

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Teacher Handbook

Arkansas Augmented Benchmark Examination

**APRIL 2009
ADMINISTRATION**

GRADE

8

Arkansas Department of Education

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Teacher Handbook—2009 Augmented Benchmark Grade 8

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Introduction—2009 Augmented Benchmark Grade 8

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

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 8

Scoring Procedures

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

This Teacher Handbook includes the 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 8

A

Freda has a bag of 3 tennis balls that are all the same size and shape. Each tennis ball is a different color: orange, yellow, or green. Freda will randomly pick 1 tennis ball to play tennis and will not put it back in the bag. She will do this 3 times.

1. List all the possible outcomes for the order in which Freda could choose the tennis balls. You can use an organized list, tree diagram, or logic grid to show all the possibilities.
2. What is the probability that Freda will pick the yellow tennis ball first? Show your work or explain how you got your answer.
3. What is the probability that Freda will pick the green tennis ball before the orange tennis ball? Show your work or explain how you got your answer.

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

MATHEMATICS ITEM A SCORING RUBRIC—2009 AUGMENTED BENCHMARK GRADE 8

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.)

Mathematics Item A Solution and Scoring—2009 Augmented Benchmark Grade 8

Solution and Scoring

Part	Points
1	<p>2 Points Possible</p> <p>2 points: 6 correct outcomes listed Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • Yellow, Orange, Green Yellow, Green, Orange Orange, Yellow, Green Orange, Green, Yellow Green, Yellow, Orange Green, Orange, Yellow <p>OR</p> <p>1 point: 3–5 of the 6 possible outcomes or The 6 possible outcomes plus more or An incomplete tree diagram that indicates the 6 possible outcomes</p>
2	<p>1 Point Possible</p> <p>1/2 point: Correct answer: $1/3$ or equivalent (1 out of 3, 1:3, 33.$\bar{3}$%)</p> <p>AND</p> <p>1/2 point: Correct and complete explanation of how answer was determined Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • There are 6 possible outcomes. Yellow can be picked first 2 times. Therefore the probability that Freda will pick the yellow ball first is $2/6 = 1/3$. • There are only 3 balls. The probability of picking any one ball first is $1/3$.
3	<p>1 Point Possible</p> <p>1/2 point: Correct answer: $1/2$ or equivalent (1 out of 2, 1:2, 50%)</p> <p>AND</p> <p>1/2 point: Correct and complete explanation of how answer was determined Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • There are 6 possible outcomes. Green can be picked before orange 3 times. Therefore the probability that Freda will pick green before orange is $3/6 = 1/2$. • Because 3 times green was before orange out of 6. • Indicated the yellow ball from Part 2 was excluded leaving only two balls.

**Mathematics Item A Sample Responses and Annotations—
2009 Augmented Benchmark Grade 8**

<p><u>Possible Outcomes:</u></p> <p>1st Orange, Yellow, Green 2nd Orange, Green, Yellow 3rd Green, Orange, Yellow 4th Green, Yellow, Orange 5th Yellow, Orange, Green 6th Yellow, Green, Orange</p> <p>There are 6 possible ways Freda could choose the balls.</p>	<p> </p> <p>Ball <u>Colors</u></p>	<p>Orange-O Yellow-Y Green-G</p> <p>Yellow 1st</p> <p>① Y, G, O $\frac{2}{6}$ or $\frac{1}{3}$ chance ② Y, O, G Freda will choose 3 O, G, Y the Yellow ball first 4 O, Y, G 5 G, Y, O 6 G, O, Y</p>
<p>Orange-O Yellow-Y Green-G</p> <p>Green before Orange</p> <p>① G, O, Y ② G, Y, O ③ Y, G, O 4 Y, O, G 5 O, G, Y 6 O, Y, G</p>	<p> </p>	<p> </p> <p>$\frac{3}{6}$ or $\frac{1}{2}$ chance Freda will choose the green ball before the orange ball.</p>

SCORE: 4

Points

Part 1, 2 pts:

Exactly 6	Orange, Yellow, Green	Yellow, Orange, Green	2
Correct Outcomes	Orange, Green, Yellow	Yellow, Green, Orange	
	Green, Orange, Yellow		
	Green, Yellow, Orange		

Part 2, 1 pt:

Correct Answer	$\frac{2}{6}$ or $\frac{1}{3}$ chance		$\frac{1}{2}$
Correct Explanation	Yellow 1 st		$\frac{1}{2}$
	① Y, G, O 4 O, Y, G		$\frac{1}{2}$
	② Y, O, G 5 G, Y, O		
	3 O, G, Y 6 G, O, Y		

Part 3, 1 pt:

Correct Answer	$\frac{3}{6}$ or $\frac{1}{2}$		$\frac{1}{2}$
Correct Explanation	Green before Orange		$\frac{1}{2}$
	① G, O, Y 4 Y, O, G		$\frac{1}{2}$
	② G, Y, O 5 O, G, Y		
	③ Y, G, O 6 O, Y, G		

TOTAL POINTS

4

**Mathematics Item A Sample Responses and Annotations—
2009 Augmented Benchmark Grade 8**

<p>1.) orange; yellow; green orange; green; yellow <u>green; orange; yellow</u> green; yellow; orange yellow; green; orange yellow; orange; green</p>	<p>2.) yellow = y green = g orange = o</p> <div style="text-align: right; margin-right: 20px;"> $\frac{1}{3}$ </div> <p>1 yellow 3 total $\rightarrow \frac{1}{3}$</p> <p>The probability of Freda picking a yellow tennis ball first is 1:3. This is because there are 3 tennis balls total and there is one yellow tennis ball. So</p>
<p>3.) g - o</p> <p>6 total</p>	

SCORE: 3

Points

Part 1, 2 pts:

Exactly 6	<i>orange; yellow; green</i>	2
Correct Outcomes	<i>orange, green; yellow</i>	
	<i>green; orange; yellow</i>	
	<i>green, yellow, orange</i>	
	<i>yellow; green; orange</i>	
	<i>yellow; orange; green</i>	

Part 2, 1 pt:

Correct Answer	<i>The probability of Fred picking a yellow ball first is 1 : 3</i>	$\frac{1}{2}$
Correct Explanation	<i>This is because there are 3 tennis balls total and there is one yellow tennis ball.</i>	$\frac{1}{2}$

Part 3, 1 pt:

Incorrect Answer	<i>g - o</i>	0
Incorrect Explanation	<i>6 total</i>	0

TOTAL POINTS

3

**Mathematics Item A Sample Responses and Annotations—
2009 Augmented Benchmark Grade 8**

1.

```

    Orange  \
              \ Yellow
              \ green
    
```

```

    Yellow  \
              \ orange
              \ green
    
```

```

    Green  \
             \ yellow
             \ orange.
    
```

2.

