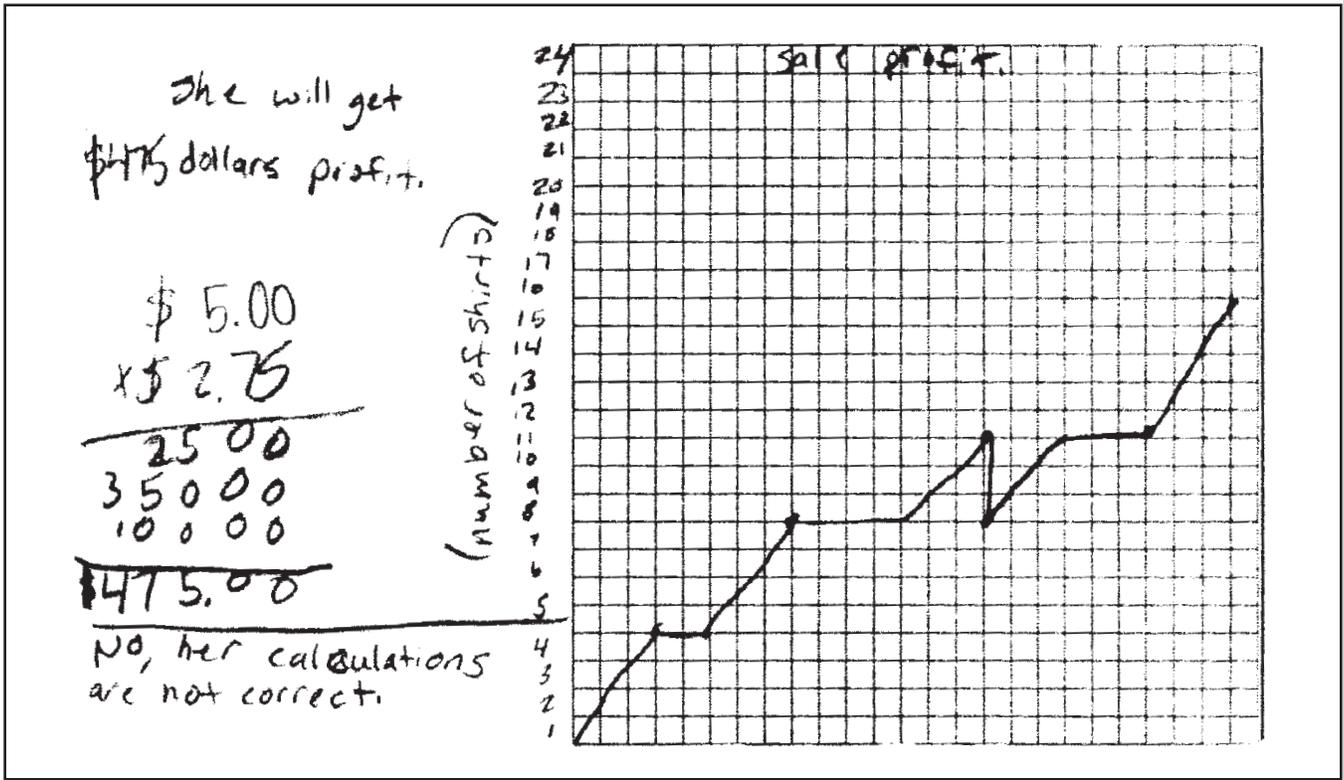
–

Incorrect procedure:

$2500 \div 5 = 500$

TOTAL POINTS:

1



SCORE: 0

Points

Part 1:

Incorrect answer:

\$475

—

Incorrect procedure:

$\$5.00 \times \$2.75 = \#$

—

Part 2:

Correct answer with no explanation:

—

TOTAL POINTS:

0

READING RESPONSES

PRISCILLA AND THE WIMPS

by Richard Peck

Listen, there was a time when you couldn't even go to the *rest room* around this school without a pass. And I'm not talking about those little pink tickets made out by some teacher. I'm talking about a pass that could cost anywhere up to a buck, sold by Monk Klutter.

Not that Mighty Monk ever touched money, not in public. The gang he ran, which ran the school for him, was his collection agency. They were Klutter's Kobras, a name spelled out in nailheads on six well-known black plastic windbreakers.

Monk's threads were more . . . subtle. A pile-lined suede battle jacket with lizard-skin flaps over tailored Levis and a pair of ostrich-skin boots, brassed-toed and suitable for kicking people around. One of his Kobras did nothing all day but walk a half step behind Monk, carrying a fitted bag with Monk's gym shoes, a roll of rest-room passes, a cashbox, and a switchblade that Monk gave himself manicures with at lunch over at the Kobras' table.

