

# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program



## Teacher Handbook

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Arkansas Augmented  
Benchmark Examination

**APRIL 2008  
ADMINISTRATION**

**GRADE**

**3**

**Arkansas Department of Education**

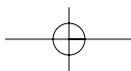
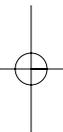
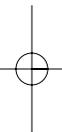
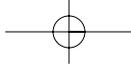
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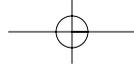
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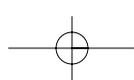
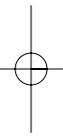
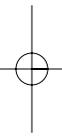


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## Introduction—2008 Augmented Benchmark Grade 3

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

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

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

## Scoring Student Responses to Reading and Mathematics Open-Response Items—2008 Augmented Benchmark Grade 3

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

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

### Reader Training

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

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

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

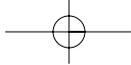
Once scoring of the actual student responses begins, readers are monitored constantly throughout the project to ensure that they are scoring according to the criteria. Daily and cumulative statistics are posted and analyzed, and Scoring Directors or Team Leaders reread selected responses scored by the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

## **Scoring Student Responses to Reading and Mathematics Open-Response Items—2008 Augmented Benchmark Grade 3**

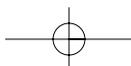
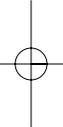
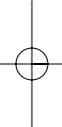
### **Scoring Procedures**

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

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



# **READING RESPONSES**



## Reading Passage A—2008 Augmented Benchmark Grade 3

Read this passage about a princess. Then answer multiple-choice questions 1 through 8 and open-response question 9.

# 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.

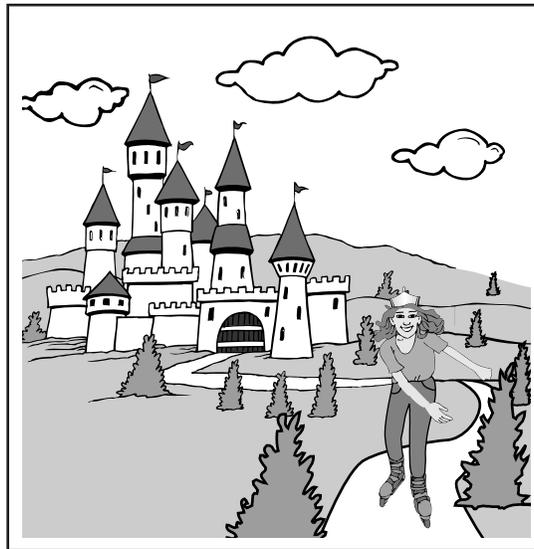
“Cough up your gold,” he roared.

“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.”



**Reading Passage A—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.”

**Reading Passage A—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.

## Reading Item A—2008 Augmented Benchmark Grade 3

**A**

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

### READING ITEM A SCORING RUBRIC—2008 AUGMENTED BENCHMARK GRADE 3

SCORE	DESCRIPTION
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.

**Reading Item A Sample Responses and Annotations—2008 Augmented Benchmark Grade 3****Score Point: 4**

This response accurately describes four things that Mirabella enjoys doing. 1) *Rollerskating by the castle garden.* 2) *Exploring in caves with rocks that point up, and rocks that point down.* 3) *Looking through her telescope.* 4) *Playing with her favorite puzzle jigsaw puzzle.*

The first thing Mirabella enjoys doing is rollerskating by the castle garden. Mirabella also enjoys exploring in caves with rocks that point up, and rocks that point down. Mirabella enjoys looking through her telescope also. Mirabella also enjoys playing with her favorite puzzle jigsaw puzzle.

**Reading Item A Sample Responses and Annotations—2008 Augmented Benchmark Grade 3****Score Point: 3**

This response accurately describes three things that Mirabella enjoys doing. 1) *Exploring in caves.* 2) *Playing with her jigsaw puzzle.* 3) *Eating a peanut butter sandwich.* “*Playing games with the dragon*” is not considered a valid thing she enjoys doing because it is general and not clearly supported by the passage.

One thing Mirabella enjoys doing is exploring in caves. Another thing she enjoys doing is playing with her jigsaw puzzle. Also she likes playing games on dragon. Last she enjoys eating a peanut butter sandwich.

## Reading Item A Sample Responses and Annotations—2008 Augmented Benchmark Grade 3

### Score Point: 2

This response accurately describes two things that Mirabella enjoys doing. 1) *Do jigsaw puzzles.* 2) *Rollerskate.* This response does not receive credit for “*being brave*” or “*she enjoys fighting dragons*” because they are not clearly supported by the passage.

Mirabella enjoys to do jigsaw puzzles, roller skate,  
being brave, and she enjoys fighting dragons.

## Reading Item A Sample Responses and Annotations—2008 Augmented Benchmark Grade 3

### Score Point: 1

This response accurately describes one valid thing that Mirabella enjoys doing. 1) *Enjoy . . . jigsaw puzzle.* The response does not receive credit for “*The second thing Mirabella likes is gold and diamonds*” because these are not activities so they are not valid things she enjoys **doing**.

Mirabella enjoy many things but her four favroit things are jigsaw puzzle that's one of them. The seconed thing Mirabella likes is gold and diamonds.

### Score Point: 0

This response is incorrect because the examples provided (*she enjoys being a princess . . . she like learning noow things . . . she enjoy diamonds . . . she like to ride dragons*) are not valid because they are not supported by the passage.

One thing that describes mirabella that she is a princess. 1 she enjoy being a pincess. 2 she like learning noow things. 3 she enjoy Diamonds. 4. she like to ride dragons.

**Reading Passage B—2008 Augmented Benchmark Grade 3**

Read this passage about what can happen when reading and spaghetti mix. Then answer multiple-choice questions 19 through 26 and open-response question 27.

