

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program



Released Item Booklet

Arkansas Augmented
Benchmark Examination

**APRIL 2008
ADMINISTRATION**

GRADE

4

Arkansas Department of Education

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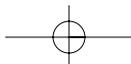
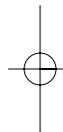
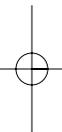
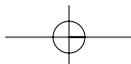
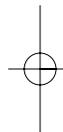
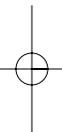


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PART I Overview—2008 Augmented Benchmark Grade 4

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 4 students in Arkansas public schools participated in the *Grade 4 Augmented Benchmark Examination* in April 2008.

This *Released Item Booklet for the Grade 4 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 1–3 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 24 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 4 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 4 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 4 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 4

10000044863

Read the following passage. Then answer multiple-choice questions 1 through 8 and open-response question 1.

Aly's Discovery



by Jacqueline Adams

Aly strolled toward the garden, where Miss Strawbridge, the landlady, knelt planting pansies. Last week, Aly and her parents had moved into the house trailer in Miss Strawbridge's backyard.

Aly watched silently until the old woman looked up and asked, "Why the long face, Aly?"

"There aren't any kids around here to play with," said Aly. "I don't have anything to do."

Miss Strawbridge's blue eyes twinkled. "You sound just like a girl who used to live here."

"Really? Who?"

"Her name is Rachel," said Miss Strawbridge. "Too bad you two young girls couldn't have lived here at the same time. She always complained that she didn't have anyone to play with."

"What did Rachel do when she was bored?" asked Aly.

"She planted a flower garden by the shed in the backyard," answered Miss Strawbridge.

Aly looked over toward the weathered

shed. Weeds sprouted around its base. "Could I plant a flower garden?"

Miss Strawbridge handed Aly a trowel and held out a box of pansies. She winked. "This will get you started."

"Thanks," said Aly.

For the rest of the afternoon, Aly pulled the weeds, dug, and planted. It was hard work, but when she stepped back and admired the patch of blue and yellow pansies, she smiled. Still, it was too bad that Rachel wasn't there to share it.

The next day, Aly watered her pansies, then wondered what else she could do. She strolled across the yard to the garden, where Miss Strawbridge sat reading. She stood silently until the old woman looked up.

"What else did Rachel do when she was bored?" asked Aly.

"She wrote poetry in her flower garden," Miss Strawbridge answered. "One of her poems even won a prize in a contest at school."

Aly squinted in the sunshine, thinking about how good it would feel to win a

PART II Released Reading Items—2008 Augmented Benchmark Grade 4

prize. “But I don’t know how to write poems,” she said.

Miss Strawbridge winked. “The best way to learn how to write poetry is to read poetry.” She handed Aly her book.

“Thanks,” said Aly.

Aly lay on her stomach in the cool grass next to her pansies and read Miss Strawbridge’s book of poetry. After a while, she got some paper and a pencil from the trailer and scribbled and erased, scribbled and erased. In the end she had a poem that might not be a prizewinner but sounded good enough to make her smile. Still, it was too bad that Rachel wasn’t there. They could have read their poems to each other.

The next day, Aly watered her flowers and wrote a new poem, then wondered what else she could do. She strolled across the yard and knocked on Miss Strawbridge’s door.

“What else did Rachel do when she was bored?” asked Aly when Miss Strawbridge opened the door.

“She played in the old shed and pretended it was her house,” answered Miss Strawbridge. “She kept some plates and cups on a shelf, and she’d eat lunch out there.”

Aly glanced back at the shed and then at Miss Strawbridge. “Am I allowed to play in the shed?”

Miss Strawbridge winked. “There’s nothing in the shed that you can hurt or that can hurt you.” She took a key off a hook next to the door and handed it to Aly.

“Thanks!” said Aly.

She raced back to the shed and jiggled the key in the rusty padlock. When she swung the creaky door open, she saw that the shed was empty except for a set of old wooden kitchen chairs stacked in the corner and a few boxes resting on the dusty shelves. This would be a perfect clubhouse. Still, it was too bad that Rachel wasn’t there to play in it with her.