Speaking of lunch, there were a few cases of advanced malnutrition among the newer kids. The ones who were a little slow in handing over a cut of their lunch money and were therefore barred from the cafeteria. Monk ran a tight ship.

I admit it. I'm five foot five, and when the Kobras slithered by, with or without Monk, I shrank. And I admit this, too: I paid up on a regular basis. And I might add: so would you.

This school was old Monk's Garden of Eden. Unfortunately for him, there was a serpent in it. The reason Monk didn't recognize trouble when it was staring him in the face is that the serpent in

the Kobras' Eden was a girl.

Practically every guy in school could show you his scars. Fang marks from Kobras, you might say. And they were all highly visible in the shower room: lumps, lacerations, blue bruises, you name it. But girls usually got off with a warning.

Except there was this one girl named Priscilla Roseberry. Picture a girl named Priscilla Roseberry, and you'll be light years off. Priscilla was, hands down, the largest student in our particular institution of learning. I'm not talking fat. I'm talking big. Even beautiful, in a bionic way. Priscilla wasn't inclined toward organized crime. Otherwise, she could have put together a gang that would turn Klutter's Kobras into garter snakes.

Priscilla was basically a loner except she had one friend. A little guy named Melvin Detweiler. You talk about The Odd Couple. Melvin's one of the smallest guys above midget status ever seen. A really nice guy, but, you know—little. They even had lockers next to each other, in the same bank as mine. I don't know what they had going. I'm not saying this was a romance. After all, people deserve their privacy.

10 Priscilla was sort of above everything, if you'll pardon a pun. And very calm, as only the very big can be. If there was anybody who didn't notice Klutter's Kobras, it was Priscilla.

Until one winter day after school when we were all grabbing our coats out of our lockers. And hurrying, since Klutter's Kobras made sweeps of the halls for after-school shakedowns.

Anyway, up to Melvin's locker swaggers

one of the Kobras. Never mind his name. Gang members don't need names. They've got group identity. He reaches down and grabs little Melvin by the neck and slams his head against his locker door. The sound of skull against steel rippled all the way down the locker row, speeding the crowds on their way.

"Okay, let's see your pass," snarls the Kobra.

"A pass for what this time?" Melvin asks, probably still dazed.

"Let's call it a pass for very short people," says the Kobra, "a dwarf tax." He wheezes a little Kobra chuckle at his own wittiness. And already he's reaching for Melvin's wallet with the hand that isn't circling Melvin's windpipe. All this time, of course, Melvin and the Kobra are standing in Priscilla's big shadow.

She's taking her time shoving her books into her locker and pulling on a very large-size coat. Then, quicker than the eye, she brings the side of her enormous hand down in a chop that breaks the Kobra's hold on Melvin's throat. You could hear a pin drop in that hallway. Nobody'd ever laid a finger on a Kobra, let alone a hand the size of Priscilla's.

Then Priscilla, who hardly ever says anything to anybody except to Melvin, says to the Kobra, "Who's your leader, wimp?"

This practically blows the Kobra away. First he's chopped by a girl, and now she's acting like she doesn't know Monk Klutter, the Head Honcho of the World. He's so amazed, he tells her. "Monk Klutter."

"Never heard of him," Priscilla mentions. "Send him to see me." The Kobra just backs away

from her like the whole situation is too big for him, which it is.

Pretty soon Monk himself slides up. He jerks his head once, and his Kobras slither off down the hall. He's going to handle this interesting case personally. "Who is it around here doesn't know Monk Klutter?"

He's standing inches from Priscilla, but since he'd have to look up at her, he doesn't. "Never heard of him," says Priscilla.

Monk's not happy with this answer, but by now he's spotted Melvin, who's grown smaller in spite of himself. Monk breaks his own rule by reaching for Melvin with his own hands. "Kid," he says, "you're going to have to educate your girl friend."

His hands never quite make it to Melvin. In a move of pure poetry Priscilla has Monk in a hammerlock. His neck's popping like gunfire, and his head's bowed under the immense weight of her forearm. His suede jacket's peeling back, showing pile.

Priscilla's behind him in another easy motion. And with a single mighty thrust forward, frog-marches Monk into her own locker. It's incredible. His ostrich-skin boots click once in the air. And suddenly he's gone, neatly wedged into the locker, a perfect fit. Priscilla bangs the door shut, twirls the lock, and strolls out of school. Melvin goes with her, of course, trotting along below her shoulder. The last stragglers leave quietly.

