

# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

## Teacher Handbook

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### Arkansas Augmented Benchmark Examination

**APRIL 2009  
ADMINISTRATION**

**GRADE**

**6**

**Arkansas Department of Education**

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# Teacher Handbook—2009 Augmented Benchmark Grade 6

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## Introduction—2009 Augmented Benchmark Grade 6

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP)** Augmented Benchmark Examinations are comprehensive examinations currently administered in Grades 3 through 8. They consist of multiple-choice items in 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 6 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 6**

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 6**

### **Scoring Procedures**

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

This Teacher Handbook includes the 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 6**

**A**

Amanda was assigned to create a Venn diagram. She decided to make a diagram displaying the characteristics about herself and her brother Steven. She created the table below with all the information she needed.

Characteristics	
Amanda	Steven
walks to school	rides bike to school
grade 5	grade 9
loves to draw	loves to write
lives at 22 Main Street	lives at 22 Main Street
plays soccer	plays soccer
has a dog	has a dog
likes carrots	hates carrots
age 10	age 14

1. Which characteristics do Amanda and Steven have in common?
2. On the grid provided in your answer document, draw a Venn diagram showing all the characteristics that Amanda listed in her table above. Title the Venn diagram as “Amanda’s and Steven’s Similarities and Differences” and **correctly** label each circle.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

**MATHEMATICS ITEM A SCORING RUBRIC—2009 AUGMENTED BENCHMARK GRADE 6**

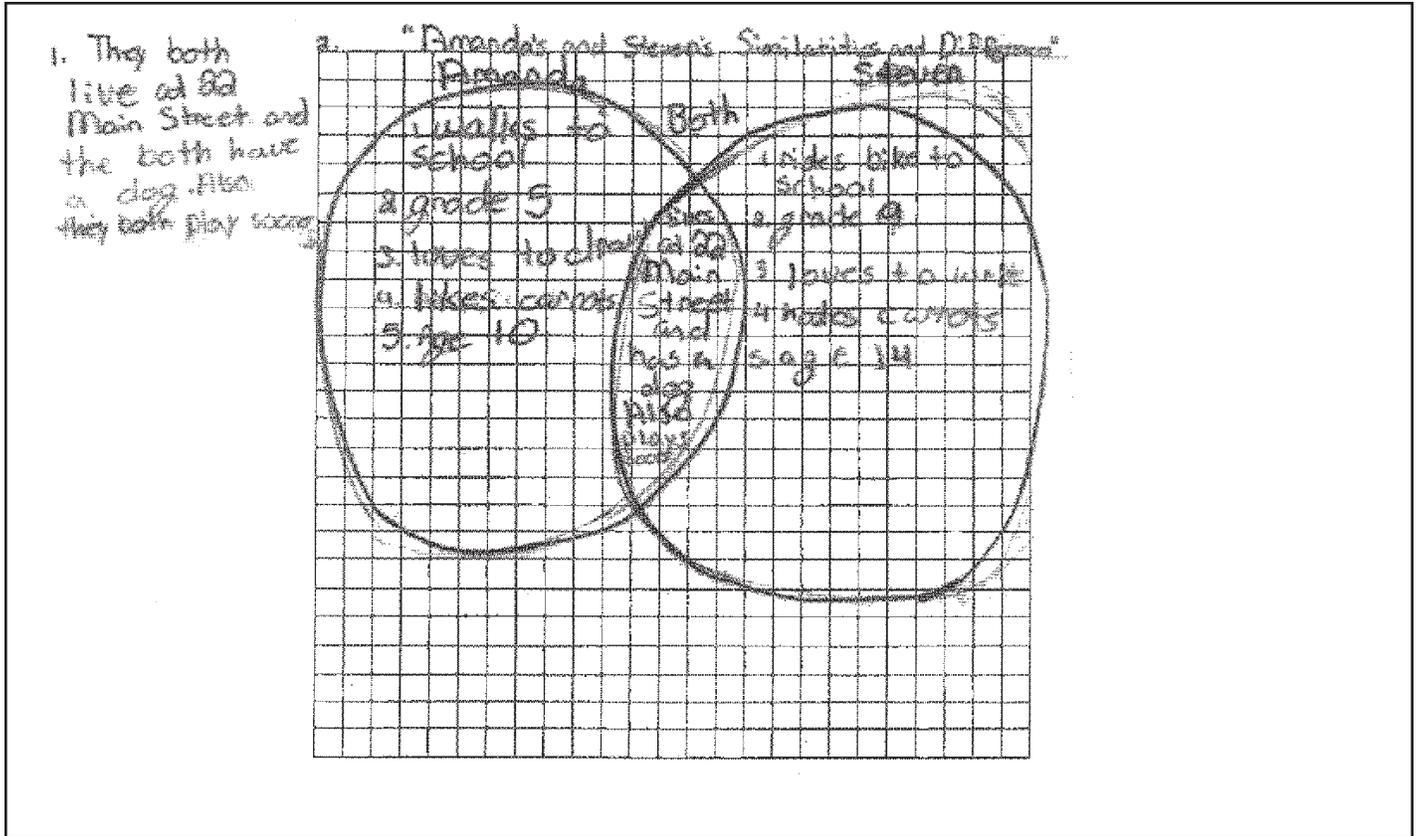
SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score 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 6**

	<p>1 point: Correct characteristics: (placed in the "Amanda" circle but not the "Steven" circle, with no other characteristics listed)</p> <ul style="list-style-type: none"><li>• Walk to school Grade 5 Loves to draw Likes carrots Age 10</li></ul> <p><b>AND</b></p> <p>1 point: Correct characteristics: (placed in the "Steven" circle but not the "Amanda" circle, with no other characteristics listed)</p> <ul style="list-style-type: none"><li>• Rides bike to school Grade 9 Loves to write Hates carrots Age 14</li></ul> <p><b>AND</b></p> <p>1 point: Correct characteristics: (placed in the intersection of the "Amanda" and "Steven" circles, with no other characteristics listed)</p> <ul style="list-style-type: none"><li>• Lives at 22 Main Street Plays soccer Has a dog</li></ul> <p>Note: Venn diagram includes a title: "Amanda's and Steven's Similarities and Differences." Circles are labeled with "Amanda" and "Steven." If title or label missing, cannot receive a score of 4.</p> <p>Note: Two points is the maximum score possible for the second part if no Venn diagram is drawn.</p>
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**Mathematics Item A Sample Responses and Annotations—  
2009 Augmented Benchmark Grade 6**



**SCORE: 4**

**Points**

**Part 1, 1 pt:**

Correct Answer

*They both live at 22 Main Street and they both have a dog. Also they both play soccer. The list is complete and correct and contains no incorrect characteristics.*

1

**Part 2, 3 pts:**

Correct Characteristics

The list is complete with all five characteristics (walks to school, grade 5, loves to draw, likes carrots, age 10) placed in the “Amanda” circle.

