

# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program



## Teacher Handbook

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Arkansas Augmented  
Benchmark Examination

**APRIL 2008  
ADMINISTRATION**

**GRADE**

**4**

**Arkansas Department of Education**

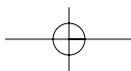
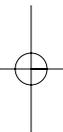
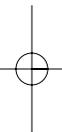
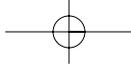
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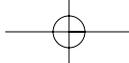
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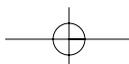
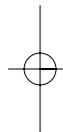
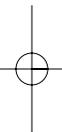


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## Introduction—2008 Augmented Benchmark Grade 4

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 4 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 4

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.

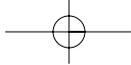
Once scoring of the actual student responses begins, readers are monitored constantly throughout the project to ensure that they are scoring according to the criteria. Daily and cumulative statistics are posted and analyzed, and Scoring Directors or Team Leaders reread selected responses scored by the 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 4

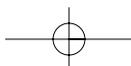
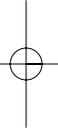
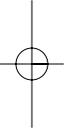
### Scoring Procedures

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 4

Read the following passage. Then answer multiple-choice questions 1 through 8 and open-response question 9.

# 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

## Reading Passage A—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.



## Reading Item A—2008 Augmented Benchmark Grade 4

**A**

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.

### READING ITEM A SCORING RUBRIC—2008 AUGMENTED BENCHMARK GRADE 4

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.

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

The response contains a thorough explanation of why Miss Strawbridge told Aly about the things Rachel did by addressing Aly's boredom (*Aly did not have any friend's to play with and also because she didn't have anything to do*), the identity of Miss Strawbridge (*Miss Strawbridge wanted to let her know who Rachel really was all along*) and the friendship issue (*soon become friends*). In addition, it provides two things Rachel enjoyed doing. 1) *Planted a flower garden* 2) *Wrote poetry in her flower garden*.

①

Miss Strawbridge told Aly about the things Rachel did because Aly did not have any friend's to play with and also because she didn't have any thing to do. And because Miss Strawbridge wanted to let her know who Rachel really was all along and soon become friend's.

②

Rachel enjoyed doing these two things when she was young, she planted a flower garden and also she wrote poetry in her flower garden and also won a trophy in first place in poetry.

## Reading Item A Sample Responses and Annotations—2008 Augmented Benchmark Grade 4

### Score Point: 3

The response offers a vague or incomplete explanation of why Miss Strawbridge told Aly about the things Rachel did by only addressing her identity (*Miss Strawbridge wanted to see if Aly could figure out that she was Rachel all along*). In addition, two things Rachel enjoyed doing are identified. 1) *Write poetry.* 2) *Pretend the old shed was her house.*

① Miss Strawbridge wanted to see if Aly could figure out that she was Rachel all along. ② Two things Rachel liked to do are write poetry and pretend the old shed was her house.

**Reading Item A Sample Responses and Annotations—2008 Augmented Benchmark Grade 4****Score Point: 2**

The response offers a vague or incomplete explanation of why Miss Strawbridge told Aly about the things Rachel did by only alluding to the similarities between the two girls (*they were both alike*). Only one thing Rachel enjoyed doing is identified. 1) *She planted a garden.*

1. Because they were both be alike

2. She plented a garden and she took out a box.

## Reading Item A Sample Responses and Annotations—2008 Augmented Benchmark Grade 4

### Score Point: 1

The response offers a vague or incomplete explanation of why Miss Strawbridge told Aly about the things Rachel did by only alluding to the similarities between the two girls (*because the girl is like Rachel*). It does not attempt to identify things Rachel enjoyed.

She told her because the girl  
is like Rachel, and Rachel

### Score Point: 0

This response consists of mostly irrelevant information related to Rachel Strawbridge winning first place in the poetry contest (*she win first place . . . and she win first place*) It fails to address the question and things that Rachel enjoyed.

1. Will she win first place and she  
yus nes and she yus helping.

2. She was cleaning and helping. She was  
helping a lot and she win first place  
beus she pratsing.

## Reading Passage B—2008 Augmented Benchmark Grade 4

Read this passage. Then answer multiple-choice questions 19 through 26 and open-response question 27.

