

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program



Teacher Handbook

Arkansas Augmented
Benchmark Examination

**APRIL 2008
ADMINISTRATION**

GRADE

8

Arkansas Department of Education

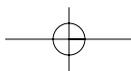
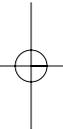
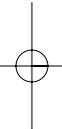
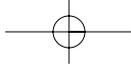
Copyright © 2008 by Arkansas Department of Education. All rights reserved. Arkansas public schools may reproduce this document in full or in part for use with teachers, students, and parents. All other uses of this document are forbidden without written permission from the Arkansas Department of Education.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

ISBN 9998712513

ISBN 999-8712-51-3



9 789998 712515



Teacher Handbook—2008 Augmented Benchmark Grade 8

Table of Contents

INTRODUCTION 3

SCORING STUDENT RESPONSES TO READING AND MATHEMATICS OPEN-RESPONSE ITEMS

Reader Training	4
Scoring Procedures	5

READING RESPONSES

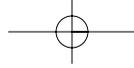
Reading Passage A	7
Reading Item A	9
Reading Item A Scoring Rubric	9
Reading Item A Sample Responses and Annotations	10
Reading Passage B	14
Reading Item B	16
Reading Item B Scoring Rubric	16
Reading Item B Sample Responses and Annotations	17

WRITING RESPONSES

Scoring Student Responses to Writing Prompts	22
Domain Scoring	22
Scoring Scale	22
Non-scoreable and Blank Papers	22
Writing Domains and Definitions	23
Writing Prompt	24
Writer's Checklist	25
Writing Sample Response 1	26
Writing Annotation for Sample Response 1	28
Writing Sample Response 2	29
Writing Annotation for Sample Response 2	30
Writing Sample Response 3	31
Writing Annotation for Sample Response 3	32

MATHEMATICS RESPONSES

Mathematics Item A	34
Mathematics Item A Scoring Rubric	34
Mathematics Item A Solution and Scoring	35
Mathematics Item A Sample Responses and Annotations	36

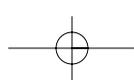
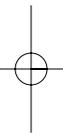
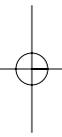


Teacher Handbook—2008 Augmented Benchmark Grade 8

Table of Contents

MATHEMATICS RESPONSES (CONTINUED)

Mathematics Item B	41
Mathematics Item B Scoring Rubric	41
Mathematics Item B Solution and Scoring	42
Mathematics Item B Sample Responses and Annotations	43



Introduction—2008 Augmented Benchmark Grade 8

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 8 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 8

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.

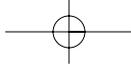
Once scoring of the actual student responses begins, readers are monitored constantly throughout the project to ensure that they are scoring according to the criteria. Daily and cumulative statistics are posted and analyzed, and Scoring Directors or Team Leaders reread selected responses scored by the 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 8

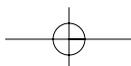
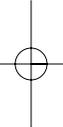
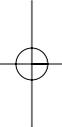
Scoring Procedures

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 8

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

Yia-Yia's Dance

by Laurie Halse Anderson

My Yia-Yia, my beautiful grandmother—she dances like a ribbon, like a smooth, sun-glinting, wind-tossed ribbon.

Yia-Yia was born in a tiny village in Greece. Her four brothers, her grandparents, and all the aunts, uncles, and cousins danced around a bonfire long into the night when she was born. Her mother and father had waited many years for a girl child. Their love for her was as deep as the sea. Her father took her outside to the happy relatives when she was only one hour old. She opened her eyes. She watched the firelight and smoke curl up to the stars that hung above their village.

3 Just as she was learning how to walk, the family packed up everything they owned and crossed the ocean in a ship. The sailors taught her how to dance to the music of a pipe, while sea gulls sang overhead.

When she got bigger, she twirled and whirled on her way to school in the morning. She snapped her fingers and clicked her heels on the way home in the afternoon. There was always work to be

done at her house—floors to scrub and pots to wash and clothes to iron and schoolwork to finish late into the night at the kitchen table. She held a tune in her heart and tapped out a beat with her toes, so the time passed quickly by.

5 Back then my Papou stood tall and strong. He fell in love with the way Yia-Yia's black hair glowed in the candlelight of their church. He talked to each one of her four brothers and her father and then her mother to get permission to sit next to her on the stoop and drink lemonade. They ate sweet cakes she made with her slender hands. When he asked her to marry him he had a spot of honey on his chin.

At their wedding, her feet barely touched the ground. The voices of the singers and the perfume of the incense coiled around her heart and made her eyes wet. Wearing their wedding crowns, she and her beloved walked three times around the altar and became partners for life.

Later came babies—my mom, my Aunt Helena, and my Uncle Costas. Yia-Yia

Reading Passage A—2008 Augmented Benchmark Grade 8

danced with them all so they wouldn't fuss. She played old records and whispered stories of a faraway village. With a baby in her arms, she hummed the tunes of far away. She high-stepped her way from the kitchen to the laundry room, from the grocery to the church. She tied back her long hair with scarves of blue and green.

When the children grew older she taught them the right steps: chin up, back straight, eyes clear and steady. She kissed Papou on the chin when he came home in the evening, tired from the mill. She pulled him to the soft chair and served him thick coffee and figs while dinner cooked.

9 Uncle Costas married Aunt Tessa, and Aunt Helena married Uncle Roy, and my mom married my dad. Then came the grandchildren—roly poly grandchildren who loved pastries and cookies and a spinning grandmother who hummed.

10 These days the best place to see my Yia-Yia dance is at the church festival. The

guitar music rings in my ears, and the salty-sweet tastes of Greece fill my mouth. Yia-Yia and Papou sit at the end of a long table. They watch the young people dance in graceful lines that snake in and out of the room. They smile at their friends and wave to their children and grandchildren, but Yia-Yia does not dance . . . until the band plays the sailor's song. She takes the snow white handkerchief from Papou's jacket pocket and slides the scarf from her hair. Everyone in the room stops to watch her.