1

Correct Characteristics

The list is complete with all five characteristics (rides bike to school, grade 9, loves to write, hates carrots, age 14) placed in the “Steven” circle.

1

Correct Characteristics

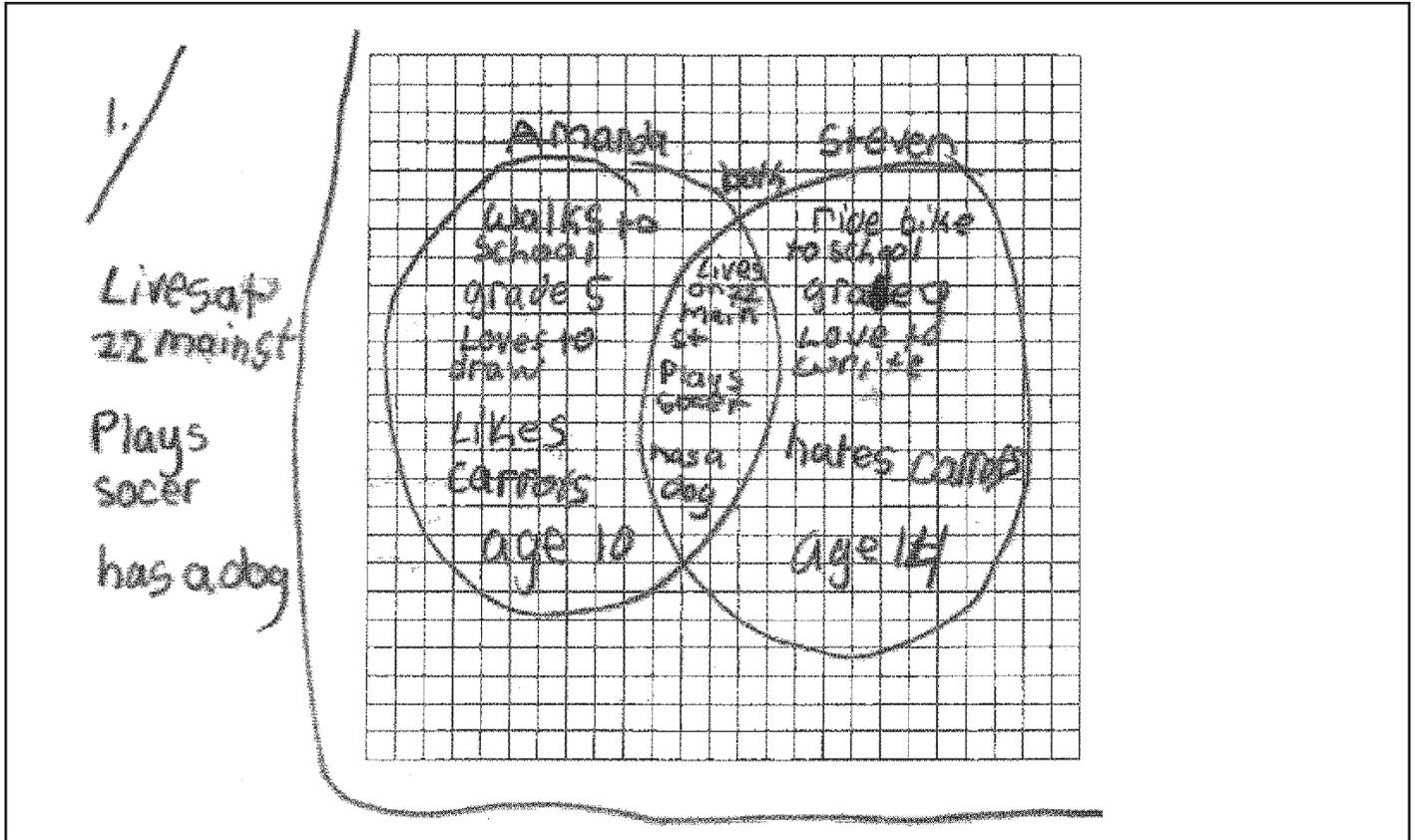
The list is complete with all three common characteristics (lives at 22 Main Street, plays soccer, has a dog) placed in the intersection of both the “Amanda” and “Steven” circles.

1

**TOTAL POINTS**

**4**

**Mathematics Item A Sample Responses and Annotations—  
2009 Augmented Benchmark Grade 6**



**SCORE: 3**

**Points**

**Part 1, 1 pt:**

Correct Answer

*Lives at 22 main st Plays soccer has a dog* The list is complete and correct and contains no incorrect characteristics.

**Part 2, 3 pts:**

Correct Characteristics

The list is complete with all five characteristics (walks to school, grade 5, loves to draw, likes carrots, age 10) placed in the “Amanda” circle. 1

Correct Characteristics

The list is complete with all five characteristics (rides bike to school, grade 9, loves to write, hates carrots, age 14) placed in the “Steven” circle. 1

Correct Characteristics

The list is complete with all three common characteristics (lives at 22 Main Street, plays soccer, has a dog) placed in the intersection of both the “Amanda” and “Steven” circles. 1

**TOTAL POINTS**

**4**

**Note:** Venn Diagram lacks a title.

**Mathematics Item A Sample Responses and Annotations—  
2009 Augmented Benchmark Grade 6**

They both have soccer, has a dog, and lives at 22 main street that's what they have in common

**SCORE: 2**

**Points**

**Part 1, 1 pt:**

Correct Answer

*They both have soccer has a dog and lives at 22 Main Street that's what they have in common.*

The list is complete and correct and contains no incorrect characteristics.

**Part 2, 3 pts:**

Incomplete Characteristics (Amanda)

The list is incomplete with only four correct characteristics (walks to school, grade 5, likes carrots, age 10) placed in the "Amanda" circle. Loves to draw is missing.

0

Incomplete Characteristics (Steven)

The list is incomplete with only four correct characteristics (rides bike to school, grade 9, hates carrots, age 14) placed in the "Steven" circle. Loves to write is missing.

