

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Released Item Booklet

Arkansas Augmented
Benchmark Examination

**APRIL 2009
ADMINISTRATION**

GRADE

3

Arkansas Department of Education

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PART I Overview—2009 Augmented Benchmark Grade 3

The criterion-referenced tests implemented as part of the **Arkansas Comprehensive Testing, Assessment, and Accountability Program** (ACTAAP) are being developed in response to Arkansas Legislative Act 35, which requires the State Board of Education to develop a comprehensive testing program that includes assessment of the challenging academic content standards defined by the Arkansas Curriculum Frameworks.

As part of this program, all Grade 3 students in Arkansas public schools participated in the *Grade 3 Augmented Benchmark Examination* in April 2009.

This *Released Item Booklet for the Grade 3 Augmented Benchmark Examination* contains test questions or items that were asked of students during the April 2009 operational administration. The test items included in Part II of this booklet are those items that contributed to the student performance results for that administration. **Please make note that only 50% of the 2009 criterion-referenced test items are released in this booklet.**

Students were given approximately two and a half hours each day to complete assigned test sessions during the four days of testing in April 2009. Students were permitted to use a calculator for the Mathematics items (both multiple choice and open response), with the exception of questions 1–3 in this *Released Item Booklet*. Students were also supplied with a reference sheet to be used during the Mathematics sessions so that all students would have equal access to this information during testing. (See the reference sheet on page 13 of this booklet.) All of the Mathematics, Reading, and Writing multiple-choice items within this booklet have the correct response marked with an answer hand. The open-response questions for Mathematics and Reading and the prompt for Writing are listed with scoring guides (rubrics) immediately following. These rubrics provide information on the scoring model used for each subject, with the scoring model for Writing defining the overall curricular and instructional link for that subject with the Arkansas *English Language Arts Curriculum Framework*. The domain scoring model, implemented within Arkansas for a number of years, illustrates the appropriate instructional approaches for Writing within the state.

The development of the *Grade 3 Augmented Benchmark Examination* was based on the Arkansas Curriculum Frameworks. These frameworks have common, distinct levels: *Strands*, which are broad concepts, *Content Standards* within each Strand, and *Student Learning Expectations* within each Content Standard. Abridged versions of the *Arkansas Mathematics Curriculum Framework*, *Arkansas English Language Arts Curriculum Framework—Reading Strand*, and *Arkansas English Language Arts Curriculum Framework—Writing Strand* can be found in Part III of this booklet. It is important to note that these abridged versions list only the predominant Strand, Content Standard, and Student Learning Expectation associated with each item. However, since many key concepts within the Arkansas Curriculum Frameworks are interrelated, in many cases there are other item correlations or associations across Strands, Content Standards, and Student Learning Expectations.

Part III of the *Released Item Booklet* also contains a tabular listing of both released and non-released items, aligned to the Strand, Content Standard, and Student Learning Expectation that each question was designed to assess. The multiple-choice and open-response items found on the *Grade 3 Augmented Benchmark Examination* were developed in close association with the Arkansas educational community. Arkansas teachers participated as members of Content Advisory Committees for each subject area, providing routine feedback and recommendations for all items. Part III of the *Released Item Booklet* provides Arkansas educators with specific information on how the *Grade 3 Augmented Benchmark Examination* items align or correlate with the Arkansas Curriculum Frameworks to provide models for classroom instruction.

CALCULATOR NOT PERMITTED—ITEMS 1–3

1

Mr. Donovan had 36 notebooks to hand out to his students. Each student received the same number of notebooks, and there were no notebooks left over. There are 9 students in Mr. Donovan's class.

Which of these should be used to determine the number of notebooks each student received?

- A 9×36
- B $36 - 9$
- C $9 + 36$
- D $36 \div 9$

2

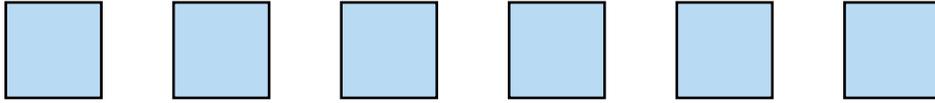
There are 12 girls in Mr. Herman's class. Each girl has 6 cards to play a game.

Which equation shows the total number of cards being used in the game?