# 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.



## Reading Passage B—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.

## Reading Item B—2008 Augmented Benchmark Grade 4

**B**

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

### READING ITEM B SCORING RUBRIC—2008 AUGMENTED BENCHMARK GRADE 4

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.

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

This response correctly describes four examples of how Linda's family contributed to her success. 1) *Her brother's help her high jump in the back yard for many years.* 2) *Her mother went to the principal and asked if Linda could high jump.* (1st visit) 3) *Her mother went back in a week and she said that there where no rules about a girl high jumping.* (2nd visit) 4) *She [mother] said in spanish (My dear little one, start small, but think big).*

1 Her brother's help her high jump in the back yard for many years, her mother went to the principal and asked if Linda could high jump the principal said she'd help so think about it, her mother went back in a week and she said that there where no rules about a girl high jumping, and her mother said when Linda got a career she said in spanish (My dear little one, start small, but think big)

## Reading Item B Sample Responses and Annotations—2008 Augmented Benchmark Grade 4

### Score Point: 3

This response correctly describes three examples of how Linda's family contributed to her success. 1) *Linda's mother played a role in her success by talking to her principal.* 2) *Telling Linda that she is not doing this just for Linda for a lot more girls.* 3) *Telling Linda to start small but think big.* The statement (*encreging Linda*) is not given credit. It is too general and is not specific to the text.

Linda's mother played a role in her success by talking to her principal, telling Linda that she is not doing this just for Linda for a lot more girls, encreging Linda, and telling Linda to start small but think big.

## Reading Item B Sample Responses and Annotations—2008 Augmented Benchmark Grade 4

### Score Point: 2

This response correctly describes two examples of how Linda's family contributed to her success. 1) *Linda's mom went to the School and said to the principal that girls should be able to do the high jump.* 2) *Linda's mom said (My dear little one, start small, but think big).* The third statement (*Linda's brother asked the coach why the girls don't get to do the high jump.*) is not supported in the text and is not considered a contribution to her success. Finally, the last statement (*In 2003, Alvarado was inducted into the National Women's Hall of Fame*), although supported in the text, is not considered a contribution to her success.

Linda's family helped her in many ways. Let me show you four.

- Linda's mom went to the school and said to the principal that girls should be able to do the high jump.
- Linda's mom said (My dear little one, start small, but think big) and that helped Linda.
- Linda's brother asked the coach why the girls don't get to do the high jump.
- In 2003, Alvarado was inducted into the National Women's Hall of Fame and her mom helped her get there.

**Reading Item B Sample Responses and Annotations—2008 Augmented Benchmark Grade 4****Score Point: 1**

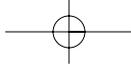
This response correctly describes one example of how Linda's family contributed to her success. 1) *I'd been high jumping in the backyard with my five brother for years.*

I'd been high jumping in the  
backyard with my five brother  
for years. I went said.

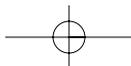
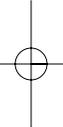
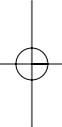
**Score Point: 0**

This response (*They played hopscotch, jump rope, tetherball and dodge ball*) is irrelevant and not supported in the text.

They played hopscotch, jump  
rope, tetherball and dodge ball



# **WRITING RESPONSES**



## Scoring Student Responses to Writing Prompts—2008 Augmented Benchmark Grade 4

### 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 4

### 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 4



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—2008 Augmented Benchmark Grade 4

### 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 4

One stormy night I was upstairs in my room playing Guitar Hero II. I had almost beat the whole game. Then my nana told me to take a shower. When I got out the lights went out. I forgot to turn off my game. I had lost all of my game. Now I had to start all over from the start and beat all of the songs. It took me a long time to get there too. That was my consequence for not turning off my game.

I can't wait to get back where I was and beat the game.

## Writing Annotation for Sample Response 1—2008 Augmented Benchmark Grade 4

### Content: 2

This response provides a central idea (*I forgot to turn off my game*). The writer highlights important steps, but does not provide details (*I forgot to turn off my game I had lost all of my game Now I had to start all over from the start and beat all of the songs*). Organization is chronological for the most part. Although a closure is discernible, it digresses from the central idea, resulting in a lack of unity (*I can't wait to get back where I was and beat the game*). Thus, this response demonstrates inconsistent control of the Content domain.