3 (Orange, Yellow-1, Green) $\frac{1}{3}$

The probability that Freda would pick a Yellow tennis ball would be $P(\text{yellow}) = \frac{1}{3}$. Because there are 3 colors and only 1 yellow.

3.

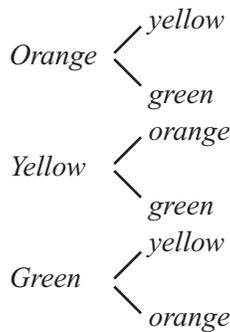
Probability that Freda will pick the green tennis ball before the green one will also be $\frac{1}{3}$ because there is only 1 green ball and one orange ball so they have an equal chance of getting picked first.

SCORE: 2

Points

Part 1, 2 pts:

Incomplete tree diagram indicating 6 possible outcomes



1

Note: In order for a “tree diagram” to be complete it must show complete outcomes which consist of all three balls

Part 2, 1 pt:

Correct Answer

$\frac{1}{3}$

$\frac{1}{2}$

Correct Explanation

Because there are 3 colors and only 1 yellow

$\frac{1}{2}$

Part 3, 1 pt:

Incorrect Answer

$\frac{1}{3}$

0

Incorrect Explanation

Because there are only 1 green ball and one orange ball so they have an equal chance of getting picked first.

0

TOTAL POINTS

2

**Mathematics Item A Sample Responses and Annotations—
2009 Augmented Benchmark Grade 8**

1. Yellow green orange
green orange yellow
orange yellow green.

2. 1 out of 2 Because if she is in
The Bag 3x's then there is a Probability
That she will get it once.

3. There is no telling Because the
orange can cum Before the
Green you never know.

SCORE: 1		Points
Part 1, 2 pts:		
3 Correct Outcomes	yellow green orange green orange yellow orange yellow green.	1
Part 2, 1 pt:		
Incorrect Answer	$\frac{1}{2}$	0
Incorrect Explanation	Because if she is in the bag 3x's then there is a probability that she will get it once.	0
Part 3, 1 pt:		
Incorrect Answer	There is no telling	0
Incorrect Explanation	Because the orange can cum before the green you never know.	0
TOTAL POINTS		1

**Mathematics Item A Sample Responses and Annotations—
2009 Augmented Benchmark Grade 8**

① orange, yellow, or green.

② Freda may pick a yellow tennis ball because the balls were organize, and the first ball was yellow.

③ Freda may not get to the green ball because its at the bottom of the bag and orange is at the top.

SCORE: 0

Points

Part 1, 2 pts:

1 Correct Outcomes	<i>orange, yellow, green</i>	0
--------------------	------------------------------	---

Part 2, 1 pt:

No Answer		0
-----------	--	---

Irrelevant Explanation	<i>Freda may pick a yellow tennis ball because the balls were organize, and the first ball was yellow</i>	0
------------------------	---	---

Part 3, 1 pt:

Incorrect Answer	<i>Freda may not get to the green ball</i>	0
------------------	--	---

Incorrect Explanation	<i>Because its at the bottom of the bag and orange is at the top.</i>	0
-----------------------	---	---

TOTAL POINTS

0

Mathematics Item B—2009 Augmented Benchmark Grade 8

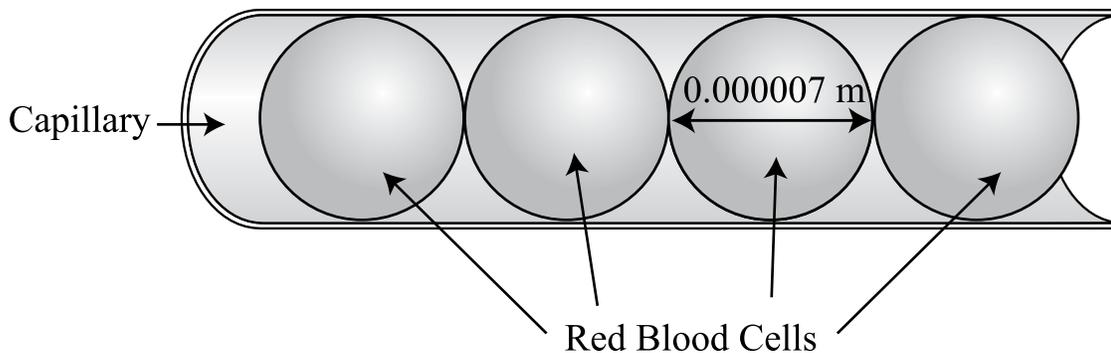
B

The human body is composed of many different types of cells. White blood cells are responsible for fighting infections in the body, which are caused by bacteria and viruses. The typical diameters of an example of each are shown in the table below.

Type of Cell	Typical Diameter
white blood cell	1.1×10^{-5} meters
streptococcus bacteria colony	0.001 meters
influenza virus	0.0001×10^{-3} meters

1. Change the diameters in the table above to correct scientific notation, if necessary. Label each scientific notation diameter with the first letter of its corresponding cell type.
2. Which cell in the table has the largest diameter, and which cell has the smallest diameter? Show all your work and/or explain your answer.