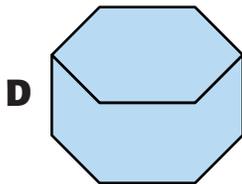
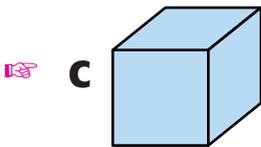
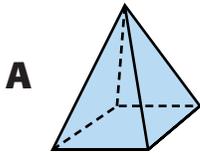
- A $12 \div 6 = 2$ cards
- B $6 + 12 = 18$ cards
- C $6 \times 12 = 72$ cards
- D $12 - 6 = 6$ cards

3

Tim needs to build a three-dimensional figure using all 6 of the faces shown below.



Which of these shows the three-dimensional figure that Tim could build using all 6 faces?



CALCULATOR PERMITTED—ITEMS 4–10 and A–B

4

A.J. is trying to decide what to wear. The temperature outside is 95 °F.

Which of these would be the most appropriate choice for A.J. on a day like this?

- A** A sweater
- B** A coat
- C** A pair of jeans
- D** A pair of shorts

5

Ebony used a rule to write the set of numbers shown.

1, 3, 9, 27, 81, 243, . . .

Which of these could describe Ebony's rule?

- A** Add 2 to the previous number
- B** Add 6 to the previous number
- C** Multiply the previous number by 3
- D** Multiply the previous number by 6

6

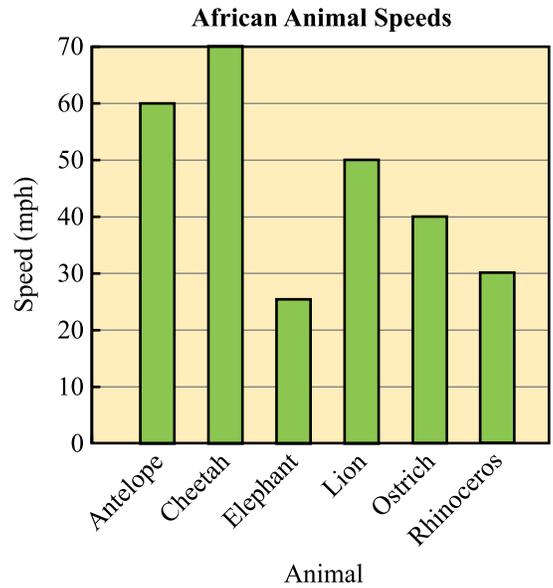
Mrs. Harper’s class wrote 45 books to give to the kindergarten students. There are 5 kindergarten classes.

If each class gets the same number of books, how many will each class get?

- A 5
- B 9
- C 40
- D 45

7

Kylie gathered information about how fast some African animals can run and recorded it in the graph below.



Which is a true statement about the data shown in the graph?

- A Lions are slower than antelopes.
- B Antelopes are faster than cheetahs.
- C Elephants are faster than rhinoceroses.
- D Ostriches are slower than rhinoceroses.

8

Julio is going to spend the night at a friend's house on June 6th. Today's date is May 19th.

May 2008

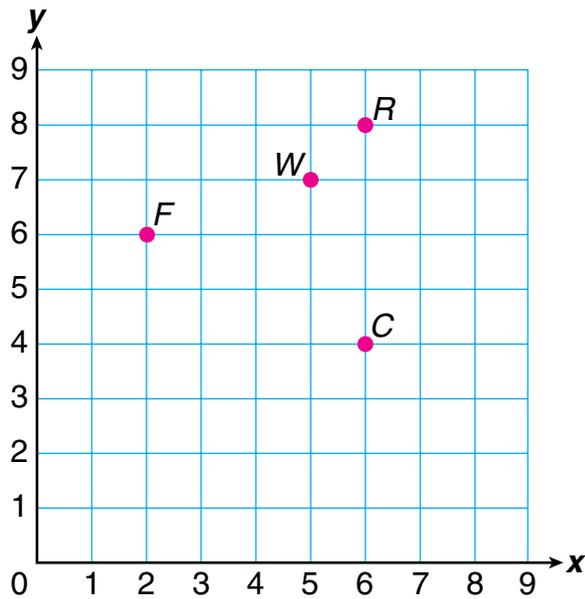
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

How many days will Julio have to wait until he spends the night at his friend's house?

- A 12
-  B 18
- C 30
- D 31

9

A scientist plotted the location of a cave using the coordinate grid below as her map.