0

Correct Characteristics (Common)

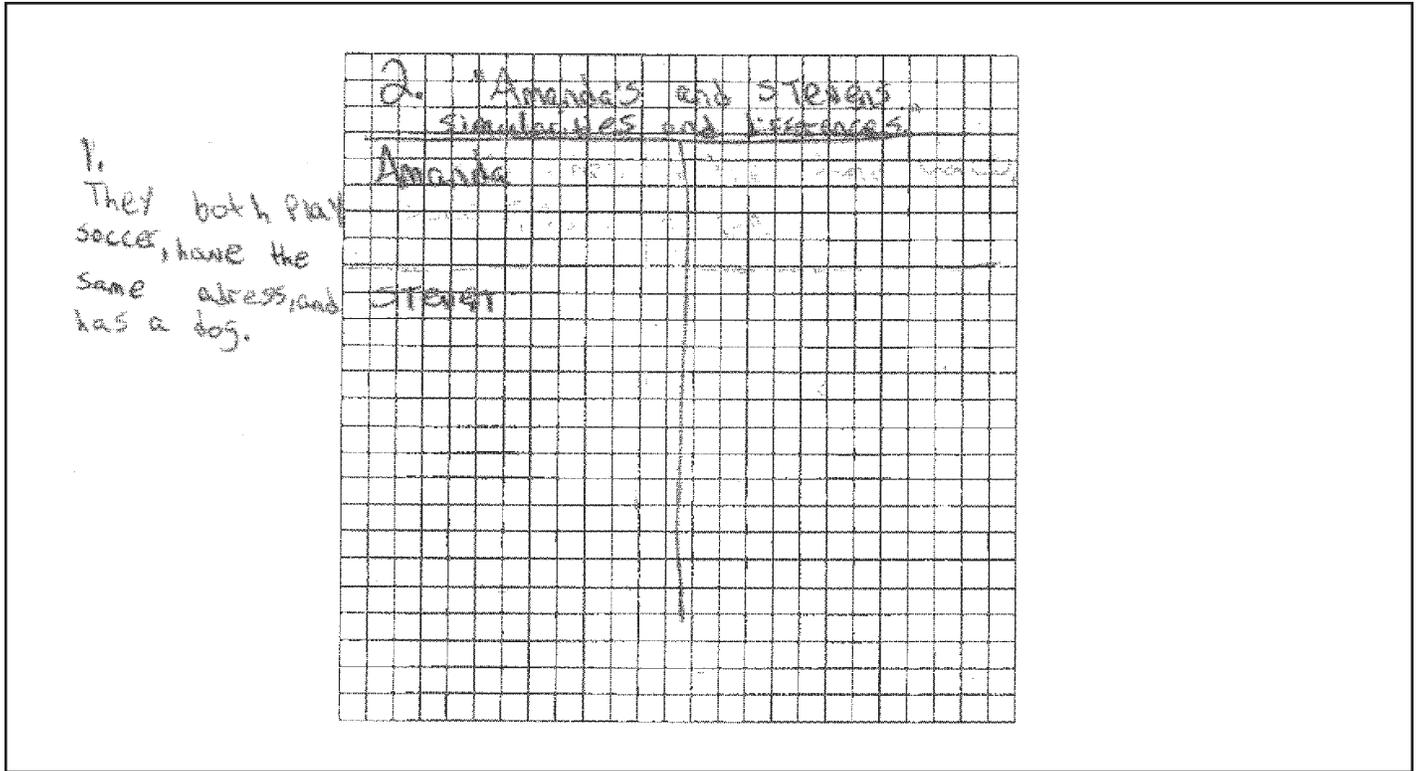
The list is complete with all three common characteristics (lives at 22 Main Street, plays soccer, has a dog) placed in the intersection of both the "Amanda" and "Steven" circles.

1

**TOTAL POINTS**

**2**

**Mathematics Item A Sample Responses and Annotations—  
2009 Augmented Benchmark Grade 6**



**SCORE: 1**

**Points**

**Part 1, 1 pt:**

Correct Answer

*They both play soccer, have the same address, and has a dog.* 1

The list is complete and correct and contains no incorrect characteristics.

**Part 2, 3 pts:**

Incorrect Procedure

The response has a title and the name Amanda but no correct different characteristics. 0

Incorrect Procedure

The response has a title and the name Steven but no correct different characteristics. 0

Incorrect Procedure

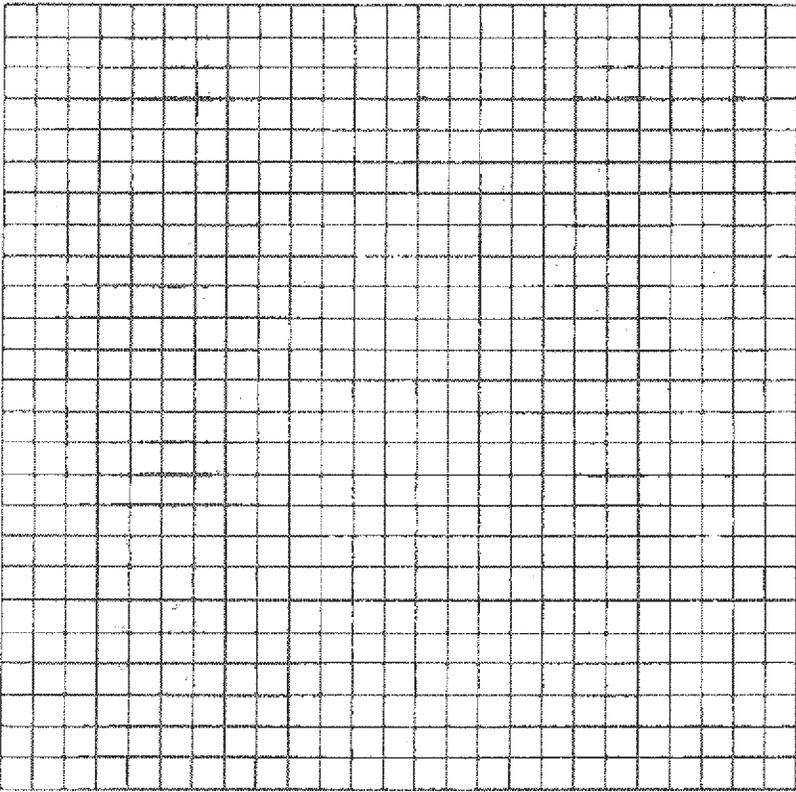
The response has a title and the names Amanda and Steven but no correct common characteristics. 0

**TOTAL POINTS**

**1**

**Mathematics Item A Sample Responses and Annotations—  
2009 Augmented Benchmark Grade 6**

Plays  
Soccer



**SCORE: 0**

**Points**

**Part 1, 1 pt:**

Incomplete Answer	<i>Plays soccer</i> The list is incomplete and contains only one correct characteristic.	0
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**Part 2, 3 pts:**

Missing Procedure	The response contains no Venn diagram.	0
Missing Procedure	The response contains no Venn diagram.	0
Missing Procedure	The response contains no Venn diagram.	0

**TOTAL POINTS**

**0**

**B**

Two students were each assigned an expression. The work each student did to find a value for her expression is shown.