## 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.

### Reading Passage B—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.

## Reading Item B—2008 Augmented Benchmark Grade 3

**B**

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.

### READING ITEM B SCORING RUBRIC—2008 AUGMENTED BENCHMARK GRADE 3

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.

**Reading Item B Sample Responses and Annotations—2008 Augmented Benchmark Grade 3****Score Point: 4**

The response provides two appropriate moods (*funny or silly*) and provides three examples from the passage that explain why the mood could be described in this way. 1) *Bird landed on his spaghetti.* 2) *Spaghetti sauce splattered every-where.* 3) *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!* Example three would get credit in this response because it is fully developed and explains how this would create a “funny” mood.

I would describe the passage as funny or silly. I would describe it as funny or silly, because Tedd Arnold's bird landed on his spaghetti! I think it is very silly that spaghetti sauce splattered every-where! I think it's funny at the end of the story when it says, 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!

**Reading Item B Sample Responses and Annotations—2008 Augmented Benchmark Grade 3****Score Point: 3**

The response provides an appropriate mood (*silly*) and provides two examples from the passage that explain why the mood could be described in this way. 1) *Luke landed right on my spaghetti and meatballs that's pretty silly.* 2) *Spaghetti and meatballs got on the ceiling, on the floor, on his head, and own his shirt.* The second example is considered one action because all of the parts pertain to the same idea: that spaghetti got everywhere.

How I would describe  
the mood is silly because  
it says silly things. The rea-  
son why I would describe  
silly like this is because it says  
Luke landed right on my  
spaghetti and meatballs that's  
pretty silly to me it also says  
spaghetti and meatballs got  
on the ceiling, on the  
floor, on his head, and own  
his shirt that's really  
silly to.

**Reading Item B Sample Responses and Annotations—2008 Augmented Benchmark Grade 3****Score Point: 2**

The response provides an appropriate mood (*funny*) and provides one example from the passage that explains why the mood could be described in this way. 1) *The bird Landed in the spegedy meteballs.*

I think the mood of the passage  
is funny because, it was funny when the  
bird landed in the spegedy meteballs that  
is why it was funny.

**Reading Item B Sample Responses and Annotations—2008 Augmented Benchmark Grade 3****Score Point: 1**

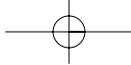
The response provides three appropriate moods (*silly . . . funny . . . crazy*) but does not provide any examples from the passage that explain why the mood could be described in any of these ways.

I would think the Passages mood was silly because its funny and crazy.

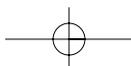
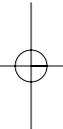
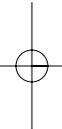
**Score Point: 0**

The response does not answer the question that was asked; it simply states that the passage *tells about a bird and a boy* and quotes a section of the text. The response does not demonstrate understanding of the **question** so it does not receive credit for minimal understanding or an explanation that would support a mood.

A spaghetti tell tells about a bird and a boy. When the bird 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 spatchy orange for several weeks.



# **WRITING RESPONSES**



## Scoring Student Responses to Writing Prompts—2008 Augmented Benchmark Grade 3

### Domain Scoring

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

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

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

### Scoring Scale

Each domain is scored independently using the following scale:

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

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

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

### Non-scoreable and Blank Papers

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

## Writing Domains and Definitions—2008 Augmented Benchmark Grade 3

### Content (C)

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

- Central idea
- Unity
- Elaboration
- Organization

### Style (S)

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

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

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

### Usage (U)

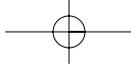
The Usage domain comprises the writer's use of word-level features that cause written language to be acceptable and effective for standard discourse. Features are:

- Standard inflections
- Word meaning
- Agreement
- 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
- Formatting
- Punctuation
- Spelling



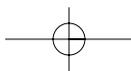
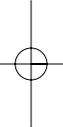
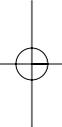
### Writing Prompt—2008 Augmented Benchmark Grade 3



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—2008 Augmented Benchmark Grade 3

### 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?

**Writing Sample Response 1—2008 Augmented Benchmark Grade 3**

My favorite place to go is the movie theater. The theater is in Greenville Mississippi. I like the smell of the popcorn when I step in the lobby. Their popcorn is delicious. They even put extra butter on your popcorn for \$0.50. They have scary movies & funny movies although they are good movies. They have really soft seats. The prices are so cheap hardly anyone watches their movie. I like the surround sound, it is very loud. Sometime when the movie isn't on yet I run up and down the hall or play the games in the lobby. The movie theater is so fun I would like to live there.

## Writing Annotation for Sample Response 1—2008 Augmented Benchmark Grade 3

### Content: 3

This response has a clear central idea (*my favorite place to go is the Movie theater*), but elaboration is somewhat uneven in places (*They even put extra butter on your popcorn for \$0.50...I like the surround sound, it is very loud...I run up and down the hall or play the games in the lobby*). Organization is clear but lacks effective transitions between ideas (*They have really soft seats. The prices are so cheap*). There is some sense of closure (*The movie theater is so fun I would like to live there*). This response demonstrates reasonable control of the Content domain.

### Style: 3

The writer uses some precise information (*Greenville Mississippi, \$.50, surround sound, up and down the hall*) alongside some general vocabulary (*funny movies, scary movies, soft seats, very loud, so fun*). There is some variety in sentence structure (*The theater is in Greenville Mississippi. I like the smell of the popcorn when I step in the lobby. Their popcorn is delicious*). Although not strong, tone and voice are evident throughout the response (*I like the smell of the popcorn...delicious...they even put extra butter on your popcorn...I would like to live there*). Reasonable control over the Style domain is demonstrated throughout the response.

### Sentence Formation: 4

This response demonstrates a variety of correct simple, compound, and complex sentences (*Their popcorn is delicious. They even put extra butter on your popcorn for \$0.50. They have scary movies & funny movies although they are good movies. They have really soft seats. The prices are so cheap hardly anyone watches their movie*). Although there is a comma splice (*I like the surround sound, it is very loud*), overall the response demonstrates consistent control of Sentence Formation.