**KEY**

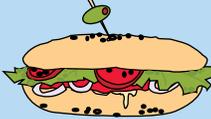
C - Cave
F - Forest
R - River
W - Waterfall

According to the map, what appears to be the location of the cave?

- A** (5, 7)
- B** (6, 4)
- C** (2, 6)
- D** (7, 8)

10

Denise went to lunch with her aunt. Denise wanted to have soup and a sandwich, so she looked at the menu choices shown.

Soup and Sandwiches Menu	
Lunch Special Sandwiches	
	
Chicken Sandwich	\$2.99
Ham Sandwich	\$3.29
Tuna Sandwich	\$2.79
Turkey Sandwich	\$3.49
Lunch Special Soups	
	
Potato Soup	\$1.79
Tomato Soup	\$1.49

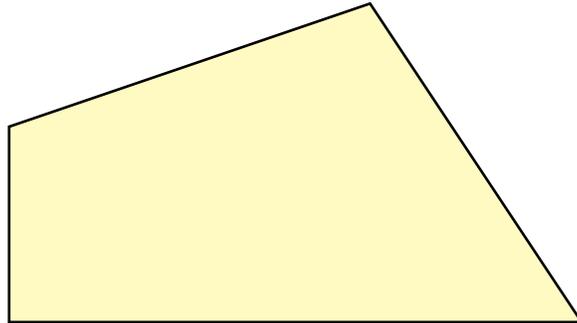
What is the total number of combinations of 1 sandwich and 1 soup that Denise can choose?

- A** 4
- B** 6
- C** 8
- D** 10

MATHEMATICS OPEN-RESPONSE ITEM A

A

Joey traced the figure shown on a piece of paper.



1. What is the length, in inches, of each of the sides of the figure?
2. What is the perimeter, in inches, of the figure? Use words, numbers, and/or pictures to explain how you determined your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM A

SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of "B" will be reported as "NA." (No attempt to answer the item. Score of "0" assigned for the item.)

PART II Released Mathematics Items—2009 Augmented Benchmark Grade 3

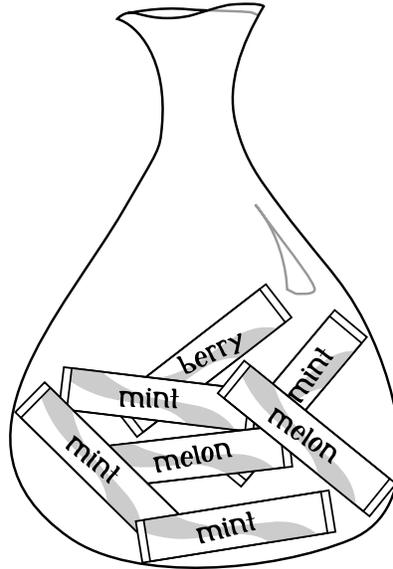
Solution and Scoring

Part	Points
<p>1</p>	<p>2 Points Possible</p> <p>2 points: Correct answer: 3 inches, 2 inches, 2 inches, and 1 inch OR 1 point: 3 correct lengths are given NOTE: If <u>only</u> three lengths are given, it is a conceptual error.</p>
<p>2</p>	<p>2 Points Possible</p> <p>1 point: Correct answer: 8 inches AND 1 point: Correct and complete explanation of how the answer was determined Give credit for the following or equivalent examples:</p> <ul style="list-style-type: none"> • $3 + 2 + 1 + 2 = 8$ • $2 + 2 = 4 + 3 = 7 + 1 = 8$ • $\begin{array}{r} 1 \\ 2 \\ 2 \\ + 3 \\ \hline 8 \end{array}$ • $\begin{array}{r} 1 \\ + 3 \\ \hline 4 \\ + 2 \\ \hline 6 \\ + 2 \\ \hline 8 \end{array}$ • I added 2, 3, 1, 2 and got 8 <p>NOTE: Give credit in Part 2 if the solution/procedure is correct based on a calculation error in Part 1; award credit for procedure only if the incorrect answer from Part 1 is based on a conceptual error.</p> <p>NOTE: If answers in Part 1 or 2 do not include the proper label (inches) it cannot earn a score of 4, otherwise do not penalize the score.</p>

MATHEMATICS OPEN-RESPONSE ITEM B

B

David put 7 pieces of gum in a bag, as shown below.