Student A

$$\begin{array}{r}
 \overset{9}{1} \overset{17}{0} \overset{12}{7} 2 \\
 - 93 \\
 \hline
 1989
 \end{array}$$

Student B

$$\begin{array}{r}
 131 \\
 6 \overline{) 786} \\
 - 600 \\
 \hline
 186 \\
 - 180 \\
 \hline
 6 \\
 - 6 \\
 \hline
 0
 \end{array}$$

One student's work shows the correct value for her expression, while the other student's work shows an incorrect value for her expression.

1. Which student's work shows an incorrect value for her expression? Explain the reason for your answer.
2. For the student's work that shows an incorrect value for her expression, explain any mistakes that were made and find the correct value. Be sure to show your work or explain how you got your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

## Mathematics Item B Solution and Scoring—2009 Augmented Benchmark Grade 6

### MATHEMATICS ITEM B SCORING RUBRIC—2009 AUGMENTED BENCHMARK GRADE 6

SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns $3-3\frac{1}{2}$ points.
2	The student earns $2-2\frac{1}{2}$ points.
1	The student earns $\frac{1}{2}-1\frac{1}{2}$ points, 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.)

#### Solution and Scoring

Part	Points
<b>1</b>	<p><b>2 Points Possible</b></p> <p>1 point: Correct answer: Student A</p> <p><b>AND</b></p> <p>1 point: Correct and complete procedure shown and/or explained Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> <li>• <math>1072 - 93 = 979</math> not 1989    <b>OR</b></li> <li>• <math>1989 + 93 = 2082</math> (or variation of this)</li> <li>• Since 1989 is larger than 1072 and she is subtracting this is incorrect</li> <li>• Did borrow/regroup incorrectly</li> </ul>
<b>2</b>	<p><b>2 Points Possible</b></p> <p>1 point: First mistake and second mistake shown and/or explained Give credit for the following or equivalent: Student A added 10 to the ones places, but did not subtract it out of the tens place; and added 1000 to the hundreds place but did not subtract it from the thousands place</p> <p><b>OR</b></p> <p>1/2 point: One mistake shown and/or explained Give credit for the following or equivalent: Did not "borrow" from the tens or thousands place correctly</p> <p><b>AND</b></p> <p>1/2 point: Correct answer: 979</p> <p><b>AND</b></p> <p>1/2 point: Correct and complete procedure shown and/or explained how answer was determined</p>

**Mathematics Item B Sample Responses and Annotations--  
2009 Augmented Benchmark Grade 6**

①

$$\begin{array}{r} 996 \\ 1072 \\ - 93 \\ \hline 979 \end{array}$$

$$\begin{array}{r} 121 \\ 6 \overline{) 786} \\ \underline{6} \phantom{0} \\ 18 \\ \underline{18} \phantom{0} \\ 06 \\ \underline{06} \\ 0 \end{array}$$

Student A shows an incorrect value because student A did not borrow right.

---

② Student A didn't borrow right because the 7 from 1072 should have turned into a 6 then she would have had to borrow from the 0 but sense you can't borrow from the 0 you would had to borrow from the 1. And 0 would have turned into 9, 6 into 16, 2 into 12.

$$\begin{array}{r} 996 \\ 1072 \\ - 93 \\ \hline 979 \end{array}$$

The correct answer is 979.

**SCORE: 4**

**Points**

**Part 1, 2 pts:**

Correct Answer	<i>Student A shows an incorrect value because Student A did not borrow right.</i>	1
Correct Procedure	$\begin{array}{r} 091612 \\ 1072 \\ - 93 \\ \hline 979 \end{array}$	1

**Part 2, 2 pts:**

Correct Explanation	<i>Student A didn't borrow right because the 7 from 1072 should have turned into a 6 then she would have had to borrow from the 0 but sense you can't borrow from the 0 you would had to borrow from the 1 and 0 would have turned into 9, 6 into 16, 2 into 12.</i>	1
Correct Answer	979	$\frac{1}{2}$
Correct Procedure	$\begin{array}{r} 1072 \\ - 93 \\ \hline \end{array}$	$\frac{1}{2}$

**TOTAL POINTS**

**4**

**Mathematics Item B Sample Responses and Annotations—  
2009 Augmented Benchmark Grade 6**

1) Student A

---

2) correct way

---


$$\begin{array}{r}
 091612 \\
 \times 1072 \\
 \hline
 -0093 \\
 \hline
 979
 \end{array}$$

in correct way

---


$$\begin{array}{r}
 191712 \\
 \times 1072 \\
 \hline
 = 93 \\
 \hline
 1983
 \end{array}$$

---

The did not dare right

**SCORE: 3**

**Points**

**Part 1, 2 pts:**

Correct Answer	<i>Student A</i>	1
No Procedure		0

**Part 2, 2 pts:**

Correct Explanation	<i>091612, these numbers reflect the correct borrowing process.</i>	1
Correct Answer	<i>979</i>	$\frac{1}{2}$
Correct Procedure	<i><u>1072</u> - 93</i>	$\frac{1}{2}$

**TOTAL POINTS**

**3**

**Mathematics Item B Sample Responses and Annotations—  
2009 Augmented Benchmark Grade 6**

$$\begin{array}{r} 1072 \\ - 93 \\ \hline 999 \end{array}$$

Student A

$$\begin{array}{r} 131 \\ 6 \overline{) 706} \\ \underline{60} \phantom{0} \\ 106 \\ \underline{180} \\ 26 \\ \underline{24} \\ 2 \end{array}$$

Student B

Student A had the problem incorrect because  $1,072 - 93 = 999$  not 1,989.

$$\begin{array}{r} 1072 \\ - 93 \\ \hline 1989 \end{array}$$

$$\begin{array}{r} 1072 \\ - 93 \\ \hline 999 \end{array}$$

First she didn't change the 7 into a 6 before turning it into a tens number. Also she didn't mark out the 10 just the 0 so that's why she got a thousand number.