### Usage: 4

This response maintains its tense and agreement throughout (*I like the smell of the popcorn when I step in the lobby...sometime when the movie isn't on yet I run up and down the hall or play the games in the lobby*). There is a minor inflection error (*Sometime when the movie isn't on*), but it does not affect the overall score. Therefore, the response demonstrates consistent control of Usage.

### Mechanics: 4

While the response contains a couple of spelling errors (*watches, lobby, excra*), many difficult words are spelled correctly (*scary, although, surround, Mississippi, their*). The response is formatted. First words of sentences, the pronoun "I," and proper names are capitalized (*Greenville Mississippi*). Apostrophes appear correctly in contractions (*isn't*), and end punctuation is correct. Overall, the response demonstrates consistent control of the Mechanics domain.

## Writing Sample Response 2—2008 Augmented Benchmark Grade 3

My favorite place to go is  
the fabulous remarkable  
Silver Dollar City this  
my favorite place to go  
because it has some rides.  
My favorite rides are the  
American plunges and Power Keg  
next time we go there  
I am going to ride  
Wildfire its a ride that  
goes in a loop-de-loop I could  
not ride it last time  
because I was to short. I  
almost forgot that they  
had very good alligator  
jerky it was so good  
that every time we went  
there we get a full  
brown paper bag and  
the bag is about 16 inch  
high and 9 inch wide  
Oh! don't forget the cetel  
corn it is so good  
we get an extra large

**Writing Sample Response 2—2008 Augmented Benchmark Grade 3**

bag of it and we eat  
it all gone. and all  
of the rides are asome.  
here are directions first,  
you to go to branson and  
take a left and go  
down the road and  
you will see Silver dollar  
City ok beybey.

## Writing Annotation for Sample Response 2—2008 Augmented Benchmark Grade 3

### Content: 3

This response has a clear central idea (*My favorite place to go is the fabulous remarkable Silver Doller City*), and supporting ideas are well elaborated throughout (*next time we go there I am going to ride Wildfire its a ride that gose in a loop-de-loop I could not ride it last time because I was to short*). Organization is clear and ideas progress logically within paragraphs, but there is an abrupt shift from why Silver Dollar City is the student's favorite place to directions for getting there (*and all the rides are asome. here are derections*). Between other ideas are some basic transitions (*next time, I almost forgot, OH! don't forget*), and there is a sense of closure. Overall, the response demonstrates reasonable control of the Content domain.

### Style: 3

This response uses some vivid vocabulary and provides some specific information (*fabulas, remarkable, American plunger, powerkeg, Wildfire, alligator jerky, 16 inch high, 8 inch wide, full brown paper bag, cetel corn, extra large bag*). The excited tone is sustained throughout the piece, and where the sentences are more varied and information is more specific, the writer's voice emerges (*I almost forgot that they had very good allagator jerky it was so good that every time we went there we get a full brown paper bag and the bag is about 16 inch high and 8 inch wide. OH! dont forget the cetel corn*). Reasonable control over the style domain is demonstrated throughout the response.

### Sentence Formation: 2

This response has several run-on sentences, most of which end only as the student changes topics (*My favorite rides are the American plunger and powerkeg next time we go there I am going to ride Wildfire its a ride that goes in a loop-de-loop. I almost forgot that they had very good allagator jerky it was so good that every time we went there we get a full brown paper bag and the bag is about 16 inch high*). However, some sentences are correctly formed (*and all of the rides are asome*). Overall, this response demonstrates inconsistent control over the Sentence Formation domain.

### Usage: 4

Inflections and subject-verb agreement are consistently controlled throughout this response. Tenses shift occasionally within and between sentences (*every time we went there we get a full brown paper bag*). Other tense changes are handled successfully (*forgot they had good alligator jerky it was so good*). Overall, the response demonstrates consistent control of the features of the Usage domain.

### Mechanics: 3

While this response contains several spelling errors (*fabulas, Doller, asome, gose, allagator, cetel, derections*) the other areas of Mechanics are well controlled for the most part. There are minor punctuation errors, including missing apostrophes. Capitalization is also correct in many proper names (*Silver Doller City, Wildfire*), but some capital letters are missing at the beginnings of sentences. There is no evidence of formatting. Holistically, this response demonstrates reasonable control over the Mechanics domain.

## Writing Sample Response 3—2008 Augmented Benchmark Grade 3

My favorite place to go is to the movies. I like going to the movies because I love seeing funny, scary, sad, and happy movies. One day my family took my grandmother to the movies to see ~~Meet~~ the Browns by Tyler Perry for her birthday. We all had a great time.

The reason I like going to the movies is because if I be at home it would be boring so I ask my mother can I go to the movies. Then she takes us to see Honey I blow up the kids. The movie was funny and sad at the end. When the baby got shot by the machine to keep the baby for becoming a giant it's whole life.

It's another reason why I like going to the movies is to spend quality time with my family.

## Writing Annotation for Sample Response 3—2008 Augmented Benchmark Grade 3

### Content: 3

There is a clear central idea in this response (*My favorite place to go is to the movies*). Ideas are somewhat developed (*I love seeing funny, scary, sad and happy movies... if I be at home it would be boring*) but elaboration is not as complete as a response at the '4' level. There is also a minor digression from the central idea (*When the baby got shot by the machine...*). Ideas progress logically for the most part (*One day, The reason I like going to the movies, It's another reason*), and there is a sense of closure. This response demonstrates reasonable control of the Content domain.