Red blood cells travel through the body via veins, arteries, and capillaries. Capillaries are so small that red blood cells must travel single file through them, as shown below.



3. **Approximately** how many red blood cells fit in a section of capillary that is 0.0049 meters long? Show all your work and/or explain your answer.

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

Mathematics Item B Solution and Scoring—2009 Augmented Benchmark Grade 8

MATHEMATICS ITEM B SCORING RUBRIC—2009 AUGMENTED BENCHMARK GRADE 8

SCORE	DESCRIPTION
4	The student earns 6 points. The response contains no incorrect work.
3	The student earns 4–5 points.
2	The student earns 3 points, or the student earns 2 points if points are awarded in different parts.
1	The student earns 2 points if points are awarded in the same part, or 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.)

Solution and Scoring

Part	Points
1	<p>2 Points Possible</p> <p>2 points: Give credit for the following or equivalent: Correct scientific notations with labels (W, S, I) or other identifying label Ex: <div style="margin-left: 40px;"> W: 1.1×10^{-5} S: 1.0×10^{-3} I: 1.0×10^{-7} </div> Note: "meters" is required at the "4" level </p> <p>OR</p> <p>1 point: Give credit for the following:</p> <ul style="list-style-type: none"> • 3 correct answers without identification or • 2 out of 3 correct answers with identification
2	<p>2 Points Possible</p> <p>2 points: 2 correct answers with correct explanation May be based on incorrect answers in Part 1 Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • "Streptococcus is the largest cell because .001 is the largest # and the smallest cell is Influenza because .0000001 is the smallest #." or • "The smallest is the one with -7 as the exponent for 10 in scientific notation. The largest is the one with -3 as the exponent for 10 in scientific notation. So "S" is the largest and "I" is the smallest." or

Mathematics Item B Solution and Scoring—2009 Augmented Benchmark Grade 8

	<ul style="list-style-type: none"> • "S is the largest and I is the smallest W: .000011 S: .001 I: .0000001" <p>OR</p> <p>1 point: Give credit for the following:</p> <ul style="list-style-type: none"> • Correct largest cell (Streptococcus) with explanation Smallest is incorrect or missing or • Correct smallest cell (Influenza) with explanation Largest is incorrect or missing or • Correct largest cell and smallest cell are listed Explanation is missing
<p>3</p>	<p>2 Points Possible</p> <p>1 point: Correct answer: 700</p> <p>AND</p> <p>1 point: Correct and complete procedure shown and/or explained Work may contain a calculation or copy error Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $0.0049 \div 0.000007 = \#$ or • $4900 \div 7 = \#$ or • $\frac{4.9 \times 10^3}{7.0 \times 10^6} = \#$ or • $0.000007 \times 700 = 0.0049$

**Mathematics Item B Sample Responses and Annotations—
2009 Augmented Benchmark Grade 8**

1.)

Type of Cell	Typical Diameter
W	1.1×10^{-5} meters
S	1×10^{-3} meters
I	1×10^{-7} meters

Table 1

2.) In order from largest to smallest

Type	Diameter
S	0.001 meters
W	0.000011 meters
I	0.0000001 meters

in meters

W = 0.000011
S = 0.001
I = 0.0000001

Streptococcus bacteria colony has the largest diameter, as shown in Table 2, and influenza virus has the smallest with a diameter of 0.0000001 meters.

3.) 700 red blood cells. I divided 0.0049m by 0.000007m to get 700 as my answer.

SCORE: 4

Points

Part 1, 2 pts:

3 Correct Answers
With Labels

W 1.1×10^{-5} meters
S 1×10^{-3} meters
I 1×10^{-7} meters

2

See note in Solution and Scoring Guide:
meters is required at the "4" level.

Part 2, 2 pts:

2 Correct Answers With
Correct Explanation

Streptococcus bacteria colony has the largest diameter, as shown in Table 2, and the influenza virus has the smallest with a diameter of 0.0000001
S 0.001 meters
W 0.000011 meters
I 0.0000001 meters

2

Part 3, 2 pts:

Correct Answer
Correct Procedure

700 red blood cells
I divided 0.0094m by 0.000007m

1

1

TOTAL POINTS

Response contains no incorrect work

6

**Mathematics Item B Sample Responses and Annotations—
2009 Augmented Benchmark Grade 8**

1) W - .000011 meters
S - 0.001 meters
I - .0000001 meters

2) Streptococcus bacteria colony has the largest
Influenza virus has the smallest, because
S has 0.001 meters and I has .0000001 meters.

3) About 700, because $0.0049_m \div 0.000007_m = 700$

SCORE: 3	Points
Part 1, 2 pts:	
No Correct Answers	0
	<i>W - .000011 meters</i> <i>S - 0.001 meters</i> <i>I - .0000001 meters</i>
Part 2, 2 pts:	
2 Correct Answers With Correct Explanation	2
	<i>Streptococcus bacteria colony has the largest Influenza virus has the smallest, because S- has 0.001 meters and I- has .0000001 meters.</i>
Part 3, 2 pts:	
Correct Answer	1
Incorrect Explanation	1
	<i>about <u>700</u></i> <i>$0.0049 \div 0.000007m = 700$</i>
TOTAL POINTS	4

**Mathematics Item B Sample Responses and Annotations—
2009 Augmented Benchmark Grade 8**

1) white blood cell = 0.000011 meters
 1.1×10^{-5} meters

streptococcus bacteria colony
 0.001 meters = 1×10^{-3} meters

influenza virus
 0.0001×10^{-3} meters = 0.0000001 meters

2) Largest - streptococcus bacteria colony - 0.001
 Smallest - influenza virus - 0.0000001 ↑
less zero
↑
has more zero

3) $0.0049 - 0.000007 = 0.004893$ of red blood cell
 fit in a section of capillary.