**SCORE: 2**

**Points**

**Part 1, 2 pts:**

Correct Answer	Student A had the problem incorrect because...	1
Incorrect Procedure	$1072 - 93 = 999$ not 1989. <b>Note:</b> Using this approach the student must also have the correct answer, which is 979 not 999.	0

**Part 2, 2 pts:**

Correct Explanation	91612 reflects the correct borrowing for the ones, tens, and thousands place.	1
Incorrect Answer	999	0
Correct Procedure	$\begin{array}{r} 1072 \\ - 93 \\ \hline \end{array}$	$\frac{1}{2}$

**TOTAL POINTS**

$2\frac{1}{2}$

**Mathematics Item B Sample Responses and Annotations--  
2009 Augmented Benchmark Grade 6**

1 Student A is incorrect

2 The correct answer for student A is 979

<b>SCORE: 1</b>	<b>Points</b>
<hr/>	
<b>Part 1, 2 pts:</b>	
Correct Answer	1
No Procedure	0
<hr/>	
<b>Part 2, 2 pts:</b>	
No Explanation	0
Correct Answer	$\frac{1}{2}$
No Procedure	0
<hr/>	
<b>TOTAL POINTS</b>	<b><math>1\frac{1}{2}</math></b>

**Mathematics Item B Sample Responses and Annotations—  
2009 Augmented Benchmark Grade 6**

1. Student B. has the incorrect answer because

$$\begin{array}{r}
 109 \\
 6 \overline{) 786} \\
 \underline{- 131} \\
 655 \\
 \underline{- 654} \\
 1 \\
 \underline{- 1} \\
 0
 \end{array}$$

2. The correct value is 109 with a remainder 0 the mistakes that was made is 131 was not suppose 2 be on top it was suppose to be under the 786 being subtracted.

**SCORE: 0**

**Points**

**Part 1, 2 pts:**

Incorrect Answer	<i>Student B has the incorrect answer...</i>	0
Incorrect Procedure	$786 \div 6 = 109$ <b>Note:</b> The student did not use Student B's example stated in the prompt. Therefore, no credit is given.	0

**Part 2, 2 pts:**

Incorrect Explanation	<i>The correct value is 109 with a remainder 0 the mistakes that was made is 131 was not supposed 2 be on top it was suppose to be under the 756 being subtracted.</i>	0
-----------------------	--	---

No Answer		0
No Procedure		0

**TOTAL POINTS**

**0**

# **READING RESPONSES**

Read this passage about making a new friend. Then answer multiple-choice questions 1 through 8 and open-response question A.

## Off the Starboard Bow

by Sandra Beswetherick

My cousin is staying with us for a week. He thinks life out here “in the middle of nowhere” is *sooo* boring. Because I’m a girl he thinks I’m pretty uninteresting, too.

“Aren’t there any malls we can go to?” he asks.

“The nearest one is a two-hour drive.” There can’t be anything more boring than walking around a mall, as far as I’m concerned.

Mark rolls his eyes and snorts.

“Don’t you at least have some video games we can play?”

“Dad says they’re too expensive and a waste of time.”

Mark rolls his eyes again, crosses his arms, and slumps even deeper into his chair.

“Well, what do you do around here for fun?”

“I ride my bike, I read, and I explore the woods.”

He curls up one corner of his lip.

I showed him the kittens in the hayloft yesterday, but they didn’t impress him. Neither did the hollow tree where the porcupine lives. And when I showed him my fort, he said it

wasn’t a fort. He said it was nothing but a pile of rocks and sticks.

No way am I taking him exploring in the woods. Robin Hood’s camp, Watchdragon Rock, and Merlin’s cave will stay secret. Mark probably wouldn’t have the imagination to recognize them anyway. He’d just roll his eyes and say something like “Oh, brother!”

Mom pokes her head into the living room and sees us sitting there doing nothing. “What are you doing in the house on such a beautiful summer day?” she says. “Jen, you’re not being a very good hostess.”

“But, Mom . . .” I grit my teeth to keep from saying something I’ll regret later.

“There must be something interesting to do,” she says.

I jump up, stomp out through the porch, and bang the screen door open. Behind me, Mark catches it before it can snap closed. I keep going across the yard to the maple tree. I lean my back against its trunk, jamming my hands into my pockets.

“So, now what?” Mark asks.

## Reading Passage A—2009 Augmented Benchmark Grade 6

That's what I'd like to know.

Leaves rustle over my head, and bingo! I know what to do. I crouch, then spring up and grab the lowest branch. I swing to hook my heel on the next branch and hoist myself into the tree.

"Hey! Where are you going?"

I peer down from my perch. "Up. All the way to the top."

"To the top? But that tree must be a hundred feet tall."

"Yep." According to my dad it's only seventy feet, but from the bottom it looks like a hundred to me, too.

"Haven't you ever climbed a tree before?" I ask.

"There aren't many trees in my neighborhood."

"You don't have to come along if you don't want to."

But he jumps up and latches onto the first branch, swinging his leg to hook his heel on the next. And he loses his grip! I grab for his shirt and help him up.

"Like I said, you don't have to come."

<sup>29</sup> "I want to!" he says, even though his face is pale and his voice is kind of shaky.

Maybe he isn't as bad as I thought.

"OK. Follow me," I say. "I've done this a thousand times." I give the rough bark a friendly pat. "Put your hands and feet where I put mine. And don't look down."

He swallows, then nods.

At first I climb slowly, so Mark can see the branches I use. But the wind tugs at my clothes and snatches my hair, wanting me to climb faster. Left hand holds tight, right hand reaches, and right foot makes it to the next branch. Up and around, higher and higher. Below, the hay in the next field bends under the wind in rolling waves. Around me, the leaves toss and clatter and rush and roar.

"Hey!" Mark yells. "I'm stuck!"

I look down. Mark's pressed tight against the trunk, holding on. I know why he's stuck. He needs his left foot to reach the next branch, but his left foot is wedged in the space where his right foot should be.

"You have to change feet!" I yell. "Hang on tight with both hands and hop to change feet."

"You're kidding!"

But he does what I tell him.

"All right!" His eyes gleam.

The branches sway in the wind. I tighten my grip. "Come on! It isn't much farther." Near the top is a place where we can sit among the branches. It's my crow's nest.

<sup>41</sup> When Mark reaches me, I wonder if maybe, just maybe, there could be an imagination inside him after all. I throw out my arm and point through a gap in the tossing leaves. "There she blows! Off the starboard *bow*!"

## Reading Passage A—2009 Augmented Benchmark Grade 6

He turns and looks.

“That’s no whale,” he says, wrecking absolutely everything. Then he laughs. “That be a Spanish galleon,<sup>1</sup> ye swab. But with this wind in our sails, we’ll outrun her.”

“Ahrrr,” I say to him.

“Aaahaaar,” he says back.

We cling to the rigging and tall mast of our ship, and urge her on as she plunges through the crashing waves.

---

<sup>1</sup>galleon: A large Spanish ship from the 15th and 16th centuries.

“Off the Starboard Bow” by Sandra Beswetherick: Copyright © 1995 by Highlights for Children, Inc., Columbus, Ohio.

## Reading Item A–2009 Augmented Benchmark Grade 6

**A**

Explain how Jen shows that she is an imaginative person.

Use three details from the passage to support your answer.