Maybe Rachel left her plates and cups in one of these boxes, Aly thought. Miss Strawbridge said that there isn’t anything I could hurt in here, so she probably wouldn’t mind if I peeked inside.

28 Aly opened a box and sneezed as a cloud of dust drifted into her face. She pulled out wads of crumpled yellowed newspaper that were covering a bunch of knickknacks. A tarnished knickknack caught her eye. It was a trophy with an inscription—First Place in Poetry. Rachel Strawbridge. 1937.

Aly stared at the trophy. Slowly, a smile spread across her face.

She ran back to the trailer and slapped two peanut-butter-and-jelly sandwiches together. She grabbed two apples and two juice boxes and carried everything across the yard to the door of Miss Strawbridge’s house.

When Miss Strawbridge opened the door, Aly said, “I wondered if Rachel would like to have lunch in the shed with me and then write poetry in my flower garden.”

Miss Strawbridge winked. “I think Rachel would like that very much.” And they strolled across the yard together.



PART II Released Reading Items—2008 Augmented Benchmark Grade 4

1

10000044864

What is the **most** likely reason that Aly always waits to speak to Miss Strawbridge only after Miss Strawbridge looks up?

- A Aly is shy and does not like meeting new people.
- B Aly does not want to interrupt Miss Strawbridge.
- C Aly is afraid that Miss Strawbridge will not like her.
- D Aly concludes that Miss Strawbridge cannot see well.

2

10000044865

Which sentence is the **best** summary of the passage?

- A Aly decides to learn to write poetry and plant flowers.
- B Aly meets a girl her own age, and they become good friends.
- C Aly tells Miss Strawbridge that she did not want to move to a new home.
- D Aly learns about Miss Strawbridge's childhood and becomes friends with her.

3

10000044866

The author describes Miss Strawbridge's twinkling eyes to show that she is

- A blind.
- B afraid.
- C friendly.
- D responsible.

4

10000044867

How does Aly's mood change from the beginning to the end of the passage?

- A from calm to restless
- B from bored to excited
- C from stubborn to reasonable
- D from curious to uninterested

5

10000044868

Which detail shows that Miss Strawbridge feels kindly toward Aly?

- A Miss Strawbridge is Aly's landlady.
- B Miss Strawbridge writes lovely poems.
- C Miss Strawbridge plants beautiful pansies.
- D Miss Strawbridge winks at Aly several times.

PART II Released Reading Items—2008 Augmented Benchmark Grade 4**6**

10000044872

As used in paragraph 28, an inscription is

- A** the words written on the trophy.
- B** the cloud of dust that drifted into Aly's face.
- C** the tarnished knickknack that Aly found in the shed.
- D** the crumpled yellow newspaper that covered the trophy.

7

10000044869

When Aly reads the inscription on the trophy, why does a smile slowly spread across her face?

- A** Aly realizes that Rachel actually lives right down the street from her.
- B** Aly realizes that Miss Strawbridge was Rachel all along.
- C** Aly realizes that she will be able to keep the trophy.
- D** Aly realizes that she had won a prize.

8

10000044870

What is the **most** likely reason the author repeats the phrase "it was too bad that Rachel wasn't there"?

- A** to describe how Aly felt when Rachel moved away
- B** to show just how much Aly wanted to know Rachel
- C** to persuade the reader to like Rachel better than Aly
- D** to give more details about how Aly spent her time

PART II Released Reading Items—2008 Augmented Benchmark Grade 4

10000044875

Read this passage. Then answer multiple-choice questions 9 through 16 and open-response question 2.

JUMPING over Boundaries

by Linda Alvarado

When I was in elementary school, we had an annual sports day. Girls did things like hopscotch, jump rope, tetherball, and dodge ball. The boys got to do high jumping.

That's what I wanted to do—high jumping. I went to sign up.

"Girls don't do high jumping," the coach said. "Girls have all these other things they can do." He excitedly described how much fun it would be.

