

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Teacher Handbook

Arkansas Augmented Benchmark Examination

**APRIL 2008
ADMINISTRATION**

GRADE

6

Arkansas Department of Education

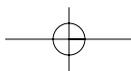
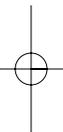
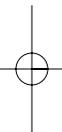
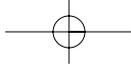
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ISBN 9998712491

ISBN 999-8712-49-1



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Teacher Handbook—2008 Augmented Benchmark Grade 6

Table of Contents

INTRODUCTION 3

SCORING STUDENT RESPONSES TO READING AND MATHEMATICS OPEN-RESPONSE ITEMS

Reader Training	4
Scoring Procedures	5

READING RESPONSES

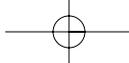
Reading Passage A	7
Reading Item A	10
Reading Item A Scoring Rubric	10
Reading Item A Sample Responses and Annotations	11
Reading Passage B	15
Reading Item B	17
Reading Item B Scoring Rubric	17
Reading Item B Sample Responses and Annotations	18

WRITING RESPONSES

Scoring Student Responses to Writing Prompts	23
Domain Scoring	23
Scoring Scale	23
Non-scoreable and Blank Papers	23
Writing Domains and Definitions	24
Writing Prompt	25
Writer's Checklist	26
Writing Sample Response 1	27
Writing Annotation for Sample Response 1	29
Writing Sample Response 2	30
Writing Annotation for Sample Response 2	31
Writing Sample Response 3	32
Writing Annotation for Sample Response 3	33

MATHEMATICS RESPONSES

Mathematics Item A	35
Mathematics Item A Scoring Rubric	35
Mathematics Item A Solution and Scoring	36
Mathematics Item A Sample Responses and Annotations	37

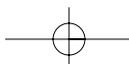
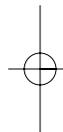
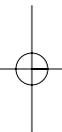


Teacher Handbook—2008 Augmented Benchmark Grade 6

Table of Contents

MATHEMATICS RESPONSES (CONTINUED)

Mathematics Item B	42
Mathematics Item B Scoring Rubric	42
Mathematics Item B Solution and Scoring	43
Mathematics Item B Sample Responses and Annotations	44



Introduction—2008 Augmented Benchmark Grade 6

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 6 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 6

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.

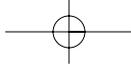
Once scoring of the actual student responses begins, readers are monitored constantly throughout the project to ensure that they are scoring according to the criteria. Daily and cumulative statistics are posted and analyzed, and Scoring Directors or Team Leaders reread selected responses scored by the 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 6

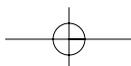
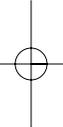
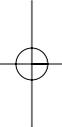
Scoring Procedures

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 6

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



The Swallow and the Pumpkinseed

retold by Elisa Oh

Long ago, when time was young, two brothers named Heung Bu and Nol Bu lived as neighbors in Korea. They planted rice and depended upon the steady change of the seasons to bring them a crop each year. Neither was wealthy, but both had enough to eat. Nol Bu, the older brother, was always making plans to grow more rice and gain more riches. Heung Bu, the younger brother, just enjoyed every day and never made plans beyond his next meal. Despite their differences, the brothers' wealth was

nearly equal until the day the swallow came.

One morning early in spring, both brothers were out in their neighboring paddies planting rice seedlings. They had rolled their pant legs high above the muddy water, and their wide straw hats slanted downward, protecting their faces and necks from the sun.



Nol Bu worked fast without looking up. From his bucket, he grabbed a new seedling in each hand and quickly plunged the roots into the mud below

Reading Passage A—2008 Augmented Benchmark Grade 6

the shallow water. He planted sprout after sprout, making long, straight rows in his paddy. Heung Bu was working slower than his brother because he kept stopping to appreciate the squishy feeling of the mud between his toes. Every so often, he would take up his feet to look for leeches and then he'd be distracted by the elegant, white crane dipping for tadpoles or the smell of spring wafting down from the mountains.

"Are you making up poems again, Younger Brother?" called out Nol Bu from his paddy. He was ten rows ahead of Heung Bu.

"No, Older Brother," Heung Bu shouted back with a grin. "I'm just in love with the springtime!"

Nol Bu frowned, shook his head, and went back to his work.

With a sigh, Heung Bu knelt down to plant another sprout and noticed a small, wounded swallow. The bird was crying out in pain and hopping unevenly along the edge of the paddy. Heung Bu waded over to the grassy bank to catch the fluttering creature, whose wing was broken.

"Sh. There now, little one," Heung Bu said gently to quiet the trembling swallow. "Did the bad boys in the village hit you with a stone?"

Forgetting his work, Heung Bu took the bird home, set and bandaged the wing, and caught some flies for the swallow to eat. That night he made a large bamboo cage for the bird to live in while it healed. At night he hung the cage by his bed, and during the day he hung it outside under the thatched eaves of his house. He spent part of each day catching juicy grubs, worms, and

insects for the bird to eat until it was healthy and strong.

One midsummer day before monsoon season, Heung Bu let the swallow go. As he watched his friend swoop and circle and then fly away, he felt happy and proud, but sad, too.

Later that day, Nol Bu noticed the empty cage and said, "So your precious pet is gone! Mark my words, Younger Brother—your rice crop will suffer from all the time you wasted on that bird." But Heung Bu did not really care.

Three days later, the little swallow returned! It stayed only a short time, long enough to perch on Heung Bu's shoulder and drop a pumpkinseed into his hand. Heung Bu could not stop smiling all day long. He planted the seed near the cabbages in his sunny garden plot.

By the next morning, the seed had sprouted a shoot that was already knee-high. And, within a week, the pumpkin vine was as thick as a man's arm. Only one pumpkin grew from the plant, but it soon became the largest pumpkin anyone had ever seen. It was as big as a house by the late fall, when all the cabbages had been salted, stuffed with spices, and buried in huge crocks to ferment into a winter's supply of kimchi.

After many weeks of admiring the enormous pumpkin, Heung Bu finally went to harvest it, breaking his butcher knife and saw trying to cut the vine. With a sturdy hatchet, he chopped off the pumpkin before hacking an uneven circle through the rind. He worked his hands into the shell, immersing his arms up to his elbows.

Reading Passage A—2008 Augmented Benchmark Grade 6

Gripping tightly, Heung Bu pulled and—*crack!*—a large chunk of the rind broke off, knocking him over backward. To his surprise, out of the pumpkin rushed a steady stream of gold coins and jewels. The pile of glittering riches quickly filled up his garden.