### READING ITEM A SCORING RUBRIC–2009 AUGMENTED BENCHMARK GRADE 6

SCORE	DESCRIPTION
4	The response explains how Jen shows that she is an imaginative person <b>and</b> provides <b>three</b> accurate and relevant details from the passage to support it.
3	The response explains how Jen shows that she is an imaginative person <b>and</b> provides <b>two</b> accurate and relevant details from the passage to support it. <b>OR</b> The response provides <b>three or more</b> accurate and relevant details from the passage that show how Jen is an imaginative person.
2	The response explains how Jen shows that she is an imaginative person <b>and</b> provides <b>one</b> accurate and relevant detail from the passage to support it. <b>OR</b> The response provides <b>two</b> accurate and relevant details from the passage that show how Jen is an imaginative person.
1	The response explains how Jen shows that she is an imaginative person. <b>OR</b> The response provides <b>one</b> accurate and relevant detail from the passage that shows how Jen is an imaginative person. <b>OR</b> 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 A Sample Responses and Annotations—2009 Augmented Benchmark Grade 6

### Score Point: 4

The response explains how Jen shows she is an imaginative person (*she doesn't have places near by and no electronic stuff so instead of that she has to come up with things to do instead of doing nothing*) and provides **three** accurate and relevant details from the passage to support it. 1. *She was imagining being on a ship.* 2. *She imagined seeing a big whale.* 3. *Imagines Robin Hoods camp, Watchdragon Rock, and Merlin's cave.*

Jen is an imaginative person because she doesn't have places near by and no electronic stuff so instead of that she has to come up with things to do instead of doing nothing. Another thing that makes her imaginative is when they got to the top of the tree Jen was imagining being on a ship out at sea with Mark. Another thing that shows that Jen is imaginative is when she was imagining being on a ship she imagined seeing a big whale out at sea. Also another thing that makes her imaginative is when Jen explores in the woods and imagines Robin Hoods camp, Watchdragon Rock, and Merlin's cave.

**Reading Item A Sample Responses and Annotations—2009 Augmented Benchmark Grade 6**

**Score Point: 3**

The response explains how Jen shows that she is an imaginative person (*Jen starts to play an imaginary game and hopes Mark will play with her*) and provides **two** accurate and relevant details from the passage to support it. 1. *She says something about a whale.* 2. *Play as if they are in a ship.*

Jen shows she is a person with an imagination, because when Mark climbs the tree with her, he is afraid but she helps him and they get friendly with each other. Jen starts to play an imaginary game and hopes Mark will play with her. When she says something about a whale he says "No that's not a whale, that's a Spanish galleon." Then they start to play as if they are in a ship and they are trying to get away from a Spanish galleon.

## Reading Item A Sample Responses and Annotations—2009 Augmented Benchmark Grade 6

### Score Point: 2

The response provides two details from the passage that demonstrate her imagination. 1. She said "There she blows" as if there is a whale. 2. She also says "Ahrrr" as if she was a pirate. "That be a Spanish Galleon, ye swabs. But with the wind in our sails we'll outrun her" is Mark's statement so it receives no credit for this response.

Jen is an imaginative person because she said "There she blows" as if there is a whale. She also says "Ahrrr" as if she was a pirate. The last thing she says is "That be a Spanish galleon, ye swabs. But with the wind in our sails, we'll outrun her." as to best another ship in racing.

## Reading Item A Sample Responses and Annotations—2009 Augmented Benchmark Grade 6

### Score Point: 1

The response provides one detail from the passage that demonstrates her imagination. 1. She says "Ahrrr" . . . she imagines herself as a pirate. The use of the word "pretending" would usually indicate an acceptable detail; however, in this response, the student indicates that Jen and Mark "pretend to climb the tree" which is inaccurate and a misinterpretation of the passage. The rest of the response shows events from the passage that do not show her imagination so the other examples do not receive credit.

Jen shows her personality when she say "Ahrrr" in paragraph 43. She imagines herself as a pirate using her imagination. Also when her and Mark are pretending to climb a tree she uses her imagination. Also when she says in paragraph 39 "You have to change feet" their not really climbing a tree their just pretending. And thats how I thing Jen shows that she is a imaginative person.

### Score Point: 0

The response copies the question which does not show understanding of the task.

EXPLAIN how Jen shows the she is an imaginative person  
Use three details from the passage to support your answer

Read this passage to learn about lightning. Then answer multiple-choice questions 9 through 16 and open-response question B.

# Lightning Is Frightening

by Janice Arenofsky

*In the past decade, lightning-induced fires across the country have destroyed an estimated two million acres of forest.*

**July is the deadliest time to get struck. Use these facts to save yourself—this month and all year.**

The only thought racing through Life Scout Robert Meyer's mind on that stormy morning last July: *Get out of the rain and into the dining tent.*

"The next thing I remember," the 14-year-old says, "I was knocked off my feet and lying on the ground."

Lightning had hurled Robert off a table and facedown onto the damp ground at Camp Tahosa in Colorado's Rocky Mountains. The jolt left him unconscious and not breathing, his glasses, hat and a shoe torn from his body.

## **Quicker Than a Flash**

No one's sure exactly what happened. The lightning that felled Robert and five other Scouts probably struck a 30-foot-tall

### **FIRE IN THE SKY? BE SAFE, NOT SORRY**

Follow these do's and don'ts to reduce the risk of being hit by lightning:

#### **DO:**

Plan ahead. Get a weather report. Also, appoint a lightning spotter who knows how to track distance (see "Flash-to-Bang Formula" box, next page). Know where the closest safe shelter is and how long it takes to get there. If you are within six miles of a flash, take cover. The next flash could hit where you are.

Go indoors to a building such as a store, business or house, says Ron Holle of the National Severe Storms Laboratory. Or go to a vehicle with a metal roof, such as a car, bus or van. At camp, go to a bath house, but stay away from pipes, windows and electrical outlets.

If no safe place is available, crouch on the ground on the balls of your feet. Lower your head and put your hands over your ears to prevent damaging your hearing.

#### **DON'T:**

Be the highest object—don't be on top of a mountain, in an open parking lot or in a vacant field. And don't be near anything tall, such as a tree, pole or tower. In a forest or at a campsite, stay away from the tallest trees and most open spaces.

Remain near water or metal objects, such as bleachers, fences or golf clubs.

Use the telephone or other electrical devices, except in an emergency.

ponderosa pine some 20 feet away from a dining tent. The flash raced down and traveled underground until finally erupting beneath the Scouts' table.

**FLASH-TO-BANG  
FORMULA**

To estimate the distance of lightning, count the seconds that pass from the flash until the thunder. Five seconds equal one mile.

**QUESTION:** How far away is lightning if it takes 20 seconds to hear the thunder?

**ANSWER:** 4 miles.  
If the flash-to-bang time is 30 seconds or less, take cover immediately. You're in real danger.

5“Everything happened rapidly,” says Scoutmaster Martin Zinn, who was 50 feet from the Scouts when it hit. “If the tree had been a little farther away, they might have gone *unscathed*.”