I'd been high jumping in the backyard with my five brothers for years. I went home and told my mother what the coach had said. My mother, a small, thin Hispanic woman only four feet eleven inches tall, said, "I think we should go visit him."

"Visit who?" I asked.

"The principal."

"Visit the principal?" I was terrified. Would I get in trouble? Would my mother and I be crossing boundaries we shouldn't cross?

My mom and I went to Mr. White's office. "Linda wants to do the high jump," my mother said.



PART II Released Reading Items—2008 Augmented Benchmark Grade 4

9 “Mrs. Martinez, you don’t understand. This is the tradition of our Annual Sports Day,” he said.

“But Señor White, I don’t know where it says that girls cannot do this.”

The principal couldn’t find any rules that said girls couldn’t do the high jump. “I have to think about this,” he said at last.

When we got home, my mom told me something I would always remember: this wasn’t just about me.

“Maybe other girls want to do this, too,” she said.

14 My mother waited a week, and then she walked over to the school. “Señor White, please. I ask you this not for me and not for Linda, but let’s just see how it works.”

In the end, Mr. White agreed.

As it turned out, I won the high-jumping contest. To my surprise, some of the cheers I got were from boys! My mother was right—it wasn’t about me. It was about making people think about what girls could do.

High jumping helped me to understand that people would not always accept or welcome me. I used this lesson in my career as a building contractor. Just as girls did not do the high jump, women were not supposed to construct buildings.

When I first started in business, my mother would say to me in Spanish, “Mi’ jita, empieza pequeño, pero piensa grande” (My dear little one, start small, but think big). I found small ways to begin to show what I could do. I began by installing concrete curbs, gutters, and sidewalks.

19 Today, my company, Alvarado Construction, builds large projects, including schools, aquariums, airports, and convention centers. I love my job. I view my career much like Robert Frost’s poem. I took the path least traveled by girls and women, and this has really made a difference.

- While other kids baked cookies shaped like teddy bears or candy canes, Linda constructed Eiffel Tower cookies!
- As a kid, Linda loved building wood forts in the backyard. Now she builds stadiums and high-rise buildings.
- Alvarado invites inner-city kids to join her in the best seats in the stadium to watch the Colorado Rockies play baseball. How can she do that? She’s one of the owners of this major-league team.
- In 2003, Alvarado was inducted into the National Women’s Hall of Fame.

“Jumping over Boundaries”: Copyright © 2005 by Highlights for Children, Inc., Columbus, Ohio.

PART II Released Reading Items—2008 Augmented Benchmark Grade 4

9

10000044879

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

Linda competed against the boys in the high jump.



Linda won the high jump.



Linda learned a valuable lesson.



?

- A** Linda used the lesson she learned to help her in her career.
- B** Linda taught other girls how to be better high jumpers.
- C** Linda learned how to bake cookies like teddy bears.
- D** Linda showed other girls how to become builders.

10

10000044880

In paragraph 14, Mrs. Martinez's tone is **best** described as

- A** angry.
- B** joyful.
- C** hopeful.
- D** disappointed.

11

10000044876

The author **most** likely wrote this passage to

- A** entertain readers with an interesting tall tale.
- B** teach students how to train for the high jump.
- C** encourage young people to follow their dreams.
- D** persuade readers to hire Linda Alvarado as a contractor.

PART II Released Reading Items—2008 Augmented Benchmark Grade 4**12**

10000044883

In paragraph 9, Mr. White says, "This is the tradition of our Annual Sports Day." Which sentence **best** rephrases his statement?

- A** This is our best Annual Sports Day.
- B** This is our first Annual Sports Day.
- C** This is the way most Annual Sports Days are done.
- D** This is the way our Annual Sports Day has always been done.

13

10000044881

This passage would **most** likely be found in a

- A** reference book.
- B** collection of biographies.
- C** book of fictional short stories.
- D** collection of fables and folktales.

14

10000044877

What does the information in the box tell the reader about Linda Alvarado?