### Style: 2

For the most part, this response tells, rather than shows, what is happening. Vocabulary and information are occasionally vivid and precise (*One stormy night, Guitar Hero II, consequence*), but the bulk of the response consists of general words and information (*I had lost all of my game. NOW I had to start all over from the start and beat all of the songs*). Similarly, sentences are somewhat varied in structure, but not length (*I had almost beat the whole game. Then my nana told me to take a shower. When I got out the lights went out. I forgot to turn off my game*). Overall, tone and voice do not emerge from the response. Therefore, holistically the response demonstrates inconsistent control of Style.

### Sentence Formation: 4

Sentences, including simple and complex sentences, are correct throughout this response (*I had almost beat the whole game. When I got out the lights went out. I forgot to turn off my game*). Thus, the response demonstrates consistent control of Sentence Formation.

### Usage: 4

The writer correctly inflects words (*upstairs, lights, songs*) and maintains control of verb tenses for the most part. There are a few errors (*I had almost beat the whole game and I had lost all of my game. NOW I had to start all over*), but overall, consistent control of Usage is demonstrated.

### Mechanics: 4

This response demonstrates formatting and consistently controls spelling and capitalization (*Guitar Hero II, my nana*). While commas are missing after introductory clauses, an apostrophe appears correctly in a contraction (*can't*), and end punctuation is consistently correct. Overall, the response demonstrates consistent control of Mechanics.

**Writing Sample Response 2—2008 Augmented Benchmark Grade 4**

## The Time I Forgot my backpack

Have you ever forgotten something? Something that you needed? Was it because you were rushed? Well if so then I'm going to tell you about a young girl who forgot her backpack.

One Friday morning a young girl named Jasmine slept in too late and was late for school. When she woke up she looked at the clock and screamed. She rushed to the bathroom and brushed her teeth, washed her face. Then she washed her hair, and took a shower. By the time she was dressed it was 7:58. She threw on her jacket and rushed to school not realizing she left her backpack. When she got to school she ran to the classroom. Then when she got in the room her friend Meghan asked "Where's your backpack?" Jasmine looked around then seconds later she ran down to the lost and found to see if anyone found it. But it wasn't there. So she thought "Well I don't need it anyway?" Then when she got to the classroom everyone was dumping their desk. Jasmine ran to the teacher and asked "What's this for?" She said "Didn't you remember?" She replied "Remember what?" "Today we take all our stuff home." Jasmine looked around the

**Writing Sample Response 2—2008 Augmented Benchmark Grade 4**

room and said "but I don't have my backpack."  
The teacher said "I guess you'll have to carry it."  
"Okay" replied Jasmine with a sigh. By the time  
I organized my stuff it was time for lunch. Then  
I realized my lunch was in my backpack too. So I  
couldn't eat either. So I went to the office and  
called my mom to come pick me up then waited.  
Wow! I didn't know forgetting 1 thing  
could cause so much trouble. I hope I taught  
you that always check you have everything before  
you leave.

## Writing Annotation for Sample Response 2—2008 Augmented Benchmark Grade 4

### Content: 4

This response maintains a clear focus on the central idea of forgetting a backpack. Ideas are fully elaborated with many details, and the chronological organization is clear (*One Friday morning a young girl names Jasmine slept in too late and was late for school. When she woke up she looked at the clock and screamed. She rushed to the bathroom and brushed her teeth, washed her face. Then she washed her hair and took a shower. By the time she was dressed it was 7:58*). There is an effective introduction which prepares the reader for the narrative to follow (*Have you ever forgotten something? Something that you needed? . . . Well if so then I'm going to tell you about a young girl who forgot her bacckpack*), there are effective transitions (*One Friday morning, When she woke up, Then, When she got to school, But, So*), and there is a closure (*Wow! I didn't know forgetting 1 thing could cause so much trouble. I hope I taught you that always check you have everything before you leave*). The response demonstrates consistent control of the features of Content.