She dances. Her arms glide like the wings of a swan. Her feet stomp and her legs leap, harder and higher than the youngest girl. Her proud face is strong like the faces in the paintings in the church. The music grows louder, and her children and grandchildren cheer. She throws back her head. Her dark, silver-streaked hair comes alive like a moonless night lit by shimmering silver stars. And it curls in the air like the smoke rising from the village bonfire.

"Yia-Yia's Dance": Copyright © 1998 by Highlights for Children, Inc., Columbus, Ohio.

Reading Item A—2008 Augmented Benchmark Grade 8

A

Describe a way in which Yia-Yia is **different** at the end of the passage. Describe a way in which she is the same. Provide two examples from the passage to support your response.

READING ITEM A SCORING RUBRIC—2008 AUGMENTED BENCHMARK GRADE 8

SCORE	DESCRIPTION
4	Response accurately describes a difference, a similarity, and provides two examples from the passage to support the response.
3	Response accurately describes a difference, a similarity, and provides one example from the passage to support the response, OR response accurately describes a difference and provides two examples to support the response OR response accurately describes a similarity and provides two examples to support the response.
2	Response accurately describes a difference and similarity, OR response accurately describes a difference and provides one example from the passage to support the response OR response accurately describes a similarity and provides one example from the passage to support the response.
1	Response accurately describes a difference OR response accurately describes a similarity.
0	Response is incorrect or irrelevant.

Reading Item A Sample Responses and Annotations—2008 Augmented Benchmark Grade 8**Score Point: 4**

The response accurately describes a difference (*One way she is different is she is older*) and uses a text-based example (*Then came the grandchildren*) to support it. The response also accurately describes a similarity (*One way she was the same is she still loves to dance.*) and supports it with text-based example (*Everyone in the room stops to watch her. She dances*).

There are many ways Yia-Yia is different at the of the passage. One way she is different is she is older. For example, in paragraph 9 when it said, "Then came the grandchildren." Although she was different in many ways she was the same. One way she was the same is she still loves to dance. For example, in paragraphs 10 and 11 when it said, "Everyone in the room stops to watch her. She dances." Those are some ways Yia-Yia is different and the same at the end of the passage.

Reading Item A Sample Responses and Annotations—2008 Augmented Benchmark Grade 8**Score Point: 3**

The response accurately describes a difference (*In the way she was different was that she didn't have her same dark hair*) and uses an example from the text as support (*At the end she had silver streaked hair, which shows she has gotten older*). The response accurately describes a similarity (*In the way she was the same is that she still dances flawlessly and in the same way she used to*) but does not provide any examples to support that idea.

In a way Yia-Yia is different in a way
and the same at the end of the passage.
In the way she was different was that she
didn't have her same dark hair. At the end
she had silver streaked hair, which shows she
has gotten older. In the way she was the
same is that she still dances flawlessly
and in the same way she used to.

Reading Item A Sample Responses and Annotations—2008 Augmented Benchmark Grade 8

Score Point: 2

The response accurately describes a difference (*Yia-Yia is different because She dance at a church festival instead of anywhere*). The response also accurately describes a similarity (*Yia-Yia is the same because she still dance to that sailor song*) The response does not provide an example from the passage to support either the difference or the similarity.

Yia-Yia is different because She
dance at a church festival instead of anywhere. Yia-
Yia is the same because She still dance to that sailor
song.

Reading Item A Sample Responses and Annotations—2008 Augmented Benchmark Grade 8

Score Point: 1

The response accurately describes a similarity (*She still Likes to dance*). There is no attempt to provide an example from the text so support that idea. The difference provided (*She shows more respect*) is given no credit because there is no evidence in the text to support that she ever lacked respect or that she started showing it.

<p>ways she different</p> <p>1. She shows more respect</p> <p>2.</p>
<p>ways shes alike</p> <p>1. She still likes to dance.</p> <p>2.</p>

Score Point: 0

The response attempts to provide a similarity (*All I seen that was the same was that she changed*). The response receives no credit as it is contradictory and therefore does not make sense.

<p>I really didnt see any change in the end. All I seen that was the same was that see changed.</p>

Reading Passage B—2008 Augmented Benchmark Grade 8

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

Pencil Pirates

by Linda K. Zoeller



Grab a pencil and take a look. Would you hire armed guards to protect it? Can you think of a reason why a country would create special laws to prevent the smuggling and stealing of pencils? In fact, can you imagine that punishment for breaking such laws could result in years of hard labor or expulsion from your country? Well, sharpen that pencil. Do you see the lead? People once considered graphite in pencil leads to be just that special.

2 It all started over 500 years ago after a wet and windy storm. In Borrowdale, England, villagers watched as sheets of rain and the howling wind tore across their valley. When the sun finally broke through, the shepherds led their sheep out into the fresh, clear morning to graze and found trees pulled up by the roots. Patches of black peppered the ground where the trees once stood. No one had a clue what the black stuff could be. At first people thought it was coal, only it wouldn't burn. Then shepherds saw that it left smudges on everything it touched, so they began marking their sheep with the material.

Sheep marking turned out to be only the first use. Soon the material called wad by the locals, and today known as graphite, began being mined by local businesspeople. They found uses for it in a variety of products, from medicines to cannonball molds. And by wrapping sheepskin around a chunk of graphite, they created pencils.

The value of graphite grew. Thieves looked for ways to steal it either from the mine or while it was being transported to other parts of England. They profited by selling it to people in foreign countries. In order to end this thievery, the English government made the mine state property and passed strict laws against stealing or smuggling the rock. Soldiers guarded the mineral as it traveled in stagecoaches from Borrowdale to London.

In Continental Europe, famous for its drawings, paintings, and statues, artists clamored for the new pencils. The rods of lead that had been used left only a thin, light line. This new tool provided a soft medium for drawing, but the sheepskin-covered chunks seemed awkward in the artists' skilled hands. They needed to change the design. An artist carved a groove into a piece of wood and rested a slab of the graphite in the slit. Then the graphite was polished until it lay smoothly and evenly with the surface of the wood. A second piece of wood glued

Reading Passage B—2008 Augmented Benchmark Grade 8

on top finished the pencil. This design improved the pencil for use in creating delicate drawings. But even great artists make mistakes, so they learned to rub out the graphite with breadcrumbs—the first erasers.