Heung Bu used his new wealth to treat everyone in the village to a week-long harvest festival. He also built himself a large, comfortable house. “Come and live with me, Older Brother,” Heung Bu said to Nol Bu. “There is enough money so that neither of us ever has to work again!” Nol Bu, who was burning with jealousy, scowled and refused.

Nol Bu went home to his successful rice crop, but he could not enjoy it. He spent the long, dark winter making plans to gain more wealth than his brother.

When spring came, Nol Bu made a clever bamboo trap and caught himself a swallow. He did not listen to the bird’s cries as he broke its tiny leg, and then set it and bandaged it up. He kept the swallow in a cage in a corner of the house, feeding it until its leg healed. Then, like Heung Bu, he set the bird free just before the monsoon rains began and waited anxiously for its return.

In three days, the swallow returned with a pumpkinseed, and Nol Bu planted it with great excitement and care. Every day he watered, fertilized,

and weeded the gigantic vine that grew out of the seed. By the end of the summer, he too had a tremendous pumpkin that twenty people could barely reach their arms around.

Puffed up with pride, Nol Bu boasted to his friends and neighbors that his pumpkin was bigger than Heung Bu’s had been last year. He invited the whole village to watch him cut it open.

K-Chomp! K-Chomp! The hatchet bit deep into the shiny, golden-orange rind. The spectators held their breath as Nol Bu yanked out a fat slice.

Instead of riches, out swarmed a cloud of angry wasps, a tumble of rats and snakes, and a growling mountain tiger! The creatures all headed straight for Nol Bu and chased him screaming out of town.

A day and a night later, Nol Bu collapsed on Heung Bu’s doorstep, utterly exhausted. Nol Bu was covered in mud, wasp stings, cuts, and bruises. He had been chased up and down the mountain until he had been sufficiently humbled.

“It’s me, Younger Brother,” he said when Heung Bu opened the door. “I always thought I would beat you in the end, but now I see that I have much to learn.”

“Come in, Older Brother,” said Heung Bu, helping Nol Bu over the threshold. “You will always be welcome in my home.”

Reading Item A—2008 Augmented Benchmark Grade 6

A

What is **most** important to Nol Bu? What is **most** important to Heung Bu? Support your responses by providing an example from the passage for each brother.

READING ITEM A SCORING RUBRIC—2008 AUGMENTED BENCHMARK GRADE 6

SCORE	DESCRIPTION
4	Response states what is most important to Nol Bu and Heung Bu and provides a specific example from the passage to support observations about each brother.
3	Response states what is most important to Nol Bu and Heung Bu and provides an example from the passage to support an observation about one brother OR states what is most important to one of the brothers and provides two examples from the passage to support the observation.
2	Response states what is most important to Nol Bu and Heung Bu OR states what is most important to one of the brothers and provides one example from the passage to support the observation OR response states what is most important to both brothers and provides an example from the passage to support the one or both observations, but incorrectly uses the brothers' names.
1	Response states what is most important to Nol Bu or Heung Bu OR response states what is most important to one brother and provides an example from the passage to support the observations about the brother, but incorrectly uses the brother's name OR demonstrates minimal understanding.
0	Response is incorrect or irrelevant.

Reading Item A Sample Responses and Annotations—2008 Augmented Benchmark Grade 6

Score Point: 4

The response states what is most important to Nol Bu and Heung Bu and provides several examples to support the observations about each brother. 1) *Nol Bu thinks that being wealthy is most important. Example: After seeing what happened to Heng Bu, he deliberately broke a swallow's leg and mended it out of greed.* 2) *Heng Bu believed that generosity was most important. Example: When he took care of the swallow it was because he wanted it to return healthy. When he received his wealth . . . he shared it with all the towns people.*

Nol Bu and Heng Bu believe that different things are more important.

Nol Bu thinks that being wealthy is most important. After seeing what happened to Heng Bu, he deliberately broke a swallow's leg and mended it out of greed just so he could receive a pumpkin seed. Because Nol Bu didn't take care of the swallow out of kindness, he received a pumpkin filled with an angry cloud of wasps, a tumble of rats and snakes, and a growling mountain lion.

Heng Bu believed that generosity was most important. When he took care of the swallow it was because he wanted it to return healthy. When he received his wealth from his pumpkin, he shared it with all the towns people by holding a week long harvest festival.

Reading Item A Sample Responses and Annotations—2008 Augmented Benchmark Grade 6**Score Point: 3**

The response states what is most important to Nol Bu and Heung Bu and provides an example to support the observation about Nol Bu only. 1) *Nol Bu . . . being better than his brother Heung Bu. Example: Nol Bu, who was burning with jealousy, scowled and refused. . . purposely broke a swallows leg.* 2) *Hueng Bu . . . enjoying what you have to live with. . . would just enjoy nature.*

I think whats most important to Nol Bu is being better than his brother Heung Bu. I think that because in the passage, it wrote "Nol Bu, who was burning with jealousy, scowled and refused. And if also summarized he purposely broke a swallows leg and treated it so that he could get a seed and plant it so that when he opened it he would get wealth. I think what is most important to Hueng Bu, is enjoying what you have to live with already. It said Nol Bu was always wanting to gain more wealth, and Heung Bu would just enjoy nature. This is what I think is most important to Heung Bu and Nol Bu.

Reading Item A Sample Responses and Annotations—2008 Augmented Benchmark Grade 6**Score Point: 2**

The response states what is most important to Nol Bu and Heung Bu, but does not provide an example to support the observations about either brother. 1) *Nol Bu was greedy and wanted to be more richer than his younger Brother.* 2) *Heung Bu . . . wanted to help people and not have a goal in life. Just enjoy it as life gos on.*

What was most important about Nol Bu was that he wanted to be wealthy and Rich instead of kind and generous. Nol Bu was greedy and wanted to be more richer than his younger Brother. What was most important about Heung Bu was that he always wanted to help people and not have a goal in life just enjoy it as life gos on. Heung Bu got Reward for that. That's what's most important about the two Brothers

Reading Item A Sample Responses and Annotations—2008 Augmented Benchmark Grade 6**Score Point: 1**

The response states what is most important to Nol Bu, but does not provide an example to support the observation.

1) *Nol Bu...was always making plans to grow more rice and grain more riches.*

Nol Bu, the older brother, was always making plans to grow more rice and grain more riches.

Score Point: 0

The response does not state what is most important to Nol Bu or Heung Bu. The statement “two brother name Heung Bu and Nol Bu live as the neighbors in Korea” is considered irrelevant to the question.

