

# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

## Released Item Booklet

Arkansas Augmented  
Benchmark Examination

**APRIL 2008  
ADMINISTRATION**

**GRADE**

**3**

**Arkansas Department of Education**

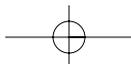
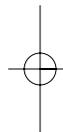
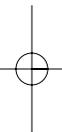
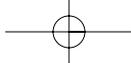
Copyright © 2008 by Arkansas Department of Education. All rights reserved. Arkansas public schools may reproduce this document in full or in part for use with teachers, students, and parents. All other uses of this document are forbidden without written permission from the Arkansas Department of Education. All inquiries should be sent to Dr. Gayle Potter at the Arkansas Department of Education, 501-682-4558. The ACTAAP logo is a trademark of Arkansas Department of Education. Portions of this work were previously published. Printed in the United States of America.

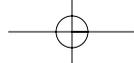
ISBN 9998712521

ISBN 999-8712-52-1



9 789998 712522





## Table of Contents—2008 Augmented Benchmark Grade 3

**PART I Overview ..... 1**

**PART II Released Test Items with Correct Responses & Rubrics ..... 2–27**

Released Reading Items ..... 2-12

Released Writing Items ..... 13

Released Writing Prompt ..... 14-15

Released Mathematics Items ..... 16-27

**PART III Item Correlation with Curriculum Frameworks ..... 28–31**

The Arkansas Language Arts Framework—Reading Strand ..... 28

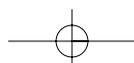
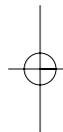
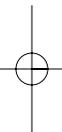
Released Items for Reading ..... 28

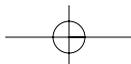
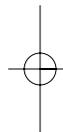
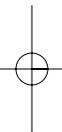
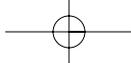
The Arkansas Language Arts Framework—Writing Strand ..... 29

Released Items for Writing ..... 29

The Arkansas Mathematics Framework ..... 30

Released Items for Mathematics ..... 31





## PART I Overview—2008 Augmented Benchmark Grade 3

The criterion-referenced tests implemented as part of the **Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP)** are being developed in response to Arkansas Legislative Act 35, which requires the State Board of Education to develop a comprehensive testing program that includes assessment of the challenging academic content standards defined by the Arkansas Curriculum Frameworks.

As part of this program, all Grade 3 students in Arkansas public schools participated in the *Grade 3 Augmented Benchmark Examination* in April 2008.

This *Released Item Booklet for the Grade 3 Augmented Benchmark Examination* contains test questions or items that were asked of students during the April 2008 operational administration. The test items included in Part II of this booklet are those items that contributed to the student performance results for that administration. **Please make note that only 50% of the 2008 criterion-referenced test items are released in this booklet.**

Students were given approximately two and a half hours each day to complete assigned test sessions during the four days of testing in April 2008. Students were permitted to use a calculator for the Mathematics items (both multiple-choice and open-response), with the exception of questions 1–4 in this *Released Item Booklet*. Students were also supplied with a reference sheet to be used during the Mathematics sessions so that all students would have equal access to this information during testing. (See the reference sheet on page 27 of this booklet.) All of the Reading, Writing, and Mathematics multiple-choice items within this booklet have the correct response marked with an answer hand. The open-response questions for Reading and Mathematics and the prompt for Writing are listed with scoring guides (rubrics) immediately following. These rubrics provide information on the scoring model used for each subject, with the scoring model for Writing defining the overall curricular and instructional link for that subject with the Arkansas *English Language Arts Curriculum Framework*. The domain scoring model, implemented within Arkansas for a number of years, illustrates the appropriate instructional approaches for Writing within the state.

The development of the *Grade 3 Augmented Benchmark Examination* was based on the Arkansas Curriculum Frameworks. These frameworks have common, distinct levels: *Strands*, which are broad concepts, *Content Standards* within each Strand, and *Student Learning Expectations* within each Content Standard. Abridged versions of the Arkansas *English Language Arts Curriculum Framework—Reading Strand*, Arkansas *English Language Arts Curriculum Framework—Writing Strand*, and Arkansas *Mathematics Curriculum Framework* can be found in Part III of this booklet. It is important to note that these abridged versions list only the predominant Strand, Content Standard, and Student Learning Expectation associated with each item. However, since many key concepts within the Arkansas Curriculum Frameworks are interrelated, in many cases there are other item correlations or associations across Strands, Content Standards, and Student Learning Expectations.

Part III of the *Released Item Booklet* also contains a tabular listing of both released and non-released items, aligned to the Strand, Content Standard, and Student Learning Expectation that each question was designed to assess. The multiple-choice and open-response items found on the *Grade 3 Augmented Benchmark Examination* were developed in close association with the Arkansas educational community. Arkansas teachers participated as members of Content Advisory Committees for each subject area, providing routine feedback and recommendations for all items. Part III of the *Released Item Booklet* provides Arkansas educators with specific information on how the *Grade 3 Augmented Benchmark Examination* items align or correlate with the Arkansas Curriculum Frameworks to provide models for classroom instruction.

## PART II Released Reading Items—2008 Augmented Benchmark Grade 3

10000043536

Read this passage about a princess. Then answer multiple-choice questions 1 through 8 and open-response question 1.

# Mirabella the Magnificent and the Dragon

by Cheryl Mendenhall

Princess Mirabella was sprawled on the throne-room floor with her favorite jigsaw puzzle when the dragon arrived.

“Princess,” the prime minister said, stepping carefully between the scattered puzzle pieces, “there’s a dragon at the gate.”

“Can’t the guards handle him?” Mirabella asked.

“The guards are hiding under the castle welcome mat,” the prime minister said.

Mirabella sighed. She brushed off her jeans and wandered out to the courtyard. The dragon towered above her, a mountain of claws and spikes and shiny, green scales.

“May I help you?” Mirabella asked.

“Go away, little girl,” the dragon snapped. “I have a message for the important, big people.”