People in Borrowdale studied the new pencil design and created a business making wad pencils. Since only the Borrowdale graphite worked in pencils, local craftsmen were determined to lock up the pencil-making trade. But a Frenchman named Nicholas Jacques Conté ruined things for the Borrowdale pencil-makers.

7 Conté pulverized the soft, shapeless graphite found all over the world—thought to be useless in terms of pencil making—and mixed it with clay. He then placed the mixture in a furnace. The resulting material could be used to make pencils. Not only did this process produce a material to replace the wad pencils, it improved pencil leads—resulting in pencils of varying hardness.

What difference does hardness make? Check out your pencil. Do you see a number? If the number is a four, the pencil lead leaves less graphite on the paper than if the number is a two. A hard pencil makes a lighter line. Teachers usually request number two pencils so they can easily read your answers. Artists use harder pencils for different effects in their drawings.

About the same time Conté developed the new pencil lead, rubber replaced breadcrumbs as erasers. It took 80 years to learn how to attach the rubber to the pencil. But with that knowledge, the modern pencil had arrived, and an industry was born.

Americans use over 2.8 billion pencils every year. Manufacturing that many pencils requires large factories, but the production processes used today are not much different from those used in earlier times. Workers mix graphite and clay, then toss the material into giant drums. The powder still goes into a furnace, but now the material passes through several stages of drying, wetting, and crushing to form a paste. The paste runs through metal tubes to form thin spaghetti-like rods—the pencils' lead.

Take a look at that pencil one more time. Does it look like the Continental European design of two pieces of wood glued together? Modern pencil-makers still use that old technique. They have improved upon it, though, because pencil manufacturers must make billions of pencils. Now they use woodworking tools on large blocks of wood so that they are able to produce eight pencils at a time rather than one.

Modern pencil-making begins with machines that carve grooves into cedar blocks. Workers then drop eight lead rods into the slits and glue the two blocks of wood together. Cutting machines shape each side of the wood to make a smooth circle or sharp angles. With the edges shaped to meet the final design of the pencil, the wood is separated into eight pencils. Finally, machines apply layers of paint to cover the wood seams. A hot metal stamp burns a number on the side to indicate the pencil lead's level of hardness, and a metal band around one end of the pencil secures a rubber eraser.

Soldiers no longer need to guard today's pencil leads, and no one tries to smuggle a pencil anymore. But just think, if billions of pencils are used each year, and one pencil can write over 45,000 words, maybe the real value of a pencil lies in the ideas, the pictures, and the math it helps create.

"Pencil Pirates": By Linda K. Zoeller. Reprinted by permission of CRICKET magazine, September 2004, Vol. 2, No. 1, text copyright © 2005 by Carus Publishing.

Reading Item B—2008 Augmented Benchmark Grade 8

B

Different kinds of pencil leads are identified by numbers that indicate the hardness of the lead. Identify what kind of lead is **most** commonly used in schools. Explain what it means when a pencil lead is hard, and provide an example of why someone might choose a pencil with a harder lead.

READING ITEM B SCORING RUBRIC—2008 AUGMENTED BENCHMARK GRADE 8

SCORE	DESCRIPTION
4	Response identifies the most common pencil lead used in schools, explains the significance of harder lead, and correctly provides an example of why someone chooses a pencil with a harder lead.
3	Response identifies the most common pencil lead used in schools and explains the significance of harder lead OR response explains the significance of harder lead and correctly provides an example of why someone would choose a pencil with a harder lead OR student correctly identifies the most common pencil lead used in schools and correctly provides an example of why someone would choose a pencil with a harder lead.
2	Response identifies the most common pencil lead used in schools OR explains the significance of harder lead OR response correctly provides an example of why someone chooses a pencil with a harder lead.
1	Response shows misinterpretation of some part of the question, but demonstrates some reading comprehension.
0	Response shows no understanding of the task; it may be inaccurate or irrelevant. Response demonstrates no reading comprehension.

Reading Item B Sample Responses and Annotations—2008 Augmented Benchmark Grade 8

Score Point: 4

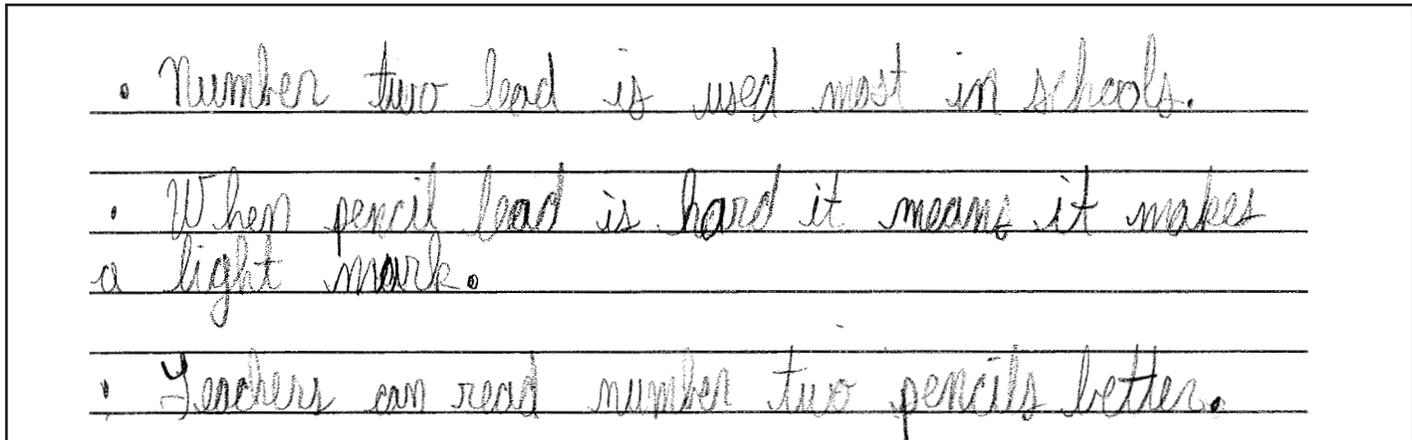
This response correctly identifies the lead most commonly used in schools, explains what it means when a pencil lead is hard and provides an example of when someone might choose a pencil with a hard lead. 1) *Pencils are always found at school and usually they are number two pencils.* 2) *Pencils that have hard lead are very light in color.* 3) *An artist would use this pencil because they can show certain details and effects in their art. They can make certain parts dark and other parts light. Depending on what your writing or drawing, You'll need a certain pencil hardness for that task.*