1. If David pulls a piece of gum from the bag without looking, which flavor of gum is he **most** likely to pick? Use words and/or numbers to explain how you determined your answer.
2. What is the probability that David will pick a melon-flavored piece of gum? Use words and/or numbers to explain how you determined your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM B

SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of "B" will be reported as "NA." (No attempt to answer the item. Score of "0" assigned for the item.)

PART II Released Mathematics Items—2009 Augmented Benchmark Grade 3

Solution and Scoring

Part	Points
1	<p>2 Points Possible</p> <p>1 point: Correct answer: Mint</p> <p>AND</p> <p>1 point: Correct procedure shown or explained Give credit for the following or equivalent:</p> <ul style="list-style-type: none">• There are more pieces of mint gum than any other flavor, so he is more likely or most likely to pick mint.• $4 > 2 > 1$, $4/7$ is greater than $2/7$ and $1/7$, or other similar expressions• List or chart of 4 mint, 2 melon, 1 berry only with correct answer of mint
2	<p>2 Points Possible</p> <p>1 point: Correct answer: $2/7$, 2 out of 7</p> <p>AND</p> <p>1 point: Correct procedure shown or explained Give credit for the following or equivalent:</p> <ul style="list-style-type: none">• There are 2 melon pieces out of 7 pieces in all• There are 7 pieces of gum in all only 2 of the 7 are melon flavored. <p>NOTE: No credit is earned for explanations with incorrect probabilities.</p>

Mathematics Reference Sheet Grade 3

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

1 foot = 12 inches

1 cup = 8 ounces (oz)

1 kilogram = 1000 grams

1 yard = 3 feet

1 pint = 2 cups

1 liter = 1000 milliliters

1 quart = 2 pints

1 gallon = 4 quarts

1 pound (lb) = 16 ounces (oz)

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

Laura's New Coat

by John P. Buentello

Laura was playing outdoors, enjoying the autumn sun, when the mail carrier stopped in front of her house. He was carrying a large box.

"Looks like it's from your grandma," he said, handing the box to Laura.

Laura ran into the house and tore open the package. Inside was a bright blue winter coat. It had a furry collar and round, silver buttons.

Inside the box was a note. It read: "Dear Laura, Here is a winter coat I made just for you. It will keep you nice and warm. Love, Grandma."

It was the most beautiful thing Laura had ever seen. She put on the bright blue coat. The furry collar tickled her skin. She buttoned all the round, silver buttons and ran to show her mother.

"Mom! Come look!" Laura cried. "Look at what Grandma made!"

"That's the prettiest coat I've ever seen," Mom said. "But it's still warm out. Winter is several weeks away. Take off the coat before you get too hot."

Laura was hot. She could feel herself sweating inside the coat. She took off her grandma's present and frowned. "When can I wear my new coat?" she asked.

"When it gets cold," her mother said.

That night, when all the stars came out, Laura put on her coat and went out on the front porch. It was always colder at night, but even so, it was still too warm to wear the coat.

The next day, Laura went to the park with some of her friends. All the girls wore shorts and sweat shirts. Laura wore that, too. But she also wore her new coat.

"What's that for?" one of her friends asked.

"You never know when it might get cold," Laura said.

It didn't get cold that day, and Laura got too hot to keep her coat on.

PART II Released Reading Items—2009 Augmented Benchmark Grade 3

At the zoo the next week, Laura wore her new coat again. She looked as uncomfortable as the polar bears did in their coats.

Once home, Laura hung her coat in the closet. She stared at it and sighed. Will it ever get cold enough to wear my new coat? Laura wondered.

One morning, Laura woke up shivering. She wrapped herself in her quilted robe and went downstairs. The door opened with a *whoosh*, and her father entered, holding a big bundle of firewood.

“I’m going to start a fire in the fireplace,” he told her. “Looks like we’re in for lots of snow and cold weather.”

19 Laura squealed and ran upstairs. She dressed in warm clothes and put on her new coat. She buttoned all the buttons and ran outdoors.

Snow was falling everywhere. A gentle wind ruffled the fur along Laura’s neck. But she didn’t feel the cold. Laura felt like she was in her grandma’s arms—safe and warm and happy.