The open responses is going to be about The swallow and the pumpkinseed it was long ago there were some young two brother name Heung Bu and Nol Bu live as the neighbors in Korea.

Reading Passage B—2008 Augmented Benchmark Grade 6

Read the following passage about James Forten. Then answer multiple-choice questions 19 through 26 and open-response question 27.



JAMES FORTEN: AN AMERICAN FOREVER

by Thomas Fleming

Fifteen-year-old James Forten ached with hunger as he strained to see anything in the darkness of the prison ship. The American vessel he was fighting on had been captured by the British in the Revolutionary War.

Instead of fighting for America, he was fighting for his life.

The young African-American knew he didn't have to be there. The British captain who had captured the *Royal Louis* had offered to send him to England and pay for his education. But there was a catch: Forten would have to promise to give up his American citizenship.

He refused.

Forten told the captain he could never turn against his country. Even though most of his people were either slaves or considered second-class citizens, Forten encouraged blacks to show their patriotism. He hoped they would then be accepted as true Americans.

Fighting for Freedom

Forten was born in 1766 in Philadelphia, Pennsylvania. At that time, most blacks in what would become the United States were slaves in the South. But Forten had been born in the North to free parents.

He shuddered at stories about his people being forced to work on plantations, often at the hands of cruel overseers who beat them. But what could he do to help free them?

After the Revolutionary War broke out in 1775, Forten thought he had his chance. He enlisted with the *Royal Louis* in 1781, hoping that if enough blacks supported the Revolution, more slaves might be freed.

Reading Passage B—2008 Augmented Benchmark Grade 6

His patriotism almost cost him his life. Forten spent seven months on the prison ship *Jersey*, where thousands of men died. He was hardly more than a skeleton by the time he was released at war's end.

Crusader Against Slavery

The Revolution freed the colonists from British rule. But it didn't free blacks from slavery. Forten decided to protest.

Back in Philadelphia, Forten became an apprentice to a sailmaker. He so impressed his boss that when the owner retired, he left the business to Forten. His hard work and skill in designing sails and rigging made James Forten a wealthy man.

¹² The businessman was already influential in the abolitionist movement¹. But now he had money to put behind his words. He refused to sell rigging to slave ships. He donated funds to organizations devoted to freeing the slaves. He even gave money to runaways so they could buy their freedom from their owners.

In 1812, war again broke out between America and England. Forten and 2,500 free African-Americans volunteered to build fortifications outside Philadelphia. Once more, Forten proved how willing blacks were to defend their country.

An American Forever

In 1817, a group of whites thought they had the answer to slavery. The American Colonization Society bought land in west Africa and founded the nation of Liberia. They offered money to African-Americans who would settle there.

The society offered to make James Forten, a leader in the black community, president of this new nation. But Forten shocked them by angrily rejecting their offer.

Although many members truly wanted to help, Forten believed that some were just trying to get rid of free blacks. He worried that the program would lead to deportation of African-Americans.

Once and for all, the people of the United States had to understand that blacks were Americans too. "Here we were born, here we will live, here we will die," Forten said.

When James Forten died in 1842, more than 20 years before the 13th Amendment to the Constitution abolished slavery, 4,000 people attended his funeral. Half of them were black, half were white.

Forten had proved to many Americans that blacks should be considered equal to whites. One man wrote that Forten was a model, not only for his own race, "but for all men."

¹abolitionist movement: an organized effort to end slavery

"James Forten: An American Forever": Reprinted with permission of the author. Copyright © 1996 by Thomas Fleming. All rights reserved.

Reading Item B—2008 Augmented Benchmark Grade 6

B

Describe two problems or decisions James Forten faced. Use information from the passage to show how his reaction to each revealed his character or beliefs.

READING ITEM B SCORING RUBRIC—2008 AUGMENTED BENCHMARK GRADE 6

SCORE	DESCRIPTION
4	Response describes two problems or decisions faced by James Forten, and uses information from the passage to show how his reactions to each revealed his character or beliefs.
3	Response describes two problems or decisions faced by James Forten, and uses information from the passage to show how his reaction to one revealed his character or beliefs.
2	Response describes one problem or decision faced by James Forten, and uses information from the passage to show how his reaction revealed his character or beliefs OR describes two problems or decisions faced by James Forten, but does not use information from the passage to show how his reactions revealed his character or beliefs.
1	Response describes one belief, problem or decision faced by James Forten.
0	Response is incorrect or irrelevant.

Reading Item B Sample Responses and Annotations—2008 Augmented Benchmark Grade 6**Score Point: 4**

The response describes two problems or decisions that James Forten faced and explains what each decision showed about his beliefs. 1) *The captain offered to send him to England and pay for his education. To do this he'd have to give up his American citizenship . . . Forten told the captain he could never turn on his country.* 2) *The government offered to make him . . . president of this new nation . . . Forten refused believing that some people just wanted to get rid of free blacks.* The idea that, "he could never turn on his country" is considered a belief because "could never" makes the statement more personal and implies a strong feeling or belief.

James Forten faced many problems and decisions. One decision that he faced was given to him by the British captain who had captured the American ship. The captain offered to send him to England and pay for his education. To do this he'd have to give up his American citizenship. The story says that Forten told the captain he could never turn on his country, even though most of his people were either slaves or considered second-class citizens. Another decision that he faced was to either go to Liberia to be free or stay in America. The government offered to make him a leader in the black community, president of this new nation. The story say Forten refused believing that some people just wanted to get rid of free blacks.

Reading Item B Sample Responses and Annotations—2008 Augmented Benchmark Grade 6**Score Point: 3**

The response describes two problems or decisions that James Forten faced, but only explains what the first decision showed about his character or beliefs. 1) *James Forten was asked to give up his American citizenship . . . He refused and said remaining patriotic to his country was important.* 2) *The Revolution freed colonists, but didn't free the slaves . . . James decided to protest.*

Problem 1 - James Forten was asked to give up his American citizenship in order to be sent to England and get a free education.

Reaction 1 - He refused and said remaining patriotic to his country was important and encouraged blacks to do so.

Problem 2 - The Revolution freed colonists from Britain, but didn't free the slaves. James decided to protest.

Reaction 2 - Forten became an apprentice to a sailmaker and worked so hard his boss left the business to him. He became very wealthy.

Reading Item B Sample Responses and Annotations—2008 Augmented Benchmark Grade 6

Score Point: 2

The response describes three decisions Forten made, but does not explain what any of the decisions showed about his character or beliefs. 1) *He refused to give up his American Citizenship and not to go back to England for his education.* 2) *he rejected the offer of . . . president of his new nation.* 3) *He refused to sell rigging to slave ships.* Even though the response provides three acceptable decisions that Forten made, it can only get two points for decisions if the response does not show what these decisions showed about his character or beliefs.