Pencils are always found at school and usually they are number two pencils. This is because it has a low hardness in its lead making it darker and easier to see. Pencils that have hard lead are very light in color. An artist would use this pencil because they can show certain details and effects in their art. They can make certain parts dark and other parts light. Depending on what your writing or drawing, you'll need a certain pencil hardness for that task.

Reading Item B Sample Responses and Annotations—2008 Augmented Benchmark Grade 8

Score Point: 3

This response correctly identifies the lead most commonly used in schools and explains what it means when a pencil lead is hard. 1) *Number two lead is used most in schools.* 2) *When pencil lead is hard it means it makes a light mark.* The student then provides clarification regarding the pencils used in schools (*Teachers can read number two pencils better*) but does not attempt to provide an example of when someone might choose a hard lead pencil.



The image shows a student's handwritten response on lined paper, enclosed in a rectangular box. The response consists of three bullet points, each starting with a small circle. The handwriting is in cursive and somewhat slanted. The first line reads: "• Number two lead is used most in schools." The second line reads: "• When pencil lead is hard it means it makes a light mark." The third line reads: "• Teachers can read number two pencils better."

Reading Item B Sample Responses and Annotations—2008 Augmented Benchmark Grade 8

Score Point: 2

This response identifies the lead most commonly used in schools. 1) *They normally use a number two pencil. The student provides some additional information (It means it makes a darker mark. To make a permanent mark) that does not correctly explain what it means when a pencil lead is hard nor does it provide a correct example of when someone might choose a hard lead pencil so is given no additional credit.*

They normally use a number two pencil. It means it makes
a darker mark, to make a permanent mark.

Reading Item B Sample Responses and Annotations—2008 Augmented Benchmark Grade 8

Score Point: 1

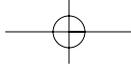
This response offers a misinterpretation of the question, but does demonstrate some reading comprehension by attempting to identify the lead most commonly used in schools (*Most of what we use are hard leads so that it shows up better on things*), and two examples of when someone might choose a hard lead pencil (*The reason people use them is so that it is visible . . . When the pencil lead is hard the lines and words you make with them are darker*). Since all of these are ideas are inaccurate, the ideas do not receive any credit. However, the response can receive 1 point for a minimal understanding of the question.

Most of what we use are hard leads
so that it shows up better on things.
The reason people use them is so that it
is visible. When the pencil lead is hard
the lines and words you make with them
are darker.

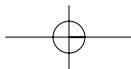
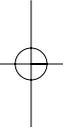
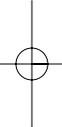
Score Point: 0

This response consists of text copied from the selection that does not specifically attempt to answer any part of the question. This shows no understanding of the task.

Different kinds of pencil leads are identified by numbers that indicate the hardness of the lead. It all started over 500 years ago after a wet and windy storm. Patches of black peppered the ground where the trees once stood. Conte pulverized the soft, shapeless graphite found all over the world thought to be useless in terms of pencil making and mixed it with clay. Soldiers no longer need to guard today's pencil leads, and no one tries to smuggle a pencil anymore. But just think, if billions of pencils are used each year, and one pencil can write over 45,000 words, maybe the real value of a pencil lies in the ideas, the pictures, and the math it helps create.



WRITING RESPONSES



Scoring Student Responses to Writing Prompts—2008 Augmented Benchmark Grade 8

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 8

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 8

Your teacher has asked students to write an essay on the following topic:

What leader has had an impact on your life?

Before you begin to write, think about a leader (for example, a coach, advisor, teacher, or team captain) who has been important in your life. Who is this person and why is he or she important? How has this person had an impact on your life?

Now write an essay for your teacher about a leader who has had an impact on your life. Give enough detail so that your teacher will understand.

Writer's Checklist—2008 Augmented Benchmark Grade 8

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 8

- IMPACT

Throughout my lifetime, which has only been about thirteen years, I have known alot of people. Some have made a good impression on me and some have made a bad impression. Alot of people have had an influence on my life: parents, teachers, friends, and relatives, but one particular person in my life has really impacted me. That person would have to be my band instructor.

My band instructor has taught me alot of things. He's taught me alot about music, but he has taught me alot about life, as well. He introduced me to a whole new side of music. It's a side that's fun and interesting and very unique; I enjoy it so much! I used to think that music, at least marching band music, was boring. I even used to think it was really easy! Boy, was I wrong! Sometimes playing an instrument can be very, very difficult, but my band teacher has showed me to push through and accept the challenge. This makes me work alot harder and

Writing Sample Response 1—2008 Augmented Benchmark Grade 8

motivates me to do better. As far as marching band being boring, it's not. I love band! Band has made me fall in love with music and I owe it all to my band teacher.

My band instructor hasn't just taught me all of this, he's also showed me these things in real life. He has showed me that hard work can get me anywhere I want to go, and I should ALWAYS try my best. He constantly encourages me and everyone else in band to never give up. I know he believes in us, and knows we can succeed.

In summary, my band director has taught me a lot. He has showed me real life values and a different side to music.

Determination can get people anywhere. I mean come on, look where he ended up. He gets to spend eight hours a day with cool, intelligent, amazing kids like me, five days a week! Who wouldn't want to do that??!