“The important, big people are all busy,” Princess Mirabella said. “You’ll have to give the message to me.”

“Oh, I’ll give it to you,” sneered the dragon. He threw back his head

and shot a jet of flames into the air.

“Cough up your gold,” he roared.

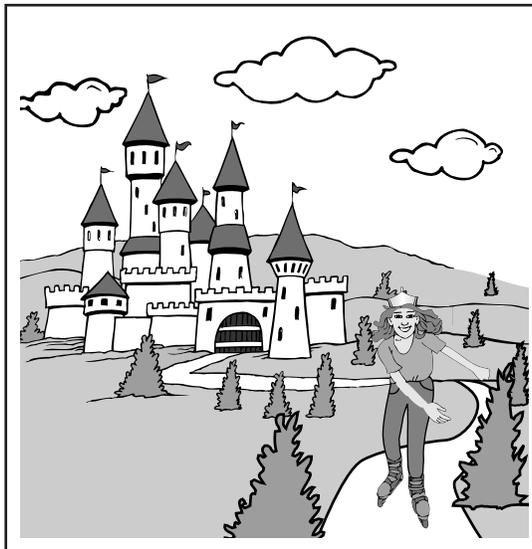
“Or this castle is pot roast.”

Princess Mirabella cupped her hands under her chin.

“Gold?” she said.

“Yellow stuff,” the dragon snapped.

“Stuff that shines like the sun.”



**PART II Released Reading Items—2008 Augmented Benchmark Grade 3**

“Oh, we have that,” Mirabella said. “I can show you.” So Mirabella the Magnificent laced up her hiking boots and led the dragon into the woods.

“Funny place to keep gold,” the dragon mumbled, his wings snagging on low-hanging branches.

“There.” Princess Mirabella pointed to a hole in a tree.

The dragon narrowed his eyes and stretched his neck. Beads of sunlight trickled down the bark. With a wicked grin, the dragon crammed his snout into the opening.

“YEOW!” The dragon crashed away through the underbrush with a thick carpet of bees swarming around his head.

“It’s polite to ask first when you want honey,” Mirabella called after him.

The following week, Mirabella the Magnificent went rollerblading around the castle garden.

“I’m afraid the dragon’s back,” the prime minister announced.

The princess finished her figure eight and rolled out to the courtyard to see what she could do.

“You again!” The dragon wrinkled his snout. It was still puffy from the bee stings and dotted with pink goop. “Forget the gold. Fork over your diamonds.”

“Diamonds?” Princess Mirabella asked.

“Little bright things,” the dragon snapped. “Things that sparkle like the moon and stars.”

“Oh, we have those,” she said. “Follow me.” Mirabella the Magnificent pulled on her waders, grabbed a net, and led the way to the castle duck pond. The dragon slipped and belly-flopped down the muddy bank.

“Look.” Mirabella pointed to the bright flashes darting between the ripples.

“Funny place to keep diamonds,” the dragon mumbled. But he plunged his head under the water.

“MURPH—MUMFLE—MULP—KERCHOO!” The dragon came up sneezing and sputtering. A stream of wiggling minnows poured from his nostrils.

“They’re easier to catch this way,” the princess said. She dipped her net into the pond. “See?”

The dragon’s face went purple. His belly rumbled. He opened his jaws, but all that came out was a damp, gray cloud. Mirabella just looked at him. The embarrassed dragon slunk away with his tail tucked between his legs.

He was back by evening. Princess Mirabella was setting up her telescope on the tower balcony.

“Hello!” She waved. “We should get a good view of Draco and Cassiopeia tonight.”

**PART II Released Reading Items—2008 Augmented Benchmark Grade 3**

The dragon thumped his tail against the castle wall. “No more games! I’m here for the princess.”

“The princess!” Mirabella cried. She perched on a ledge and swung her feet, which were sporting pink bunny slippers. “What would you do with a princess?”

“Lock her in my cave and enjoy her screams,” the dragon snarled.

“A cave!” Mirabella clapped her hands. “Does it have bats? What about stalactites and stalagmites?”

“Stalag—what?” the dragon asked.

“Pointy rocks: some growing up, the others growing down,” she explained.

“Well, actually, yes. We have those,” the dragon admitted.

“Then what are we waiting for?” Princess Mirabella said. “I’ll get my headlamp, and we can go exploring. I bet I can find all kinds of things to show you in a cave.”

40 The dragon’s jaw dropped to his toenails. “You? You’re Princess Mirabella?”

41 “Mirabella the Magnificent,” she said, beaming.

The dragon’s green scales turned pale and waxy as he slowly backed away from the princess. “Um . . . sorry,” he said. “Another time, maybe. I have to . . . uh . . . meet this knight named George . . .” Then the dragon quickly threw open his wings and flew away as fast as they could carry him.

Princess Mirabella watched through her telescope until he disappeared from sight. “Not a bad guy, for a dragon,” she commented. “But he has a lot to learn about princesses.”

And, folding up her telescope, Mirabella the Magnificent showed herself to the castle kitchen for a peanut butter sandwich.

“Mirabella the Magnificent and the Dragon”: By Cheryl Mendenhall. Reprinted by permission of SPIDER magazine, February 2004, Vol. 11, No. 2, text copyright © 2004 by Carus Publishing.

## PART II Released Reading Items—2008 Augmented Benchmark Grade 3

**1**

10000048103

Which **best** describes why someone would read the passage?

- A** to compare dragons to princesses
- B** to enjoy a humorous fictional story
- C** to learn how a real princess lives today
- D** to find out what dragons really look like

**2**

10000043537

What is the main problem in the passage?

- A** The dragon gets stung by bees in the woods.
- B** The guards hide under the mat because they are afraid.
- C** The important, big people are not going out to see the dragon.
- D** The dragon is not getting what he demands from the princess.

**3**

10000043538

Which word **best** describes the mood of the passage?

- A** silly
- B** angry
- C** serious
- D** thoughtful

**4**

10000043539

Which **correctly** completes the graphic organizer below?