### Style: 3

This response demonstrates spotty use of precise and purposeful vocabulary and information (*Meet the Browns by Tyler Perry, Honey I blow up the kids, quality time*) alongside some general vocabulary (*funny, scary, great time*). There is some variety in sentence structure (*One day my family took my grandmother to the movies...for her birthday. We all had a great time*), but generally, sentences are choppy. The writer's tone and voice are evident in places but diminish as vocabulary and information become less precise (*We all had a great time...The movie was funny and sad at the end*). Overall, the response demonstrates reasonable control of the Style domain.

### Sentence Formation: 3

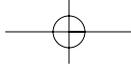
In this response there is a variety of both simple and compound sentences that are constructed correctly (*My favorite place to go is the movies. I like going to the movies because I love seeing funny, scary, sad, and happy movies*). However, sentence fragments occur in places where more complex constructions are attempted (*When the baby got shot by the machine to keep the baby for becoming a giant it's whole life*). Overall, this response demonstrates reasonable control of the Sentence Formation domain.

### Usage: 3

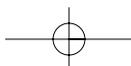
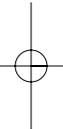
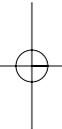
This response demonstrates some weakness in grammar skills. There are verb conjugation errors and tense shifts between sentences (*I be at home; Then, she takes us to see Honey I blow up the kids. The movie was funny*), an inflection error (*so I ask*) and a wrong word (*keep the baby for becoming*). There is a wrong pronoun in the final paragraph (*It's another reason why*). Overall, the density and variety of errors given what the student has written correctly demonstrate reasonable control of the Usage domain.

### Mechanics: 4

In this response, proper nouns and titles are correctly capitalized (*Meet the Browns by Tyler Perry*), as are sentence beginnings. Spelling is consistently correct throughout, with no major errors, and the response is formatted. There are a few missing commas (*it would be boring so I ask my mother*) and a superfluous apostrophe in a possessive (*it's*), but the student correctly uses commas in a series (*funny, scary, sad, and happy movies*), which is a higher level skill for the grade level. Overall, this response demonstrates consistent control of the Mechanics domain.



# **MATHEMATICS RESPONSES**



## Mathematics Item A—2008 Augmented Benchmark Grade 3

**A**

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.

### MATHEMATICS ITEM A SCORING RUBRIC—2008 AUGMENTED BENCHMARK GRADE 3

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.)

## Mathematics Item A Solution and Scoring—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><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><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>

**Mathematics Item A Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 3**

1. 40 screws will be needed because there is a pattern to count by eights so  $32 + 8 = 40$

Number of desks	Number of screws needed
1	8
2	16
3	24
4	32
5	40

32  
+ 8  
40

2. 80 screws will be needed to put together 10 desks because there is a pattern to count by eights

Number of desks	Number of screws needed
5	40
6	48
7	56
8	64
9	72
10	80

72  
+ 8  
80

**SCORE: 4****Points****Part 1, 2 pts:**

Correct answer	40 screws will be needed...	1
Correct procedure	...there is a pattern to count by eights so $32 + 8 = 40$ .	1

**Part 2, 2 pts:**

Correct answer	80 screws will be needed...	1
Correct procedure	...there is a pattern to count by eights $72 + 8 = 80$	1