SCORE: 2

Points

Part 1, 2 pts:

2 Correct Answers
 With Labels

White blood cell 1
 1.1×10^{-5} meters = 0.000011 meters
 correct
 Streptococcus bacteria colony
 0.001 meters = 1×10^{-3} meters correct
 Influenza virus
 0.0001×10^{-3} meters = 0.0000001
 meters incorrect

Part 2, 2 pts:

2 Correct Answers With
 Correct Explanation

Largest - streptococcus bacteria 2
 colony - 0.001
 Smallest - Influenza virus - 0.0000001

Part 3, 2 pts:

Incorrect Answer
 Incorrect Procedure

0.004983 0
 $0.0049 - 0.000007 = 0.0048893$ 0

TOTAL POINTS

3

**Mathematics Item B Sample Responses and Annotations—
2009 Augmented Benchmark Grade 8**

1.) ~~110,000 wbc~~ = 110,000 wbc
 .001 = .001 sbc
 .1 iv

iv - influenza virus
 wbc - white blood cell
 sbc - streptococcus bacteria cell

2.) Wbc has the largest diameter according to the chart; I can tell by looking at my answer in #1 110,000 is bigger than .001, or .1.

3.) $.0049 \div .000007 = 700$

700 red blood cells

SCORE: 1

Points

Part 1, 2 pts:

No Correct Answers	110,000 wbc .001 sbc .1 iv	0
--------------------	----------------------------------	---

Part 2, 2 pts:

Incorrect Answer With Incorrect Explanation	Wbc has the largest diameter according to the chart;	0
---	--	---

Part 3, 2 pts:

Correct Answer	700 red blood cells	1
Correct Procedure	$.0049 \div .000007 = 700$	1

TOTAL POINTS

2

READING RESPONSES

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

River Dance

by Ann Cooper

The High Plains of Eastern Colorado are still locked in winter. It is mid-March, spring break, but it doesn't feel like spring. Swirls of snow from last week's storm fringe fence lines and gulches. Weeds and grasses along the highway are tawny yellow and dead. Away to the north, all we can see of the South Platte River is a snaking line of leafless cottonwoods. Outside, the temperature is about fifteen degrees and the wind is blowing. Brrr! Some people we know are heading west to the mountains to ski over spring break. Others are heading to warm places. We are zooming east on the interstate on our way to Kearney, Nebraska, to watch a very special dance.

The dancers are birds, sandhill cranes, thousands and thousands of them. In early spring they begin to migrate north to their nesting grounds. By the time they've flown nonstop about six hundred miles from west Texas or New Mexico, they're ready for a rest. Every year they stop along the Platte River valley.

They choose places from Overton, west of Kearney, all the way to Grand Island. Here they spend a few weeks regaining energy and mingling with other cranes. At night they roost on sandbars in the river for safety. By day they eat. They need to refuel for the rest of their long journey. Sometimes they dance.

We arrive in the Kearney area in late afternoon. We leave the interstate to grab a quick snack at the gas station. Then we drive the back roads. Soon, among the cornstalks in a wintry looking field, we see about fifty cranes. They are *very* large, gangly birds! Our field guide says greater sandhill cranes can be fifty inches tall. Wow! That's the height of an average second-grader. The cranes step through the stubble on long, spindly legs. Their feathers are grayish, some tinged with russet, and their tufty tails droop. They remind me of ostriches. Above their long beaks are bright red crown patches. The patches seem to glow in the late-afternoon slanted light. Through our binoculars, we can

Reading Passage A—2009 Augmented Benchmark Grade 8

see that the patches are not feathery: they are bare skin!

4 We watch from the car. We don't want to disturb the cranes. This is their place. They act *fidgety* and they're quite noisy. Some are eating, gleaning leftover grain. Others are hustling and crowding each other. One leaps into the air, flapping its wings, its spindly legs dangling. Then it lands again. Now two are leaping and flapping together. The excitement seems to be catching. Soon, more cranes are leaping and landing, flapping and squawking. It's quite a dance!

As dusk falls, the cranes leave the field to join other flocks overhead. They mill around. It looks as if they are trying to decide something. After a while they all fly off toward the river. And then it's dark.

Next morning, way before dawn, we bundle up to go and see the cranes at their nighttime roost. The chill cuts through all our layers of clothing. I have to scrunch my fingers inside my mittens and stick my hands deep in my pockets. My breath feels prickly and freezes in my nose. We hike to the river and out across it along an old railroad bridge. We can't use a light and we can't talk. We mustn't disturb the roosting birds. They roost on the smooth sandbars out in the river, but we can't see anything yet. It's pitch black. Every so often a spooky warbling sound echoes from the river. Before we can see the slightest hint of light in the

eastern sky, the cranes begin to stir. We stir, too. We jump up and down on the spot, trying to warm our toes without making a noise. It is so cold that our breath huffs out like dragon breath. In the half-light we can see that the cranes are fussing now, fluffing up their feathers, preening, and drinking, their long beaks ladling up water, pointing skyward as the drink trickles down their skinny throats.



The noise and restlessness increase. Groups of cranes leap up from the sandbars and circle. Their weird gargling *garrooooooo* sounds are unearthly and spine-chilling. We shiver with nice fright as well as cold. More cranes join the ones flying until the sky seems full of huge wings and straggly, "under carriage" legs. Then, as if they shared one brain, they flap away toward the flooded meadows.

8 A crane expert tells us there is a famous saying about the Platte River, that it is "a mile wide and an inch deep, too thick to drink and too thin

Reading Passage A—2009 Augmented Benchmark Grade 8

to plow.” It does look brownish and thick—muddy. And it is quite wide where we walk. That’s why the cranes like it here. The sandy islands are good roosts, safe from predators—especially since some of the cranes seem to act as “guard birds” all night. The expert says that long ago the river was wider than it is now. It used to flood often, washing away tree seedlings whose roots were trying to get a hold on the sandbars in the river channels. Now, people divert water from the river for farming. There are dams up stream. Without floods to wash away seedlings, tall willows and cottonwoods cover some islands. These places are no longer good crane habitat. The expert tells us cranes need shallow channels, bare sandbars and islands, and flooded meadows, where they can pick and peck to find worms

and grubs. Most of all, the cranes need there to be enough water flowing to keep the Platte River a mile wide. A single, deep channel without sandbars is of no use to them.