“Laura’s New Coat”: From Humpty Dumpty, copyright © 1995 by Children’s Better Health Institute, Benjamin Franklin Literary & Medical Society, Inc., Indianapolis, Indiana. Used by Permission.

1

What word best describes Laura's feelings about wearing her new coat?

- A Eager
- B Amused
- C Dreamy
- D Puzzled

2

When the author writes "The door opened with a *whoosh*," what most likely happens to make that sound?

- A The door opens too quickly.
- B The door squeaks when opened.
- C The wind rushes in as the door opens.
- D The weather causes the door to slam shut.

3

What happens after Laura's father comes into the house with the firewood?

- A He tells Laura to put on her coat.
- B He takes Laura to the zoo.
- C He starts a fire in the fireplace.
- D He announces that snow is coming.

4

Which of the following words best describes Laura's grandma?

- A Smart
- B Quiet
- C Helpful
- D Loving

5

According to the passage, why does the author compare Laura to the polar bear at the zoo?

- A She is very hot wearing her coat in warm weather.
- B She is grouchy because the fur collar bothers her.
- C She looks like a large animal when she wears the coat.
- D She finds the coat is too heavy to wear for very long.

6

How is the main problem in the passage solved?

- A Laura decides to wear her coat even though it is not winter.
- B Winter comes, and Laura can wear the coat her grandma sent.
- C Laura's mother finally gives her permission to wear her coat.
- D Snow starts to fall, and Laura's dad tries to keep the house warm.

7

In paragraph 19 when the author writes, "Laura squealed and ran upstairs," he means that Laura is —

- A angry
- B happy
- C cold
- D scared

8

Which best describes this passage?

- A An interesting story about a girl hoping to wear her new coat
- B An entertaining story about a girl and her grandmother
- C A fairy tale about a beautiful new blue coat with a fur collar
- D A description of the changes in the seasons of the year

Read this passage about bicycle safety. Then answer multiple-choice questions 9 through 16 and open-response question B.

Bike Safety

*You always want to be **Safe**. We'll tell you how to keep yourself and others out of harm's way.*

It's a beautiful day. The sun is shining, the birds are chirping. What could be more perfect than a bike ride? But first, let's find out how to stay safe on our bikes.

Riding a bike can be a lot of fun! But just like your parents, who have to be careful and obey the rules when they're driving a car, you need to follow rules when you ride your bike on the road.

- 3 Always wear a helmet that fits on your head—not too big or too small. Never wear a hat under your bike helmet. A helmet should be worn level and cover your forehead. The straps should always be fastened. If the straps are not fastened, it is likely that it will fall off your head when you need it most. If you are unsure if your helmet fits well, ask someone at a bike store. Many helmets come in cool colors. If you don't love yours as it is, personalize it with some of your favorite stickers. Reflective stickers are a great choice because they look cool and make you more visible to people driving cars.



OK, the helmet is on, now what? Wearing bright clothes and putting reflectors on your bike also can help you stay safe. It helps other people on the road see you, which means they're less likely to run into you.

You'll also want to make sure that nothing gets caught in your bike chain, such as loose pant legs or shoelaces, and never ride your bike barefoot. Also, avoid wearing headphones because the music can distract you from noises around you, such as a car horn.

- 6 You need to check with your parents about where you're allowed to ride your bike. You need to know how far you're allowed to go and whether you should ride on the sidewalk or in the street. Either way, you need to keep an eye out for cars. Even if you're just riding on the sidewalk, a car may pull out of its driveway into the path of your bike. And no matter where you ride, keep an eye on the road ahead so you can be prepared for big hills and road obstacles such as wet leaves, big puddles or gravel and rocks.

Road Rules

If you are allowed to ride on the street, follow these road rules:

1. Always stop and check for traffic in both directions when leaving your driveway, an alley, or a curb.
2. Cross at intersections. When you pull out between parked cars, drivers can't see you coming.
3. Walk, don't ride your bike across busy intersections, using the crosswalk and following traffic signals.
4. Ride on the right-hand side of the street so you travel in the same direction as cars do. NEVER ride against traffic.
5. Use bike lanes or designated bike routes wherever you can.
6. Don't ride too close to parked cars. Doors might open suddenly.
7. Stop at all stop signs and obey (red) lights just as cars do.
8. Ride single file on the street with friends.