What the Dragon Demands	What the Dragon Gets
gold	bees
diamonds	?
the princess	nothing

- A** stars
- B** minnows
- C** diamonds
- D** fishing nets

## PART II Released Reading Items—2008 Augmented Benchmark Grade 3

5

10000048104

In which area of the library would the passage be found?

- A poetry
- B fiction
- C reference
- D nonfiction

6

10000048105

Which sentence best summarizes the passage?

- A A dragon comes to a castle, steals gold and diamonds, and captures a princess.
- B A dragon comes to a castle to capture a princess and ends up taking her to a cave.
- C A dragon comes to a castle, plays with a princess, and leaves with gold and diamonds.
- D A dragon comes to a castle three times to steal something of value, but leaves with nothing each time.

7

10000043540

In paragraph 40, the sentence “The dragon’s jaw dropped to his toenails” shows that the dragon is

- A sad.
- B sick.
- C scared.
- D surprised.

8

10000043545

In paragraph 41, the word beaming shows that Mirabella feels

- A shy.
- B proud.
- C funny.
- D scared.

**PART II Released Reading Items—2008 Augmented Benchmark Grade 3**

10000043548

Read this passage about what can happen when reading and spaghetti mix. Then answer multiple-choice questions 9 through 16 and open-response question 2.

## A Spaghetti Tale

by Tedd Arnold

I visit schools often and talk with children about my job. Once in a while they'll ask personal questions, such as "What's your favorite food?" and "What are your hobbies?"

Spaghetti and meatballs is my favorite food. Why? Because it tastes good and because—admit it—spaghetti is funny food.

- 3 And reading is my favorite hobby. Reading, however, can be dangerous. When you are deeply absorbed in a book, you stop paying attention to what's going on around you. People describe it as being "lost in a book." It's a wonderful feeling, but it can be hazardous.

One day, when I was a teenager, I was home alone doing two of my favorite things: I was eating a huge plate of spaghetti and meatballs, and I was reading.

At the time, my family had a pet bird—a big white cockatoo named Luke. He was free to leave his perch and fly around inside the house. Luke enjoyed "talking" to people, but he wasn't trained to use real words. His talking often sounded like chuckling.

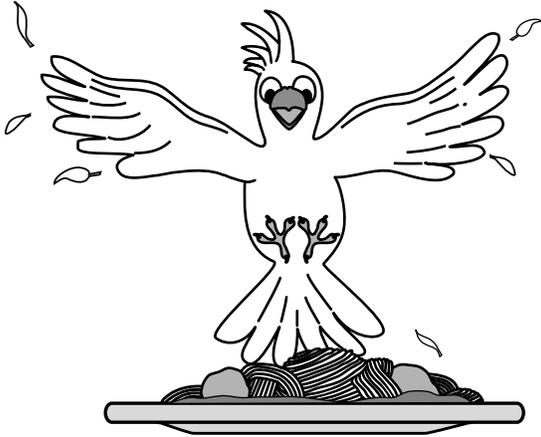
As I was reading and eating, Luke was chuckling away, talking to me, but I wasn't paying attention to him. I was lost in my book.

- 7 So Luke decided to get closer. He flew from his perch, and before I knew it, he'd landed *right on top of my spaghetti and meatballs!*

I was so surprised—I didn't even have time to think. My reaction was the same as yours would be: I shooed him off my food! This wouldn't have been so bad except for one thing: When Luke had landed on my plate, he had grabbed my spaghetti with both feet. So when Luke took off again, the spaghetti—still tangled in his feet—went flying everywhere.

## PART II Released Reading Items—2008 Augmented Benchmark Grade 3

It landed on my shirt. It hit me in the face. Red sauce splattered up the wall and onto the ceiling.



As I pulled noodles out of my hair, Luke flew back to his perch, dripping spaghetti sauce all the way. He wasn't hurt, except for his dignity—the sauce in his beautiful white feathers turned him splotchy orange for several weeks.

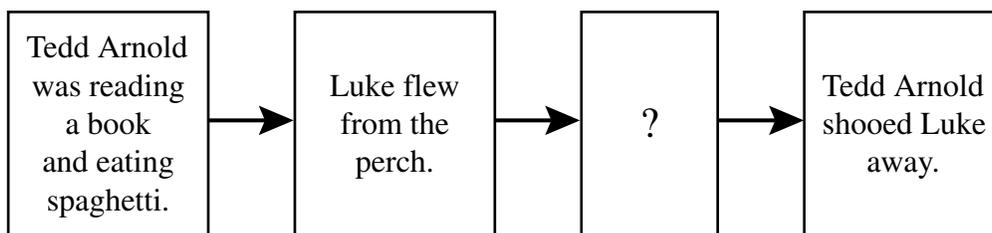
See how funny spaghetti can be? And see how dangerous reading can be? So go ahead and enjoy a good book. But if you like to read while you eat, you'd better keep one eye on your food. And if you find a spy novel at the library with red, greasy spots on two pages near the middle, you'll know that I've read that book, too!

"A Spaghetti Tale": Copyright © 2003 by Highlights for Children, Inc., Columbus, Ohio.

9

10000043556

Which event completes the graphic organizer?



- A** Spaghetti sauce splattered on the wall.
- B** Spaghetti landed on Tedd Arnold's shirt.
- C** Luke grabbed the spaghetti with his feet.
- D** Luke landed on top of the spaghetti and meatballs.

## PART II Released Reading Items—2008 Augmented Benchmark Grade 3

10

10000043549

In paragraph 1, the author uses the phrase “once in a while” to show that the children asked questions

- A** always
- B** rarely
- C** regularly
- D** sometimes

11

10000043551

What does the author mean when he says he is “lost in a book”? (paragraph 3)

- A** He reads while he keeps one eye on his food.
- B** He pays attention only to the book he is reading.
- C** He often loses books people have given him to read.
- D** He loses his place on the page of the book he is reading.

12

10000043552

What advice does the author give in this passage?

