

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Teacher Handbook

Arkansas Augmented Benchmark Examination

**APRIL 2009
ADMINISTRATION**

GRADE

3

Arkansas Department of Education

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Teacher Handbook—2009 Augmented Benchmark Grade 3

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Introduction—2009 Augmented Benchmark Grade 3

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

This handbook provides information about the scoring of the Grade 3 student responses to the open-response items in Mathematics and Reading 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 Mathematics and Reading Open-Response Items—2009 Augmented Benchmark Grade 3

The multiple-choice and open-response test items for the Mathematics and Reading 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 Mathematics and Reading 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 Mathematics open-response item or the Reading passage and its 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 Mathematics and Reading Open-Response Items—2009 Augmented Benchmark Grade 3

Scoring Procedures

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

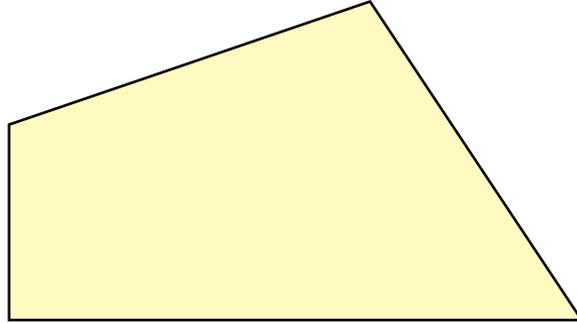
This Teacher Handbook includes the Mathematics open-response items and the Reading passages with their open-response items as they appeared in this year’s test. The specific scoring rubric for each item and annotated response for each score point of the rubric follow. The goal is for classroom teachers 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.

MATHEMATICS RESPONSES

Mathematics Item A—2009 Augmented Benchmark Grade 3

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.

MATHEMATICS ITEM A SCORING RUBRIC—2009 AUGMENTED BENCHMARK GRADE 3

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.)

Mathematics Item A Solution and Scoring—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 Item A Sample Responses and Annotations-
2009 Augmented Benchmark Grade 3**

① The top side is 2 inches. The left side is 1 inch.
The bottom side is 3 inches. The right side is
2 inches.

② The perimeter of the figure is 8 inches. I knew that
because I added 2 inches, 1 inch, 3 inches, and 2 inches
and got the answer 8 inches.

$$\begin{array}{r}
 2 \text{ inches} \\
 1 \text{ inch} \\
 3 \text{ inches} \\
 + 2 \text{ inches} \\
 \hline
 8 \text{ inches}
 \end{array}$$

SCORE: 4

Points

Part 1, 2 pts:

Correct Answer

*The top side is 2 inches. The left side
is 1 inch. The bottom side is 3 inches.
The right side is 2 inches.*

2

Part 2, 2 pts:

Correct Answer

8 inches

1

Correct Explanation

*I added 2 inches, 1 inch, 3 inches, and
2 inches and got the answer 8 inches.*

1

$$\begin{array}{r}
 2 \text{ inches} \\
 1 \text{ inch} \\
 3 \text{ inches} \\
 + 2 \text{ inches} \\
 \hline
 8 \text{ inches}
 \end{array}$$

TOTAL POINTS

4

**Mathematics Item A Sample Responses and Annotations—
2009 Augmented Benchmark Grade 3**

Handwritten work on the left side of the page:

$\text{Top} = 2 \text{ in}$
 $\text{Bottom} = 3 \text{ in}$
 $\text{Left} = 1 \text{ in}$
 $\text{Right} = 2 \text{ in}$

Handwritten work on the right side of the page, enclosed in a vertical line:

2
 $+ 3 \text{ in}$
 1
 2

 6 in
 perimeter

SCORE: 3 **Points**

Part 1, 2 pts:

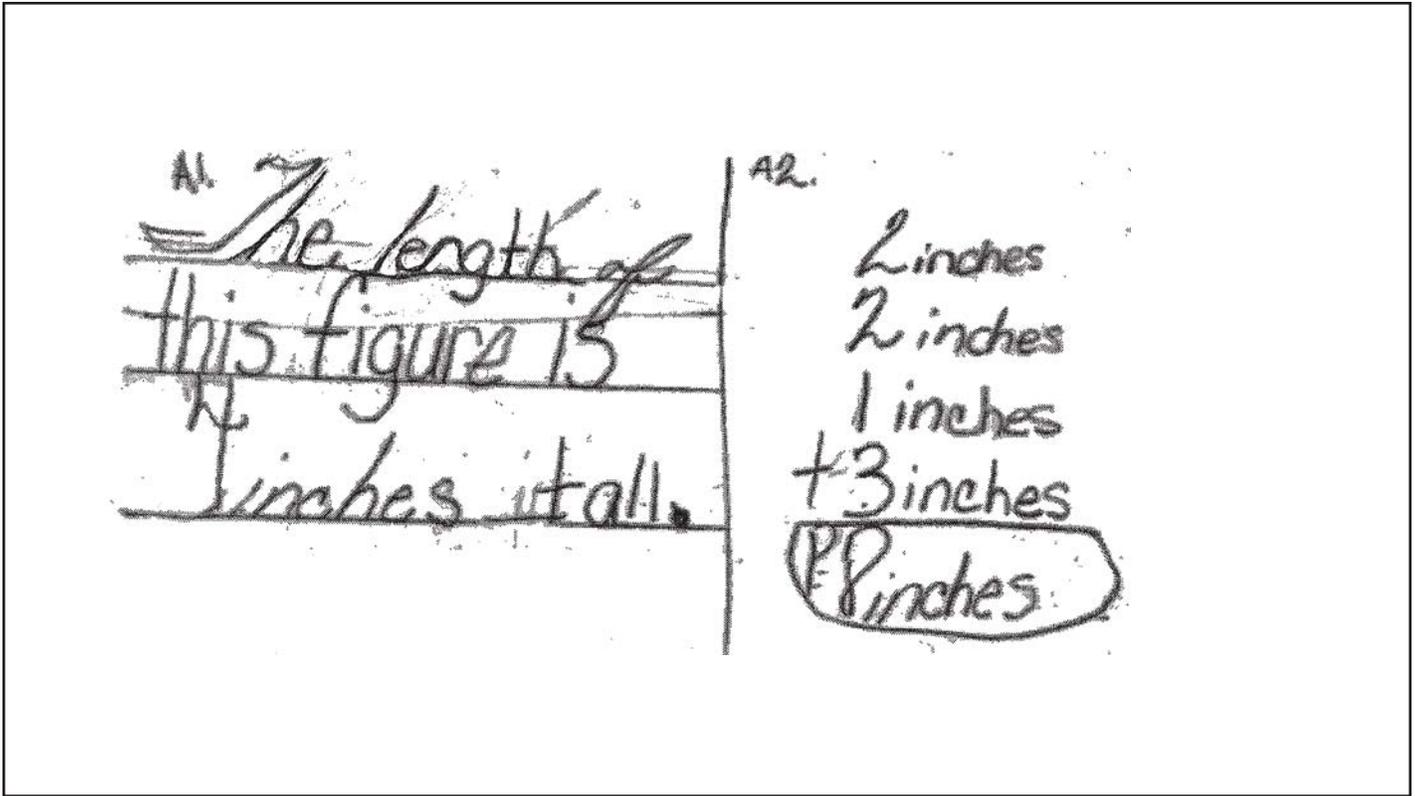
Correct Answer	$\text{Top} = 2 \text{ in}$ $\text{Bottom} = 3 \text{ in}$ $\text{Left} = 1 \text{ in}$ $\text{Right} = 2 \text{ in}$	2
----------------	--	---

Part 2, 2 pts:

Incorrect Answer	6 in	0
Correct Explanation	2 $+ 3 \text{ in}$ 1 2 <hr/> 6 in	1

TOTAL POINTS **3**

**Mathematics Item A Sample Responses and Annotations—
2009 Augmented Benchmark Grade 3**



SCORE: 2

Points

Part 1, 2 pts:

Incorrect Answer	4 inches tall	0
------------------	---------------	---

Part 2, 2 pts:

Correct Answer	8 inches	1
Correct Explanation	2 inches 2 inches 1 inches + 3 inches <u>P = 8 inches</u>	1

TOTAL POINTS

2

Mathematics Item A Sample Responses and Annotations-
2009 Augmented Benchmark Grade 3

the inches of the shape is 8 inches.

the answer is 8 inches.