### Style: 4

The writer uses vivid, precise words and purposefully selected information to affect the reader (*screamed, rushed, 7:58, Meghan, 10 seconds later, "Okay" replied Jasmine with a sigh*). Additionally, sentences are purposefully varied in length and structure, contributing further to the emergence of the strong voice and to the suspenseful and hurried tone of the piece (*By the time she was dressed it was 7:58. She threw on her jacket and rushed to school not relizing she left her backpack. When she got to school she ran to the classroom. Then when she got in the room her friend Meghan asked "wheres your backpack"? Jasmine looked around then 10 seconds later she ran down to the lost and found to see if anyone found it. But it wasn't there*). This level of control is sustained throughout. The response demonstrates consistent control of the features of Style.

### Sentence Formation: 4

The response demonstrates correct formation of a variety of sentence types, including simple (*Have you ever forgotten something?*) and complex sentences (*When she woke up she looked at the clock and screamed*). There are some run-on sentences (*Jasmine looked around then 10 seconds later she ran down to the lost and found*), a few missing words (*She rushed to the bathroom and brushed her teeth, washed her face*), and a few fragments, though the fragments appear to be deliberate and used for effect (*Something that you needed*). Overall, the few errors in sentence formation do not outweigh the consistent control of Sentence Formation that the writer exhibits throughout the rest of the response.

### Usage: 4

This response maintains consistent control of all aspects of Usage, including verb tense, inflections, and subject-verb agreement. The few errors that occur are very minor and do not detract from the rest of the response (*Then when she got to the classroom everyone was dumping their desk*).

### Mechanics: 4

While not perfect, this response demonstrates consistent control of most of the features of Mechanics. The response is formatted throughout. However, while dialogue is appropriately quoted, punctuation and capitalization errors occur within the dialogue (*Meghan asked "wheres your backpack"?*). Proper nouns and first words of sentences are consistently capitalized, and sentences usually end with proper punctuation. Misspellings are rare and usually occur on more difficult words (*relizing, rember, orginized*). While commas are omitted after introductory clauses, the student correctly places apostrophes in most contractions. Overall, the errors are outweighed by the demonstration of correct Mechanics throughout the response.

## Writing Sample Response 3—2008 Augmented Benchmark Grade 4

In My class, I had been talking about how forgetting things can cause problems. My teacher told me to write about a time I forgot something. I once forgot my swim suit.

Once when I was at a my cousin's swim party I went to the bathroom to change to my swim suit. I forgot it at home. So my mom went to get it. I put it on. But when I went outside to swim my swim suit started to fall. But I didn't know. I was naked and every people was laughing at me. My mom told me to come over here. I told her I didn't know my swim suit was come off. I didn't even feel anything when it fell in the bottom of the pool. My cousin came inside

## Writing Sample Response 3—2008 Augmented Benchmark Grade 4

and gave me my swim suit  
she was Really sorry that  
She laughed at me she  
was sorry if I Hurt your feelings  
I told her it was okay we  
gave each other hugs, we  
were Both Happy My Cousin  
even gave me a swim suit  
to wear so I could swim in the  
Pool again. Every Body make  
mistake even smart people  
I was so Happy because my  
cousin said sorry to me that  
was very nice of her to  
say sorry to me. I was so  
happy of her she is the  
nicest person any people  
has had no one is nicer  
than my cousin. Her  
whole family is nice but  
not her brother he is  
mean to us.

I was just happy that  
my cousin said sorry. the end

## Writing Annotation for Sample Response 3—2008 Augmented Benchmark Grade 4

### Content: 3

This response has a clear central idea (*I once forgot my swimsuit*) as well as a sense of closure. The elaboration is uneven as some ideas are elaborated more thoroughly than others (*I forgot my swimsuit at home so my mom went to get it I put it on but when I went outside to swim my swim suit started to fall . . . people was laughing at me. . . my cushion came inside and gave me a swimsuit. . . said she was really sorry she laughed at me*). Ideas progress logically for the most part, though there are some gaps in the sequence of events (*my mom told me to come over her I told her I DiD't now my swim suit was come off I DiD't even fell a thing when it fell in the Bottom of the pool. My cushion came inside and gave me my swim suit*). There is also a minor digression that detracts slightly from the unity of the response (*she is the nices person any people has had no one is nicer then my cushion. Her whole family is nice but not her brother he is mean to us*). Overall, this response demonstrates reasonable control of the Content domain.