After a two-day hospital stay, Robert went home healthy. The other Scouts were fine.

Not every victim is that lucky. Overall, lightning injures or kills more people than any weather-related danger except flooding. Especially this month: July is the deadliest month of the year.

**Beautiful but Powerful**

Lightning may be dazzling to see, but it also destroys. Every year it starts about 10,000 wild-land fires and torches homes and businesses. The yearly bill: more than \$2 billion. The Boy Scouts of America's North Florida Council alone will spend more than a half-million dollars rebuilding a lodge struck in 1996.

Mr. Holle also stresses the toll lightning takes on victims.

“When a few million volts go through you, many nerve endings are damaged,” he says. “It's a big deal.”

**Blue Skies, Take Warning**

Even when there is no rain or the skies seem blue, lightning may lurk. In 1996, Ernie Perez, 16, and Billy Anderson, 14, were struck while at a family picnic in a Florida park despite mostly sunny skies.

“Experts think that every lightning victim saw blue skies at the edges of a storm when he was injured,” Mr. Holle says. “The perception is that everything is fine, but this is not true.”

So be responsible and careful. Your life could be at stake.

Says Mr. Holle, “No one’s ever going to tap you on the shoulder and tell you the next flash is going to be where you’re standing.”

Just ask Robert Meyer, the Colorado lightning victim. He doesn’t remember his accident, but something must have stuck. His Eagle Scout project: Teaching others about lightning safety.

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### LIGHTNING MYTHS AND FACTS

**MYTH:** If it is not raining, there is no danger from lightning.

**FACT:** Lightning often strikes outside of heavy rain and may occur as far as 10 miles from any rainfall.

**MYTH:** Rubber shoe soles or car tires protect you from being struck by lightning.

**FACT:** They provide no protection. But the steel frame of a hard-topped vehicle provides increased protection—as long as you are not touching metal inside the car.

**MYTH:** People struck by lightning carry an electrical charge and should not be touched.

**FACT:** Lightning-strike victims carry no charge and should be attended to immediately.

**MYTH:** “Heat lightning” occurs after hot summer days and poses no threat.

**FACT:** Heat lightning is actually lightning from a thunderstorm too far away for thunder to be heard. However, the storm might be moving in your direction!

“Lightning is Frightening” by Janice Arenofsky: Reprinted with permission of Janice Arenofsky, Boys’ Life, July 1998. All rights reserved.

## Reading Item B–2009 Augmented Benchmark Grade 6

**B**

Using information from the passage, describe at least four things people can do to reduce their chances of being hit by lightning if they are in a thunderstorm.

### READING ITEM B SCORING RUBRIC–2009 AUGMENTED BENCHMARK GRADE 6

SCORE	DESCRIPTION
4	The response uses details from the passage to describe at least <b>four</b> things people can do to reduce their chances of being hit by lightning if they are in a thunderstorm.
3	The response uses details from the passage to describe at least <b>three</b> things people can do to reduce their chances of being hit by lightning if they are in a thunderstorm.
2	The response uses details from the passage to describe at least <b>two</b> things people can do to reduce their chances of being hit by lightning if they are in a thunderstorm.
1	<p>The response uses details from the passage to describe at least <b>one</b> thing people can do to reduce their chances of being hit by lightning if they are in a thunderstorm.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response demonstrates minimal understanding of the question.</p>
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 6

### Score Point: 4

The response uses details from the passage to describe seven things people can do to reduce their chances of being hit by lightning if they are in a thunderstorm. 1. *Be indoors in your house or store* 2. *Do not use electrical devices such as a telephone* 3. *Do not be by water or metal objects such as bleachers or fences.* 4. *If you are at camp go to the bath house but stay away from metal pipes, outlets, and windows* 5. *If you do not have a safe place to take cover then crouch on the ground on the balls of your feet, put your hands over your ears to protect your hearing, and put your head down low.* 6. *Try not to be the highest object like on a mountain.* 7. *Do not be near anything tall like a tree, tower, or pole.*

To reduce chances of being hit by lightning is to be indoors in your house or the store. Do not use electrical devices such as a telephone because lightning could come through the phone unless it is an emergency. Do not be by water or metal objects such as bleachers or fences. If you are at camp go to the bath house but stay away from metal pipes, outlets, and windows. If you do not have a safe place to take cover then crouch on the ground on the balls of your feet, put your hands over your ears to protect your hearing, and put your head down low. Try not to be the highest object like on a mountain. Do not be near anything tall like a tree, tower, or pole.

## Reading Item B Sample Responses and Annotations—2009 Augmented Benchmark Grade 6

### Score Point: 3

The response uses details from the passage to describe three things people can do to reduce their chances of being hit by lightning if they are in a thunderstorm. 1. *Crouch on the ground and cover your ears, so you don't damage them.* 2. *Get inside a building away from, outlets, pipes, and windows.* 3. *Get inside a car, truck or van, with a metal ceiling as long as you don't touch the metal.* "You can stand near a tall object like a tree or pole, or near water" is inaccurate and is not given credit as a detail.

Four things people can do to reduce their chances of being hit by lightning if they are in a thunderstorm are,

- First, you could crouch on the ground and cover your ears, so you don't damage them.
- Second, you could get inside a building away from, outlets, pipes, and windows.
- Third, you can stand near a tall object like a tree or pole, or near water, not in it.
- Fourth, you can get inside a car, truck or van, with a metal ceiling as long as you don't touch the metal.

Those are four ways you can prevent from being struck by lightning in a thunderstorm.

## Reading Item B Sample Responses and Annotations—2009 Augmented Benchmark Grade 6

### Score Point: 2

The response uses details from the passage to describe two things people can do to reduce their chances of being hit by lightning if they are in a thunderstorm. 1. *Try to find shelter* 2. *Don't be the highest object. Don't be on top of a mountain.* The second detail is considered one idea because it is written as such in the passage.

If you are in a thunderstorm you try to find shelter, or try to move as fast as you can. <sup>examples</sup> Don't be the highest object. Don't be on top of a mountain.

## Reading Item B Sample Responses and Annotations—2009 Augmented Benchmark Grade 6

### Score Point: 1

The response uses a detail from the passage to describe one thing people can do to reduce their chances of being hit by lightning if they are in a thunderstorm. 1. *I think you shud be in the house*

I think you shud be in the house  
with the lis of under your bed or some  
WAR AND be Vere quite.

### Score Point: 0

Although the response provides some details about lightning, the details do not explain how you can reduce your risk of being struck, so the response is irrelevant and shows no evidence that the student understood the task.