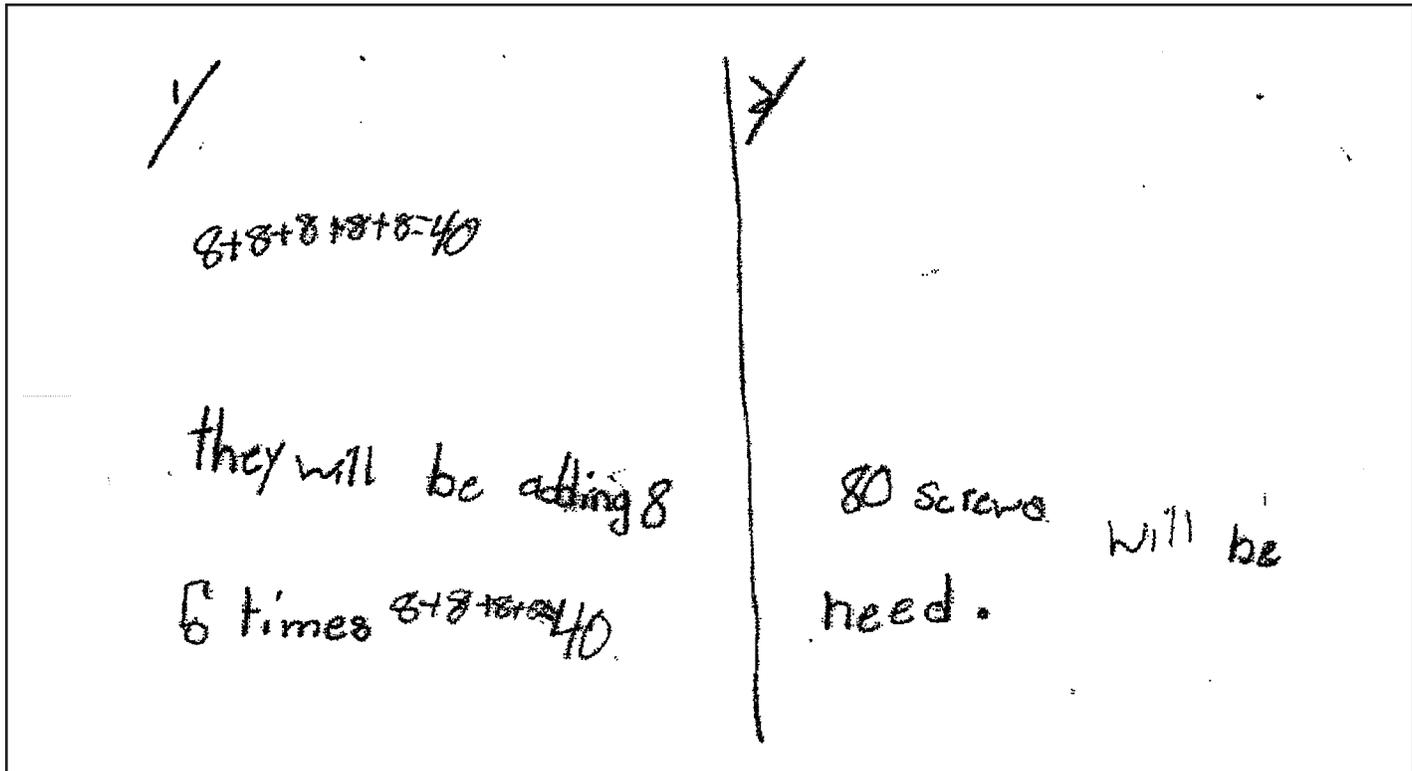
**TOTAL POINTS**

4

**SCORE**

4

**Mathematics Item A Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 3**

**SCORE: 3****Points****Part 1, 2 pts:**

Correct answer	40	1
Correct procedure	$8 + 8 + 8 + 8 + 8 = 40$	1

**Part 2, 2 pts:**

Correct answer	80 screws will be needed	1
Missing procedure	No procedure given.	0

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<b>TOTAL POINTS</b>	<b>3</b>
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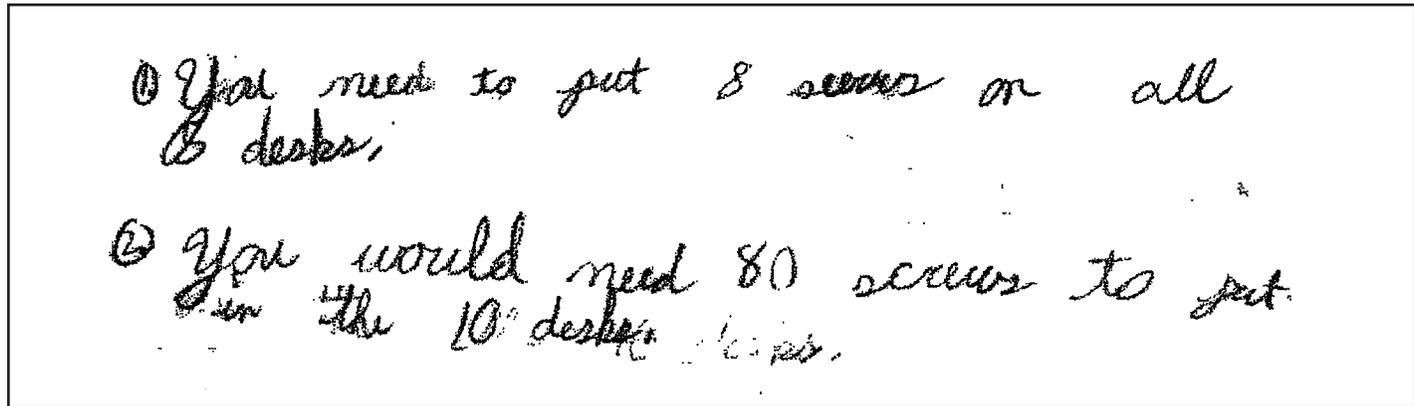
<b>SCORE</b>	<b>3</b>
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**Mathematics Item A Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 3**

we need 40 screws for 5 desks  
we would need 80 screws  
for 10 desks.

<b>SCORE: 2</b>	<b>Points</b>
<b>Part 1, 2 pts:</b>	
Correct answer	<i>we need 40 screws for 5 desks</i> 1
Missing procedure	No procedure given. 0
<b>Part 2, 2 pts:</b>	
Correct answer	<i>We would need 80 screws for 10 desks</i> 1
Missing procedure	No procedure given. 0
<b>TOTAL POINTS</b>	<b>2</b>
<b>SCORE</b>	<b>2</b>

**Mathematics Item A Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 3**



<b>SCORE: 1</b>		<b>Points</b>
<b>Part 1, 2 pts:</b>		
Incorrect answer	<i>You need to put 8 screws on all 5 desks.</i>	0
Missing procedure	No procedure given.	0
<b>Part 2, 2 pts:</b>		
Correct answer	<i>You would need 80 screws to put in the 10 desks.</i>	1
Missing procedure	No procedure given.	0
<b>TOTAL POINTS</b>		<b>1</b>
<b>SCORE</b>		<b>1</b>