- A** She loves cooking for inner-city children.
- B** She enjoyed making teddy bears as a child.
- C** She has built her success on her love of sports and construction.
- D** She hopes to be inducted into the National Women's Hall of Fame.

PART II Released Reading Items—2008 Augmented Benchmark Grade 4**15**

10000044878

What surprised Linda just after she won the high-jump contest?

- A** Some of the boys cheered for her.
- B** She realized that she wanted to build buildings.
- C** She found that not everyone accepted her victory.
- D** Mr. White congratulated her for winning the contest.

16

10000044884

“I view my career much like Robert Frost’s poem.” (paragraph 19)

Which sentence uses view in the same way it is used in the sentence above?

- A** The view from the top floor of the high-rise was spectacular.
- B** I view my decision to make money walking dogs as a wise one.
- C** As the boat went further out to sea, it disappeared from view completely.
- D** Nathan lent me his binoculars to get a better view of the white-tailed deer.

PART II Released Reading Items—2008 Augmented Benchmark Grade 4

READING OPEN RESPONSE ITEM 1, FOR PASSAGE "ALY'S DISCOVERY"

1

10000044871

Miss Strawbridge told Aly about the things Rachel did when she was young.

1. Explain why Miss Strawbridge told Aly about the things Rachel did.
2. Identify two things Rachel enjoyed doing when she was young.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

RUBRIC FOR READING OPEN RESPONSE ITEM 1, FOR PASSAGE "ALY'S DISCOVERY"

SCORE	DESCRIPTION
4	Response thoroughly explains why Miss Strawbridge told Aly what Rachel did when she was young and identifies two things Rachel enjoyed doing when she was young.
3	Response thoroughly explains why Miss Strawbridge told Aly what Rachel did when she was young and identifies one thing Rachel enjoyed doing, OR response offers a vague or incomplete explanation about why Miss Strawbridge told Aly what Rachel did when she was young and identifies two things Rachel enjoyed doing.
2	Response thoroughly explains why Miss Strawbridge told Aly what Rachel did when she was young OR response identifies two things Rachel did when she was young, OR response offers a vague or incomplete explanation about why Miss Strawbridge told Aly what Rachel did when she was young and identifies one thing Rachel enjoyed doing.
1	Response provides a vague or incomplete explanation of what Rachel liked to do when she was young, OR response identifies one thing Rachel enjoyed doing.
0	Response is incorrect or irrelevant.

PART II Released Reading Items—2008 Augmented Benchmark Grade 4

READING OPEN RESPONSE ITEM 2, FOR PASSAGE “JUMPING OVER BOUNDARIES”

2

10000044882

Describe four examples from the passage that show how Linda’s brothers or mother played a role in her success.

RUBRIC FOR READING OPEN RESPONSE ITEM 2, FOR PASSAGE “JUMPING OVER BOUNDARIES”

SCORE	DESCRIPTION
4	Response correctly describes four examples from the passage that show how Linda’s brothers or mother contributed to her success.
3	Response correctly describes three examples from the passage that show how Linda’s brothers or mother contributed to her success.
2	Response correctly describes two examples from the passage that show how Linda’s brothers or mother contributed to her success.
1	Response correctly describes one example from the passage that shows how Linda’s brothers or mother contributed to her success.
0	Response is incorrect or irrelevant.

PART II Released Writing Items—2008 Augmented Benchmark Grade 4**1**

10000041653

Which sentence is written correctly?

- A** Susan was afraid of the water and would not never swim in the lake.
- B** The city does not have no lifeguards at the lake.
- C** There are not no picnic tables to eat at on this side of the lake.
-  **D** Fishing is not allowed in this part of the lake.

2

10000041654

Kevin called yesterday and said, "my mom wants to teach us how to fly a kite."

Which word in the sentence above should be capitalized?

-  **A** my
- B** kite
- C** said
- D** yesterday

PART II Released Writing Prompt—2008 Augmented Benchmark Grade 4**Writing Prompt**

W07PR402

10000060994

In your class, you have been talking about how forgetting things can cause problems. Your teacher has asked you to write about a time you forgot something.