"Bike Safety" used with permission of Scott Publications Inc. & Kid Zone Magazine, Volume 5, Issue 4.

9

Which of the following rules would best fit with the road rules in the passage?

- A Keep your bike clean and polished
- B Share your bike with a younger brother or sister
-  C Use a hand signal before making a turn
- D Clear street of leaves or gravel before riding

10

The author most likely wrote this passage to —

- A teach children how to ride a bike
- B tell parents where children should ride bikes
-  C give children bike rules to help protect them
- D help parents choose the right kind of bike helmet

11

In paragraph 6, the reader can tell that obstacles are things that —

- A reflect light
-  B get in the way
- C warn of danger
- D prevent accidents

12

Which of the following sentences from the passage best summarizes the passage?

- A “What could be more perfect than a bike ride?”
-  B “But just like your parents, who have to be careful and obey the rules when they’re driving a car, you need to follow rules when you ride your bike on the road.”
- C “You need to know how far you’re allowed to go and whether you should ride on the sidewalk or in the street.”
- D “Either way, you need to keep an eye out for cars.”

13

The author probably included the picture in the passage to —

- A teach the reader how to ride a bike
- B help the reader to choose the right bike
- C tell the reader about important safety rules
-  D show the reader some safety equipment for bikes

14

If paragraph 3 had a section title, which of the following would fit best?

-  A *Using Bike Helmets*
- B *Fastening Straps Correctly*
- C *Riding Bikes on Sidewalks*
- D *Choosing a Bike Helmet Color*

15

In which part of the chart below would “Bike Safety” best fit?

Letter	Short Story	Reading Log	Instructions

- A Letter
- B Short Story
- C Reading Log
-  D Instructions

16

The author of this passage can best be described as —

- A lazy
-  B helpful
- C worried
- D boastful

READING OPEN-RESPONSE ITEM A, FOR PASSAGE "LAURA'S NEW COAT"

A

Describe how Laura's feelings change throughout the passage.

Be sure to include details about Laura's feelings at the beginning, the middle, and the end of the passage and specific reasons for her changes.

RUBRIC FOR READING OPEN-RESPONSE ITEM A, FOR PASSAGE "LAURA'S NEW COAT"

SCORE	DESCRIPTION
4	The response describes how Laura's feelings change throughout the passage and provides accurate and relevant details from the beginning, middle and end of the passage to explain the reasons for the change.
3	The response describes how Laura's feelings change and provides relevant details from two of the three parts of the passage to explain the reasons for the change.
2	The response describes how Laura's feelings change and provides relevant details from one of the three parts of the passage to explain the reasons for the change. OR The response provides details from the passage that show her feelings at two parts of the story, but does not explain the change. OR The response provides details from the passage that show her feelings at one part of the story, but implies a change in feeling in another part by using details, but does not explain the change.
1	The response describes how Laura's feelings change. OR The response provides details from the passage that show her feelings at one part of the story, but does not explain how her feelings change. OR The response demonstrates minimal understanding of the question.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	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.

READING OPEN-RESPONSE ITEM B, FOR PASSAGE “BIKE SAFETY”

B

Think about the information in the passage.

Explain why it is important to make sure other people can see you when you are riding a bike.

Use three examples from the passage of what you can do so that other people can see you better when you are riding a bike.

RUBRIC FOR READING OPEN-RESPONSE ITEM B, FOR PASSAGE “BIKE SAFETY”

SCORE	DESCRIPTION
4	The response explains why it is important to make sure other people can see the reader when riding a bike and provides at least three accurate and relevant examples from the passage of what you can do so that other people can see you better.
3	The response explains why it is important to make sure other people can see the reader when riding a bike and provides two accurate and relevant examples from the passage. OR The response provides three examples from the passage of what you can do so that other people can see you better.
2	The response explains why it is important to make sure other people can see the reader when riding a bike and provides one accurate and relevant example from the passage of what you can do so that other people can see you better. OR The response provides two examples from the passage of what you can do so that other people can see you better.
1	The response explains why it is important to make sure other people can see the reader when riding a bike. OR The response provides one example from the passage of what you can do so that other people can see you better. OR The response demonstrates minimal understanding of the question.
0	The response is incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	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.

17

Nicolas wrote this sentence in his story.

The food tasted good.

Which is more interesting than the word “good”?

- A fine
- B okay
- C all right
- D delicious

18

Read the paragraph.