Well, this is where fate, an even bigger force than Priscilla, steps in. It snows all that night, a blizzard. The whole town ices up. And school closes for a week.

Reading Item A—2007 Benchmark Grade 6

- A. How would you describe the members of Klutter’s Kobras? How do you think the Kobras will change as a result of Priscilla’s stuffing Monk into her locker? Provide two examples from the passage to support your answer.

Reading Item A Scoring Rubric—2007 Benchmark Grade 6

SCORE	DESCRIPTION
4	The response describes the members of Klutter’s Kobras, tells how the Kobras will change as a result of Priscilla’s actions, and provides two examples from the passage to support the response.
3	<p>The response describes the members of Klutter’s Kobras, tells how the Kobras will change as a result of Priscilla’s actions, and provides one example from the passage to support the response.</p> <p style="text-align: center;">OR</p> <p>The response describes the members of Klutter’s Kobras and provides two examples from the passage to support the response.</p> <p style="text-align: center;">OR</p> <p>The response tells how the Kobras will change as a result of Priscilla’s actions and provides two examples from the passage to support the response.</p>
2	<p>The response describes the members of Klutter’s Kobras and tells how the Kobras will change as a result of Priscilla’s actions.</p> <p style="text-align: center;">OR</p> <p>The response describes the members of Klutter’s Kobras and provides one example from the passage to support the response.</p> <p style="text-align: center;">OR</p> <p>The response tells how the Kobras will change as a result of Priscilla’s actions and provides one example from the passage to support the response.</p>
1	<p>The response describes the members of Klutter’s Kobras.</p> <p style="text-align: center;">OR</p> <p>The response tells how the Kobras will change as a result of Priscilla’s actions.</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 the members of Klutter's Kobras ("followers and bullies") using relevant information from the passage ("Thier bullies because if Monk (thier leader) tells them to take someones money they do it"). The response also explains how the reader thinks the Kobras will change as a result of Priscilla's stuffing Monk into her locker ("the Kobra's will behave better"; "they'll probably be scared of her now"), using evidence from the passage as support ("because she stuffed thier supposed to be the strongest leader in the locker"). The response demonstrates a thorough understanding of the passage.

I would describe the members of Klutter's Kobras as followers and bullies because in the passage they follow thier leader (Monk) every time and they do what he says to do. Which means thier followers. Thier bullies because if Monk (thier leader) tells them to take someones money they do it which is still considered bullying. But after Priscilla stuffed Monk in the locker I think they will change and start being have because she stuffed thier supposed to be the strongest leader in the locker they'll probably be scared of her now and think if they do something wrong she'll stuff them into a locker. They might think it would hurt to be cramed into a locker. So by her stuffing thier leader into a locker I think the Kobras will behave better. Do you?

Score Point: 3

The student describes the members of Klutter's Kobras ("mean, stubborn, and rude") using accurate evidence from the passage ("The Klutter's Kobra's would always take the money for passes, even if a child did not need one"). The response also explains how the reader thinks the Kobras will change as a result of Priscilla's stuffing Monk into her locker ("I bet that Klutter's Kobra's will have a tremendous amount of respect for everybody they know"), but does not use specific information from the passage to support the explanation. The response provides evidence of general but not comprehensive understanding of the passage.

What do you think about the Klutter's Kobras? I think the best way to describe them, is mean, stubborn, and rude. The Klutter's Kobras would always take the money for passes, even if a child did not need one. Do you think the Kobras will change? Well, I'm sure they do since Priscilla's actions with the Monk, and I bet that Klutter's Kobras will have a tremendous amount of respect for everybody they know. So, I really hope that they will change, and gain spectacular reputations.

Score Point: 2

The student describes the members of Klutter’s Kobras (“mean”) but uses no information or evidence from the passage to support the explanation. The response also explains how the student thinks the Kobras will change as a result of Priscilla’s stuffing Monk into her locker (“They will not mess with Prascilla and Melvin again”; “the Kobras will be nicer to the kids and not take there money”) and does not use evidence from the passage to support the explanation. The response provides evidence of a basic understanding of the passage.

I would describe the members of Klutter's Kobras as mean. First I think that after Monk was stuffed into Priscilla's locker, they will not mess with Prascilla and Melvin again. Because Priscilla will stuff their kobra gang in lockers. A second thing is that the Kobras will be nicer to the kids and not take there money.

Score Point: 1

The student uses little or no information from the passage to describe the members of Klutter's Kobras ("I think that the members of Klutter's Kobras think that they are better than everybody else") and does not explain how they will change. The response is inadequate and provides evidence of minimal understanding.