Writing Annotation for Sample Response 1—2008 Augmented Benchmark Grade 8

Content: 4

The clear central idea of a band instructor as the leader who has impacted the student's life is fully elaborated. A thoughtful introduction is followed by a paragraph on what the band instructor has taught the student about music. The student enhances the unity of the response by incorporating a nice transitional phrase in the topic sentence of the next paragraph, in which the idea of what the student has learned about life is elaborated. The concluding paragraph provides closure for the entire piece. A clear organizational plan is evident. There is consistent control of the Content domain.

Style: 4

Vocabulary and information have been purposefully selected and incorporated into sentences with a variety of beginnings and lengths that sustain reader interest (*He introduced me to a whole new side of music. It's a side that's fun and interesting and very unique; I enjoy it so much! I used to think that music, at least marching band music, was boring. I even used to think it was really easy! Boy, was I wrong!*). An attitude of enthusiastic respect is conveyed and maintained throughout, and a strong writer's voice is clearly evident (*I mean come on, look where he ended up. He get's to spend eight hours a day with cool, intellegent , amazing kids like me, five days a week! Who wouldn't want to do that??!*). Style is consistently controlled.

Sentence Formation: 4

Sentences are complete; none are fused or over-coordinated. Standard word order is maintained throughout. There is evidence of both expansion through standard coordination (*A lot of people have had an influence on my life: parents, teachers, friends, and relatives, but one particular person in my life has really impacted me*), and embedding through standard subordination (*I used to think that music, at least marching band music, was boring*). Control of Sentence Formation is consistent.

Usage: 4

The student has skillfully handled all features of the Usage domain: standard inflections, agreement, word meaning, and conventions. Control of Usage is consistent.

Mechanics: 4

With only minor errors in spelling (*alot, intellegent*) and punctuation (a comma instead of a semicolon, a missing comma, an unnecessary apostrophe), the response demonstrates consistent control of Mechanics.

Writing Sample Response 2—2008 Augmented Benchmark Grade 8

There is only one leader that has impact my life and that leader's name is Timmy White. First, he know how to make me happy when im sad. He always know's what to do. Next, He love's taken me on avatures. He always takes me some where even if he dont want to. Last, I can tell him anything and he wont tell any one not even my Mom or dad. He is also like a Brother to me. He would do anything to make me happy. That is why i pickd him for the only leader that has impact my life.

Writing Annotation for Sample Response 2—2008 Augmented Benchmark Grade 8

Content: 2

While this response is unified around a clear central idea, supporting ideas are presented in list-like fashion with minimal details. There is an attempt at organization (*First ... Next ... Last ...*), but little progression of ideas and a simplistic closure. Content is inconsistently controlled.

Style: 2

Vocabulary and information are mostly general and show little evidence of being selected to affect the reader. There is some sentence variety, but many repetitive beginnings (*He always knows ...*, *He always takes ...*, *He loves ...*, *He is ...*). Tone is flat and voice is dim due to the general nature of information and vocabulary. Control of Style is inconsistent.

Sentence Formation: 4

This response demonstrates consistent control of Sentence Formation. There are no problems with word order; simple, compound, and complex sentences are formed correctly. There is evidence of coordination (*There is only one leader that has impact my life and that leader's name is Timmy White*) and subordination (*He always take's me some where even if he dont wont to*).

Usage: 2

There are inflection errors (*has impact my life*, *He loves taken*), agreement errors (*he know*, *he don't*), and a word meaning error (*he dont wont*). In a response of this length, this is evidence of inconsistent control of Usage.

Mechanics: 2

Although formatting is handled correctly, there are problems with capitalization (*im*; *Know's*; *Next*, *He*; *a Brother*), punctuation (missing or unnecessary apostrophes, missing commas), and spelling (*avatures*, *some where*, *any one*, *pickd*). Mechanics is inconsistently controlled.

Writing Sample Response 3—2008 Augmented Benchmark Grade 8

I'm going to write about my sister
Because one is she is always
there for me and second is
Because shes nice to me and
third is Because she's my sister
and the reason why I say
all this is Because if I'm
in trouble are need money
are any thing like that
she is there for me and
if I need help with my work
she is there and second
is she is nice to me
unlike my Brothers and
she sticks up for me
and third is Because I
always wanted a sister
and even now my parents
got a divorce thats sad
But I'm ok with it I guess
But my sister is my leader.

Writing Annotation for Sample Response 3—2008 Augmented Benchmark Grade 8

Content: 2

Focus on the central idea of the sister as the leader in the student's life is maintained until near the end, when there is a slight shift to the parents' divorce. Elaboration is listy and somewhat repetitive with few details. There is a minimal attempt at organization (*one is ... second is ... third is ...*), but little progression of ideas. Content is inconsistently controlled.

Style: 2

Information and vocabulary are general, and there is little evidence of purposeful selection to affect the reader. The fact that the response is one long sentence detracts from Style. The general nature of information and vocabulary produces a flat tone and dim voice. Control of Style is inconsistent.

Sentence Formation: 1

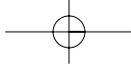
The response is one long sentence with ideas strung together with conjunctions. There are also problems near the end as the student attempts to connect the idea of the parents' divorce. There is no control of Sentence Formation.

Usage: 4

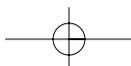
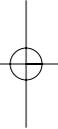
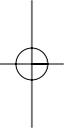
With only a minor problem with use of cardinal and ordinal numbers (*one ... second ...*) and one meaning error (*are* instead of *or*), control of Usage is consistent.

Mechanics: 3

Even though errors appear in all features [consistent capitalization of letter "B," two missed apostrophes, one misspelled word (*thang*), no formatting], the number of errors is relatively few. Control of Mechanics is reasonable.



MATHEMATICS RESPONSES



Mathematics Item A—2008 Augmented Benchmark Grade 8

A

Doug built a flower box for his mother. The width of the flower box is 11 inches, the height is 8 inches, and the length is 34 inches.