It’s light now, and all the cranes have left the sandbar to roost. We drive the back roads some more, wanting to see the cranes dance again. By noon, it is even colder. An icy fog closes in and the snow begins to fall. We head home toward Denver, not wanting to be caught in a blizzard. Driving into the swirl of snow, we think about the cranes. We wonder how they’ll do on their long, tough journey north through the still-wintery land ahead. We’re glad they take their spring break in the Platte River valley, in areas set aside for them. Most of all, we’re glad we got to see their most amazing river dance.

Text: “River Dance” by Ann Cooper: From *Stories Where We Live: The Great North American Prairie*, ED. Sara St. Antoine (Milkweed Editions, Minneapolis 2001).

Photo: “Group of sandhill cranes”: Copyright © Winifred Wisniewski / zefa / Corbis

Reading Item A—2009 Augmented Benchmark Grade 8

A

Imagine that you are a wildlife biologist designing a place for sandhill cranes to stop and rest on their migratory journey.

Describe what this habitat would look like and how you would make it ideal for sandhill cranes, taking into consideration their diet, roosting habits, safety, etc.

Use information from the passage to support your answer.

READING ITEM A SCORING RUBRIC—2009 AUGMENTED BENCHMARK GRADE 8

SCORE	DESCRIPTION
4	The response describes an ideal habitat and includes accurate and relevant details from the passage about diet, roosting habits, and safety.
3	The response describes an ideal habitat and includes accurate and relevant details from the passage about two of the following: diet, roosting habits, or safety. OR The response includes relevant details about all of the following: diet, roosting habits, and safety.
2	The response describes an ideal habitat and includes accurate and relevant details from the passage about one of the following: diet, roosting habits, or safety. OR The response includes relevant details about two of the following: diet, roosting habits, or safety.
1	The response describes the ideal habitat. OR The response includes relevant details about one of the following: diet, roosting habits, or safety. 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 A Sample Responses and Annotations—2009 Augmented Benchmark Grade 8

Score Point: 4

The response describes an ideal habitat (*find a wide river with shallow water . . . need to be muddy . . . little islands and sandbars could easily be created*) and includes accurate and relevant details from the passage about **diet** (*make sure there were plenty of worms and grubs*), **roosting habits** (*Tiny islands and sandbars are perfect resting grounds*), and **safety** (*keeping the little islands and sandbars above water so predators wouldn't be able to eat them*). The word "resting" can be used to indicate that the student is addressing "roosting habits."

If I were a wildlife biologist, there are a few things I'd do to make an ideal Crane habitat. I'd first find a wide river with shallow water. The water would need to be muddy. This is because little islands and sandbars could easily be created with the amount of mud and the shallowness of the water. Tiny islands and sandbars are perfect resting grounds for cranes. I'd also make sure there were plenty of worms and grubs for the cranes to eat since that is their usual diet. Another way I'd make an ideal crane habitat is making sure the body of water is wide and keeping the little islands and sandbars above water so predators wouldn't be able to eat them.

Reading Item A Sample Responses and Annotations—2009 Augmented Benchmark Grade 8

Score Point: 3

The response describes an ideal habitat (*It would be near a river . . . have a small piece of land in the middle of a shallow river*) and includes accurate and relevant details from the passage about **two** of the three categories: **diet** (*There would be a lot of worms and grubs*) and **safety** (*The reason for the land to be in the middle is because of predators*).

If I were a wildlife biologist the place that I would design for the sandhill cranes would be near a river. It would have a small piece of land in the middle of a shallow river. The reason for the land to be in the middle is because of predators. There would be a lot of worms and grubs there because that is what they eat.

Reading Item A Sample Responses and Annotations—2009 Augmented Benchmark Grade 8

Score Point: 2

The response describes an ideal habitat (*It has to be just like the river in the story. Thick, about one mile wide, and an inch deep*) and includes accurate and relevant details from the passage about **one** of the three categories: **diet** (*I would also feed them grain*). The response does not receive credit for “a pond or some body of water” alone because a river, not a pond, is the ideal habitat for sandhill cranes. In order to receive credit for this, the response must combine it with specific information from the passage such as it being “1 inch deep” or “a mile wide.”

I would give them a good life. make them feel free. I would get a pond or some kind of water so they can drink and set around by. But it has to be just like the river in the story. Thick, about one mile wide, and an inch deep. Because that is what they like. I would also feed them grain but not leftover grain fresh grain I would let them fly away when they want to because if they like it they will come back.

Reading Item A Sample Responses and Annotations—2009 Augmented Benchmark Grade 8

Score Point: 1

The response describes an ideal habitat for the sandhill cranes (*It would be a fairly big pond 1 inch deep whet a sand bar*), but fails to address diet, roosting habits, or safety. Even though the response described the habitat as a “fairly big pond,” it still receives credit for describing the habitat because it further explained that the pond would be “1 inch deep” and have a “sand bar.” Since this is more specific and accurately describes a few of the features of the sandhill crane habitat, it receives credit.

It would be a fairly big pond 1 inch deep
whet a sand bar

Score Point: 0

The response is inaccurate and describes the habitat as a ski resort, which shows no evidence that the student understands the task, which is to describe an “ideal” habitat for cranes.

I describe habitat in sandhill as
a cold, snowy area of course fun place
b/c maybe you can snow board, and
ride on skis and stuff.

Read the article. Then answer multiple-choice questions 9 through 16 and open-response question B.

Give More of Yourself—Volunteer Your Time

“Everybody can be great because anybody can serve. You don’t have to have a college degree to serve. You don’t have to make your subject and verbs agree to serve. You only need a heart full of grace, a soul generated by love.”

Martin Luther King, Jr.