SCORE: 1

Points

Part 1, 2 pts:

Incorrect Answer *8 inches* 0

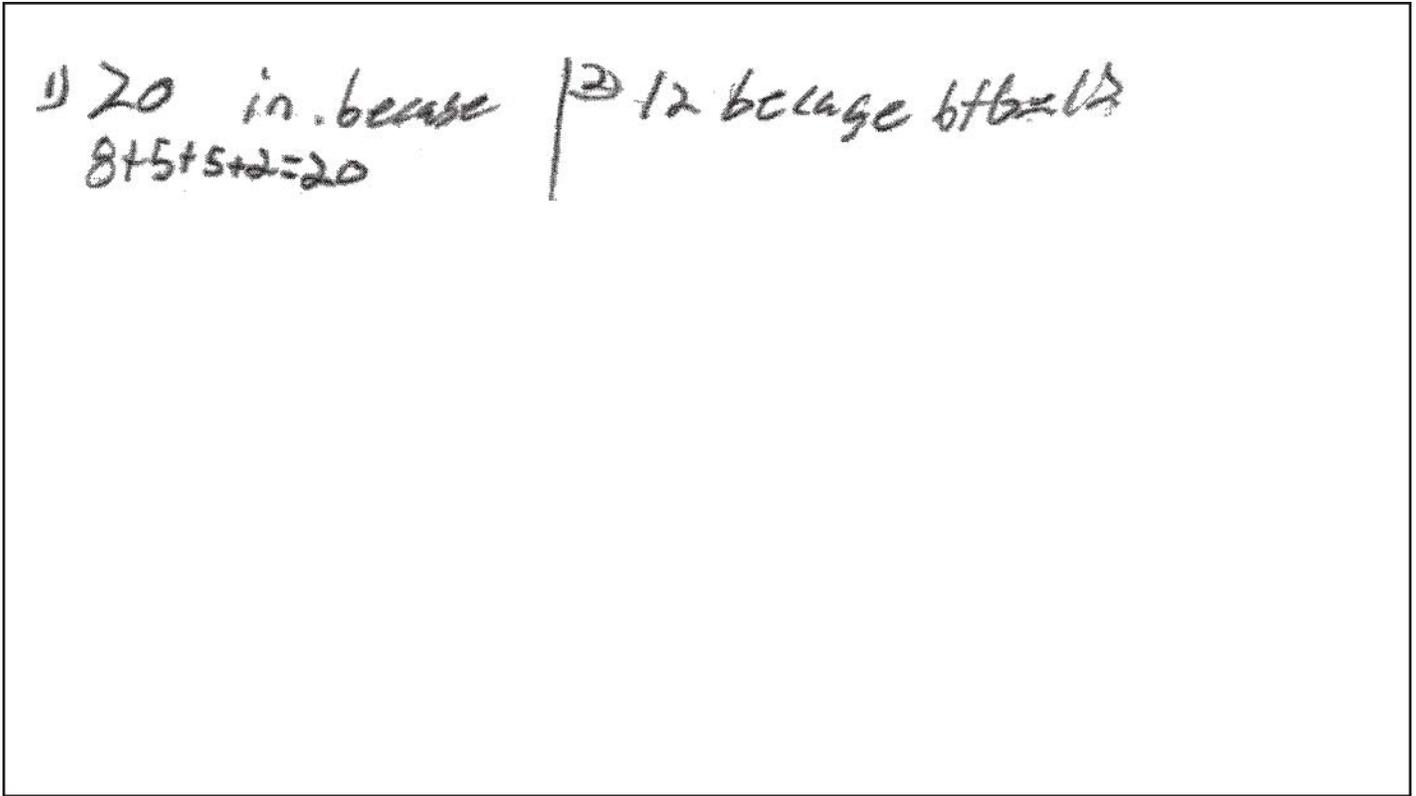
Part 2, 2 pts:

Correct Answer *8 inches* 1

Missing Explanation No explanation is given 0

TOTAL POINTS 1

Mathematics Item A Sample Responses and Annotations-
2009 Augmented Benchmark Grade 3

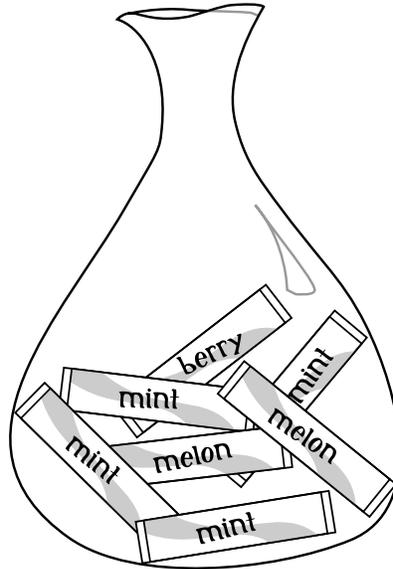


SCORE: 0		Points
Part 1, 2 pts:		
Incorrect Answer	20 in	0
Part 2, 2 pts:		
Incorrect Answer	12	0
Incorrect Explanation	$6 + 6 = 12$	0
TOTAL POINTS		0

Mathematics Item B–2009 Augmented Benchmark Grade 3

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.