### Style: 3

While vocabulary and information are at times general and repetitive (*I was at a my cushion's swin party I went to the bath room to change to my swim suit I fogot it a home. So my Mom went to get it I put it on But when I went outside to swim my swim suit stared to fall*), there is some sentence variety which allows the writer's voice to emerge (*I once forgot my swim suit. I put it on But when I went outside to swim my swim suit stared to fall But I DiD't now. I was naked and every people was laughing at me*). Overall, the response demonstrates reasonable control of the Style domain.

### Sentence Formation: 2

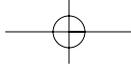
While there are a few correct sentences (*In my clas I had been talking about how forgetting thing can cause problem. My teacher told me to write about a time I forgot something*), many sentences are run together (*I was so happ of her she is the nices person any people has had no one is nicer then my cushion*). As there are more sentences with errors than without, this response demonstrates inconsistent control of Sentence Formation

### Usage: 2

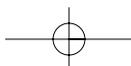
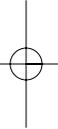
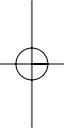
There are verb tense errors (*my mom told me to came over her, my swim suit was come off*), wrong words (*every people was laughing at me, I was so happ of her*) and inflection errors (*Every Body make mistake*). However the errors appear alongside some correct usage. Holistically, the response demonstrates inconsistent control of the Usage domain.

### Mechanics: 2

This response is correctly formatted, and the writer consistently capitalizes the proper pronoun, "I." However, there is a pattern of errors across features, including random capitalization (*she was sorry if I Hurt your fellings I told her it was okay we gave each other hugs. we were Both Happy My Cushion even gave me a swim suit to wear*), spelling errors on simple words (*agian, fellings, nices, stared for started, now for know*), and missing punctuation (*my mom told me to came over her I told her I did't now my swim suit was come off*). Some sentences are properly punctuated, and some difficult words are spelled correctly (*laughed, whole family, people*). Overall the density of errors, when weighed against what is done correctly, demonstrates inconsistent control of the Mechanics domain.



# **MATHEMATICS RESPONSES**



## Mathematics Item A—2008 Augmented Benchmark Grade 4

**A**

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.

### MATHEMATICS ITEM A SCORING RUBRIC—2008 AUGMENTED BENCHMARK GRADE 4

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.)

## Mathematics Item A Solution and Scoring—2008 Augmented Benchmark Grade 4

### Solution and Scoring

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

**Mathematics Item A Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 4**

<p>Mrs. Adams, Ms. Sanchez, and Mr. Jones class can go in the cafeteria at the same time.</p> <p>I added <math>25 + 27 + 29</math> and got 81.</p>	<p>391 seats are left over.</p> <p>I added <math>29 + 28 + 27 + 25</math> and got 109, then subtracted <math>500 - 109</math> and got 391.</p>
$\begin{array}{r} 29 \\ + 27 \\ + 25 \\ \hline 81 \end{array}$	$\begin{array}{r} 29 \\ + 28 \\ + 27 \\ + 25 \\ \hline 109 \end{array}$ $\begin{array}{r} 500 \\ - 109 \\ \hline 391 \end{array}$

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

Correct Answer	<i>Mrs. Adams, Ms. Sanchez, and Mr. Jones class can go in the cafeteria at the same time</i>	1
Correct Procedure	<i>I added <math>25 + 27 + 29</math> and got 81</i>	1

**Part 2, 2 pts:**

Correct Answer	<i>391 seats are left over.</i>	1
Correct Procedure	<i>I added <math>29 + 28 + 27 + 25</math> and got 109, subtracted <math>500 - 109</math> and got 391.</i>	1

**TOTAL POINTS**

4

**SCORE**

4

**Mathematics Item A Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 4**

<p>① Mrs. Adams, Mr. Thompson, and Ms. Sanchez's classes can eat in the cafeteria at the same time. I know because</p> $25 + 28 + 29 = 82$ $\begin{array}{r} 25 \\ 27 \\ 28 \\ \hline 80 \\ 2 \\ \hline 82 \end{array}$	<p>②</p> $\begin{array}{r} 500 \\ - 109 \\ \hline 391 \end{array}$ <p>391 seats are still empty.</p> $500 - 109 = 391$
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**SCORE: 3****Points****Part 1, 2 pts:**