Before you begin to write, think about a time you forgot something. What did you forget? What happened when you forgot it?

Now write about a time you forgot something. Be sure to tell what happened and 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 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 4

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 4

CALCULATOR NOT PERMITTED—ITEMS 1–3

1

10000044432

Michael bought 5 cases of juice for the soccer team. Each case cost \$6.

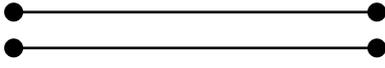
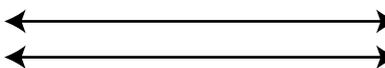
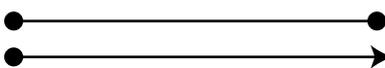
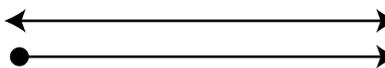
Which equation (number sentence) describes how much money Michael paid in all?

- A** $\$6 \times 1 = 6$
B $5 + 1 = \$6$
C $5 + \$6 = \11
 D $5 \times \$6 = \30

2

10000044473

Which of the following represents two line segments?

- A** 
- B** 
- C** 
- D** 

3

10000044485

Mrs. Barwick bought 18 boxes of colored pencils for her students. There are 72 pencils in all.

If n = the number of pencils in a box, which equation (number sentence) can Mrs. Barwick use to find the number of colored pencils in each box?

- A** $72 \div n = 18$
B $72 \times n = 18$
C $72 - 18 = n$
D $72 + 18 = n$

PART II Released Mathematics Items—2008 Augmented Benchmark Grade 4**CALCULATOR PERMITTED—ITEMS 4–10 and 1–2****4**

10000044480

Marley tracked the number of minutes she spent writing in her journal in the table below.

Time Spent Writing in My Journal

Day	Total Minutes
1	20
2	?
3	60
4	80
5	100

If Marley wrote in her journal the same number of minutes each day, how many total minutes did she write by the end of Day 2?

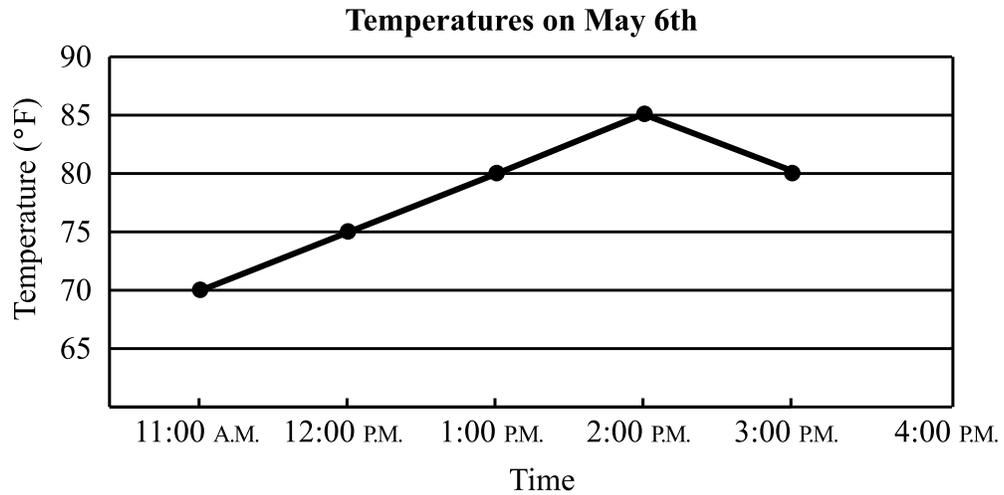
- A** 20
- B** 30
-  **C** 40
- D** 80

PART II Released Mathematics Items—2008 Augmented Benchmark Grade 4

5

10000044453

Barry recorded the temperature over a four-hour period one day in May.



If the temperature pattern continues, what will the temperature **most likely** be at 4:00 P.M.?