- A** If you are reading and eating, pay attention to your food.
- B** You should look for spy novels in the library.
- C** Be careful not to get grease spots on your books.
- D** Do not train pets to get too close while you are eating.

13

10000043557

Which of these words is a synonym for hazardous as used in the sentence below?

“It’s a wonderful feeling, but it can be hazardous.” (paragraph 3)

- A** confusing
- B** dangerous
- C** difficult
- D** messy

14

10000043553

What do the words written in italics in paragraph 7 **most** likely show?

- A** This did not really happen.
- B** This is the author’s opinion.
- C** Some of these words are hard to read.
- D** Something unexpected has happened.

**PART II Released Reading Items—2008 Augmented Benchmark Grade 3****15**

100000043554

Why did Luke **most** likely fly from his perch to be closer to Tedd Arnold?

- A** Luke wanted to surprise Tedd Arnold.
- B** Luke enjoyed being free to fly anywhere in the house.
- C** Tedd Arnold wanted to share his spaghetti with Luke.
- D** Tedd Arnold was not paying enough attention to Luke.

**16**

100000043555

Which word **best** describes Tedd Arnold's experience in this passage?

- A** brave
- B** daring
- C** funny
- D** gentle

**PART II Released Reading Items—2008 Augmented Benchmark Grade 3**

**READING OPEN RESPONSE ITEM 1, FOR PASSAGE  
“MIRABELLA THE MAGNIFICENT AND THE DRAGON”**

**1**

10000043544

The passage shows that Mirabella enjoys doing many different things. Describe four things that Mirabella enjoys doing.

**RUBRIC FOR READING OPEN RESPONSE ITEM 1, FOR PASSAGE  
“MIRABELLA THE MAGNIFICENT AND THE DRAGON”**

<b>SCORE</b>	<b>DESCRIPTION</b>
4	Response accurately describes four things that Mirabella enjoys doing.
3	Response accurately describes three things that Mirabella enjoys doing.
2	Response accurately describes two things that Mirabella enjoys doing.
1	Response accurately describes one thing that Mirabella enjoys doing.
0	Response is incorrect or irrelevant.

## PART II Released Reading Items—2008 Augmented Benchmark Grade 3

### READING OPEN RESPONSE ITEM 2, FOR PASSAGE “A SPAGHETTI TALE”

2

10000043550

Read and think about the passage “A Spaghetti Tale.” How would you describe the mood of the passage? Why would you describe the mood this way? Use specific examples and details from the passage to support your answer.

### RUBRIC FOR READING OPEN RESPONSE ITEM 2, FOR PASSAGE “A SPAGHETTI TALE”

SCORE	DESCRIPTION
4	Response states an appropriate mood and explains why the mood could be described in this way using three examples from the passage.
3	Response states an appropriate mood and explains why the mood could be described in this way using two examples from the passage.
2	Response states a mood and explains why the mood could be described in this way using one example from the passage.
1	Response states a mood but does not explain why the mood could be described in this way OR response provides an explanation for an appropriate mood without expressly stating the mood OR the response demonstrates minimal understanding of the question.
0	Response is incorrect or irrelevant.

**PART II Released Writing Items—2008 Augmented Benchmark Grade 3****1**

10000041685

The acorns fell off the tree, and the squirrel \_\_\_\_\_.

Which phrase correctly completes the sentence above?

- A** bury them in the ground
- B** buries them in the ground
-  **C** buried them in the ground
- D** burying them in the ground

**2**

10000041686

<sup>1</sup>Yesterday we \_\_\_\_\_ salad for lunch. <sup>2</sup>Today at noon we \_\_\_\_\_ sandwiches for lunch.

Which words correctly complete the sentences above?

- A** <sup>1</sup>will eat, <sup>2</sup>ate
-  **B** <sup>1</sup>ate, <sup>2</sup>will eat
- C** <sup>1</sup>have eaten, <sup>2</sup>eat
- D** <sup>1</sup>eat, <sup>2</sup>have eaten

**PART II Released Writing Prompt—2008 Augmented Benchmark Grade 3****Writing Prompt**

W04PR307

10000043483

Your teacher has asked you to write about your favorite place to go.

Before you begin to write, think about your favorite place. **Why** do you like to go there?

Now write about your favorite place to go. Give reasons why you like to go there.

**Writer's Checklist**

1. Look at the ideas in your response.
  - Have you focused on one main idea?
  - Have you used enough details 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 variety in 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?

## PART II Released Writing Prompt—2008 Augmented Benchmark Grade 3

### Domain Scoring Rubric

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

#### 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

#### 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, is done with the assistance of a committee of Arkansas teachers, language arts supervisors, 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."

## PART II Released Mathematics Items—2008 Augmented Benchmark Grade 3

### CALCULATOR NOT PERMITTED—ITEMS 1–4

**1**

100000044385

Gary has 396 pennies in his piggy bank. Rodney has 10 more pennies than Gary.

How many pennies does Rodney have?

- A** 386
- B** 406
- C** 416
- D** 496

**2**

100000044347

Jeff has a bag with 18 colored cubes in it. There are 5 yellows, 6 blues, 3 greens, and 4 reds.

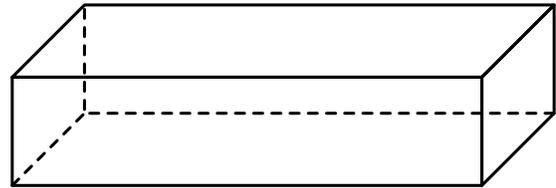
If Jeff pulls a cube from the bag without looking, what is the probability that he will pick a green cube?

- A**  $\frac{3}{18}$
- B**  $\frac{4}{18}$
- C**  $\frac{5}{18}$
- D**  $\frac{6}{18}$

**3**

100000044359

Ms. Lucas showed her students the rectangular prism below.



How many vertices does the rectangular prism have?

- A** 4
- B** 6
- C** 8
- D** 12

**4**

100000044369

Greg bought 4 packs of crayons. Each pack contained 8 crayons.