One decision that James Forten faced was he refused to give up his American citizenship and not to go back to England for his education. Also he rejected the offer of being a leader in the black community, president of his new nation. Finally he refused to sell rigging to slave ships. Those were some decisions that James Forten faced.

Reading Item B Sample Responses and Annotations—2008 Augmented Benchmark Grade 6

Score Point: 1

The response describes only one problem and does not explain what the decision showed about his character or beliefs.

1) Forten spent seven months on the prison ship Jersey. He was hardly more than a skeleton by the time he was released

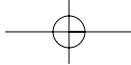
1. Forten spent seven months on the prison ship Jersey.
2. He was hardly more than a skeleton by the time he was released at worlds end.

Score Point: 0

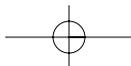
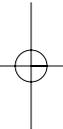
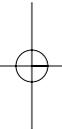
The response does not receive credit because the information presented is inaccurate and not supported by the passage.

James forgot business because he desited to do a
sool around the word 3 time he stoodent outside
by the time he comes backe because the word
is so big he is not going to make it on the 3
trip on the word because he wood need alot of
food and water.

The other thing James forgot was family because
he went to the trip he didd even care about
it. And this are the two thing James forgot
when he went to his trip to go to the world
2 times.



WRITING RESPONSES



Scoring Student Responses to Writing Prompts—2008 Augmented Benchmark Grade 6

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 6

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:

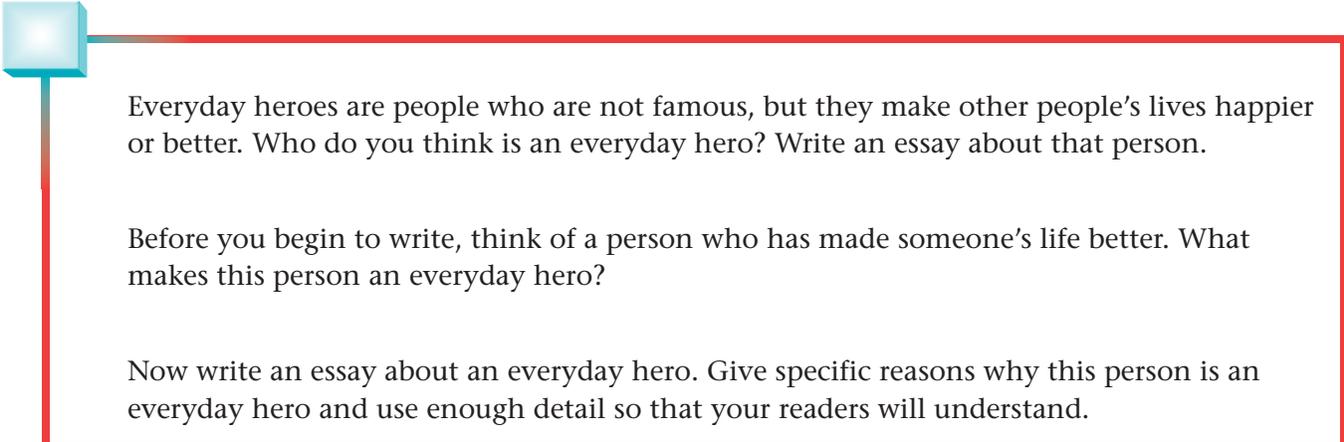
- Standard inflections
- Word meaning
- Agreement
- Conventions

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 6



Everyday heroes are people who are not famous, but they make other people's lives happier or better. Who do you think is an everyday hero? Write an essay about that person.

Before you begin to write, think of a person who has made someone's life better. What makes this person an everyday hero?

Now write an essay about an everyday hero. Give specific reasons why this person is an everyday hero and use enough detail so that your readers will understand.

Writer's Checklist—2008 Augmented Benchmark Grade 6

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 6

There are many everyday heroes. But, if I had to choose one I would pick teachers.

There are many reasons why I would pick teachers. Teachers help children learn and understand. Also, without teachers we wouldn't have jobs like doctors, dentist, and many others. Teachers are very important everyday heroes.

Teachers teach children so when they get older they can get a job. Teachers want to help children understand. They teach reading, writing, math, spelling, english, history, and much more. Without teachers we would have few heroes in the world.

Teachers have a very important job. Their job is to prepare people for the future. If we didn't have them we wouldn't have doctors, or dentist, veterinarian, police officers, and others. They play a very important role in everyday society. Teachers are true heroes.

Teachers are some of the bravest, smartest, most loving and caring people in

Writing Sample Response 1—2008 Augmented Benchmark Grade 6

the world. They help children learn new things. They prepare people for the future. They are very important people. Bravery, smarts, love, and care, defines a hero;
TEACHERS.

Writing Annotation for Sample Response 1—2008 Augmented Benchmark Grade 6

Content: 3

The response has a clear central idea (*I would pick teachers*) and some detailed elaboration of ideas (*Teachers help children learn and understand....without teachers we wouldn't have jobs like doctors, dentist, and many others....teach reading, writing, math, spelling, english, history, and much more....Their job is to prepare people for the future....we wouldn't have doctors, or dentist, veterinarianians, police officers, and others....important role in everyday socity... bravest, smartest, most loving and caring people*). The response has a strong introduction and sense of closure but the organization is somewhat affected by repetition of information. Reasonable control of the Content domain is demonstrated.

Style: 3

There is some repetition in sentence beginnings along with a variety of sentence lengths. Some specific word choices are evident (*doctors, dentist, reading, writing, math, spelling, english, history, veterinarianians, socity*). Other word choices and phrases help bring out the tone of the paper (*Teachers help children learn and understand....are very important everyday heros....Their job is to prepare people for the future....are true heros....Teachers are some of the bravest, smartest, most loving and caring people in the world. They help children learn new things*). A hint of the writer's voice comes through at the end (*Bravery, smarts, love, and care, defines a hero; TEACHERS*). Reasonable control of the Style domain is demonstrated.

Sentence Formation: 4

The writer correctly uses a variety of sentence structures, including complex sentences (*Teachers teach children so when they get older they can get a job*). There are no run-ons or fragments. Consistent control of the Sentence Formation domain is demonstrated.