- A** 60°F
- B** 65°F
- C** 75°F
- D** 90°F

6

10000044431

Maria bought 10 plants for her garden. Each plant cost \$7.97.

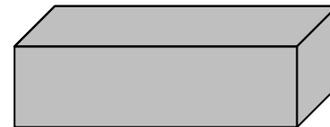
What would be the estimated total cost of Maria's plants?

- A** \$ 8.00
- B** \$10.00
- C** \$80.00
- D** \$90.00

7

10000044462

How many edges does the brick below have?



- A** 4
- B** 6
- C** 9
- D** 12

PART II Released Mathematics Items—2008 Augmented Benchmark Grade 4**8**

10000044420

Marsha jumped rope for 1 minute without stopping. How many seconds did she jump?

- A** 10 seconds
- B** 30 seconds
- C** 60 seconds
- D** 90 seconds

9

10000044486

Lee found 5 rocks each day for 5 days to add to his rock collection. Which pattern can Lee use to count his rocks?

- A** 5 7 9 11 13
- B** 5 15 25 35 45
- C** 5 10 15 20 25
- D** 17 19 21 23 25

10

10000044415

Mrs. Merchant's students wrote in their journals every day beginning on January 31st. They wrote their last journal entries on February 9th.

How many total days did the students write in their journals?

- A** 8 days
- B** 9 days
- C** 10 days
- D** 22 days

PART II Released Mathematics Items—2008 Augmented Benchmark Grade 4**MATHEMATICS OPEN RESPONSE ITEM 1****1**

10000044426

The table below shows how many students are in each fourth-grade class at Birchwood School.

Fourth-Grade Students at Birchwood School

Class	Number of Students
Mrs. Adams	25
Mr. Thompson	28
Ms. Sanchez	29
Mr. Jones	27

1. The cafeteria can seat as many as 83 students. Name three classes that could sit in the cafeteria at the same time. Explain your answer using words and/or numbers.
2. The school auditorium seats 500 people. After all four fourth-grade classes are seated in the auditorium, how many seats are left empty? 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 no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	1 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 4

Solution and Scoring

Part	Points
1	<p>2 points possible</p> <p>2 points: 1 correct combination with correct and complete explanation</p> <p>Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • Mrs. Adams, Mr. Thompson, Ms. Sanchez $25 + 28 + 29 = 82$ or • Mrs. Adams, Mr. Thompson, Mr. Jones $25 + 28 + 27 = 80$ or • Mrs. Adams, Ms. Sanchez, Mr. Jones $25 + 29 + 27 = 81$ <p style="text-align: center;">Or</p> <p>1 point: 1 correct combination with incomplete explanation or work contains a calculation or copy error</p> <p>Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • "Mrs. Adams, Ms. Sanchez, Mr. Jones because I added 25, 29 and 27 and got 79." or • "Mrs. Adams, Mr. Thompson, Ms. Sanchez - I added" • Correct work shown without naming three classes <p>Note: Do not give credit for a correct combination with no support.</p>
2	<p>2 points possible</p> <p>1 point: Correct answer: 391 Note: Give credit for "387" if the student includes the 4 teachers</p> <p style="text-align: center;">And</p> <p>1 point: Correct and complete procedure shown and/or explained Work may contain a calculation or copy error</p> <p>Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $25 + 28 + 27 + 29 = 109$ students $500 - 109 = \#$ or • "I added 25, 28, 29 and 27 and got 109. I subtracted that from 500 to get my answer." or • "There are 500 seats in all. There are 109 students in all four 4th grade classes. So, $500 - 109 = \#$." Or • $25 + 28 + 27 + 29 = 109$ students $109 + 4 = 113$ (4 teachers are included) $500 - 113 = \#$ • $500 - 25 - 28 - 29 - 27 = 391$

PART II Released Mathematics Items—2008 Augmented Benchmark Grade 4

MATHEMATICS OPEN RESPONSE ITEM 2

2

10000044407

When Marissa went to the amusement park, it took her 1 hour and 10 minutes to wait in line and ride the roller coaster. The ride ended at 11:55 A.M.