1. Doug's mother places dirt in the flower box. She does not fill the flower box to the top with dirt and instead leaves 2 inches at the top. What is the amount of dirt she will use? Show your work and/or explain your answer.
2. Frances also built a flower box. The volume of her flower box is 5,843.75 cubic inches. The dimensions of Frances's flower box are 25% greater than the dimensions of Doug's flower box. The width of Frances's flower box is $13\frac{3}{4}$ inches. What is the height and length of Frances's flower box? Show your work and/or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

MATHEMATICS ITEM A SCORING RUBRIC—2008 AUGMENTED BENCHMARK GRADE 8

SCORE	DESCRIPTION
4	Correct labels in Parts 1 and 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 A Sample Responses and Annotations—
2008 Augmented Benchmark Grade 8**

16

$$\begin{array}{r} 8 \\ - 2 \\ \hline 6 \end{array}$$

Doug's mother will use 2,244
Cubic inches of dirt for the flower
box.

6 x 11 x 34 = 2244

height width length volume

2

$$\begin{array}{r} 8 \\ \times .25 \\ \hline 2 \\ + 8 \\ \hline 10 \end{array}$$

height

34

$$\begin{array}{r} 34 \\ \times .25 \\ \hline 8.5 \\ + 34 \\ \hline 42.5 \end{array}$$

length

11

$$\begin{array}{r} 11 \\ \times .25 \\ \hline 2.75 \\ + 11 \\ \hline 13.75 \end{array}$$

width

Frances's box is
10 inches tall, 42½
inches long, and 13¾
inches wide.

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

Correct Answer

*Doug's mother will use 2,244 cubic inches of
dirt for the flower box* 1

Note: correct units required at the "4" level

Correct Procedure

$$8 - 2 = 6$$

$$6 \times 11 \times 34 = 2244$$

1

Part 2, 2 pts:

Correct Answers

*France's box is 10 inches tall, 42½ inches long, 1
and 13¾ inches wide.* 1

Note: correct units required at the "4" level

Correct Procedure

$$8 \times .25 = 2 \quad 34 \times .25 = 8.5$$

$$2 + 8 = 10 \quad 8.5 + 34 = 42.5$$

1

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

**Mathematics Item A Sample Responses and Annotations—
2008 Augmented Benchmark Grade 8**

<p style="text-align: center;">①</p> $11 \times 6 \times 34 =$ 2244 <hr style="width: 50%; margin: 10px auto;"/> <p style="text-align: center;">inches</p> <p>The amount of dirt Doug's mom will use is 2244 inches².</p>	<p style="text-align: center;">②</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;">height</td> <td style="text-align: right;">length</td> </tr> <tr> <td style="text-align: right;">8</td> <td style="text-align: right;">34</td> </tr> <tr> <td style="text-align: right;">$\times .25$</td> <td style="text-align: right;">$\times .25$</td> </tr> <tr> <td style="text-align: right;"><hr style="width: 50%;"/></td> <td style="text-align: right;"><hr style="width: 50%;"/></td> </tr> <tr> <td style="text-align: right;">2</td> <td style="text-align: right;">8.5</td> </tr> <tr> <td style="text-align: right;">+ 8</td> <td style="text-align: right;">+ 34</td> </tr> <tr> <td style="text-align: right;"><hr style="width: 50%;"/></td> <td style="text-align: right;"><hr style="width: 50%;"/></td> </tr> <tr> <td style="text-align: right;">10</td> <td style="text-align: right;">42.5</td> </tr> <tr> <td></td> <td style="text-align: right;">42$\frac{1}{2}$</td> </tr> </table> <p>The height of Frances flower box is 10 inches and the length is 42$\frac{1}{2}$ inches</p>	height	length	8	34	$\times .25$	$\times .25$	<hr style="width: 50%;"/>	<hr style="width: 50%;"/>	2	8.5	+ 8	+ 34	<hr style="width: 50%;"/>	<hr style="width: 50%;"/>	10	42.5		42 $\frac{1}{2}$
height	length																		
8	34																		
$\times .25$	$\times .25$																		
<hr style="width: 50%;"/>	<hr style="width: 50%;"/>																		
2	8.5																		
+ 8	+ 34																		
<hr style="width: 50%;"/>	<hr style="width: 50%;"/>																		
10	42.5																		
	42 $\frac{1}{2}$																		

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

Correct Answer	...2244 inches ²	1
Correct Procedure	$11 \times 6 \times 34 = 2244$	1

Part 2, 2 pts:

Correct Answers	The height of Frances flower box is 10 inches and the length is 42 $\frac{1}{2}$ inches	1
Correct Procedure	$8 \times .25 = 2$ $34 \times .25 = 8.5$ $2 + 8 = 10$ $8.5 + 34 = 42.5$	1

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

Correct labels are required for a final score of 4. **3**
 Due to the incorrect label in Part 1 (inches² instead of inches³), the final score for this response is a 3.

**Mathematics Item A Sample Responses and Annotations—
2008 Augmented Benchmark Grade 8**

① $V = lwh$
 $V = 2 \times 11 \times 34$
 $V = 748 \text{ inches}^3$

she will use 748 cubic inches of dirt to fill the rest of the flower box.

② $8 \times 25\% = 2$
 $8 + 2 = 10 \text{ inches}$
 $34 \times 25\% = 8.5$
 $34 + 8.5 = 42.5 \text{ inches}$

$L = 42.5 \text{ in.}$
 $H = 10 \text{ in.}$

The length is 42.5 inches and the height is 10 inches.