Jennifer tucked her little brother under the covers and sat down on the edge of the bed beside him. “Now I’ll tell you about a little boy who once rode in a spaceship,” she said.

Jennifer most likely tells her brother this story to —

- A give her little brother information about a topic
- B convince her little brother to do something
- C teach her little brother how to make something
- D entertain her little brother with an interesting story

Writing Prompt C

C

Read this sentence and think about what could have happened next.

Something brushed up against my foot, and I was surprised at what I saw!

Now write a story for your teacher about what you saw and what happened next. Be sure to give enough detail so that your teacher will understand.

Writer's Checklist

1. Look at the ideas in your response.
 - Have you focused on one main idea?
 - Have you used enough details to explain yourself?
 - Have you put your thoughts in order?
 - Can others understand what you are saying?
2. Think about what you want others to know and feel after reading your paper.
 - Will others understand how you think or feel about an idea?
 - Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper's subject.)
 - Do you have sentences of different lengths? (Hint: Be sure you have variety in sentence lengths.)
 - Are your sentences alike? (Hint: Use different kinds of sentences.)
3. Look at the words you have used.
 - Have you described things, places, and people the way they are? (Hint: Use enough detail.)
 - Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)
 - Have you used the right words in the right places?
4. Look at your handwriting.
 - Can others read your handwriting with no trouble?

PART II Released Writing Prompt—2009 Augmented Benchmark Grade 3

Domain Scoring Rubric

Content (C)

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

- Central idea
- Elaboration
- Unity
- Organization

Style (S)

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

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

Sentence Formation (F)

The Sentence Formation domain reflects the writer's ability to form competent, appropriately mature sentences to express his/her thoughts. Features are:

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

Usage (U)

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

- Standard inflections
- Agreement
- Word meaning
- Conventions

Mechanics (M)

The Mechanics domain includes the system of symbols and cueing devices a writer uses to help readers make meaning. Features are:

- Capitalization
- Punctuation
- Formatting
- Spelling

Scoring Scale

Each domain is scored independently using the following scale:

4 = The writer demonstrates **consistent**, though not necessarily perfect, control* of almost all of the domain's features.

3 = The writer demonstrates **reasonable**, but not consistent, control* of most of the domain's features, indicating some weakness in the domain.

2 = The writer demonstrates **inconsistent control*** of several of the domain's features, indicating significant weakness in the domain.

1 = The writer demonstrates **little** or **no** control* of most of the domain's features.

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

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

Non-scoreable and Blank Papers

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

**PART III Item Correlation with Curriculum Frameworks–
2009 Augmented Benchmark Grade 3**

The Arkansas Mathematics Curriculum Framework*

Strands	Content Standards	Student Learning Expectations
Number and Operations	2. Properties of Number Operations: Students shall understand meanings of operations and how they relate to one another.	4. Model, represent and explain division as measurement and partitive division including equal groups, related rates, price, rectangular arrays (area model), combinations and multiplicative comparison Ex. <ul style="list-style-type: none"> • translate contextual situations involving division into conventional mathematical symbols • explain how a remainder may impact an answer in a real world situation
	3. Numerical Operations and Estimation Students shall compute fluently and make reasonable estimates	3. Develop, with and without appropriate technology, computational fluency in multiplication and division up to two-digit by one-digit numbers using two-digit by one-digit number contextual problems using <ul style="list-style-type: none"> • strategies for multiplying and dividing numbers, • performance of operations in more than one way, • estimation of products and quotients in appropriate situations, and • relationships between operations
Algebra	4. Patterns, Relations and Functions: Students shall recognize, describe, and develop patterns, relations and functions	5. Determine the relationship between sets of numbers by selecting the rule (1 step rule in words)
	5. Algebraic Representations Students shall represent and analyze mathematical situations and structures using algebraic symbols	1. Select and/or write number sentences (equations) to find the unknown in problem-solving contexts involving two-digit times one-digit multiplication using appropriate labels
Geometry	8. Geometric Properties: Students shall analyze characteristics and properties of 2 and 3 dimensional geometric shapes and develop mathematical arguments about geometric relationships	1. Compare, contrast and build three-dimensional solids by investigating the number of faces, edges, and vertices on models
	10. Coordinate Geometry: Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems	1. Locate and identify points on a coordinate grid and name the ordered pair (quadrant one only) using common language and geometric vocabulary (horizontal and vertical)
Measurement	12. Physical Attributes: Students shall use attributes of measurement to describe and compare mathematical and real-world objects	3. Distinguish the temperature in contextual problems using the Fahrenheit scale on a thermometer Ex. If I need to wear mittens and a scarf, what temperature would it be? 35° F or 70° F?
	13. Systems of Measurement: Students shall identify and use units, systems and processes of measurement	1. Use a calendar to determine elapsed time from month to month 10. Find the <i>perimeter</i> of a figure by measuring the length of the sides