I think that the members of Klutter's Kobras think that they are better than everybody else. I think that Monk will try to get revenge on Priscilla, because she humiliatd Monk, and Monk would get made fun of for losing to a girl.

Score Point: 0

There is no evidence that the student understands the task. The response does not describe the members of Klutter's Kobras or how the Kobras will change. The response is irrelevant.

I think changed when Priscilla hint kobras hand off Melvin buy showing him that he wasn't the biggest and badest one around there and the same thing when she put kobra in here bcker that was funny.

A Life Painting Animals

by Diana Childress

“Moo!” “Baa!” Animal sounds filled the air as drovers prodded the cattle and sheep into town. The September livestock market was underway. All at once, unnerved by the throngs of people, the oxen lowered their long horns and charged. Screaming onlookers ran for cover. But Rosa Bonheur stood her ground. She opened up her sketchbook and began to draw.

Rosa Bonheur never feared animals. As a small child in the south of France in the 1820s, she terrified her parents by running into pastures to admire the bulls. When she grew up, she kept lions as pets.

3 Rosa’s love of animals went hand in hand with her love of art. From early childhood, she played with her artist father’s paints and brushes, painting the walls as high as she could reach. But her path toward becoming one of the greatest animal painters of the nineteenth century was not easy.

Overcoming Obstacles

Her first obstacle was her father. Raymond Bonheur knew how hard it was to earn a living as an artist. He decided his oldest daughter needed a more practical career. But Rosa stubbornly refused to learn dressmaking. At last, when Rosa was thirteen, her father agreed to let her study art.

At that time, art schools in France were closed to women. Since Rosa’s father believed in giving women equal opportunities, he began to train her at home.

Every morning, before he went to work, he gave her a drawing assignment. One day he forgot to take his oil paints with him. Rosa darted out to buy two pennies’ worth of cherries, and spent the day painting a picture of them on a small discarded canvas. Impressed by her skill, her father declared her ready for the next step in her art education. She would copy paintings at the Louvre, the national art museum in France.

Barely fourteen, Rosa was so excited her first day at the museum that her hand “trembled like a leaf.” Within a few months her copies began to sell. Rosa’s proud father told her that if she kept working, she would someday surpass the most celebrated woman artist in France, portrait painter Elisabeth Vigée-Lebrun.

Rosa didn’t want to paint portraits of people. “Can’t I be famous for painting animals?” she asked her father.

“Certainly,” he said. “If God wills it, you can do it.”

Animals All Around

Rosa’s father set her next task—drawing live animals. She visited farms to observe and sketch cows, sheep, goats, and horses. Pet chickens, ducks, quail, and rabbits crowded the family studio. She painted animals again and again, eager to make them as life-like as she could.

11 At age nineteen, Rosa felt ready to submit two paintings to the Salon, an art show sponsored by the French government. Salon juries rarely

chose works by women artists, so Rosa was thrilled when both paintings were accepted.

Encouraged by her success, Rosa kept working. To learn about bone structure and muscles, she studied anatomy books and even watched animals being butchered. “One must be greatly devoted to art to stand the sight of such horrors,” she later said.

Every year, she exhibited more animal paintings and sculptures. Critics began to notice her work. In 1848 she won a first prize for a painting of red oxen. Even better, she received a commission to do a work on the subject of ploughing.

Here was a chance to do a truly monumental painting! Rosa spent most of a year planning and drawing sketches for it. *Ploughing in the Nivernais* drew much notice. The three teams of oxen trudging across the eight-foot canvas looked so realistic that a farmer stopped in front of it and exclaimed, “Those are oxen! And that is ploughing!”