Usage: 4

There is a repeated problem with consistency in singular/plural endings (*dentist* for dentists), and one subject/verb agreement error, but other than that the writer handles inflections, tenses and subject/verb/pronoun agreement well throughout. Consistent control of the Usage domain is demonstrated.

Mechanics: 4

Formatting in this paper is handled well, with appropriate indenting for all paragraphs. Punctuation is also handled well. Although there are three spelling errors (*heros, veterinarianians, socity*), one is a very difficult word. Although the response is not perfect, consistent control of the Mechanics domain is demonstrated.

Writing Sample Response 2—2008 Augmented Benchmark Grade 6

One everyday hero I know is _____, my mom.
To begin she saves lives almost everyday. She works in a hospital as an P.M. Yesterday, an old man had a heart-attack. My mom was the captain of the team trying to save him. He lived, and recovered very well. My mom has saved around ninety-six lives. Whenever someone comes in injures she will do all she can to save his or her life.

Second, she will go visit the sick's house if they can't come to a hospital. One day, she went to a young woman's house. She had had a sesire. My mom, without any help from anybody, was able to revive and save the young woman's life. She has always done something miraculous to save peoples lives.

Finally, she helps the many soldiers that go in to war. Every year we save up about one-thousand dollars and we either buy them essential things or just send all the money to them. My mom herself used to be an American soldier.

As you can see, my mom is an everyday hero. She saves lives everyday, goes to the sick's house, and sends money to all the soldiers. Who is an everyday hero to you?

Writing Annotation for Sample Response 2—2008 Augmented Benchmark Grade 6

Content: 4

The response has a clear central idea (*One everyday hero I know is _____, my mom*) which is supported with detailed elaboration (*works as an RN...an old man had a heart attack...was the captain of the team trying to save him...saved around ninety-six lives...went to a young woman's house...had a sesire...able to revive and save the young wamans life...helps the many soilders that go in to war...save up about one-thousand dollars...buy them essitential things or just send all the money to them*). The use of transitions (*To begin...Second...Finally*) and smooth progression of ideas make the writer's organizational plan clear. Consistent control of the Content domain is demonstrated.

Style: 4

There is a mixture of long and short sentences and a variety of sentence beginnings in this response. There are specific word choices that give the reader a lot of information (*RN...captain...sesire...revive...miracoulous...soilders...one-thousand dollars...American*). The writer's tone is strongly evident in sentences and phrases throughout the paper (*My mom has saved around ninty-six lives...she will do all she can to save...without any help from anybody, was able to revive and save the young womans life...has always done something miracoulous to save peoples lives...My mom herself used to be an American soilder*). Overall, consistent control of the Style domain is demonstrated.

Sentence Formation: 4

This response contains a number of simple, compound, and complex sentences, (*My mom, without any help from anybody, was able to revive and save the young womans life...Every year we save up about one-thousand dollars and we either buy them essitential things or just send all the money to them*). There are no run-ons or sentence fragments. Overall, the response demonstrates consistent control of the Sentence Formation domain.

Usage: 4

This response contains an inflection error (*injuries* for *injured*), a substitution error (*in to* for *into*), and a repeated substitution error (*everyday* for *every day*), but overall the writer handles inflections, tenses, agreement and pronouns well. Consistent control of the Usage domain is demonstrated.

Mechanics: 4

In this response, there is a missing comma (*to begin she*), a couple of missing apostrophes (*sicks house...womans...peoples*), and spelling errors (*miracoulous, soilders, essitential, here, lifes*), most of which are difficult words. The majority of the punctuation, capitalization and spelling are correct, however, and overall the writer demonstrates consistent control of the Mechanics domain.

Writing Sample Response 3—2008 Augmented Benchmark Grade 6

Everyday heroes are all around you. Everyday are people like moms, dads, teachers, and principals are heroes.

The things they do help you like moms help you, cook, clean, and they are great. Dads help, motivate you, watch sports, and play with you. Teachers help you in school get you ready for the future, and they try to help you get a good education.

Now principals they do all of that they try to make your future bright and principals keep you disciplined and when they see you succeed they feel good because they know you did good and you have a good future ahead of you.

So these are some of my every day heroes.

Writing Annotation for Sample Response 3—2008 Augmented Benchmark Grade 6

Content: 2

The response does have a central idea (*Everyday heros*), but the information is listy (*people like moms, dads, teachers, and princilpals*) without elaboration (*moms help you cook, clean; Dads help, motavat you, wacth sports*). The organization is random and most sentences can be rearranged without changing the flow of ideas. There is a simplistic closure (*So these are some of my every day heros*). The response demonstrates inconsistent control of the Content domain.

Style: 2

The response tells the information rather than shows details (*moms help you, cook, clean, and they are great; Teaches help you in school get you ready for the future*). Vocabulary is general (*they try to help you get a good education; they know you did good*) with an occasional interesting word or phrase (*motavat; make your future bright*). The response demonstrates inconsistent control of the Style domain.

Sentence Formation: 3

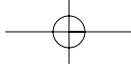
The response exhibits correct simple sentences (*So these are some of my every day heros.*) There is a run on in one of the complex sentences the writer attempts. (*Now principals they do all of that they try to make your future bright and principals keep you disaplend and when they see you sucseed they feel good becaues they know you did good and you have a good future ahead of you.*) The response demonstrates reasonable control of the Sentence Formation domain.

Usage: 3

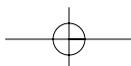
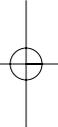
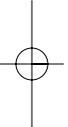
The response exhibits some weakness in grammar skills. (*Everyday are people like moms, dads, teachers, and princilpals are heros.*), and word choice (*Teaches* instead of *Teachers*). Overall, it demonstrates reasonable control of the Usage domain.

Mechanics: 3

The response has a few spelling errors (*disaplend, sucseed, becaues, motavat, wacth, princilpal*). The response exhibits reasonable control of punctuation and capitalization, and is correctly formatted. Overall, the response demonstrates reasonable control of the Mechanics domain.



MATHEMATICS RESPONSES



Mathematics Item A—2008 Augmented Benchmark Grade 6

A

Margo charges a constant rate per hour for her babysitting services.

1. Write an expression to show the amount of money Margo would charge for 6 hours of babysitting. Let n represent the amount per hour that Margo charges.
2. Margo does arts and crafts with the child while babysitting for an additional \$15 fee. Write an expression to show how to find the cost of 6 hours of babysitting, including the \$15 arts and crafts fee.
3. If Margo's fixed rate is \$10 per hour, what would be the total cost for 6 hours of babysitting with arts and crafts activities? Show all your work and/or explain your answer.