- A high school freshman in Pennsylvania started a clothing drive for people who are homeless.
- In Wisconsin, a high school junior spent a semester in Chile inoculating children against disease.
- A Florida teenager began a project to feed the hungry every Thanksgiving.

In towns, cities, and states across the nation, teens are doing their part to make the world a better place. Volunteering is *everywhere*. Are you lending a hand?

You can volunteer on a large scale, like the teenagers you just read about. But if you’re not sure you’re ready to organize a big project on your own, you may decide to donate your time to a nonprofit organization. Volunteers keep the cogwheels of organizations like these greased and running.

And what do all of the volunteers get for offering their services? Money? No. Fame and glory? Probably not. Gratitude? Definitely. A deep-down sense of personal fulfillment? You better believe it! Not only do volunteers feel good about pitching in for a cause they care about, but they also learn more about themselves, and the world, through their hard work and dedication.

Maybe you want to volunteer, but you’d prefer to start small. No problem. You can give your time in a very personal way by working one-on-one with someone who’s in need. Is there an elderly person in your apartment building or neighborhood who could use help running errands, cleaning, reading the

newspaper, or preparing meals? A parent who might need some free babysitting? Is there a child you know who's going through a difficult time at home or at school? What might you do to help? Giving your time—giving of *yourself*—definitely has rewards. You'll learn to be more compassionate as you realize that people in your community need help. And you'll become more confident when you find out that *you* are the right person to give it.

It's not just people who need help. You could volunteer on behalf of animals, donating time at a local shelter. You could focus on the environment by getting involved in a community garden or a tree-planting program. Or you could spend some time picking up litter in your neighborhood. All of these activities add up to time well spent.

Need more ideas? Brainstorm a list using the suggestions below for inspiration. You can organize your list by categories like People, Animals, and Community/Environment. If you want to get more specific, you can further divide your list into topics like Kids, Wildlife, Recycling, and so on.

F.Y.I.

Volunteering is one kind of work that you don't have to be a certain age to do. Few volunteer organizations will turn you down because of how old you are. You might even get to set your own schedule and work as many hours as you wish.

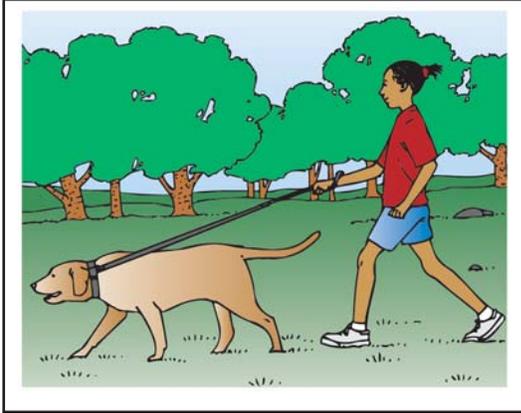
People

- Donate time at a soup kitchen.
- Become a reading tutor.
- Help out at a homeless shelter.
- Participate in a blood drive.

Animals

- Contact your local zoo to find out about adopting or sponsoring an animal.
- Walk dogs or clean cages at a shelter.
- Provide a foster home for animals awaiting adoption.
- Offer free pet care to families on vacation.

Reading Passage B—2009 Augmented Benchmark Grade 8



Community/Environment

- Encourage others to recycle.
- Hold an environmental fair at your school.
- Plant some flowers in a park.
- Adopt an acre of rain forest.
- Beautify a vacant lot.

One of the best things about volunteering is that *anyone* can do it. You don't need experience or expertise—all you need is a wish to help. In fact, for many teens, volunteering is a good introduction to

alternative learning experiences. Donating your time is an easy—and inspiring—place to start.

Excerpted from *The Teenagers' Guide to School Outside the Box* by Rebecca Greene, copyright © 2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN. All rights reserved.

Reading Item B—2009 Augmented Benchmark Grade 8

B

Explain why the author thinks that being a volunteer is important.

Use *three* examples of information from the article to support your answer.

READING ITEM B SCORING RUBRIC—2009 AUGMENTED BENCHMARK GRADE 8

SCORE	DESCRIPTION
4	The response explains why the author thinks that being a volunteer is important, and provides three examples from the passage to support the explanation.
3	The response explains why the author thinks that being a volunteer is important, and provides two examples from the passage to support the explanation. OR The response provides three examples from the passage of why volunteering is important.
2	The response explains why the author thinks that being a volunteer is important and provides one example from the passage to support the explanation. OR The response provides two examples from the passage of why volunteering is important.
1	The response explains why the author thinks that being a volunteer is important. OR The response provides one example from the passage of why volunteering is important. 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 8

Score Point: 4

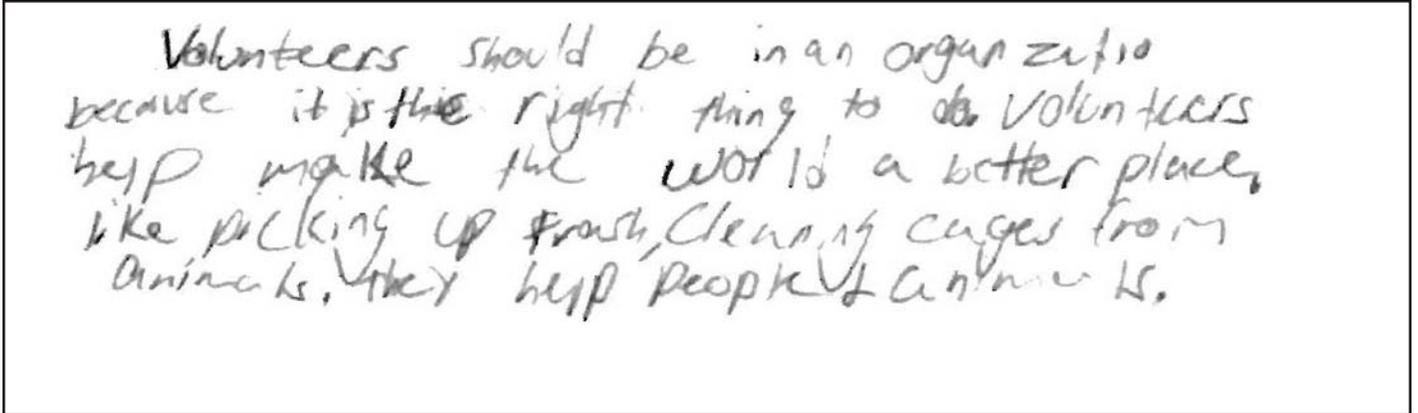
The response explains why the author thinks that being a volunteer is important (*He thinks this because he feels that it benefits you, the volunteer, out and makes you a better person*) and provides three text-based examples to support the explanation: 1. *You will get gratitude and a deep down sense of fulfillment* 2. *Learn more about yourself, and the world, through the hard work and dedication* 3. *Good introduction to alternative learning experiences*. Although the details appear to be more reasons why you should volunteer, they are examples that are taken directly from the text and they support the idea that volunteering makes you a “better person.”