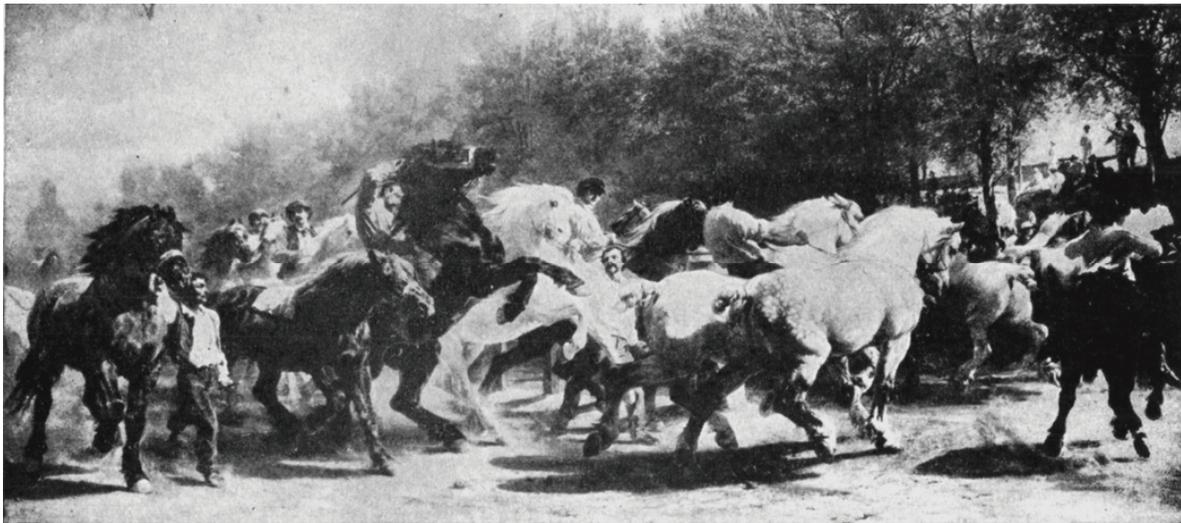
Yet Rosa dreamed of an even larger, more dramatic painting. For months, she sketched horses being traded at a Paris market and workhorses pulling city buses. To avoid attracting attention, she

wore men’s clothing. (She had to apply for permission from the Paris police to do so!) She chose a huge canvas for the painting, one more than sixteen feet long and eight feet high.

The Legion of Honor

At the Salon in 1853, *The Horse Fair* created a sensation. Critics applauded her skillful realism and the painting’s swirling harmony of color and line. Today this famous painting hangs in the Metropolitan Museum in New York City. When you stand in front of it, one art historian writes, you “can almost hear the shouting and the snorting and feel the ground shake under the assault of the hooves.”

Rosa Bonheur painted animals for the rest of her life. Her paintings sold widely. With her earnings, she purchased a small château, where she kept a menagerie of animals to pose for her. In 1865, Rosa Bonheur became the first woman artist to receive France’s highest award, the Cross of the Legion of Honor—a fitting tribute for an artist who would not let worries about money, prejudice against women, or even a stampede stand in her way.



Reading Item B—2007 Benchmark Grade 6

- B.** Describe two things you learned about Rosa Bonheur in the passage. Be sure to use details or events from the passage to support each of your conclusions.

Reading Item B Scoring Rubric—2007 Benchmark Grade 6

SCORE	DESCRIPTION
4	The response describes two things the reader learned about Rosa Bonheur and supports each with details or information from the passage.
3	The response describes two things the reader learned about Rosa Bonheur and supports one with details or information from the passage.
2	The response describes one thing the reader learned about Rosa Bonheur and supports it with details or information from the passage. OR The response describes two things the reader learned about Rosa Bonheur.
1	The response describes one thing the reader learned about Rosa Bonheur.
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 describes two things about Rosa Bonheur using accurate evidence from the passage to support the examples (“she never feared animals. When she was a little kid she ran in the pastures and admired the bulls and she also had lions as pets”; “she loved to paint. Her father did not want her to be an artist but Rosa wanted to and her father taught her art”). The response demonstrates a thorough understanding of the passage.

Eventhough thire are alot of things I learned about Rosa Bonheur here are some reasons. One thing I learn about Rosa was that she never feared animals. When she was a litte kid she run in the pastures and admire the bulls and she also had lions as pets. Another thing that I leared about Rosa was that she loved to paint. Her father did not want her to be an artist but Rosa wan't to and her father taught her art. Before her father went to work he give her an a assignment and she thought that she could become famous for painting animals. All in all these are the thing I learned about Rosa Bonheur.

Score Point: 3

The student describes two things about Rosa Bonheur (“Rosa was a great artist, and an animal painter”); however, there is only evidence from the passage to support one of the examples (“her art was excepted in the Metropolitan Museum in New York”). The response provides evidence of general but not comprehensive understanding of the passage.

Wow! I learned two things about Rosa Bonheur
I learned: that Rosa was a great artist, and
an animal painter. I think Rosa Bonheur was
a great artist because her art was
excepted in the Metropolitan Museum in New
York. Rosa Bonheur was also a great animal
painter. Rosa painted many pictures of animals.
Obviously, Rosa Bonheur is an interesting person.

Score Point: 2

The student describes several things about Rosa Bonheur (“When Rosa Bonheur was nineteen she felt ready to submit two of her paintings to an art show”; “Encourage by her success she kept working”; “Rosa dreamed of an even bigger painting”) but because this is a list of what was learned and uses few words not found in the passage, this is an example of a basic understanding of the passage.