**Mathematics Item A Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 3**

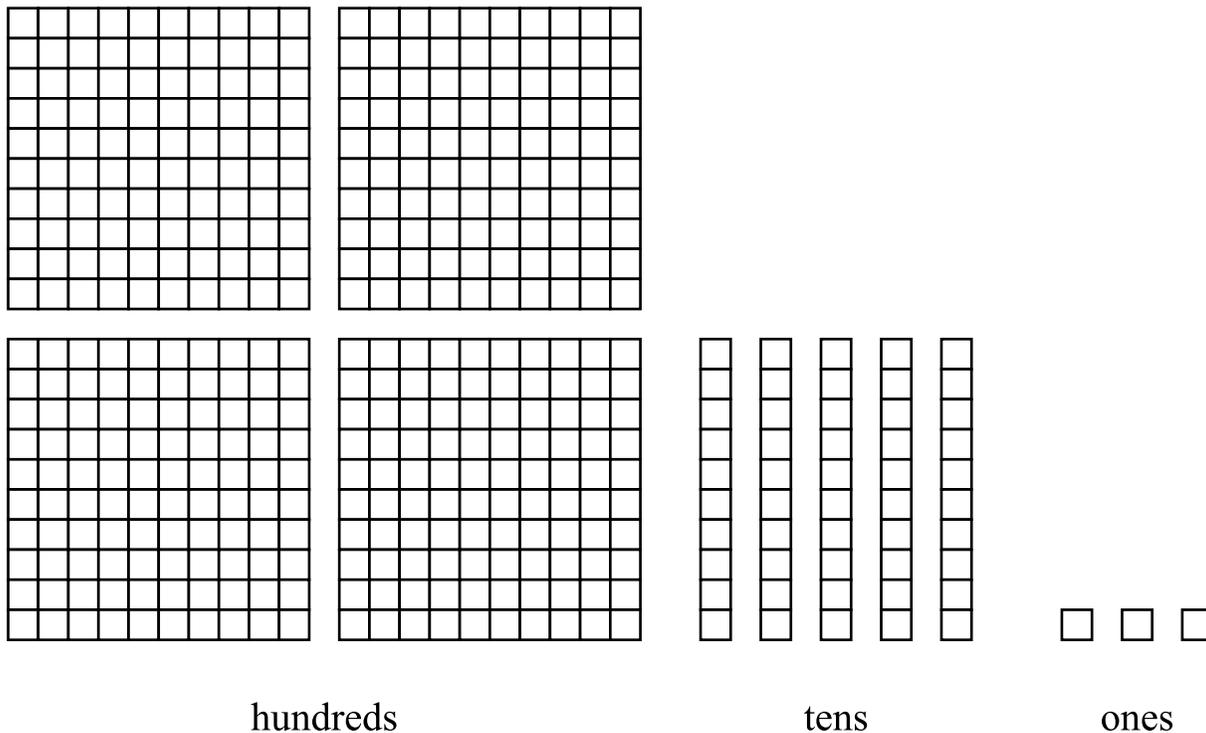
~~57, 32 = 37~~ that's how I got my answer  
~~10 + 60 = 70~~ that's how I got my answer

<b>SCORE: 0</b>		<b>Points</b>
<b>Part 1, 2 pts:</b>		
Incorrect answer	37	0
Incorrect procedure	$5 + 32 = 37$	0
<hr/>		
<b>Part 2, 2 pts:</b>		
Incorrect answer	70	0
Incorrect procedure	$10 + 60 = 70$	0
<hr/>		
<b>TOTAL POINTS</b>		<b>0</b>
<b>SCORE</b>		<b>0</b>

## Mathematics Item B—2008 Augmented Benchmark Grade 3

**B**

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.

### MATHEMATICS ITEM B SCORING RUBRIC—2008 AUGMENTED BENCHMARK GRADE 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.)



**Mathematics Item B Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 3**

① There are 453 students at Lincoln Elementary School, the way I got my answer is because there are 4 hundreds blocks 5 tens blocks and 3 ones blocks and if put that together you get 453.

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② There are 322 children at Carver Elementary School, the way I got that answer is that I subtracted 131 from 453 and  $453 - 131 = 322$  children.

SCORE: 4	Points
<b>Part 1, 2 pts:</b>	
Correct Answer	453
Correct Procedure	4 hundreds blocks 5 tens blocks and 3 ones blocks and if put that together you get 453
	1
<b>Part 2, 2 pts:</b>	
Correct Answer:	322
Correct Procedure	I subtracted 131 from 453 and $453 - 131 = 322$ children
	1
<b>TOTAL POINTS</b>	<b>4</b>
<b>SCORE</b>	<b>4</b>

**Mathematics Item B Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 3**

① 453 students in Lincoln elementary school  $400 + 50 + 3 = 453$  so, that's what I put.

② 322 students are at Caver elementary school, because if you subtract  $131 - 453 = 322$ .

<b>SCORE: 3</b>	<b>Points</b>
<b>Part 1, 2 pts:</b>	
Correct Answer	453 students... 1
Correct Procedure	$400 + 50 + 3 = 453...$ 1
<b>Part 2, 2 pts:</b>	
Correct Answer	322 1
Incorrect Procedure	Because if you subtract $131 - 453 = 322$ . Incorrect equation; subtracting 453 from 131 does not equal 322. 0
<b>TOTAL POINTS</b>	<b>3</b>
<b>SCORE</b>	<b>3</b>

**Mathematics Item B Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 3**

$$1. 400 + 50 + 3 = 453$$

$$2. \begin{array}{r} 453 \\ + 131 \\ \hline 584 \end{array}$$

**SCORE: 2****Points****Part 1, 2 pts:**

Correct Answer	453	1
Correct Procedure	$400 + 50 + 3 = 453$	1

**Part 2, 2 pts:**

Incorrect Answer	584	0
Incorrect Procedure	$453 + 131 = 584$	0

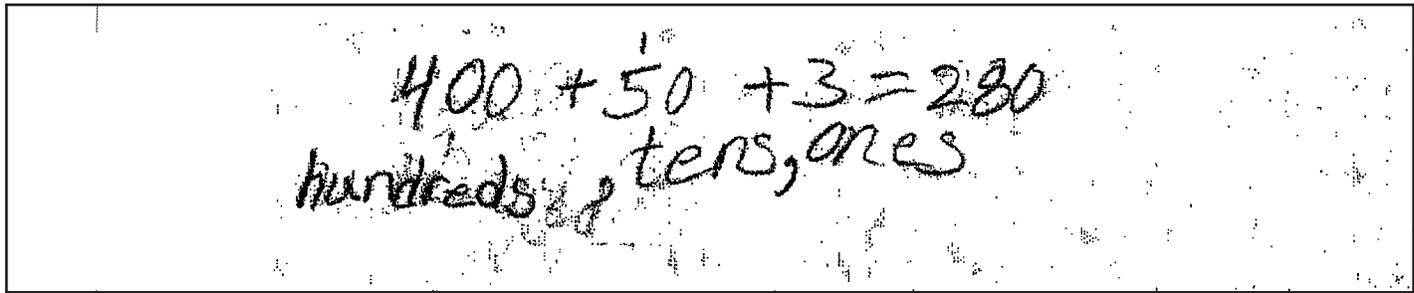
**TOTAL POINTS**

2

**SCORE**

2

**Mathematics Item B Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 3**



<b>SCORE: 1</b>		<b>Points</b>
<b>Part 1, 2 pts:</b>		
Incorrect Answer	280	0
Correct Procedure	$400 + 50 + 3 = 280$	1
<b>Part 2, 2 pts:</b>		
Missing Answer	No answer given.	0
Missing Procedure	No procedure given.	0
<b>TOTAL POINTS</b>		<b>1</b>
<b>SCORE</b>		<b>1</b>