1. At what time did Marissa begin waiting in line to ride the roller coaster? Explain your answer using words and/or numbers.
2. Marissa got in line for the bumper boats at 12:30 P.M. The ride began at 1:10 P.M. How long did Marissa stand in line? Explain your answer using words and/or numbers.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

RUBRIC FOR MATHEMATICS OPEN RESPONSE ITEM 2

SCORE	DESCRIPTION
4	Correct labels of "A.M." in Part 1 and "Minutes" in Part 2. Response contains no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	1 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 4

Solution and Scoring

Part	Points
1	<p>2 points possible</p> <p>1 point: Correct answer: 10:45 Note: Label of "A.M." is required only at the "4" level</p> <p style="text-align: center;">And</p> <p>1 point: Correct and complete procedure shown and/or explained Work may contain a calculation - but not a procedural - error Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • "11:55 - 60 minutes = 10:55 10:55 - 10 minutes = 10:45" or • $\begin{array}{r} 11:55 \\ - 1:10 \\ \hline 10:45 \end{array}$ or • "One hour before 11:55 is 10:55 and 10 minutes before 10:55 is 10:45."
2	<p>2 points possible</p> <p>1 point: Correct answer: 40 Note: Label of "Minutes" is required only at the "4" level</p> <p style="text-align: center;">And</p> <p>1 point: Correct and complete procedure shown and/or explained Work may contain a calculation - but not a procedural - error Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • "From 12:30 to 1:00 is 30 minutes. From 1:00 to 1:10 is 10 more minutes. or • "30 + 10 = 40 minutes" or • "12:30 + 30 minutes = 1:00 and 10 more minutes is 1:10."

PART II Released Mathematics Items—2008 Augmented Benchmark Grade 4

Mathematics Reference Sheet Grade 4

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

Square	Rectangle
Area = <i>side</i> × <i>side</i>	Area = <i>length</i> × <i>width</i>
Perimeter = <i>4</i> × <i>side</i>	Perimeter = <i>length</i> + <i>width</i> + <i>length</i> + <i>width</i>

1 foot = 12 inches

1 yard = 3 feet

1 cup = 8 ounces (oz)

1 pint = 2 cups

1 quart = 2 pints

1 gallon = 4 quarts

1 kilogram = 1000 grams

1 liter = 1000 milliliters

1 pound (lb) = 16 ounces (oz)

PART III Item Correlation with Curriculum Frameworks– 2008 Augmented Benchmark Grade 4

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.	3. Form mental pictures reflecting vivid details and personal connections with the text 5. Generate questions that reflect active engagement in the text 7. Infer the purpose of the text to expand comprehension 8. Describe how the author's purpose determines the choice of language and information in a text 9. Use inferences to expand understanding of content knowledge 12. Summarize content of selection, identifying important ideas and providing details for each important idea
10. Variety of texts: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.	3. Analyze and compare the distinguishing features of familiar genres 6. Use graphic organizers, including main idea/detail maps and outlines to make meaning of the reading selection 14. Identify language and literary devices, including tone
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 3. Explain words with multiple meanings

*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	9	Literary
2	9	12	Literary
3	9	8	Literary
4	9	9	Literary
5	9	9	Literary
6	11	1	Literary
7	9	9	Literary
8	9	8	Literary
9	10	6	Content
10	10	14	Content
11	9	7	Content
12	11	1	Content
13	10	3	Content
14	9	12	Content
15	9	5	Content
16	11	3	Content
1	9	3	Literary
2	9	9	Content

Non-Released Items for Reading*

Item	Content Standard	Student Learning Expectation	Passage Type
1	10	3	Practical
2	9	9	Practical
3	10	19	Practical
4	9	7	Practical
5	9	1	Practical
6	9	3	Practical
7	9	12	Practical
8	11	3	Practical
9	9	7	Practical

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

PART III Item Correlation with Curriculum Frameworks– 2008 Augmented Benchmark Grade 4