MATHEMATICS ITEM B SCORING RUBRIC–2009 AUGMENTED BENCHMARK GRADE 3

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.)

Mathematics Item B Solution and Scoring—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 Item B Sample Responses and Annotations—
2009 Augmented Benchmark Grade 3**

David would have most likely to pick mint because there is 1 berry, 2 melon, and 4 mint and 4 is more than 1 and 2.

$\frac{2}{7}$ The probability is two sevenths because there is 7 pieces of gum and 2 of the are melon flavor.

SCORE: 4

Points

Part 1, 2 pts:

Correct Answer	<i>most likely to pick mint</i>	1
Correct Procedure	<i>there is 1 berry, 2 melon and 4 min and 4 is more than 1 and 2</i>	1

Part 2, 2 pts:

Correct Answer	$\frac{2}{7}$	1
Correct Procedure	<i>7 pieces of gum and 2 of the are melon flavor.</i>	1

TOTAL POINTS

4

**Mathematics Item B Sample Responses and Annotations—
2009 Augmented Benchmark Grade 3**

① David would pick mint because the probability is 4 out of 7.

② The probability of the melon is 2 out of 7 because there are two melon and 7 pieces of gum.

SCORE: 3

Points

Part 1, 2 pts:

Correct Answer	<i>David would pick mint</i>	1
Incorrect Procedure	<i>4 out of 7</i>	0
	<i>Incomplete explanation</i>	

Part 2, 2 pts:

Correct Answer	<i>2 out of 7</i>	1
Correct Procedure	<i>there are two melon and 7 pieces of gum.</i>	1

TOTAL POINTS

3

**Mathematics Item B Sample Responses and Annotations—
2009 Augmented Benchmark Grade 3**

① Mint because mint has the most is the bag that how i got the answer.

② If he had 3 more pieces of gum he whode pick melon insted of mint.

SCORE: 2

Points

Part 1, 2 pts:

Correct Answer	<i>Mint</i>	1
Correct Procedure	<i>because mint has the most</i>	1

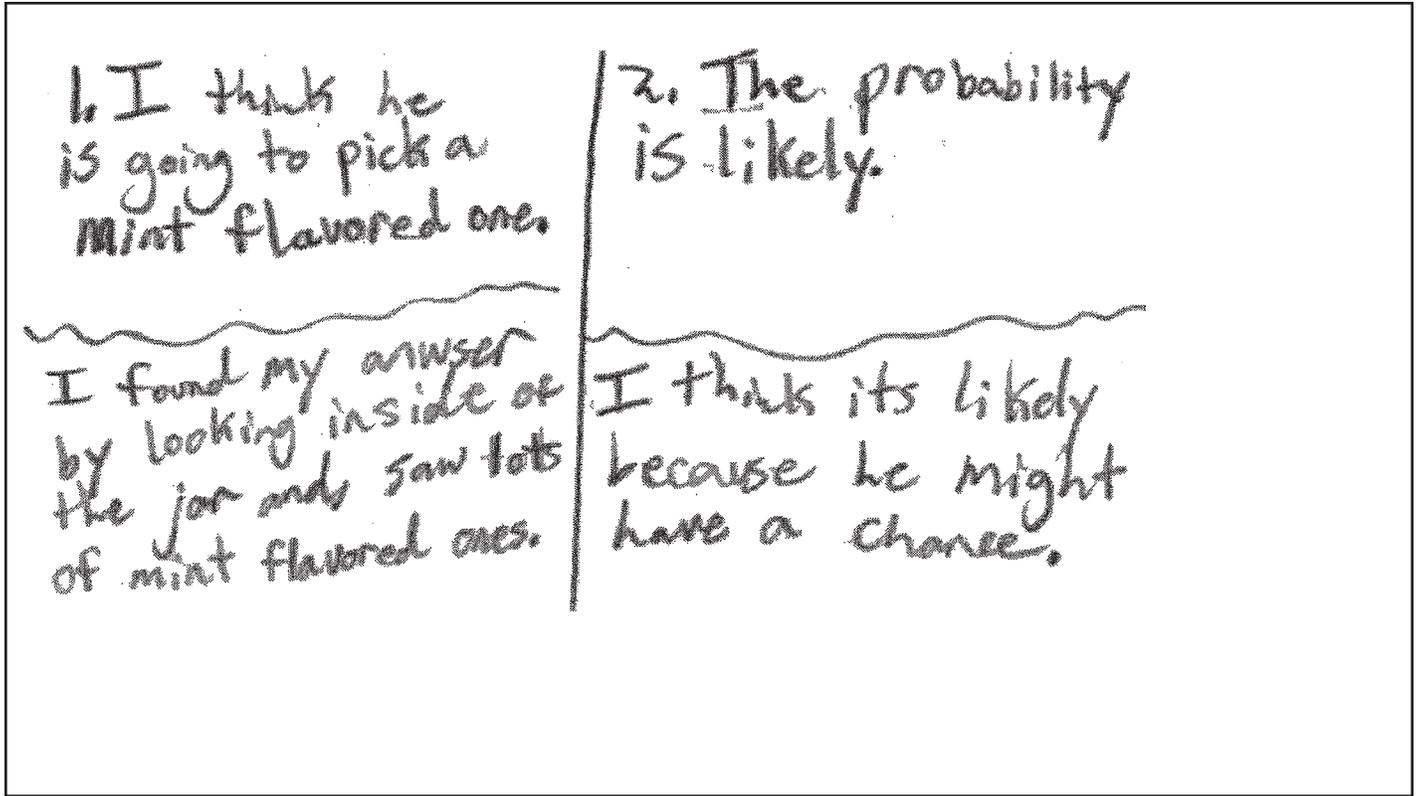
Part 2, 2 pts:

Incorrect Answer	<i>Pick melon instead of mint.</i>	0
Missing Procedure	None given	0

TOTAL POINTS

2

**Mathematics Item B Sample Responses and Annotations—
2009 Augmented Benchmark Grade 3**



SCORE: 1

Points

Part 1, 2 pts:

Correct Answer	<i>pick a mint flavored one.</i>	1
Incorrect Procedure	<i>saw lots of mint flavored ones.</i>	0

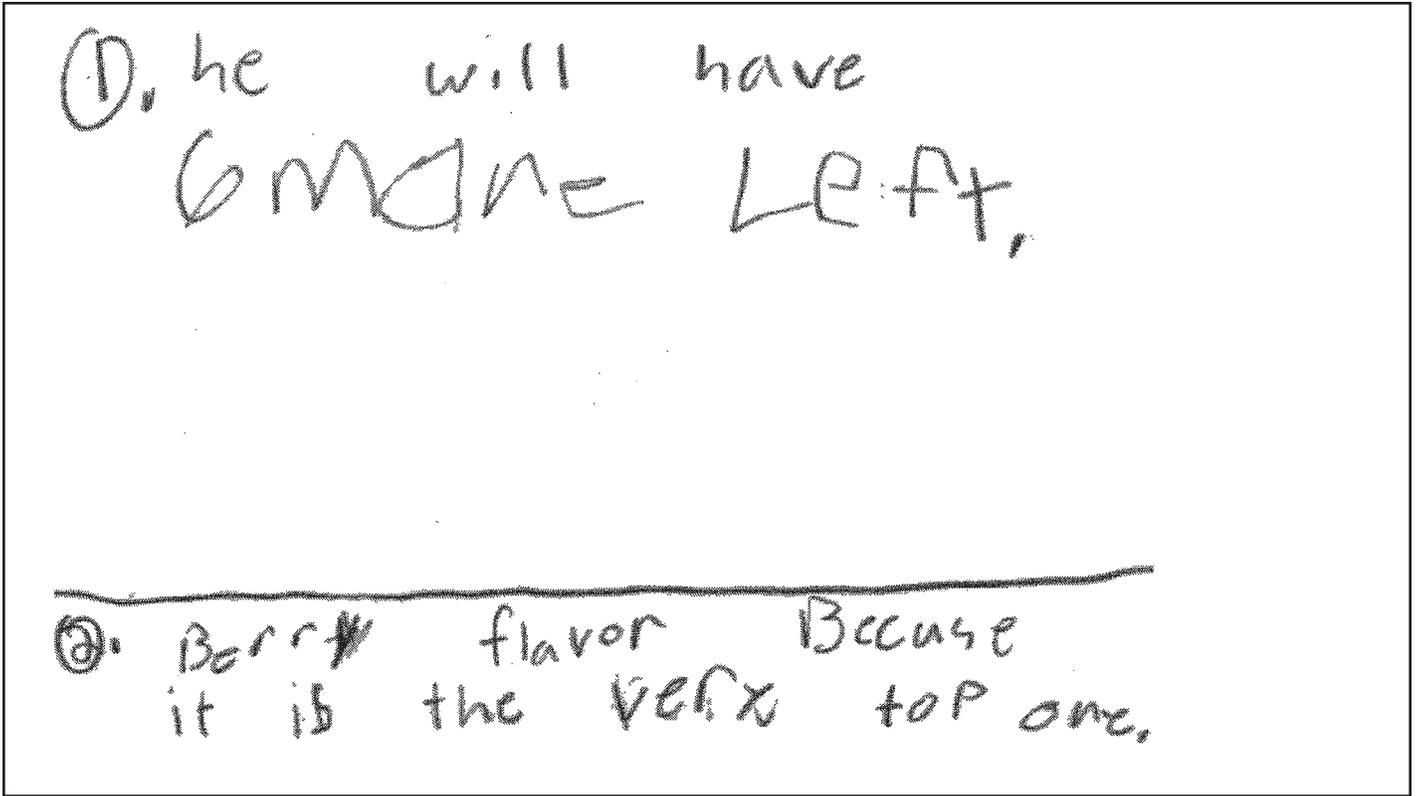
Part 2, 2 pts:

Incorrect Answer	<i>The probability is likely.</i>	0
Incorrect Procedure	<i>Incorrect explanation</i>	0

TOTAL POINTS

1

**Mathematics Item B Sample Responses and Annotations—
2009 Augmented Benchmark Grade 3**



SCORE: 0

Points

Part 1, 2 pts:

Incorrect Answer	<i>he will have 6 more left</i>	0
Missing Procedure	Not given	0

Part 2, 2 pts:

Incorrect Answer	<i>Berry flavor</i>	0
Incorrect Procedure	<i>it is the very top one.</i>	0

TOTAL POINTS

0

READING RESPONSES

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.

Reading Passage A—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.

Reading Item A—2009 Augmented Benchmark Grade 3

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.

READING ITEM A SCORING RUBRIC—2009 AUGMENTED BENCHMARK GRADE 3

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	<p>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.</p> <p style="text-align: center;">OR</p> <p>The response provides details from the passage that show her feelings at two parts of the story, but does not explain the change.</p> <p style="text-align: center;">OR</p> <p>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.</p>
1	<p>The response describes how Laura’s feelings change.</p> <p style="text-align: center;">OR</p> <p>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.</p> <p style="text-align: center;">OR</p> <p>The response demonstrates minimal understanding of the question.</p>
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 Item A Sample Responses and Annotations—2009 Augmented Benchmark Grade 3

Score Point: 4

This response describes how Laura's feelings change throughout the passage (*happy . . . upset . . . happy*) and provides details from the beginning (*her grandma sent her a coat for winter*), middle (*she said, "That it wasn't Winter yet." . . . she couldn't wear it yet . . . went to the park she wore it there and it was hot*), and end (*it was winter and she could finally wear her brand new coat outside*) of the passage to explain the reasons for the change.

In the beginning of the story Laura was happy because her grandma sent her a coat for winter. Then when she showed her mom she said, "That it wasn't winter yet." So she said that she couldn't wear it yet. So then in the middle she got upset because she couldn't wear it. But when she went to the park she wore it there and it was hot. Then in the end she felt happy because it was winter and she could finally wear her brand new coat outside.

Reading Item A Sample Responses and Annotations—2009 Augmented Benchmark Grade 3

Score Point: 3

This response describes how Laura's feelings change (*sad . . . happy*) and provides details from two parts of the passage to explain the reasons for the change: the middle (*she couldn't wear her new coat it was too warm*) and the end (*finally got to wear her coat*).

Laura was feeling sad because she couldn't wear her new coat it was too warm. Her dad brought home some big bundle of fire wood. she was happy when finally got to wear her coat.

Reading Item A Sample Responses and Annotations—2009 Augmented Benchmark Grade 3

Score Point: 2

This response describes how Laura's feelings change (*Laura felt happy, sad, and angry*) but only provides details from one of the three parts of the passage, the beginning (*she got her new coat*), to explain the reasons for the change.

Laura felt happy, sad, and angry in this passage. She felt happy when she got her new coat. She was an emotion girl.

Score Point: 1

This response provides details from the passage that show her feelings at one part of the story, the middle (*She is feeling disappointed because she can't wear her coat in the warm times*), but does not explain how her feelings change.

She is feeling disappointed because she can't wear her coat in the warm times.

Reading Item A Sample Responses and Annotations—2009 Augmented Benchmark Grade 3

Score Point: 0

This response is a summary of events in the story and does not show an understanding of the question because it does not address Laura's feelings.