Which number sentence (equation) shows the total number of crayons Greg bought?

- A**  $8 - 4 = 4$
- B**  $4 + 4 = 8$
- C**  $8 + 4 = 12$
- D**  $4 \times 8 = 32$

## PART II Released Mathematics Items—2008 Augmented Benchmark Grade 3

### CALCULATOR PERMITTED—ITEMS 5–10 and 1–3

**5**

100000044318

Bryan walked to his bus stop and noticed a frozen puddle of water. What was the **most** likely temperature?

- A** 32°F
- B** 45°F
- C** 59°F
- D** 70°F

**6**

100000044383

What is the rule for the pattern below?

8 12 16 20 ...

- A** add 2
- B** add 4
- C** add 5
- D** add 8

**7**

100000044343

Jacob measured a melting icicle every 15 minutes and recorded its length in the table below.

Time	Length of Icicle (inches)
12:00	8
12:15	7
12:30	6
12:45	?

Based on the data collected so far, which is a reasonable length for the icicle at 12:45?

- A** 1 in.
- B** 5 in.
- C** 6 in.
- D** 9 in.

**PART II Released Mathematics Items—2008 Augmented Benchmark Grade 3****8**

10000044360

Which figure below has no parallel lines?

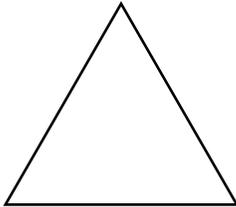


Figure 1

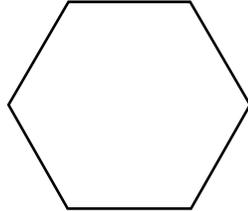


Figure 2

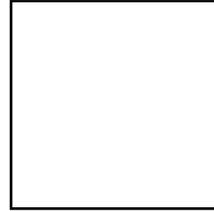


Figure 3



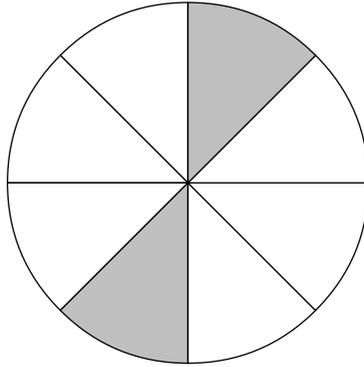
Figure 4

- A** Figure 1
- B** Figure 2
- C** Figure 3
- D** Figure 4

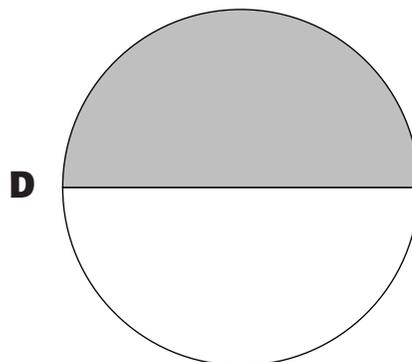
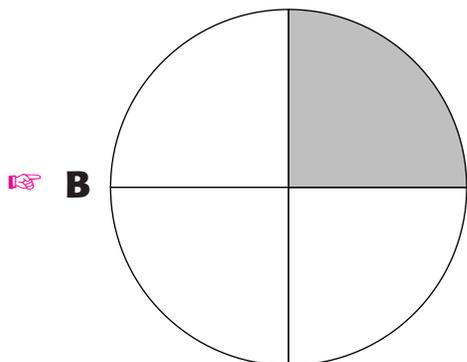
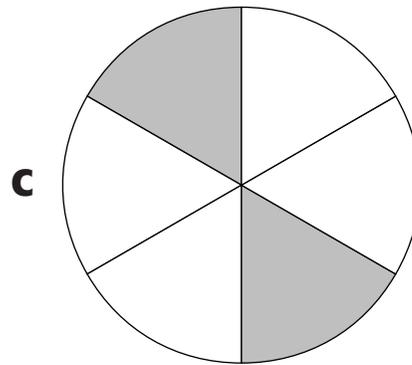
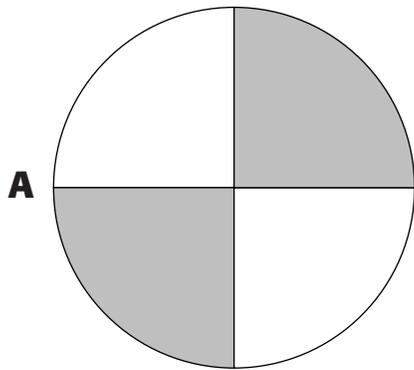
**PART II Released Mathematics Items—2008 Augmented Benchmark Grade 3****9**

10000044376

The shaded parts of the pie below show how many pieces Sam ate.



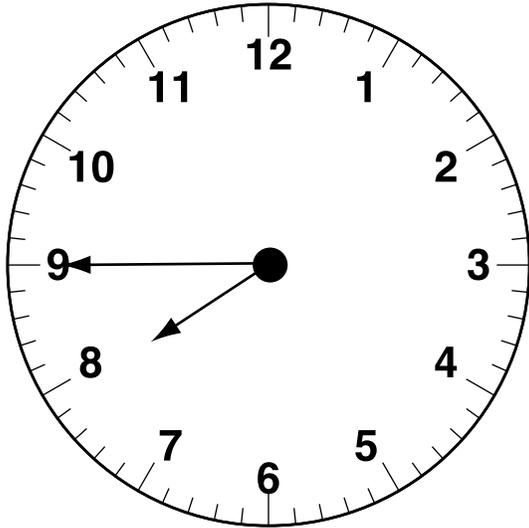
Which figure shows the same amount of pie eaten?



**PART II Released Mathematics Items—2008 Augmented Benchmark Grade 3****10**

10000044317

Sarah must get ready for bed at the time shown on the clock below.



At what time must she get ready for bed?