When lightning strikes heavy rain and occur.  
Lightning is quicker than a flash and  
Lightning is also like heat.  
Lightning is 30 feet tall. Lightning  
and damage a lot of big &  
little thing.

# **WRITING RESPONSES**

## Scoring Student Responses to Writing Prompts—2009 Augmented Benchmark Grade 6

### Domain Scoring

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

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

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

### Scoring Scale

Each domain is scored independently using the following scale:

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

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

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

### Non-scoreable and Blank Papers

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

## Writing Domains and Definitions—2009 Augmented Benchmark Grade 6

### Content (C)

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

- Central idea
- Unity
- Elaboration
- Organization

### Style (S)

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

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

### Sentence Formation (F)

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

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

### Usage (U)

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

- Standard inflections
- Word meaning
- Agreement
- Conventions

### Mechanics (M)

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

- Capitalization
- Formatting
- Punctuation
- Spelling

## Writing Prompt—2009 Augmented Benchmark Grade 6

**C**

For your class, write a story that has a dictionary, a horse, and a whistle in it.

Before you begin to write, think about how you can include these three things in your story. Make sure your story has a beginning, a middle, and an end.

Now write your story. Be sure to give enough detail so that your readers 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?

For my story a horse. A horse big. And tall. They have long hair And long tail hair. one time me and my cousin got on a horse. I cried And she did to. But that happen when me and her was little. my mom and her mom took pictures of us. when we got older my mom and her mom let us see the picture. on the picture we was crying. The reason we was crying because we was scard of the horse. we still have the picture at my base. me and cousin are not really scard of a horse no more. I think I was like 6 or 7 and she was like 5 or 6 when we got on a horse I've

Writing Sample Response 1–2009 Augmented Benchmark Grade 6

been on a horse 3 times.

## Writing Annotation for Sample Response 1–2009 Augmented Benchmark Grade 6

### **Content: 2**

Although this response provides a central idea, the elaboration is minimal and more like a summary (*me and my cousin got on a horse; her mom took pictures*). Organization is somewhat random. There is inconsistent control of the Content domain.

### **Style: 2**

This response tells rather than shows. (*I cried and she did to; that happen when me and her was lilttle; The reason we was crying Because we was scard*). There is little variety in sentences producing a somewhat dim voice. There is inconsistent control of the Style domain.

### **Sentence Formation: 2**

This response has some correct sentences, but also fragments (*A horse big and tall; For my story A horse.*) and run ons (*My mom and her mom took . . . on the picture we was crying. I think I was like 6 . . . on a horse 3 times.*). There is inconsistent control of the Sentence Formation domain.

### **Usage: 2**

There are errors in inflections, tense, and agreement (*that happen; we was; no more*) and word choice (*on the picture*). There is inconsistent control of the Usage domain.

### **Mechanics: 2**

There are some spelling errors (*haue; misuse of to; scard; taill; lilttle*), capitalization errors (*A; Let; Been*) and punctuation errors. Overall, there is inconsistent control of the Mechanics domain.

Once upon a time, there was a gorgeous princess & her name was princess Kara. She had many talents like she knew how to do back flips, speak Japanese, & climb. Her dad was the "Dictionary King". He knew every word in the dictionary from apple to zebra.

On the day of her birthday she was so happy until her dad gave her a dictionary. So she took all her presents & went to bed crying. She was very bored so she opened up her dictionary, the first word she saw was horse. Then, whistle & wine. She started reading and by 12 o'clock midnight she was done with the whole thing. So the next morning she got all her money to go buy a horse with a whistle. Finally, she bought a solid gold whistle and a black horse. She used the horse to ride to her boyfriend & the whistle

so she could get room service  
whenever she wanted. Then, she  
lived happily ever after.

The End

## Writing Annotation for Sample Response 2—2009 Augmented Benchmark Grade 6

### **Content: 3**

This response provides a central idea and some elaboration (*She had many talents like she knew how to do backflips, speak Japenesse, & climb*), but the ideas are not fully developed. There is reasonable control of the Content domain.

### **Style: 3**

There is some use of vivid vocabulary (*“Dictionary King”; she could get room service whenever she wanted*), 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. The response contains one comma splice (*She was very bored so she opened up her dictionary, the first word she saw was horse.*) Overall, 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 spelling errors (*Japenesse*) and use of the ampersand do not detract. There is consistent control of the Mechanics domain.

## LANGUAGE EVERYWHERE

"Look at that dictionary," Ashley the horse murmured as she gazed into the bookstore window, "it's so... smooth, and leathery, and fancy. If only I knew how to read, then I would read it." If only I knew how to read, she repeated in her head. Suddenly, Karsen the penguin, (her best friend) waddled up.

"What are you doing," Karsen asked. "Huh? Oh, nothing," Ashley snapped out of her trance. "You're looking at that dictionary, aren't you," she asked stubbornly. "Yes," Ashley sighed. "Well, you can't read," Karsen insisted. "Yes," she repeated, and once again sighed. "I know where to take you," Karsen pulled on Ashley's leg.

"Where," she asked, surprised. Soon, they were standing in front of a burly, fat gorilla. "My name is Coach Vowel, I'm a language coach," he barked. "I-I-I'm Ash-shley," she said gently. "Well, you see this whistle," he fingered a red, plastic whistle around his neck, "if you get something wrong, I'll blow it!" "Y-y-yes, sir," Ashley stuttered.

"See this letter, this is an 'A', it makes an AHHH sound," Coach Vowel began. "Uh," Ashley tried. The shrill whistle blew. "AHHH," he raged. "Ahhh," Ashley tried again. "Correct," he calmed down. Soon, Ashley could write her name, write horse, and sing and read the alphabet. "Ashley, I signed you up for a language pentathlon. There's a great prize for the winner."

The next week, Ashley was standing at the starting line. The horn blew, and she was off. She swam through a Letter Lagoon, jumped over the Verb Valley, ran through the Conjunction Cave, and kicked through the Pronoun Prairie. She won!!!

The price was...a golden dictionary. It had silver letters, and platinum pages. Ashley sped through it and loved it. Twenty years later, she became a language coach. Payton the jaguar brought in Leah the otter one day. She wanted to read the dictionary. Leah learned all she needed...and there was a pentathalon. "Leah, I signed you up for a language pentathalon..."

## Writing Annotation for Sample Response 3—2009 Augmented Benchmark Grade 6

**Content: 4**

This response provides full elaboration of ideas, clear and 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 which helps to shape the piece. (*the horse murmured as she gazed into the bookstore window; snapped out of her trance; She swam through the Letter Lagoon . . . Pronoun Prarie.*) There is sentence variety and use of dialogue provides 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 accurate use of dialogue and quotation marks and consistent control of the Mechanics domain.



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