In the passage you can tell that the author thinks volunteering is important. He thinks this because he feels that it benefits you, the volunteer, out and makes you a better person. One example of this is when he states that for offering your services you will get gratitude and a deep-down sense of fulfillment. Another example is when in the passage he writes that you (the volunteers) will learn more about yourself, and the world, through the hard work and dedication. My last example to support my answer is that in the last paragraph he states that volunteering is a good introduction to alternative learning experiences. This is why the author thinks volunteering is important.

Reading Item B Sample Responses and Annotations—2009 Augmented Benchmark Grade 8

Score Point: 3

The response explains why the author thinks volunteering is important (*Volunteers help make the world a better place*) and provides two text-based examples to support that explanation: 1. *Picking up trash* 2. *Cleaning cages from animals*. The idea that “*they help people and animals*” summarizes the first two points and is too general to receive credit as support.



Volunteers should be in an organization because it is the right thing to do. Volunteers help make the world a better place, like picking up trash, cleaning cages from animals. They help people & animals.

Reading Item B Sample Responses and Annotations—2009 Augmented Benchmark Grade 8

Score Point: 2

The response provides two text-based examples to support how volunteering is done: 1. *You can spend a semester in Child inculating children against disease* 2. *You can start a food drive for thanksgiving so the homeless won't go hungry.* The response does not receive credit for "start a clothing line for the homeless" because it is not a text-based example.

The author think's Volun
teering is important i have to give 3
reason why Volunteering is important
Volunteering is important Because

- 1 One reason is you can start a
Clothing line for the homeless so they
would have clothes to put on there Body
so they won't get sick or something
- 2 Another Reason is you can spend a
Semester in Child inculating Children
Against Disease
- 3 the last reason is you can start
A food drive for thanksgiving so the
homeless won't go hungry.

Reading Item B Sample Responses and Annotations—2009 Augmented Benchmark Grade 8

Score Point: 1

The response provides a text-based example to support how volunteering is done: 1. *If no one did volunteer work the trash on the roads would get piled up.* Even though the response provides the example as a consequence of not volunteering, it does show a text-based example of why volunteering is important so it receives credit.

being A Volunteer IS Important
BECAUSE IF NO ONE DID VOLUNTEER
WORK THE TRASH ON THE ROADS WOULD
GET PILED UP. PEOPLE THAT CANT GET
OUT THERE YARDS WOULD GROW UP
THE COUNTRY WOULD GOT TO POT THATS
WHY WE NEED TO DO VOLUNTEER
WORK FOR PEOPLE THAT CANT GET
OUT OF JUST DONT WANT TO DO
IT. THATS WHAT THE AUTHOR THINKS
ABOUT VOLUNTEER WORK.

Score Point: 0

The response is incomplete and shows no evidence that the student understands the task. The student has merely copied a portion of the passage.

In towns cities and states across the nation, teens are doing
their part to make the.

WRITING RESPONSES

Scoring Student Responses to Writing Prompts—2009 Augmented Benchmark Grade 8

Domain Scoring

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

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

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

Scoring Scale

Each domain is scored independently using the following scale:

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

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

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

Non-scoreable and Blank Papers

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

Writing Domains and Definitions—2009 Augmented Benchmark Grade 8

Content (C)

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

- Central idea
- Unity
- Elaboration
- Organization

Style (S)

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

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

Sentence Formation (F)

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

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

Usage (U)

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

- Standard inflections
- Word meaning
- Agreement
- Conventions

Mechanics (M)

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

- Capitalization
- Formatting
- Punctuation
- Spelling

Writing Prompt—2009 Augmented Benchmark Grade 8

C

Some people never want to grow up and become adults, and some people can hardly wait. Choose one of the following statements and tell why you agree with it.

It is more fun to be a child than an adult.

It is more fun to be an adult than a child.

Before you begin to write, think about what it is like to be a child and what it would be like to be an adult. Which do you think is more fun? **Why** do you think the way you do?

Now write an essay to express your opinion. Is it more fun to be a child, or is it more fun to be an adult? Give enough detail so that your readers will understand.

Writer's Checklist—2009 Augmented Benchmark Grade 8

Writer's Checklist

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

Have you ever wondered why Peter Pan and the Lost Boys never grew up? Many people believe it was because they never wanted to leave their fantasy world full of magnanimous pixies and the antagonist character named hook. I believe we all had our glorious and magical times when we were kids. You see, when you're a kid you're free, you have a far fetched imagination, and you can be goofy and silly when you want to be.

As a kid, you don't have any worries about bill payments, gas prices, indolent and selfish co-workers, or mammoth, high stacked bills. You can be free and adventurous! When I was a kid, I didn't have any responsibilities or worries to take care of, so I always had all my child years to imagine, explore, and be adventurous in whatever I did.

Another reason being a kid is wonderful and exciting, is that you have an imaginative mind at that time and if you imagined being

A princess at thirtyfour, well lets just say that you might put in a straight jacket if someone found out. When your a kid you can fight off dragons, kill the villains, and save the girl!