**Mathematics Item B Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 3**

<p>① At Lincoln elementary school is <u>40</u>.</p> $  \begin{array}{r}  10 \\  10 \\  10 + \\  10 + \\  \hline  40  \end{array}  $	<p>② At Carter elementary school is <u>300</u>.</p> $  \begin{array}{r}  +100 \\  100 \\  100 \\  \hline  300  \end{array}  $
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**SCORE: 0****Points****Part 1, 2 pts:**

Incorrect Answer	40	0
Incomplete Procedure	$10 + 10 + 10 + 10 = 40$	0

**Part 2, 2 pts:**

Incorrect Answer	300	0
Incorrect Procedure	$100 + 100 + 100 = 300$	0

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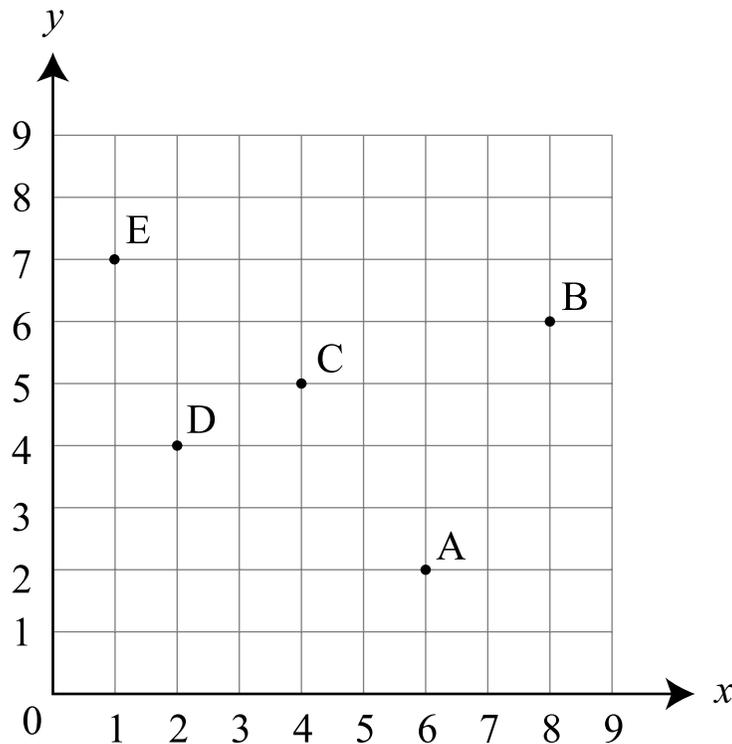
<b>TOTAL POINTS</b>		<b>0</b>
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<b>SCORE</b>		<b>0</b>
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### Mathematics Item C—2008 Augmented Benchmark Grade 3

**C**

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.

#### MATHEMATICS ITEM C SCORING RUBRIC—2008 AUGMENTED BENCHMARK GRADE 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.)

## Mathematics Item C Solution and Scoring—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>(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>

**Mathematics Item C Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 3**

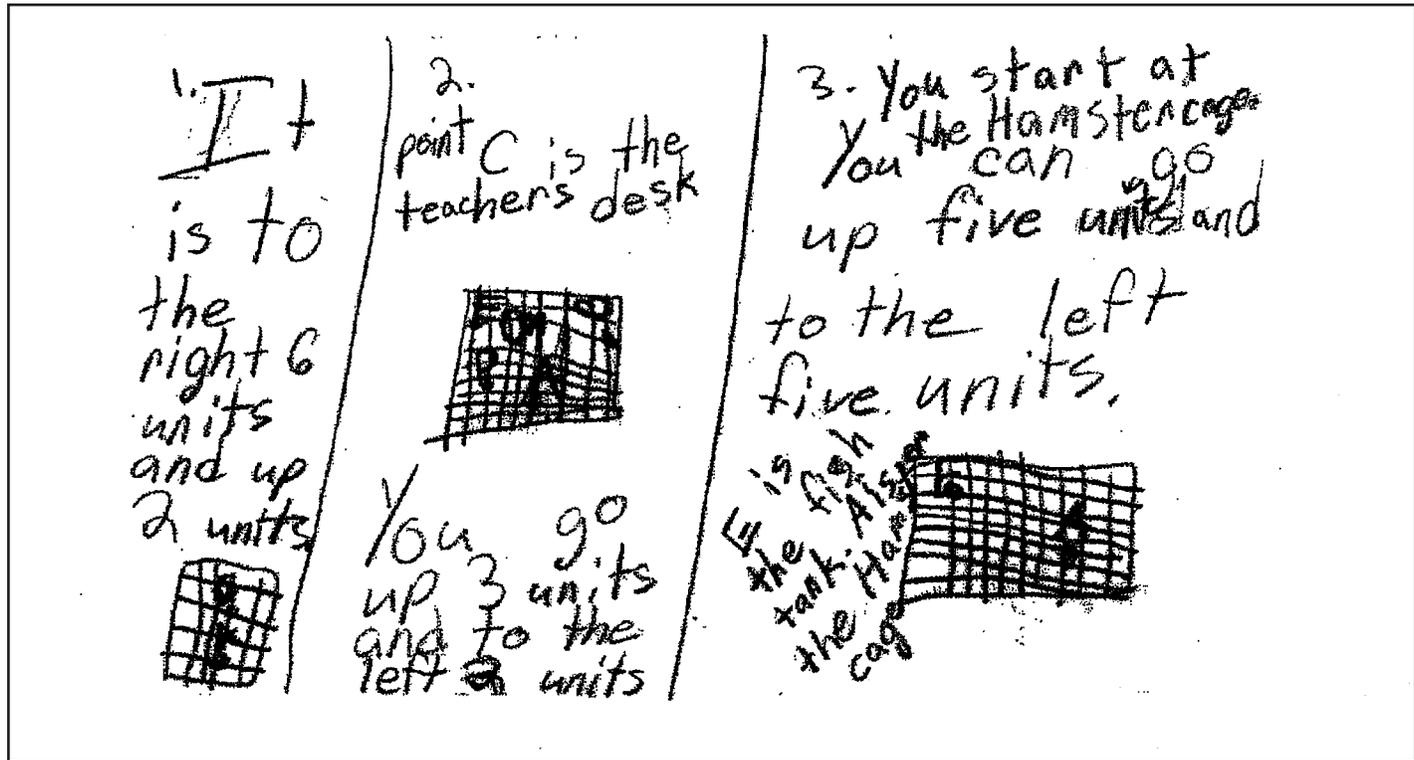
① The order pair of the hamster cage is 6 units right and 2 units up. The order pair is (6,2).