When Rosa Bonheur was nineteen she felt ready to submit two of her paintings to an art show. Salon juries rarely chose works by women artists. Encourage by her success she kept working.

Yet Rosa dreamed of an even bigger painting. For many months she sketch paintings of horses. Being tracked at a Paris market. To avoid attraction she wore mens clothing. But she had to have permission from the Paris police. In 1855 Rosa Bonheur became the first woman to receive the legion of honor award, a fitting tribute artist stoned against women or even stampede stand when work.

Score Point: 1

The student uses little or no information from the passage but describes something learned about Rosa Bonheur (“any person can make their goal of being what they want to be, but they have to work hard and never give up and try their best”). The response is inadequate and provides evidence of minimal understanding.

What I learn about Rosa Bonheur is that any person can make their goal of being what they want to be, but they have to work hard and never give up and try their best.

Score Point: 0

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

I lard a lot about Rosa in her father wanted to be a painter in he tried to teach his sun to lard how to pint. The holl in her horses he dont no how to paint in his father lot hern.

Essay says:

I learned a lot about Rosa in her father wanted to be a painter in he tried to teach his sun to learn how to paint. He holl in her horses he didn't no how to paint in his father taught him.

For a copy of the reading passage, “Shop Skate Smart” by Mark Anders, please refer to the hard copy version of the Teacher Handbook.

For a copy of the reading passage, “Shop Skate Smart” by Mark Anders, please refer to the hard copy version of the Teacher Handbook.

Reading Item C—2007 Benchmark Grade 6

- C. Using information from the passage, describe two things to consider when buying a skateboard, and explain why each is important.

Reading Item C Scoring Rubric—2007 Benchmark Grade 6

SCORE	DESCRIPTION
4	The response uses information from the passage to describe two things to consider when buying a skateboard and explains why each is important.
3	The response uses information from the passage to describe two things to consider when buying a skateboard and explains why one is important.
2	The response uses information from the passage to describe one thing to consider when buying a skateboard and explains why it is important. OR The response uses information from the passage to describe two things to consider when buying a skateboard.
1	The response uses information from the passage to describe one thing to consider when buying a skateboard.
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 explains two important things to consider when buying a skateboard (“cheap SKateBoards”; “alney go to serten stories”) and thoroughly explains why they are important (“cheap skateBoards are heavy so you wonT go very fasT BuT If your a Beinger It might Be good to go slow”; “go to stors like skate shops They know more about That kaind of stuf and If you Don’t know what kind of skateBoard you want They’ll help you”). The response demonstrates a thorough understanding of the passage.

Two Things to consider when Buying
a skateBoard is cheap skateBoards are
heavy so you wonT go very fast BUT
If your a Beinger It might Be good to go slow,
and alney go to serten stories. so to stors
like skate shops they know more about
that kaind of stuf and if you don't
know what kind of skate Board you
want they'll help you if you need
help. and you need hard wheels to go fast
down hills.

Score Point: 3

The student explains two important things to consider when buying a skateboard (“is the style like either street, park/ramp, and longboards”; “price”); however, there is only evidence from the passage to explain why one of them is important (“if you get A board thats \$35 or around \$35, then you will get A heavy board and A slow one, But if you get like a \$100 to \$180, then youll get A skateboard thats allredy put together for you”). The response provides evidence of general but not comprehensive understanding of the passage.

Two things too consider when buying a skateboard is The style like either street, park/ramp, and longboards. Because you dont want too get the wrong kind of wheels. The Secons thing you should consider when buying a skateboard is The price, because, like if you get A board thats \$35 or around \$35. then you will get A heavy board and A slow one, But if you get like a \$100 to \$180, then youll get A skateboard thats allredy put together for you. That is the two things I would consider when buying a skateboard and why.

Score Point: 2

The student explains important things to consider when buying a skateboard (“helmet”; “elbow pads”; “knee pads”; “a deck”; “wheels”), but omits evidence from the passage to support why they are important. This is an example of basic understanding of the passage.

I am going to consider five things when buying a skateboard. One is a helmet because it protects your head. Another is elbow pads. Elbow pads help protect your arms and elbows. Knee pads also help your legs and knees getting all banged up. You also need a deck and wheels. You need the deck to stand on and the wheels to make it go. That is what you need if you buy a skateboard.

Score Point: 1

The student explains important things to remember when buying a skateboard but provides no information from the passage to support it. The response is inadequate and provides evidence of minimal understanding.