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

Incorrect Answer	<i>She will use 748 cubic inches of dirt to fill the rest of the flower box</i>	0
Incorrect Procedure	$V = lwh$ $V = 2 \times 11 \times 34$ $V = 748 \text{ inches}^3$	0

Part 2, 2 pts:

Correct Answers	<i>The length is 42.5 inches and the height is 10 inches.</i>	1
Correct Procedure	$8 \times 25\% = 2$ $8 + 2 = 10 \text{ inches}$ $34 \times 25\% = 8.5$ $8.5 + 34 = 42.5 \text{ inches}$	1

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

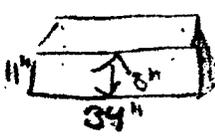
**Mathematics Item A Sample Responses and Annotations—
2008 Augmented Benchmark Grade 8**

<p>1. 2,244 cubic inches.</p>	<p>2. W: $13\frac{3}{4}$ in. L: 4 H:</p>
-----------------------------------	---

SCORE: 1	Points
<hr/>	
Part 1, 2 pts:	
Correct Answer	2,244 cubic inches 1
Missing Procedure	No procedure shown 0
<hr/>	
Part 2, 2 pts:	
Incorrect Answers	W: $13\frac{3}{4}$ in. L: 4 H: 0
Missing Procedure	No procedure shown 0
<hr/>	
TOTAL POINTS	1
SCORE	1

**Mathematics Item A Sample Responses and Annotations—
2008 Augmented Benchmark Grade 8**

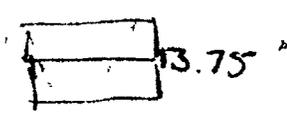
①



11" 34"

4 inches

She will use 4" of dirt in her flower pot.



13.75"

$$\begin{array}{r} 13.75 \\ - 11 \\ \hline 2.75 \end{array}$$

$$\begin{array}{r} 34 \\ + 2.75 \\ \hline 36.75 \end{array}$$

The length will be 36.75" on Frances box

SCORE: 0**Points****Part 1, 2 pts:**

Incorrect Answer	She will use 4" of dirt in her flower pot	0
Incorrect Procedure	$8 - 2 = 4$	0

Part 2, 2 pts:

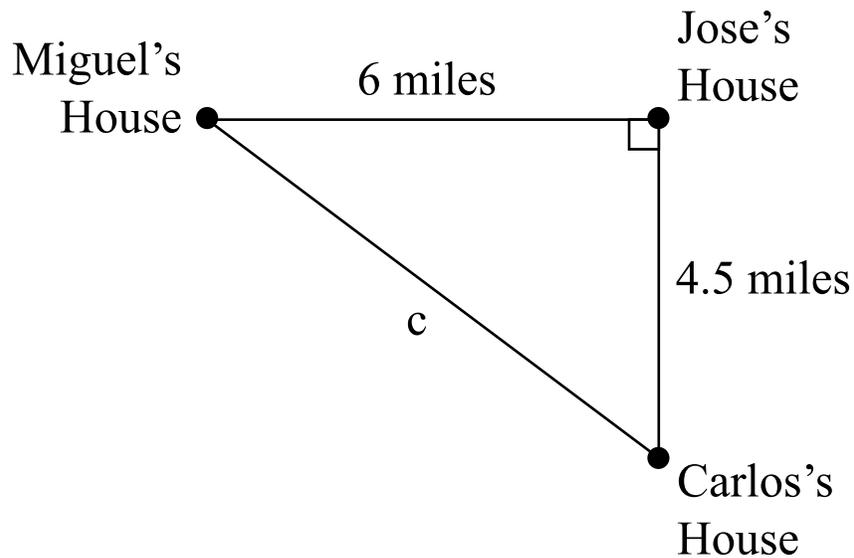
Incorrect Answers	The length will be 36.75" on Frances box	0
Incorrect Procedure	$13.75 - 11 = 2.75$ $34 + 2.75 = 36.75$	0

TOTAL POINTS**0****SCORE****0**

Mathematics Item B—2008 Augmented Benchmark Grade 8

B

The figure below shows the distance between three houses.



1. What is the shortest distance, in miles, that Carlos will have to ride his bicycle to visit his friend Miguel? Show all your work and/or explain your answer.
2. If it takes Carlos 30 minutes to ride his bicycle to Miguel's house, at what speed, in miles per hour, is he traveling? Show all your work and/or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

MATHEMATICS ITEM B SCORING RUBRIC—2008 AUGMENTED BENCHMARK GRADE 8

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. <ul style="list-style-type: none"> • For minimal understanding in Part 1, shows the correct use of the Pythagorean Theorem with no more than 1 calculation error • For minimal understanding in Part 2, response uses the "distance formula" ($d=rt$) with correct substitutions
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 8

Solution and Scoring

Part	Points
1	<p>2 points possible</p> <p>1 point: Correct answer: 7.5 (miles) Ex: $\sqrt{56.25}$ Note: The label "miles" is not required at any level.</p> <p style="text-align: center;">And</p> <p>1 point: Correct and complete procedure shown and/or explained Work may contain a calculation or copy error Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $(6)^2 + (4.5)^2 = c^2$ $36 + 20.25 = c^2$ $56.25 = c^2$ $c = \#$ • Uses proportional reasoning with measurement or "Pythagorean Triple"
2	<p>2 points possible</p> <p>1 point: Correct answer: 15 (mph) Or Correct answer based on incorrect response in Part 1 Note: The label "mph" is not required at any level.</p> <p style="text-align: center;">And</p> <p>1 point: Correct and complete procedure shown and/or explained Work may contain a calculation or copy error and may be based on an incorrect response in Part 1 Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $rt = d$ $r(.5) = 7.5$ $r = \# \text{ mph}$ • "I divided the distance of 7.5 by the # of hours ($\frac{1}{2}$) to get my answer." • "If it takes him 30 minutes to go 7.5 miles, then he would go twice that - or 15 miles - in 1 hour."