② The C. represented the teacher's desk.

③ From the hamster cage to the fish tank is 5 units up and 5 units left.

SCORE: 4	Points
<b>Part 1, 2 pts:</b>	
Correct Answer	(6,2) 1
Correct Procedure	...6 units right and 2 units up 1
<b>Part 2, 1 pt:</b>	
Correct answer	C 1
<b>Part 3, 1 pt:</b>	
Correct answer	...5 units up and 5 units left 1
<b>TOTAL POINTS</b>	<b>4</b>
<b>SCORE</b>	<b>4</b>

**Mathematics Item C Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 3**



SCORE: 3	Points
<b>Part 1, 2 pts:</b>	
Missing Answer	No ordered pair is given. 0
Correct Procedure	...to the right 6 units and up 2 units 1
<b>Part 2, 1 pt:</b>	
Correct answer	C 1
<b>Part 3, 1 pt:</b>	
Correct answer	...go up five units and to the left five units 1
<b>TOTAL POINTS</b>	<b>3</b>
<b>SCORE</b>	<b>3</b>

**Mathematics Item C Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 3**

1. 3 and 7 is the ordered, it is 7 sq. away

2. It is .C if you go over 2 and up 3 is C

3. 5 Left and 5 up you get to .E

<b>SCORE: 2</b>		<b>Points</b>
<b>Part 1, 2 pts:</b>		
Incorrect Answer	<i>3 and 7 is the ordered.</i>	0
Incorrect Procedure	<i>It is 7 sq. away</i>	0
<b>Part 2, 1 pt:</b>		
Correct answer	<i>It is .C</i>	1
<b>Part 3, 1 pt:</b>		
Correct answer	<i>5 left and 5 up...</i>	1
<b>TOTAL POINTS</b>		<b>2</b>
<b>SCORE</b>		<b>2</b>

**Mathematics Item C Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 3**

1. The hamster is located at point 6, the letter is A.

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2. It is located at point 4, the letter is C.

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3. It could be straight up or down or left.

SCORE: 1	Points
<b>Part 1, 2 pts:</b>	
Incorrect Answer	<i>Point 6</i> 0
Missing Procedure	No procedure given. 0
<b>Part 2, 1 pt:</b>	
Correct answer	<i>C</i> 1
<b>Part 3, 1 pt:</b>	
Incorrect answer	<i>It could be straight up or down or left</i> 0
<b>TOTAL POINTS</b>	<b>1</b>
<b>SCORE</b>	<b>1</b>

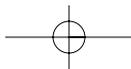
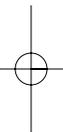
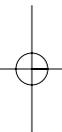
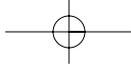
**Mathematics Item C Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 3**

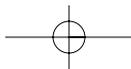
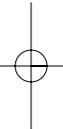
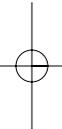
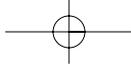
① 2,6 because I looked at the a and  
it said 2,6

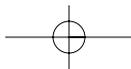
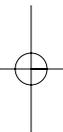
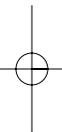
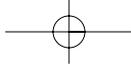
② 5,3 represents the teacher's  
desk

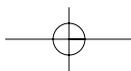
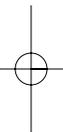
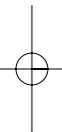
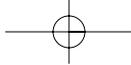
③ 1,7 from the hamster cage  
to the fish tank

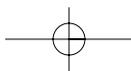
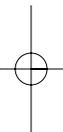
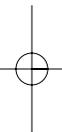
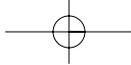
<b>SCORE: 0</b>	<b>Points</b>
<b>Part 1, 2 pts:</b>	
Incorrect Answer	2,6
Incorrect Procedure	<i>because I looked at the a and it said 2,6</i>
<hr/>	
<b>Part 2, 1 pt:</b>	
Incorrect Answer	5,3
<hr/>	
<b>Part 3, 1 pt:</b>	
Incorrect Answer	<i>1,7 from the hamster cage to the fish tank</i>
<hr/>	
<b>TOTAL POINTS</b>	<b>0</b>
<b>SCORE</b>	<b>0</b>

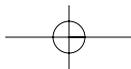
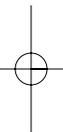
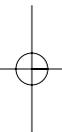
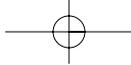


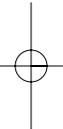
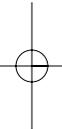
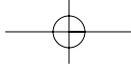












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