Correct answer	Mrs. Adams, Mr. Thompson, and Ms. Sanchez's classes can eat in the cafeteria at the same time.	1
Correct procedure	I know because $25 + 28 + 29 = 82$	1

**Part 2, 2 pts:**

Correct answer	391 seats are still empty	1
Incomplete procedure	The calculation for 391 seats is correct, but there is no calculation for how 109 students was determined.	0

**TOTAL POINTS****3****SCORE****3**

**Mathematics Item A Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 4**

1. If The cafeteria can seat as many as 83 students. The three classes that could eat together are Mr. Thompson, Ms. Sanchez and Mr. Jones.

2. If The school auditorium seats 500 people. All four of the 4<sup>th</sup> grade added are 109.  $500 - 109 = 391$  so The are 391 seats left.

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

Incorrect Answer	<i>Mr. Thompson, Ms. Sanchez and Mr. Jones</i>	0
Incorrect Procedure	<i>This is an incorrect combination. No work is shown.</i>	0

**Part 2, 2 pts:**

Correct Answer	<i>The are 391 seats left.</i>	1
Correct Procedure	<i>All four of the 4<sup>th</sup> grade added are 109. <math>500 - 109 = 391</math>.</i>	1

**TOTAL POINTS**

2

**SCORE**

2

**Mathematics Item A Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 4**

<p>Mr. Thompson class Ms. Sanchez class Mr. Jones class These are my three class that can set a the table.</p>	<p>There will be 391 Seates left at the auditorium</p> $  \begin{array}{r}  490 \\  - 109 \\  \hline  391  \end{array}  $
--	---

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

Incorrect Answer	<i>Mr. Thompson</i> <i>Ms. Sanchez</i> <i>Mr. Jones</i> This is an incorrect combination.	0
Incorrect Procedure	No work is shown.	0

**Part 2, 2 pts:**

Correct Answer	There will be 391 seates left...	1
Incorrect Procedure	The calculation for 391 seats is correct but there is no calculation for how 109 students was determined.	0

**TOTAL POINTS**

1

**SCORE**

1

**Mathematics Item A Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 4**

1. Mr. J, Ms. S, and Mr. T. I used the calculator to help me find the answer.

2. 4r64. I used the calculator to help me find the answer.

<b>SCORE: 0</b>		<b>Points</b>
<b>Part 1, 2 pts:</b>		
Incorrect answer	<i>Mr. J, Ms. S and Mr. T</i>	0
	This is an incorrect combination.	
Incorrect procedure	No work is shown.	0
<b>Part 2, 2 pts:</b>		
Incorrect answer	<i>4r64</i>	0
Incorrect procedure	No work shown.	0
<b>TOTAL POINTS</b>		<b>0</b>
<b>SCORE</b>		<b>0</b>

## Mathematics Item B—2008 Augmented Benchmark Grade 4

**B**

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.

### MATHEMATICS ITEM B SCORING RUBRIC—2008 AUGMENTED BENCHMARK GRADE 4

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.)

## Mathematics Item B Solution and Scoring—2008 Augmented Benchmark Grade 4

### Solution and Scoring

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

**Mathematics Item B Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 4**

$\begin{array}{r} 11:55 \text{ am} \\ - 1 \text{ hr } 10 \text{ min} \\ \hline 10:45 \text{ am} \end{array}$	$\begin{array}{r} 12:30 \text{ pm} \\ - 12:50 \text{ pm} \\ \hline 1:00 \text{ pm} \\ - 1:10 \text{ pm} \\ \hline 40 \text{ mins} \end{array}$
<p>Marissa began waiting at 10:45am to ride the roller coaster. I subtracted 1hr and 10 minutes from 11:55am which is the time it ends</p>	<p>Marissa had to wait in line for 40 minutes. Because I counted by 10's to 1:10pm and it was 4 tens so she waited for 40 minutes</p>