**Mathematics Item B Sample Responses and Annotations—
2008 Augmented Benchmark Grade 8**

<p>①</p> $C^2 + 4.5^2 = C^2$ $36 + 20.25 = C^2$ $\sqrt{56.25} = \sqrt{C^2}$ <p>Answer $7.5 = C$</p> <p><u>7.5 miles</u></p>	<p>②</p> <p style="text-align: center;"><u>15mph</u></p> <p>7.5 miles</p> <p>30 min.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">7.5</td> <td style="text-align: center;">30</td> </tr> <tr> <td style="text-align: center;"><u>$\times 2$</u></td> <td style="text-align: center;"><u>$\times 2$</u></td> </tr> <tr> <td style="text-align: center;">15 =</td> <td style="text-align: center;">60 min.</td> </tr> </table> <p>He would be going 15mph because half of 15 is 7.5 and half an hour is 30. He traveled 7.5 miles in 30 min.</p>	7.5	30	<u>$\times 2$</u>	<u>$\times 2$</u>	15 =	60 min.
7.5	30						
<u>$\times 2$</u>	<u>$\times 2$</u>						
15 =	60 min.						

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

Correct Answer	7.5 miles	1
Correct Procedure	$6^2 + 4.5^2 = C^2$ $36 + 20.25 = C^2$ $\sqrt{56.25} = \sqrt{C^2}$ $7.5 = C$	1

Part 2, 2 pts:

Correct Answer	15 mph	1
Correct Procedure	$7.5 \times 2 = 15$ $30 \times 2 = 60$	1

TOTAL POINTS

4

SCORE

4

**Mathematics Item B Sample Responses and Annotations—
2008 Augmented Benchmark Grade 8**

D road C
 7.5 miles
 I measured
 road C

2.)

$$\begin{array}{r} 30 \\ \times 2 \\ \hline 60 = 1 \text{ hour} \end{array}$$

$7.5 \times 2 = 15$
 He's traveling
 15 mph

times 30 by 2 and 7.5 by 2 and you 15 mph

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

Correct Answer	7.5	1
Incorrect Procedure	<i>I measured road C</i>	0

Part 2, 2 pts:

Correct Answer	<i>He's traveling 15 mph</i>	1
Correct Procedure	$30 \times 2 = 60 = 1 \text{ hour}$	1
	$7.5 \times 2 = 15$	1

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

**Mathematics Item B Sample Responses and Annotations—
2008 Augmented Benchmark Grade 8**

<p>1.</p> $a^2 + b^2 = c^2$ $6^2 + 4.5^2 = 56.25$ $\sqrt{56.25} = \sqrt{c^2}$ $7.5 = c$ <p>The shortest distance between Carlos and Miguel's house would be 7.5 miles</p>	<p>2.</p> $\begin{array}{r} 6 \\ + 4.5 \\ \hline 10.5 \end{array} \div 30 = 7.35$ <p>If it takes Carlos 30 minutes to ride his bicycle to Miguel's house he would have to be going about 35 miles per hour.</p>
---	---

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

Correct Answer	The shortest distance between Carlos and Miguel's house would be 7.5 miles	1
Correct Procedure	$a^2 + b^2 = c^2$ $6^2 + 4.5^2 = 56.25$ $\sqrt{56.25} = \sqrt{c^2}$ $7.5 = c$	1

Part 2, 2 pts:

Incorrect Answer	...he would have to be going about 35 miles per hour.	0
Incorrect Procedure	$6 + 4.5 = 10.5 \div 30 = .35$	0

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

**Mathematics Item B Sample Responses and Annotations—
2008 Augmented Benchmark Grade 8**

<p>① The shortest distance Carlos will have to ride his bike will be 7.5 miles because if he goes Jose's direction he will have to ride 10.5 miles.</p> <p>$C = 7.5$ miles.</p>	<p>②</p> $75 \sqrt{6_2 - 4.5_1)^2}$ <p>Carlos is going 62.5 mph. If he gets to Jose's house in 30 min when he has to travel 7.5 miles then he is going 62.5 mph.</p>
--	--

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

Correct Answer	$C = 7.5$ miles	1
Incorrect Procedure	No procedure given	0

Part 2, 2 pts:

Incorrect Answer	Carlos is going 62.5 mph.	0
Incorrect Procedure	$75 \sqrt{6_2 - 4.5_1)^2}$	0

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

**Mathematics Item B Sample Responses and Annotations—
2008 Augmented Benchmark Grade 8**

<p>1#</p> <p>$6 + 4.5 = 10.5$ mile</p> <p>The total that Carlos will ride to Miguel's is 10.5 mile.</p>	<p>2#</p> <p>$30 \text{ min} \div 10.5 \text{ mile} = 2.8 \text{ mph}$</p> <p>So Carlos would be going 2.8 mph to get to Miguel's house.</p>
--	---

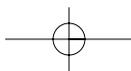
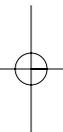
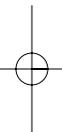
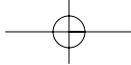
SCORE: 0**Points****Part 1, 2 pts:**

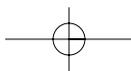
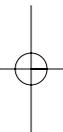
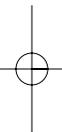
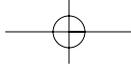
Incorrect Answer	The total that Carlos' will ride to Miguel's is 10.5 mile	0
Incorrect Procedure	$6 + 4.5 = 10.5$ mile	0

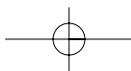
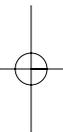
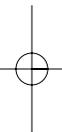
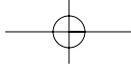
Part 2, 2 pts:

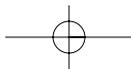
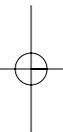
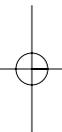
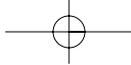
Incorrect Answer	So Carlos would be going 2.8 mph to get to Miguel's house.	0
Incorrect Procedure	$30 \text{ min} \div 10.5 \text{ Mile} + 2.8 \text{ mph}$	0

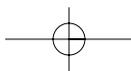
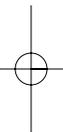
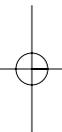
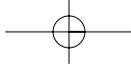
TOTAL POINTS**0****SCORE****0**

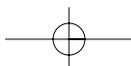
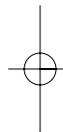
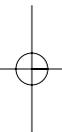
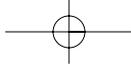


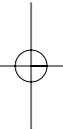
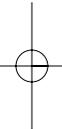
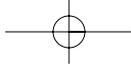












ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