- A** half past 7
- B** quarter past 8
- C** quarter until 8
- D** quarter after 7

**PART II Released Mathematics Items—2008 Augmented Benchmark Grade 3****MATHEMATICS OPEN RESPONSE ITEM 1****1**

10000044401

A shipment of 5 new desks just arrived at Craven Elementary School. The desks must be put together. The table below shows the number of desks and screws needed for assembly.

Number of Desks	Number of Screws Needed
1	8
2	16
3	24
4	32
5	?

1. Based on the table, how many screws are needed to put together all 5 desks? Explain your answer using words and/or numbers.
2. How many screws would be needed for 10 desks? Explain your answer using words and/or numbers.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

**RUBRIC FOR MATHEMATICS OPEN RESPONSE ITEM 1**

SCORE	DESCRIPTION
4	Response contains nothing incorrect.
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	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.)

## PART II Released Mathematics Items—2008 Augmented Benchmark Grade 3

### Solution and Scoring

Part	Points
<b>1</b>	<p><b>2 points possible</b></p> <p>1 point: Correct answer: <b>40</b></p> <p style="text-align: center;"><b>And</b></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"> <li>• <math>5 \times 8 = 40</math> or</li> <li>• <math>32 + 8 = 40</math> or</li> <li>• <math>8+8+8+8+8 = \#</math> or</li> <li>• "The number of screws are all multiples of 8. The next multiple of 8 is 40."</li> </ul>
<b>2</b>	<p><b>2 points possible</b></p> <p>1 point: Correct answer: <b>80</b> or Correct answer based on incorrect answer in Part 1 only if correct procedure is used in Part 1</p> <p style="text-align: center;"><b>And</b></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"> <li>• <math>8 \times 10 = 80</math> or</li> <li>• <math>40 \times 2 = 80</math> or</li> <li>• "I doubled my answer in Part 1 to get the # needed for 10 desks."</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Chart (or list) is extended with multiples of 8 to 80: 48, 56, 64, 72, 80</li> </ul>

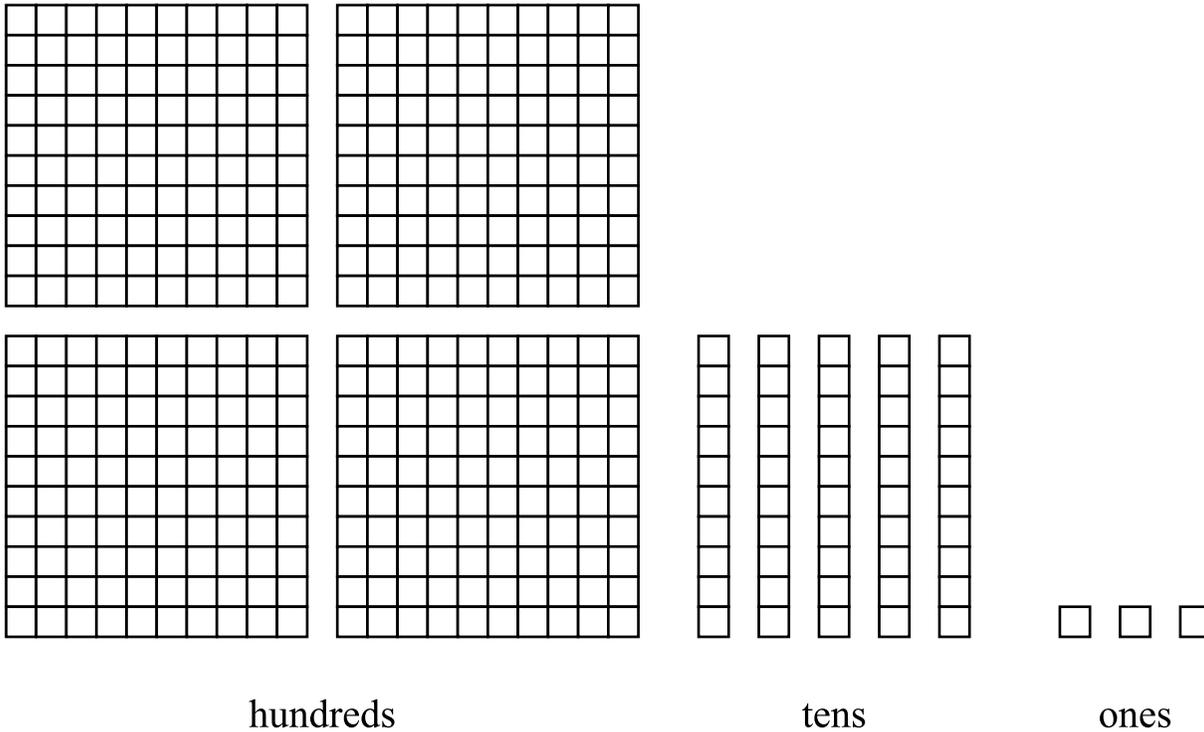
## PART II Released Mathematics Items—2008 Augmented Benchmark Grade 3

### MATHEMATICS OPEN RESPONSE ITEM 2

2

10000044399

The blocks below show the number of students at Lincoln Elementary School.



1. How many students are there at Lincoln Elementary School? Explain your answer using numbers and/or words.
2. There are 131 **fewer** students at Carver Elementary School. How many students are there at Carver Elementary School? Explain your answer using numbers and/or words.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