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

MATHEMATICS ITEM A SCORING RUBRIC—2008 AUGMENTED BENCHMARK GRADE 6

SCORE	DESCRIPTION
4	Label of "\$" is included in Part 3. Response contains no incorrect work.
3	The student earns $3-3\frac{1}{2}$ points.
2	The student earns $2-2\frac{1}{2}$ points.
1	$\frac{1}{2}$ - $1\frac{1}{2}$ 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 A Solution and Scoring—2008 Augmented Benchmark Grade 6

Solution and Scoring

Part	Points
1	<p>1 point possible</p> <p>1 point: Correct expression: 6n Or ½ point: Answer is in the form of an equation: Give credit for the following or equivalent: Ex: $C = 6n$</p>
2	<p>1 point possible</p> <p>1 point: Correct expression: 6n + 15 or Correct expression based on expression in Part 1 Or ½ point: Answer is in the form of an equation: Give credit for the following or equivalent: Ex: $C = 6n + 15$</p>
3	<p>2 points possible</p> <p>1 point: Correct answer: 75 (\$) or Correct answer based on incorrect answer(s) in Part 2 And 1 point: Correct procedure shown and/or explained Correct procedure for $6n$, where $n = 10$, and correct answer, 60 Work may contain a calculation or copy error or may be based on an incorrect response to Part 2 Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $6 \times 10 + 15 = \#$ or • "I multiplied 6 by 10 and added 15 to get my answer."

**Mathematics Item A Sample Responses and Annotations—
2008 Augmented Benchmark Grade 6**

1. $6 \times n$	2. $6 \times n + 15$	3. $10 \times 6 + 15$ $10 \times 6 = 60$ $60 + 15 = 75$
		The total coast would be \$75 with the arts and crafts fee.

SCORE: 4	Points
Part 1, 1 pt:	
Correct Expression	$6 \times n$ 1
Part 2, 1 pt:	
Correct Expression	$6 \times n + 15$ 1
Part 3, 2 pts:	
Correct Answer	$\$75$ 1
Correct Procedure	$\$10 \times 6 + \15 $10 \times 6 = 60$ $60 + 15 = \$75$ 1
TOTAL POINTS	4
SCORE	4

**Mathematics Item A Sample Responses and Annotations—
2008 Augmented Benchmark Grade 6**

1. $6hr \times n = ?$

2. $6hr. \times n + \$15 = ?$

3. $6hr. \times \$10 + \$15 = ?$
 $6hrs. \times 10 = 60\$$
 $\$60 + \$15 = \$75$
 she gets paid
 $\$75$ total.

SCORE: 3**Points****Part 1, 1 pt:**

Correct Equation

$6hr \times n = ?$

1/2

Part 2, 1 pt:

Correct Equation

$6hr. \times n + \$15 = ?$

1/2

Part 3, 2 pts:

Correct Answer

\$75

1

Correct Procedure

$6hr. \times \$10 + \$15 = ?$

$6hrs. \times 10 = 60\$$

$\$60 + \$15 = \$75$

1

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

**Mathematics Item A Sample Responses and Annotations—
2008 Augmented Benchmark Grade 6**

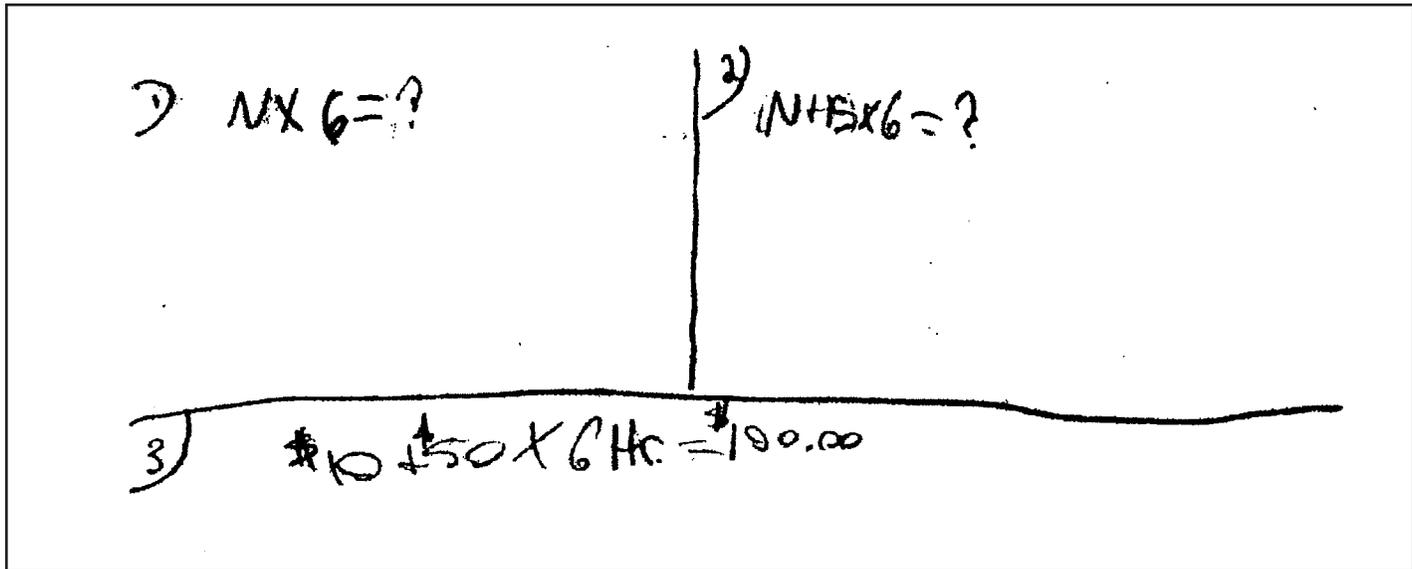
1. $N \times 6 =$

2. $15 \times 6 = \$90$

3. $(10 \times 6) + 15$
 $60 + 15$
 $\$75$

SCORE: 2		Points
Part 1, 1 pt:		
Correct Equation	$N \times 6 =$	1/2
Part 2, 1 pt:		
Incorrect Equation	$15 \times 6 = \$90$	0
Part 3, 2 pts:		
Correct Answer	$\$75$	1
Correct Procedure	$10 \times 6 + 15$ $60 + 15$ $\$75$	1
TOTAL POINTS		2 1/2
SCORE		2

**Mathematics Item A Sample Responses and Annotations—
2008 Augmented Benchmark Grade 6**



SCORE: 1		Points
Part 1, 1 pt:		
Correct Equation	$N \times 6 = ?$	1/2
Part 2, 1 pt:		
Incorrect Expression	$N + 15 \times 6$	0
Part 3, 2 pts:		
Incorrect Answer	$\$100$	0
Incorrect Procedure	$\$10 + \$50 \times 6 \text{ Hr.} =$	0
TOTAL POINTS		1/2
SCORE		1

**Mathematics Item A Sample Responses and Annotations—
2008 Augmented Benchmark Grade 6**

1. Margo charges \$5 per hour for baby-sitting and she babysit's for 6 hours.
 $n + 5 = 6$

2. margo does art's and crafts she charges \$15 fee she will have more then \$20.