What would you consider buying with a skate board?

1.) I would buy a helmet. I would buy that because if you have a fall and you fell on your head it would protect it. If you get one make sure it is a bike helmet or a skaten helmet.

2.) I would say to buy knee pads so if you fall on your knees it would not starch them up. If you fell on concert and did not have on knee pads it would make your knees bleed.

3.) You would also need to buy elbow pads. If you fell back you would not starch your elbows you.

4.) I would also say a mouth guard. So, if you fell you would not knock all your teeth out of your head.

Score Point: 0

The response is inaccurate and irrelevant.

Two things to consider when buying a skateboard is really easy to figure out, if you've been skating as long as I have. One thing to consider is the brand. What I mean in brand is that there are different kinds of skateboards. Such as the most expensive, the Element. The last thing to consider is the same thing everybody else says, the shoes. If you have the right kind of shoe, and if you're a street or a park skater. You'll probably want skateboard shoes. Skateboard shoes give you more durability. I hope you considered this because this is great advice.

Acknowledgments

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WRITING RESPONSES

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."

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 6

These are the two writing prompts administered to all grade 6 students in April 2007.

Prompt #1

Your principal is having a contest, and the winner will be in charge of your class for a day. Write an essay about what you would do if you were in charge for a day.

Before you begin to write, think about your class. How would you organize the day? What activities would you include?

Now write an essay for your principal about being in charge of your class for a day. Be sure to give enough detail so that your principal will understand.

Prompt #2

Your teacher has asked you to write an essay explaining ways to help a friend who is having a bad day.

Before you begin to write, think about when you are having a bad day. What can someone do to cheer you up? What are ways to help a friend who is having a bad day?

Now write an essay for your teacher explaining ways to help a friend who is having a bad day. Be sure to give enough detail so that your teacher will understand.

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.)
- 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.)
3. Look at the words you have used.
 - 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?

Some ways to cheer friends up. When they are having a bad day is let's say she or he is having a bad day and it is really bad you can be by their side until the day ends and you can call her or he on the phone and talk about some things. That's one way you could cheer your friend up.

Second way to help a friend cheer up is by making funny jokes and saying funny things. Third way to help a friend cheer up is by writing your friend notes saying stupid things or saying you like someone and if she/he wants to know who it is. Fourth way is to come over by her house and bringing her candy or a present. Some other ways to cheer a friend up is telling her/he to spend the night with you and rent some scary or funny movies that might work and if it doesn't you could make them a picture or give them a picture of you and saying, "You will always be my bestest friend in the whole world." And well if that still doesn't work you can tell your friend that the day will be over soon and they would get it over with, and they probably would.

Content: 2

The writer organizes the response by randomly listing ways to cheer friends up when they are having a bad day. There is no progression of ideas and no elaboration on any idea. The introduction and closure are simplistic. This response demonstrates inconsistent control of the Content domain.

Style: 2

The information and vocabulary in this response are general and repetitive (“talk about some things”; “saying funny things”; “saying stupid things”). These weaknesses create a flat tone throughout the response. There is little sentence variety because the response is listy (“Some ways”; “Second way”; “Some other ways”). The writer demonstrates inconsistent control of the Style domain.

Sentence Formation: 2

Half of this response is affected by errors in Sentence Formation. There are quite a few run-on sentences and a fragment. In addition, there are over-coordinated sentences, but the skill to correct these is not required at this grade level. The writer demonstrates inconsistent control of the Sentence Formation domain.

Usage: 2

This response contains a variety of errors: lack of subject/verb agreement, incorrect pronouns and verb forms, and inappropriate word choice. The writer demonstrates inconsistent control of the Usage domain.

Mechanics: 4

Despite a couple of capitalization errors, the writer skillfully handles formatting, spelling, and punctuation. This response demonstrates consistent control of the Mechanics domain.

Me for a Day

We would come into class talking right after we sit down and watch 10 things I hate about you on the T.V.

Second we'll go to the football field and play basket ball or lay in the warm soft green grass and talk or do whatever. While basking in the warm sun, we have raced barefoot in the clover grass.

Next we come in get water of course and go to the Auditorium and play high hiker on stage. Then dance with sound booth music and the on stage Mirror ball.

At about this time the moans of 6th graders hungry stomachs call. I decide to make a surprise field trip! After about 29 phone calls were set we go to M^cDonalds, for burgers and fries!

103 fries later we're back at school again, and in the gym for the best game of capture the flag you've ever seen! I'm captin of the black team and Jahinda is captin of the Orange team. We all get our flags and run.