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

Correct answer	Marissa began waiting at 10:45am...	1
Correct procedure	$11:55\text{am} - 1\text{hr } 10\text{ min} = 10:45\text{ am}$	1

**Part 2, 2 pts:**

Correct answer	Marissa had to wait in line 40 minutes.	1
Correct procedure	I counted by 10's to 1:10pm and it was 4 tens so she waited 40 minutes.	1

**TOTAL POINTS****4****SCORE****4**

**Mathematics Item B Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 4**

<p>1.</p> <p>10:45 10:55 11:55</p> <p>10 min. 1 hr</p> <p>Marissa began waiting in line at 10:45.</p>	<p>2.</p> <p>12:30 1:00 1:10</p> <p>30 min. 10 min. <hr/>40 min.</p> <p>Marissa stood in line for 40 min.</p>
---	---

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

Correct answer

*Marissa began waiting in line at 10:45.*

Correct procedure

*11:55 back 1 hr to 10:55 back 10 min. to 10:45*

1

**Part 2, 2 pts:**

Correct answer

*Marissa stood in line for 40 min.*

1

Correct procedure

*12:30 to 1:00 is 30 minutes and from 1:00 to 1:10 is 10 min.**30 min. + 10 min. = 40 min.*

1

**TOTAL POINTS**

4

**SCORE**

A label of A.M. is required in Part 1 at the 4 level. 3

**Mathematics Item B Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 4**

1 She got in line of the roller coaster at 10:45.

2 She had to wait 40 mins. in line at the bumper boats.

<b>SCORE: 2</b>		<b>Points</b>
<b>Part 1, 2 pts:</b>		
Correct Answer	<i>She got in line... at 10:45.</i>	1
Incorrect Procedure	No work shown.	0
<b>Part 2, 2 pts:</b>		
Correct Answer	<i>She had to wait 40 mins...</i>	1
Incorrect Procedure	No work shown.	0
<b>TOTAL POINTS</b>		<b>2</b>
<b>SCORE</b>		<b>2</b>

**Mathematics Item B Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 4**

① It will be 10:45 when she started waiting.

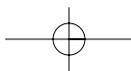
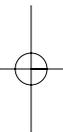
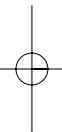
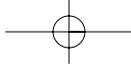
② Marissa had to stand in line for 1 hour, 20 min.

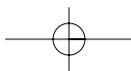
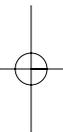
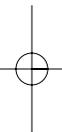
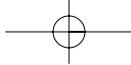
<b>SCORE: 1</b>	<b>Points</b>
<b>Part 1, 2 pts:</b>	
Correct Answer	... it will be 10:45... 1
Incorrect Procedure	No work shown 0
<b>Part 2, 2 pts:</b>	
Correct answer	Marissa had to stand in line for 1 hour, 20 min. 0
Incorrect procedure	No work shown. 0
<b>TOTAL POINTS</b>	<b>1</b>
<b>SCORE</b>	<b>1</b>

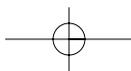
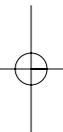
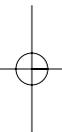
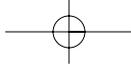
**Mathematics Item B Sample Responses and Annotations—  
2008 Augmented Benchmark Grade 4**

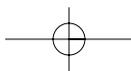
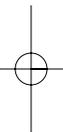
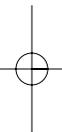
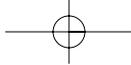
①	1:00 A.M.
②	2 hours and 45 minutes

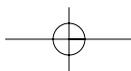
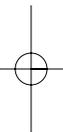
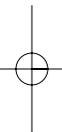
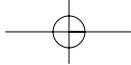
<b>SCORE: 0</b>	<b>Points</b>
<b>Part 1, 2 pts:</b>	
Incorrect answer	...1:00 A.M. 0
Incorrect procedure	No work shown 0
<b>Part 2, 2 pts:</b>	
Incorrect answer	...2 hours and 45 minutes 0
Incorrect procedure	No work shown. 0
<b>TOTAL POINTS</b>	
	<b>0</b>
<b>SCORE</b>	
	<b>0</b>

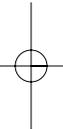
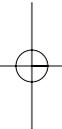
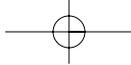












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