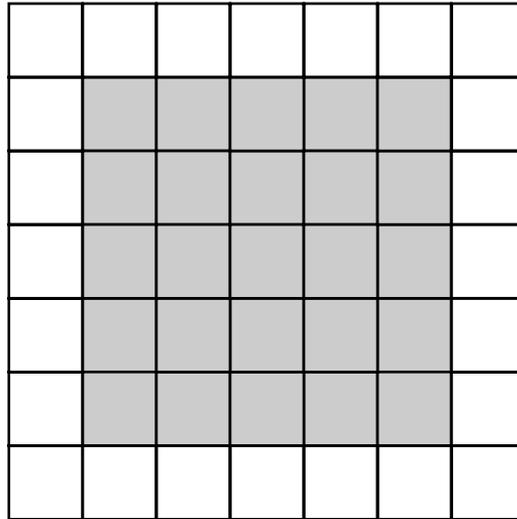
3. Margo would have \$15

SCORE: 0		Points
Part 1, 1 pt:		
Incorrect Equation	$n + 5 = 6$	0
Part 2, 1 pt:		
No Expression	Margo does art's and crafts she charges \$15 fee she will have more then \$20.	0
Part 3, 2 pts:		
Incorrect Answer	\$45	0
No Procedure	No procedure given	0
TOTAL POINTS		0
SCORE		0

Mathematics Item B—2008 Augmented Benchmark Grade 6

B

The reading corner in Mr. Thomson’s classroom is tiled with 1-foot-square carpet tiles, as shaded in the figure below.



 = 1 tile

1. What are the area and perimeter of the tiled reading corner?
2. Mr. Thomson plans to increase the size of the reading corner by doubling all four sides. On the grid in your answer document, draw the new, larger reading corner.
3. How many more carpet tiles are needed for the new reading corner? Show all of your work and/or explain your answer.

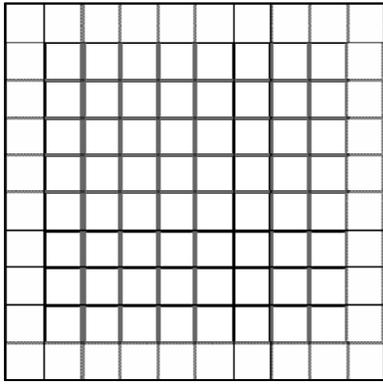
BE SURE TO LABEL YOUR RESPONSES 1, 2, AND 3.

MATHEMATICS ITEM B SCORING RUBRIC—2008 AUGMENTED BENCHMARK GRADE 6

SCORE	DESCRIPTION
4	Correct labels of “ft or units” for Perimeter; “sq. ft or sq. units” for area. Response contains no incorrect work.
3	The student earns $3-3\frac{1}{2}$ points.
2	The student earns $2-2\frac{1}{2}$ points.
1	$\frac{1}{2}-1\frac{1}{2}$ 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 Solution and Scoring—2008 Augmented Benchmark Grade 6

Solution and Scoring

Part	Points
1	<p>2 points possible</p> <p>1 point: Correct area: 25 (sq. ft./sq. unit required for a "4")</p> <p style="text-align: center;">And</p> <p>1 point: Correct perimeter: 20 (ft./unit required for a "4")</p>
2	<p>1 point possible</p> <p>1 point: Correct diagram of a 10 by 10 or Correct answer based on incorrect answer in Part 1</p> <div style="text-align: center;">  </div>
3	<p>1 point possible</p> <p>½ point: Correct answer: 75 or Correct answer based on incorrect answer(s) in Parts 1 and/or 2</p> <p style="text-align: center;">And</p> <p>½ point: Correct procedure shown or explained Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • 100 tiles in new corner – 25 tiles in old corner = 75 or • 4 times as many tiles are needed. • $4 \times 25 = 100$, so 75 more are needed or • 3 times more are needed so $3 \times 25 = 75$

**Mathematics Item B Sample Responses and Annotations—
2008 Augmented Benchmark Grade 6**

The area is 25 square feet
 The perimeter is 20 feet.

3 | Mr. Thomson needs
 75 more carpet
 tiles. I got that
 answer by taking
 100 that will make up a
 new reading area and
 subtracting the 25 tiles
 he already has.

21

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

Correct Answer	<i>The area is 25 square feet</i>	1
Correct Answer	<i>The perimeter is 20 feet.</i>	1

Part 2, 1 pt:

Correct Grid	10 × 10 grid drawn. (The grid can be shaded or not shaded)	1
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Part 3, 1 pt:

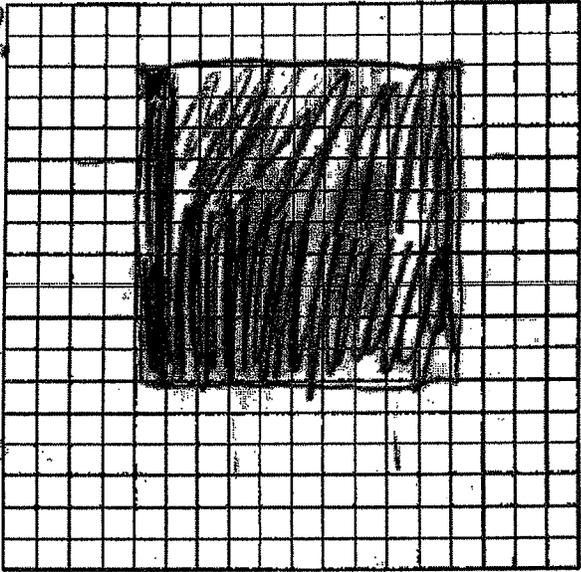
Correct Answer	<i>75 more carpet tiles</i>	1/2
Correct Procedure	<i>100 - 25 = 75</i>	1/2

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

**Mathematics Item B Sample Responses and Annotations—
2008 Augmented Benchmark Grade 6**

1. Area = 25, perimeter = 20. 2

3. 75 more are needed
because there were only
25 blocks and he
wants to double the
sides and once he double
the sides the area is
going to increase.