We hid our flag in a high tree off the foot ball field, herd was all the way up the Goal post. Josh came too close to ours so we put him in prision. prision was the art teacher's room after 2 hours it is 2:00 we have 30 minits until our parents pick us up early.

last we have candy and coke before 2:30.

These are my ideas on me being incharge for one day. I hope you pick me for boss for a day!

Content: 3

The response has a clear central idea. The writer organizes the response chronologically to describe how he or she would handle being in charge of the class for a day. There is a sense of closure. However, further and more even elaboration in the second half of the response would be required for a higher score. The writer demonstrates reasonable control of the Content domain.

Style: 4

The writer creates powerful images through strong word choice (“basking in the warm sun”; “mones of 6th graders hungary stomachs”; “103 fries later”). The students’ activities are specifically described, and the writer’s voice clearly communicates how much fun it would be to be in charge. This response demonstrates consistent control of the Style domain.

Sentence Formation: 3

The response contains simple, complex, and compound sentences. However, there are various errors, including two run-ons, and two fragments. The writer demonstrates reasonable control of Sentence Formation.

Usage: 4

The usage errors in this response include three inappropriate verb tense shifts and an incorrect word choice. Otherwise, the writer demonstrates consistent control of inflections, agreement, and conventions.

Mechanics: 2

This response contains several misspellings of common words and errors in forming compound nouns. Additionally, there are errors in punctuation and capitalization of proper nouns. The variety of errors demonstrates inconsistent control of the Mechanics domain.

This story is about my friend. His name is G.M. He has a bad day and I try to help him. This story will help you think of ways to help your friend.

One hot day in August, I was sitting on the veranda. Then I saw G.M. walking down the street. He had a gloomy face on. When he saw me, he ran over to me.

"What's the matter?" I asked him. He looked at me sadly.

"I'm moving."

Those two words almost made me jump out of my skin.

"What!?" I shouted.

"My dad just came up to me and said that I was moving," G.M. answered.

We sat there together on the veranda that whole afternoon. We just talked about the good times and bad times we had had.

The next morning, I woke up from a long sleep. I put on my clothes and went outside. It was warm with a nice, cold breeze.

I suddenly remembered G.M. I ran the 2-block distance to G.M.'s house. All of G.M.'s stuff was outside. G.M. was laying on the ground, arms and legs sprawled out. He slightly smiled at me. I smiled back.

"So," I started, "when do you move?"

He frowned at me. "Today."

"Oh."

Then G.M.'s father came out.

"I have something for you boys," he said.

"What?"

He handed us two tickets to a baseball game.

"Just for you two," G.M.'s father answered.

1 hour later, we went to the baseball game. We were really excited.

We bought a couple hotdogs and two drinks.

Then I pulled out something from my pocket. It was two little white talkies.

"This is to remember each other," I mentioned to him. He smiled.

Next, our favorite baseball player came up to the plate. His name was Barbie Ruthie*. He had the most home-runs ever.

Barbie hit the ball. It landed in G.M.'s hands. We stood up and cheered. G.M. held the home-run ball over his head.

After the game, we went to G.M.'s house. G.M.'s stuff was no longer outside.

We went inside. Everything else in the house was still there. In G.M.'s old room, there was nothing. G.M.'s parents were not in the house.

"Maybe my parents are downstairs," G.M. suggested.

We went down stairs.

"SURPRISE!!!" G.M.'s parents shouted.

G.M.'s stuff was all set up in the downstairs room! He was moving, but not out of the house!

THE END

* - not Babe Ruth

Content: 4

The central idea of this response is clear. The writer’s personal experience of helping a friend is organized chronologically, and is fully and evenly elaborated. The response is closed with a strong, surprise ending. The writer demonstrates consistent control of the Content domain.

Style: 4

The writer used direct dialogue throughout the response to good effect, putting the reader into the action of the narrative and creating strong voice. Several phrases (“One hot day in August”; “jump out of my skin”; “nice, cold breeze”; “arms and legs sprawled out”) and sophisticated vocabulary evoke vivid images. This response demonstrates consistent control of the Style domain.

Sentence Formation: 4

This response contains no sentence formation errors. The writer has included some complex sentences. Although many of the sentences are simply constructed, they are appropriate for the amount and style of dialogue that is used. The response demonstrates consistent control of Sentence Formation.

Usage: 4

The writer demonstrates consistent control of inflections, agreement, tenses, and conventions. There are no Usage errors.

Mechanics: 4

There are almost no errors in this response. The writer skillfully formats and punctuates dialogue throughout the response, demonstrating consistent control of Mechanics.

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