*The Content Standards and Student Learning Expectations listed are those that specifically relate to the released test items in this booklet.

**PART III Item Correlation with Curriculum Frameworks–
2009 Augmented Benchmark Grade 3**

The Arkansas Mathematics Curriculum Framework* (continued)

Strands	Content Standards	Student Learning Expectations
Data Analysis and Probability	15. Data Analysis Students shall select and use appropriate statistical methods to analyze data	1. Read and interpret pictographs and bar graphs in which symbols or intervals are greater than one
	17. Probability: Students shall understand and apply basic concepts of probability	1. Use fractions to predict probability of an event Ex. If there were 5 blue tiles, 3 red tiles, and 2 green tiles in a bag What is the probability you would pull out a green tile? 3. Use physical models, pictures, and organized lists to find combinations of two sets of objects Ex. Sarah has a red shirt, white shirt, and blue shirt. She also has a pair of khaki pants and blue pants. How many different combinations of shirts and pants can she wear?

*The Content Standards and Student Learning Expectations listed are those that specifically relate to the released test items in this booklet.

Released Items for Mathematics*

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

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

Non-Released Items for Mathematics*

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

**PART III Item Correlation with Curriculum Frameworks–
2009 Augmented Benchmark Grade 3**

The Arkansas English Language Arts Framework–Reading Strand*

Content Standards	Student Learning Expectations
9. Comprehension: Students shall apply a variety of strategies to read and comprehend printed material.	1. Activate prior knowledge by previewing and using text structure 3. Make connections from text to world during reading 6. Question the author's purpose 8. Discuss why an author may have selected particular words or phrases 9. Draw inferences, such as conclusions or generalizations, and support them with text evidence and/or personal experiences 10. Organize information and events logically 12. Summarize a story 13. Summarize major points found in nonfiction materials
10. Variety of texts: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.	3. Discuss authors, stories, and other texts and make recommendations to classmates and teachers 6. Use graphic organizers including character webs and K-W-L charts to make meaning of the reading selection
11. Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.	1. Use context clues to determine the precise meaning of new words

*The Content Standards and Student Learning Expectations listed are those that specifically relate to the released test items in this booklet.

Released Items for Reading*

Item	Content Standard	Student Learning Expectation	Passage Type
1	9	3	Literary
2	9	8	Literary
3	9	10	Literary
4	9	9	Literary
5	9	8	Literary
6	9	9	Literary
7	9	8	Literary
8	9	12	Literary
9	9	3	Practical
10	9	6	Practical
11	11	1	Practical
12	9	12	Practical
13	9	1	Practical
14	9	13	Practical
15	10	6	Practical
16	10	3	Practical
A	9	10	Literary
B	9	3	Practical

Non-Released Items for Reading*

Item	Content Standard	Student Learning Expectation	Passage Type
1	9	9	Content
2	11	2	Content
3	9	13	Content
4	10	20	Content
5	9	9	Content
6	9	5	Content
7	9	12	Content
8	9	3	Content
A	10	10	Content

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

**PART III Item Correlation with Curriculum Frameworks–
2009 Augmented Benchmark Grade 3**

The Arkansas English Language Arts Framework–Writing Strand*

Content Standards	Student Learning Expectations
4. Students shall employ a wide range of strategies as they write, using the writing process appropriately.	8. Include descriptive details that elaborate the central idea
5. Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.	2. Write to persuade, inform, entertain, and describe

*The Content Standards and Student Learning Expectations listed are those that specifically relate to the released test items in this booklet.

Released Items for Writing*

Item	Content Standard	Student Learning Expectation
17	4	8
18	5	2

Non-Released Items for Writing*

Item	Content Standard	Student Learning Expectation
9	4	1
10	6	13

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

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