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

Correct Answer	<i>Area = 25</i>	1
Correct Answer	<i>Perimeter = 20</i>	1

Part 2, 1 pt:

Correct Grid	10 × 10 grid drawn. (grid can be shaded or not shaded)	1
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Part 3, 1 pt:

Correct Answer	<i>75 more are needed...</i>	1/2
Incorrect Procedure	<i>Once he doubles the sides the area is going to increase.</i>	0

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

**Mathematics Item B Sample Responses and Annotations—
2008 Augmented Benchmark Grade 6**

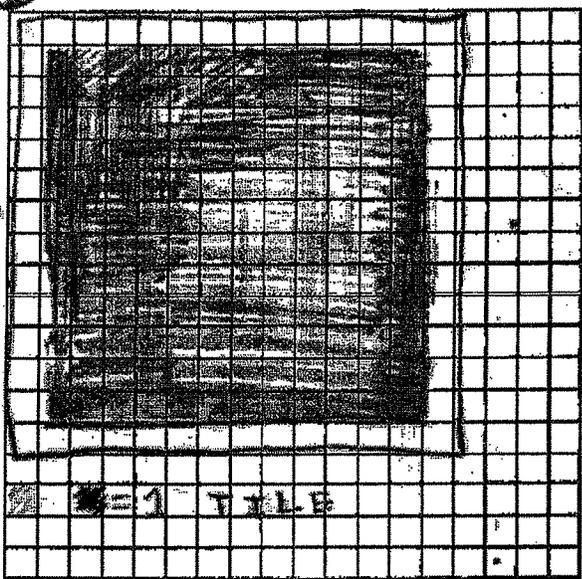
①

$\begin{array}{r} 5 \\ \times 5 \\ \hline 25 \end{array}$ <p>The area is 25 ft².</p>	<p>area</p> <p>Perimeter</p> $\begin{array}{r} 10 \\ + 10 \\ \hline 20 \end{array}$ <p>The perimeter is 20 ft.</p>
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②

$\begin{array}{r} 12 \\ \times 12 \\ \hline 24 \\ + 120 \\ \hline 144 \end{array}$	<p>Mr. Thomson will need 144 carpet tiles.</p>
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③


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

Correct Answer	The area is 25 ft ² .	1
Correct Answer	The perimeter is 20 ft.	1

Part 2, 1 pt:

Incorrect Grid	14 × 14 grid drawn with 12 × 12 shaded grid inside	0
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Part 3, 1 pt:

Incorrect Answer	Mr. Thomson will need 144 carpet tiles.	0
Incorrect Procedure	$12 \times 12 = 24 + 120 = 144$	0

TOTAL POINTS**2****SCORE****2**

**Mathematics Item B Sample Responses and Annotations—
2008 Augmented Benchmark Grade 6**

1. The area of the reading corner is 16 tiles and the perimeter is 24 tiles

2.

3. There are 25 in the first then times it by 4. The other 25 are going to be 100.

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

Incorrect Answer *The area of the reading corner is 16 tiles* 0
 Incorrect Answer *and the perimeter is 24 tiles* 0

Part 2, 1 pt:

Incorrect Grid *Original 5×5 with 4 additional 5×5 grids attached, one on each side* 0

Part 3, 1 pt:

Correct Answer *100 tiles* 1/2
 Correct Procedure *Based on incorrect grid in Part 2.
 $25 \times 4 = 100$
 Finds difference in old and new areas,
 based on incorrect grid in Part 2.* 1/2

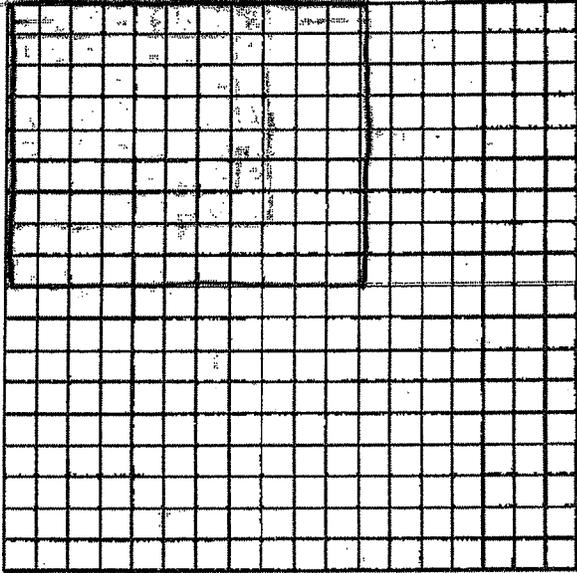
TOTAL POINTS**1****SCORE****1**

**Mathematics Item B Sample Responses and Annotations—
2008 Augmented Benchmark Grade 6**

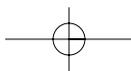
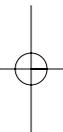
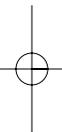
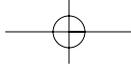
1) Area = 35
Perimeter = 21

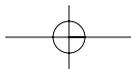
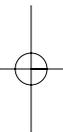
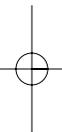
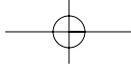
2)

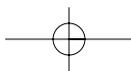
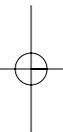
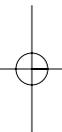
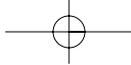
3) 43 new carpet tiles
because the Area is 35
and we doubled it and
 $35 + 8 = 43$ because we
doubled all sides 2 times.

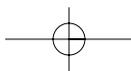
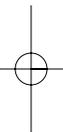
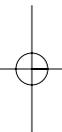
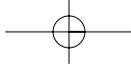


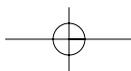
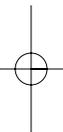
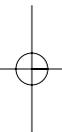
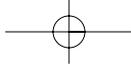
SCORE: 0		Points
Part 1, 2 pts:		
Incorrect Answer	<i>Area = 35</i>	0
Incorrect Answer	<i>Perimeter = 21</i>	0
Part 2, 1 pt:		
Incorrect Grid	<i>11 × 9 grid drawn, shading not required</i>	0
Part 3, 1 pt:		
Incorrect Answer	<i>43 new carpet tiles</i>	0
Incorrect Procedure	<i>35 + 8 = 43 because we doubled all sides 2 times</i>	0
TOTAL POINTS		0
SCORE		0

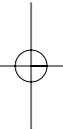
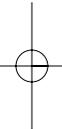
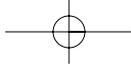












ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