### RUBRIC FOR MATHEMATICS OPEN RESPONSE ITEM 2

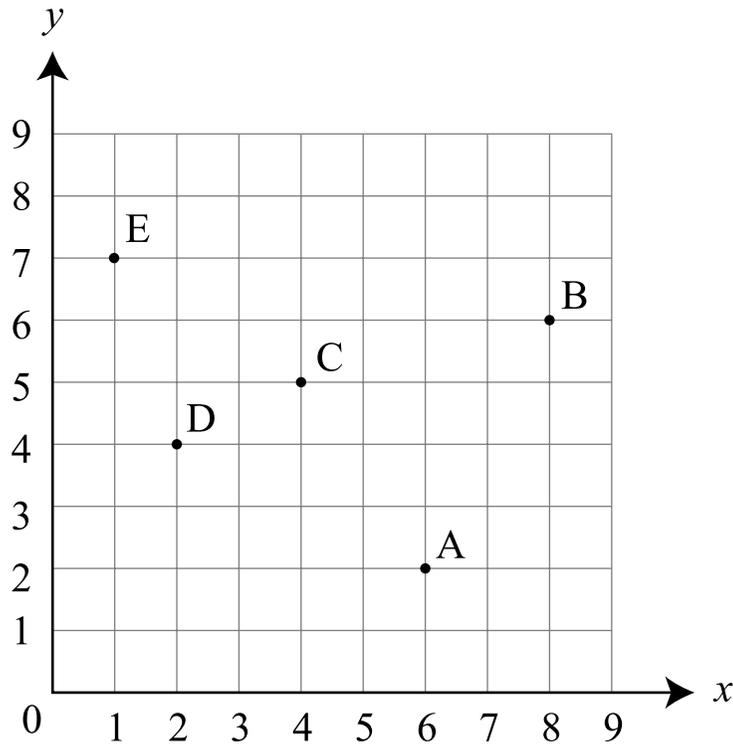
SCORE	DESCRIPTION
4	Response contains nothing incorrect.
3	The student earns 3 points.
2	The student earns 2 points.
1	1 or some minimal understanding shown.
0	Blank – No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)



**PART II Released Mathematics Items—2008 Augmented Benchmark Grade 3****MATHEMATICS OPEN RESPONSE ITEM 3****3**

10000044404

Mr. Garcia's students made the coordinate grid below showing the location of some items in their classroom.



1. The hamster cage is represented by point A. What is the ordered pair location of the hamster cage? Explain your answer using words and/or numbers.
2. The teacher's desk is 2 units to the left and 3 units up from the hamster cage. Which point represents the teacher's desk?
3. The fish tank is represented by point E. What directions can be given to get from the hamster cage to the fish tank, making only one turn?

BE SURE TO LABEL YOUR RESPONSES 1, 2, AND 3.

## PART II Released Mathematics Items—2008 Augmented Benchmark Grade 3

### RUBRIC FOR MATHEMATICS OPEN RESPONSE ITEM 3

SCORE	DESCRIPTION
4	Response contains nothing incorrect.
3	The student earns 3 points.
2	The student earns 2 points.
1	1 or some minimal understanding shown.
0	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
<b>1</b>	<p><b>2 points possible</b></p> <p>1 point: Correct answer: <b>(6,2)</b></p> <p style="text-align: center;"><b>And</b></p> <p>1 point: Correct and complete explanation Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> <li>• "Start at 0 and go to the right (or across) 6 units then up 2 units."</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>• "Go 6 to the right (or across) and up 2."</li> </ul> <p style="text-align: center;">or</p> <p>Give credit for the following only if the answer is given in ordered-pair form [(6,2)]:</p> <ul style="list-style-type: none"> <li>• "The x-coordinate is 6 and the y-coordinate is 2."</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>• <math>x = 6</math> and <math>y = 2</math></li> </ul>
<b>2</b>	<p><b>1 point possible</b></p> <p>1 point: Correct answer: <b>C or (4,5)</b></p>
<b>3</b>	<p><b>1 point possible</b></p> <p>1 point: Correct and complete explanation Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> <li>• "You must go to the left 5 (units), then up 5 (units)."</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>• "Go up 5 then to the left 5"</li> <li>• Go to (6,7) then to (1,7)</li> <li>• Go to (1,2) then to (1,7)</li> </ul>

**PART II Released Mathematics Items—2008 Augmented Benchmark Grade 3**

## Mathematics Reference Sheet Grade 3

Use the information below, as needed, to answer questions on the Mathematics test.

1 foot = 12 inches

1 cup = 8 ounces (oz)

1 kilogram = 1000 grams

1 yard = 3 feet

1 pint = 2 cups

1 liter = 1000 milliliters

1 quart = 2 pints

1 gallon = 4 quarts

1 pound (lb) = 16 ounces (oz)

### PART III Item Correlation with Curriculum Frameworks— 2008 Augmented Benchmark Grade 3

#### The Arkansas English Language Arts Framework—Reading Strand\*

Content Standards	Student Learning Expectations
9. Comprehension: Students shall apply a variety of strategies to read and comprehend printed material.	5. Generate questions and check the text for answers. 7. Ask questions and support answers by connecting prior knowledge with literal and inferential information found in the text 8. Discuss why an author may have selected particular words or phrases 9. Draw inferences, such as conclusions or generalizations, and support them with text evidence and/or personal experiences 11. Determine the purpose for reading 12. Summarize a story 13. Summarize major points found in nonfiction materials
10. Variety of texts: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.	6. Use graphic organizers including character webs and K-W-L charts to make meaning of the reading selection 7. Utilize the appropriate areas of the library/media center to select reading materials 10. Describe in own words new information gained from texts and relate it to prior knowledge 14. Identify language and literary devices, including mood
11. Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.	1. Use context clues to determine the precise meaning of new words 9. Categorize words as nouns, action verbs, synonyms, and antonyms during discussions about words

\*The Content Standards and Student Learning Expectations listed are those that specifically relate to the released test items in this booklet.

#### Released Items for Reading\*

Item	Content Standard	Student Learning Expectation	Passage Type
1	9	11	Literary
2	10	10	Literary
3	10	14	Literary
4	10	6	Literary
5	10	7	Literary
6	9	12	Literary
7	10	14	Literary
8	11	1	Literary
9	10	6	Content
10	9	8	Content
11	9	7	Content
12	9	13	Content
13	11	9	Content
14	9	5	Content
15	9	5	Content
16	9	7	Content
1	9	9	Literary
2	10	14	Content

#### Non-Released Items for Reading\*

Item	Content Standard	Student Learning Expectation	Passage Type
1	9	1	Practical
2	9	6	Practical
3	10	6	Practical
4	11	5	Practical
5	9	5	Practical
6	10	7	Practical
7	11	1	Practical
8	9	8	Practical
9	9	3	Practical

\*Only the predominant Strand, Content Standard, and Student Learning Expectation is listed.