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.	8. Eliminate double negatives 14. Capitalize dialogue

*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	8
2	6	14

Non-Released Items for Writing*

Item	Content Standard	Student Learning Expectation
1	6	20
2	6	5

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

PART III Item Correlation with Curriculum Frameworks— 2008 Augmented Benchmark Grade 4

The Arkansas *Mathematics Curriculum Framework**

Strands	Content Standards	Student Learning Expectations
Number and Operations	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
	3. Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates.	1. Demonstrate, with and without appropriate technology, computational fluency in multi-digit addition and subtraction in contextual problems 5. Use estimation strategies to solve problems and judge the reasonableness of the answer
Algebra	4. Patterns, Relations and Functions: Students shall recognize, describe, and develop patterns, relations and functions	2. Use repeating and growing numeric and geometric patterns to make predictions and solve problems
	5. Algebraic Representations: Students shall represent and analyze mathematical situations and structures using algebraic symbols	1. Select and/or write number sentences (equations) to find the unknown in problem-solving contexts involving two-digit by one-digit division using appropriate labels
	6. Algebraic Models: Students shall develop and apply mathematical models to represent and understand quantitative relationships	1. Create a chart or table to organize given information and to understand relationships and explain the results Ex. Troy must read independently for 2 hours a week. If Troy reads 20 minutes a day, how long will it take him to read a total of two hours?
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. Identify, describe and classify three-dimensional solids by properties including the number of vertices, edges, and shapes of faces using models 3. Identify, draw, and describe a line, line segment, a ray, an angle, intersecting, perpendicular, and parallel lines
Measurement	12. Physical Attributes: Students shall use attributes of measurement to describe and compare mathematical and real-world objects	3. Recognize that 60 seconds equals 1 minute
	13. Systems of Measurement: Students shall identify and use units, systems and processes of measurement	1. Using a calendar to determine elapsed time from month to month 4. Determine elapsed time in contextual situations to five-minute intervals with beginning time unknown Ex. Mary watched a movie for 1 hour and 15 minutes. The movie ended at 8:15. When did the movie begin?
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

*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 4

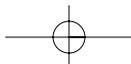
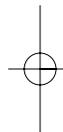
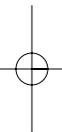
Released Items for Mathematics*

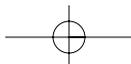
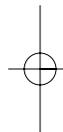
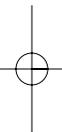
Item	Strand	Content Standard	Student Learning Expectation
1	N	2	3
2	G	8	3
3	A	5	1
4	A	6	1
5	D	16	1
6	N	3	5
7	G	8	1
8	M	12	1
9	A	4	2
10	M	13	1
1	N	3	1
2	M	13	4

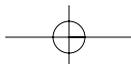
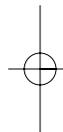
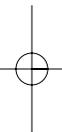
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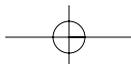
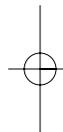
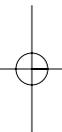
Non-Released Items for Mathematics*

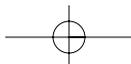
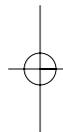
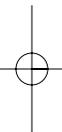
Item	Strand	Content Standard	Student Learning Expectation
1	A	5	3
2	A	4	1
3	N	3	2
4	M	12	3
5	D	14	1
6	A	4	1
7	A	5	2
8	M	13	9
9	G	8	4
10	G	11	2
11	G	8	1
12	D	17	2
13	N	1	1
14	D	17	1
15	M	13	11
16	G	11	2
17	D	17	1
18	A	7	1

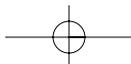
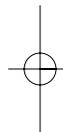
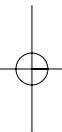


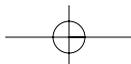
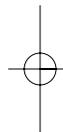
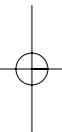


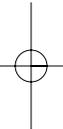
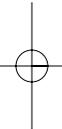
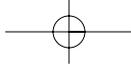












ACTAAP

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