When she get her new coat
she wears it when it is
warm. but when she went
to the polar bears she look
like the polar bears coat.
one day she woke up she ever
her dad said it is cold
and snow and she went
up stairs and her coat

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.

Reading Passage B—2009 Augmented Benchmark Grade 3

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.

Reading Item B—2009 Augmented Benchmark Grade 3

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.

READING ITEM B SCORING RUBRIC—2009 AUGMENTED BENCHMARK GRADE 3

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.

Reading Item B Sample Responses and Annotations—2009 Augmented Benchmark Grade 3

Score Point: 4

This response explains why it is important to make sure other people can see you when riding a bike (*they could run into you and hurt you badly*) and provides **three** accurate examples from the passage of what you can do so that other people can see you better: 1. *Reflective stickers* 2. *Wearing bright clothes* 3. *Putting reflectors on your bike*.

It is important to make sure people can see you when you are riding a bike because they could run into you and hurt you badly. The passage says, reflective stickers are a great choice because they look cool and make you more visible to people driving cars. It also says wearing bright clothes can help you stay safe. The last thing it says is, putting reflectors on your bike can help you stay safe. Those are my three examples of what you can do so other people can see you better when you are riding a bike.

Reading Item B Sample Responses and Annotations—2009 Augmented Benchmark Grade 3

Score Point: 3

This response explains why it is important to make sure other people can see you when riding a bike (*they might run over or into you and you could possibly die*) and provides **two** accurate examples from the passage of what you can do so that other people can see you better: 1. *Wear brighter colored clothes* 2. *Put reflectors on your bike*. The last example does not receive credit because, “*make sure your chains don’t get anything caught in them,*” isn’t something that helps people see you.

① It is important that people see you when you are riding a bike because if they can't see you they might run over or into you and you could possibly die from that. You don't want to die.

② There is three ways you can be easier to be seen when riding a bike. I am going to tell you them. First you could wear brighter colored clothes. Also, you can put reflectors on your bike. And very last, you need to make sure your chains don't get anything caught in them. Like your pant legs.

Reading Item B Sample Responses and Annotations—2009 Augmented Benchmark Grade 3

Score Point: 2

This response explains why it is important to make sure other people can see you when riding a bike (*you will get hurt by the vehicle*) and provides **one** accurate example from the passage of what you can do so that other people can see you better: 1. *Whear bright clothing.* The last two examples do not receive credit because, “*whear pads . . . have a helmet that fits,*” are not actions that help people see you.

You should always make sure people can see you or you will get hurt by the vehicle.

You should whear bright clothing whill you ride your bike.

Whear pads so your body will not get brused

You should always have a helmet that fits.

Reading Item B Sample Responses and Annotations—2009 Augmented Benchmark Grade 3

Score Point: 1

This response provides three reasons why it is important to make sure other people can see you when riding a bike (*you might get hit . . . broken leg . . . get your neck broke*). Even though two additional explanations are given, they do not add to the score point value because only one point is given for an explanation.

It is important to make sure cars can see you cause:

Cars might not see you and, you might get hit.

Another reason is cause you might get hit and, have a broken leg.

Another reason is a car might hit you and you might get your neck broke.

Those are the 3 reasons why making sure a car sees you.

Score Point: 0

This response is irrelevant; it is a copy of a portion of the passage that shows no evidence that the student understands the task.

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 sit on our bikes.

WRITING RESPONSES

Scoring Student Responses to Writing Prompts—2009 Augmented Benchmark Grade 3

Domain Scoring

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

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

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

Scoring Scale

Each domain is scored independently using the following scale:

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

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

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

Non-scoreable and Blank Papers

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

Writing Domains and Definitions—2009 Augmented Benchmark Grade 3

Content (C)

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

- Central idea
- Unity
- Elaboration
- Organization

Style (S)

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

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

Sentence Formation (F)

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

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

Usage (U)

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

- Standard inflections
- Word meaning
- Agreement
- Conventions

Mechanics (M)

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

- Capitalization
- Formatting
- Punctuation
- Spelling

Writing Prompt—2009 Augmented Benchmark Grade 3

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?

One day something brushed up against my foot, and I was surprised at what I saw. It was my old dog that ran away. I got my brothers and my parents and we played with my old dog all day long. It got dark so we went in side and gave the dog fresh food and water. Then I saw something, he was faster and bigger to. Then we gave him a toy and pulled out his old bed and we all went to sleep.