**PART III Item Correlation with Curriculum Frameworks—  
2008 Augmented Benchmark Grade 3**

**The Arkansas *English Language Arts Framework—Writing Strand*\***

Content Standards	Student Learning Expectations
6. Conventions: Students shall apply knowledge of Standard English conventions in written work.	4. Use subject and verb agreement in compound sentences 7. Use past and present verb tense

\*The Content Standards and Student Learning Expectations listed are those that specifically relate to the released test items in this booklet.

**Released Items for Writing\***

Item	Content Standard	Student Learning Expectation
1	6	4
2	6	7

**Non-Released Items for Writing\***

Item	Content Standard	Student Learning Expectation
1	6	5
2	6	16

\*Only the predominant Strand, Content Standard, and Student Learning Expectation is listed.

## PART III Item Correlation with Curriculum Frameworks– 2008 Augmented Benchmark Grade 3

### The Arkansas Mathematics Curriculum Framework\*

Strands	Content Standards	Student Learning Expectations											
Number and Operations	1. Number Sense: Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.	2. Use the place value structure of the base ten number system and be able to represent and compare whole numbers including thousands (using models, illustrations, symbols, expanded notation and problem solving) Ex. 2,308 ___ 2,038  7. Write a fraction that is equivalent to a given fraction with the use of models Ex. $1/2 = 4/8 = 8/16$											
	2. Properties of Number Operations: Students shall understand meanings of operations and how they relate to one another.	3. Use conventional mathematical symbols to write equations for contextual problems involving multiplication											
Algebra	4. Patterns, Relations and Functions: Students shall recognize, describe, and develop patterns, relations and functions	3. Identify a number that is more or less than any <i>whole number</i> up to 1000 using <i>multiples</i> of ten and/or 100 Ex. 100 less than 587 is 487 10 more than 196 is 206  5. Determine the relationship between sets of numbers by selecting the rule (1 step rule in words)											
	6. Algebraic Models: Students shall develop and apply mathematical models to represent and understand quantitative relationships.	1. Complete a chart or table to organize given information and to understand relationships and explain results Ex. The library has 5 workstations. Four students can sit at each station. How many students can sit at all the stations?  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Stations</th> <th style="text-align: center;">Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">?</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">?</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">?</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">?</td> </tr> </tbody> </table>	Stations	Students	1	4	2	?	3	?	4	?	5
Stations	Students												
1	4												
2	?												
3	?												
4	?												
5	?												
Geometry	8. Geometric Properties: Students shall analyze characteristics and properties of 2 and 3 dimensional geometric shapes and develop mathematical arguments about geometric relationships	1. Compare, contrast and build three-dimensional solids by investigating the number of faces, edges, and vertices on models  4. Identify and draw intersecting and parallel lines											
	10. Coordinate Geometry: Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems	1. Locate and identify points on a coordinate grid and name the ordered pair (quadrant one only) using common language and geometric vocabulary (horizontal and vertical)											
Measurement	12. Physical Attributes: Students shall use attributes of measurement to describe and compare mathematical and real-world objects	3. Distinguish the temperature in contextual problems using the Fahrenheit scale on a thermometer Ex. If I need to wear mittens and a scarf, what temperature would it be? 35° F or 70° F?											
	13. Systems of Measurement: Students shall identify and use units, systems and processes of measurement	3. Express time to the half hour and quarter hour using the terms half- past, quarter after, quarter -until											

\*The Content Standards and Student Learning Expectations listed are those that specifically relate to the released test items in this booklet.

## PART III Item Correlation with Curriculum Frameworks— 2008 Augmented Benchmark Grade 3

### The Arkansas *Mathematics Curriculum Framework*\* (continued)

Strands	Content Standards	Student Learning Expectations
Data Analysis and Probability	16. Inferences and Predictions: Students shall develop and evaluate inferences and predictions that are based on data	1. Make predictions for a given set of data
	17. Probability: Students shall understand and apply basic concepts of probability	1. Use fractions to predict probability of an event Ex. If there were 5 blue tiles, 3 red tiles, and 2 green tiles in a bag What is the probability you would pull out a green tile?

\*The Content Standards and Student Learning Expectations listed are those that specifically relate to the released test items in this booklet.

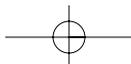
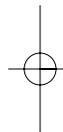
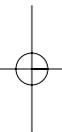
#### Released Items for Mathematics\*

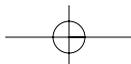
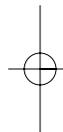
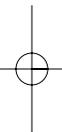
Item	Strand	Content Standard	Student Learning Expectation
1	A	4	3
2	D	17	1
3	G	8	1
4	N	2	3
5	M	12	3
6	A	4	5
7	D	16	1
8	G	8	4
9	N	1	7
10	M	13	3
1	A	6	1
2	N	1	2
3	G	10	1

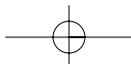
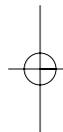
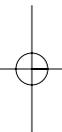
\*Only the predominant Strand, Content Standard, and Student Learning Expectation is listed.

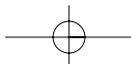
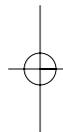
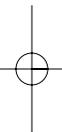
#### Non-Released Items for Mathematics\*

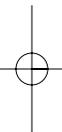
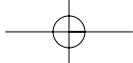
Item	Strand	Content Standard	Student Learning Expectation
1	A	4	1
2	N	1	3
3	G	8	2
4	M	12	5
5	G	11	1
6	N	3	2
7	D	14	1
8	D	15	1
9	G	10	1
10	G	8	3
11	A	5	2
12	A	5	1
13	G	9	1
14	M	13	1
15	D	15	2
16	M	13	4
17	D	15	2











# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