Boy, I was really goofy and silly when I was a kid! Since kids dont have to worry about bills, or payments, they dont have to be serious all the time. Instead they can be crazy and have a good time playing Power Rangers, Ninja Turtles, dolls, or Barbies! A worry free, play day is what their average day is!

Why would you want to be an adult when Peter Pan or Prince Charming can sweep you off your feet? Being a kid is a fun filled time for everyone, why grow up now?

Writing Annotation for Sample Response 1–2009 Augmented Benchmark Grade 8

Content: 4

This response has a clear central idea that the student believes it is far more fun to be a child than an adult. The writer has a clear organizational plan in the story of Peter Pan, who never wanted to grow up. Each point is consistently elaborated, and the response has an introduction and a thoughtful conclusion. This response demonstrates consistent control of the Content domain.

Style: 4

The writer of this response uses vivid and precise vocabulary (*magnanimous pixies, antagonist character, indolent, mammoth*) and selected information (. . . *you don't have any worries about bill payments, gas prices, indolent and selfish co-workers, or mammoth, high stacked bills*). The variety in sentence beginnings and lengths demonstrates purpose. The tone is maintained throughout, and the writer's voice is strong. This response demonstrates consistent control of the Style domain.

Sentence Formation: 4

This response displays mature sentence structures, using expansion through coordination and embedding through subordination. There are complex sentence structures throughout this response (*When I was a kid, I didn't have any responsibilities or worries to take care of, so I always had all my child years to imagine, explore, and be adventurous in whatever I did*), which demonstrates consistent control of Sentence Formation.

Usage: 4

The writer has skillfully handled all features, including standard inflections, agreement, and word meaning, indicating consistent control of the Usage domain.

Mechanics: 4

Despite a misspelled word (*your* for *you're*), missing capitalization (*hook*), and a few minor punctuation errors (*lets just say*; missing hyphens: *thirty four, far fetched*), this response demonstrates consistent control of the Mechanics domain.

I think it is more fun to be a child than an adult. I think kids or children have it easy in life. I mean you're living off your parents for free.

One reason I think this is because we don't have to pay any bills. We may have to do chores but that's what we should do. We should show our appreciation to our parents because they work so hard.

The second reason is because we don't have to go to work every day. All we have to do is go to school and get a free education so when we do become young adults we can be something in life. We can have a good job and we can pay our own bills. But for now we are living for free.

The third reason it is more fun to be a child than an adult is because we can go to parties.

without worrying about if we are going to sleep in and be late for work the next day. What I'm trying to say is kids have it easier than adults and we can live for free. In the end we all have to become young adults one day so we need to take advantage of living the free life while we can. We all have to pay one day.

Writing Annotation for Sample Response 2—2009 Augmented Benchmark Grade 8

Content: 3

In this response, the writer stays reasonably focused on the central idea that it is more fun to be a child. Details do support the central idea, but elaboration is not as complete. The response is organized into an introduction, three main points (. . . *we don't have to pay bills we don't have to workwe can go to party's*), and a conclusion. Overall, the response demonstrates reasonable control of the Content domain.

Style: 3

The response has some purposeful selection of vocabulary (*We should show our appreciation. . . . so we need to take advantage of living the free life while we can*). There is some variety in the beginnings and lengths of sentences (*All we have to do is go to school and get a free education so when we do become young adults we can be something in life*). The writer's voice is strong at times, but fades as vocabulary and information become more general. The response demonstrates reasonable control of the Style domain.

Sentence Formation: 4

This response displays mature sentence structures, using many correct complex sentences and adhering to standard word order. There are no fused sentences, run-on sentences, or fragments. The response demonstrates consistent control of the Sentence Formation domain.

Usage: 4

This response shows skillful handling of all features of Usage including standard inflections, agreement, and word meaning. The response demonstrates consistent control of the Usage domain.

Mechanics: 4

This response has a few misspelled words (*apreciation, to* for *too, party's* for *parties*) and some missing commas in compound and complex sentences, but it demonstrates overall consistent control of the features of the Mechanics domain.

I can't wait to grow up. It is so much better when you are an adult. I will explain why. When I grow up I get to go to work & don't have to worry about going to school & taking tests. When I'm an adult I get my own house & don't have to worry about living with my mom & dad which is so much cooler cause I won't get in trouble. If I don't clean your room. When I get older I can go out with my friends & come home when I want to. I can go out with guys & not worry about my dad & mom getting mad. I get to pay for my own food, bills, car, & house. I get to work for what I want. I really think being an adult is so much more fun than being a teenager or kid but I will miss my mom & dad & the fun we have.

Writing Annotation for Sample Response 3—2009 Augmented Benchmark Grade 8

Content: 2

This response has a central idea that it is better to be an adult than a child. There is evidence of an organizational plan, but the details given are list-like and there is a noticeable lack of elaboration. Overall, the response demonstrates inconsistent control of the Content domain.

Style: 2

The majority of the selected information and vocabulary is general (*I can go out with my friends & come home when I want. I get to pay For my own food*), so the writer's voice is weak and the tone is flat. The response demonstrates inconsistent control of the Style domain.

Sentence Formation: 2

There are some correct simple sentences, but there are fragments (*If I don't clean your room.*) and run-on sentences (*When I'm An adult I get my own house & don't have to . . . I won't get in trouble*). The response demonstrates inconsistent control of Sentence Formation.

Usage: 3

There are some errors in tense, inflections, and word choice (*going to school & taken test; Livin with; cause I won't; bein An adult*). This response demonstrates reasonable control of the Usage domain.

Mechanics: 2

The response contains a few misspelled words (*troube; wat; your* instead of *you're*), capitalization errors (*much Better when your An adult; with my Friends; Food, Bills; more Fun than Bein*), and instances where the ampersand is used instead of spelling out the word. There are also errors in punctuation. Overall, the response demonstrates inconsistent control of the features of the Mechanics domain.

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program