Writing Annotation for Sample Response 1–2009 Augmented Benchmark Grade 3

Content: 2

Although this response provides a central idea, the elaboration is minimal and list like in nature (*we played; we went inside; gave the dog fresh food and water; gave him a toy*). Organization is somewhat random. There is inconsistent control of the Content domain.

Style: 2

This response tells rather than shows (*It was my old dog that ran away. I got by brothers . . . all day long. Then we gave him a toy and pulled out his old bed and we all went to sleep*). There is little variety in sentences producing a somewhat dim voice. There is inconsistent control of the Style domain.

Sentence Formation: 4

Most sentences are correct and the response includes simple, compound, and complex sentences. Minor errors do not detract. There is consistent control of the Sentence Formation domain.

Usage: 4

Minor errors do not detract. Use of inflections, tenses, and agreement all show consistent control of the Usage domain.

Mechanics: 4

Minor errors in spelling do not detract. There is consistent control of the Mechanics domain.

While I was mowing the lawn, something brushed up against my foot, and I was surprised at what I saw! It was a viper. I screamed loudly. Then it started to move. Then I figured out it was after me. So I ran as fast as I could. I jumped over fences, but the snake slithered under them. I tried to lose it from a nearby pool. But it was still behind me. I tried to call the animal catching patrol but my cell-phone broke because of the water. It was getting dark and I needed to go back home. It was already 9.00 and I couldn't see anything. Then I tripped. Then I saw a car lights, then I got a plan I ran across the street and the snake followed. When I got across the street the snake got ran over. Then I went home. I told my story to my parents. They didn't believe me. So I got grounded for two weeks. One for lying and another for being late. Then I never saw a snake again.

Writing Annotation for Sample Response 2—2009 Augmented Benchmark Grade 3

Content: 3

This response provides a central idea and some elaboration (*I jumped over fences, but the snake slithered under them. I tried to call . . . broke because of the water.*), but the ideas are not fully developed. There is reasonable control of the Content domain.

Style: 3

There is some use of precise/vivid vocabulary (*snake slithered; animal catching patrol*), but it is not sustained throughout the response. There is reasonable control of the Style domain.

Sentence Formation: 4

Most sentences are correct and the response includes simple, compound, and complex sentences. There is consistent control of the Sentence Formation domain.

Usage: 4

Use of inflections, tenses, and agreement all show consistent control of the Usage domain.

Mechanics: 4

There is consistent control of the Mechanics domain.

Something very mysterious
Something brushed up against my
foot and I was surprised at what I saw! It
was a... C-C-control pad Aggggh! The horror.
Just kidding it was a time traveling thing a niggar.
I pressed past and it sent me to
the Alamo in San Antonio, Texas! I knew what
was happening Texas wanted to be a Country
but they were under Mexico rule. America
wanted Texas a state of the U.S.A. The
next thing I noticed was Davy Crockett.
He was wearing his hat. Then I heard the
terrible noise but, somehow it was thousands
of miles away. The noise was Captain Santa
Anna of the Mexican Army. All the soldiers,
equipment and horses were very powerful they
had an Army of over 8,000 people and counting!
While the Texans had about 500. Soon the Texans
found out that they needed shelter so they
ran into the Alamo and shut the gates. Everyone
there was now 9 soldiers kids, women and even
handicapped old people! Soon without warning
The Mexican Army showed up. The Texans raised the
red flag which means you can't take prisoners
or make your self a home here. The Mexicans got angry.

Writing Annotation for Sample Response 3–2009 Augmented Benchmark Grade 3

Content: 4

This response provides a clear central idea, which is fully elaborated (*a time traveling thingamigigar; sent me to San Antonio, Texas! I noticed was Davy Croket. He was wearing his hat.; Captain Santa Anna of the Mexican Army*); clear, progressive organization; and a presence of closure. There is consistent control of the Content domain.

Style: 4

The writer engages the reader with vivid, precise vocabulary and turn of phrase (*I heard a terrible noise but, somehow it was thousands of miles away.; All the soldiers, equipment and horses were very powerful; soon the Texans found out they needed shelter; Everyone there was now a soldier kids, women and even handicaped old people*). There is sentence variety and a strong voice throughout the essay. There is consistent control of the Style domain.

Sentence Formation: 4

Most sentences are correct and include simple, compound, and complex sentences. There is consistent control of the Sentence Formation domain.

Usage: 4

Use of inflections, tenses, and agreement all show consistent control of the Usage domain.

Mechanics: 4

There is consistent control of the Mechanics domain.

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