

# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

## Released Item Booklet

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Arkansas Augmented  
Benchmark Examination

**APRIL 2010  
ADMINISTRATION**

**GRADE**

**3**

**Arkansas Department of Education**

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## PART I Overview—2010 Augmented Benchmark Grade 3

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

As part of this program, all Grade 3 students in Arkansas public schools participated in the *Grade 3 Augmented Benchmark Examination* in April 2010.

This *Released Item Booklet* for the *Grade 3 Augmented Benchmark Examination* contains test questions or items that were asked of students during the April 2010 operational administration. The test items included in Part II of this booklet are those items that contributed to the student performance results for that administration. **Please make note that only 50% of the 2010 criterion-referenced test items are released in this booklet.**

Students were given approximately two and a half hours each day to complete assigned test sessions during the four days of testing in April 2010. Students were permitted to use a calculator for the Mathematics items (both multiple choice and open response), with the exception of questions 1–3 in this *Released Item Booklet*. Students were also supplied with a reference sheet to be used during the Mathematics sessions so that all students would have equal access to this information during testing. (See the reference sheet on page 13 of this booklet.) All of the Mathematics, Reading, and Writing multiple-choice items within this booklet have the correct response marked with an asterisk. The open-response questions for Mathematics and Reading and the prompt for Writing are listed with scoring guides (rubrics) immediately following. These rubrics provide information on the scoring model used for each subject, with the scoring model for Writing defining the overall curricular and instructional link for that subject with the Arkansas *English Language Arts Curriculum Framework*. The domain scoring model, implemented within Arkansas for a number of years, illustrates the appropriate instructional approaches for Writing within the state.

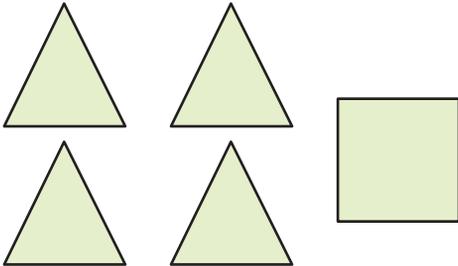
The development of the *Grade 3 Augmented Benchmark Examination* was based on the Arkansas Curriculum Frameworks. These frameworks have common, distinct levels: *Strands*, which are broad concepts, *Content Standards* within each Strand, and *Student Learning Expectations* within each Content Standard.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

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

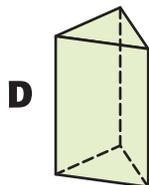
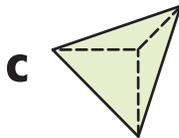
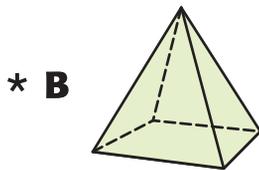
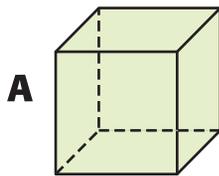
CALCULATOR NOT PERMITTED—ITEMS 1–3

1

Ellen drew the faces of a solid figure, as shown below.



Which solid figure could Ellen make by combining the 5 faces?



2

Caroline has 235 stamps in her collection. Justine has 319 stamps in her collection. How many more stamps does Justine have in her collection than Caroline?

- \* **A** 84
- B** 124
- C** 184
- D** 554

3

Mr. Blanco drew the number sentences shown below on the board during math class.

$$\square \times \triangle = 12$$

$$\triangle \times \square = 12$$

Which of these explains what Mr. Blanco was showing with these number sentences?

- A** The operation  $3 \times 4$  is not equal to  $4 \times 3$ .
- B** The operation  $4 \times 3$  is equal to 1.
- C** The operation  $3 \times 4$  is equal to 0.
- \* **D** The operation  $4 \times 3$  is equal to  $3 \times 4$ .

CALCULATOR PERMITTED—ITEMS 4–10 and A–B

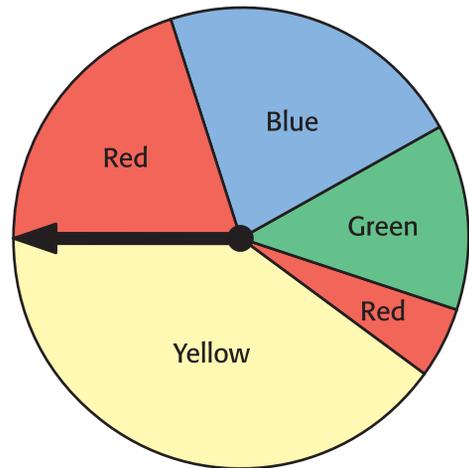
4

Shawn had 967 pennies. He gave 100 of the pennies to Michael. What was the total number of pennies Shawn had left?

- A 1067
- B 957
- \* C 867
- D 857

5

The spinner below will be used in a game.



John will spin the arrow on the spinner one time. On what color space is the arrow **most likely** to land?

- A Blue
- B Green
- C Red
- \* D Yellow

6

Jeremy asked 8 students how many minutes of reading they did at home last night. The chart below shows the data he collected.

**Total Number of Minutes Spent Reading**

Boys	Number of Minutes	Girls	Number of Minutes
Cody	25	Alexis	40
Derek	10	Emma	15
Liam	30	Karyann	5
Mario	10	Riann	20
<b>Total</b>	<b>75</b>	<b>Total</b>	<b>80</b>

Which graph correctly displays Jeremy's data?

**Total Number of Minutes Spent Reading**

**A**

Student	Number of Minutes
Boys	● ● ● ● ● ● ●
Girls	● ● ● ● ● ● ● ●

**Key**  
Each ● represents 10 minutes.

**Total Number of Minutes Spent Reading**

**C**

Student	Number of Minutes
Boys	● ● ● ● ● ● ● ◀
Girls	● ● ● ● ● ● ● ●

**Key**  
Each ● represents 10 minutes.

**Total Number of Minutes Spent Reading**

**\* B**

Student	Number of Minutes
Boys	● ● ● ● ● ● ● ◀
Girls	● ● ● ● ● ● ● ●

**Key**  
Each ● represents 10 minutes.

**Total Number of Minutes Spent Reading**

**D**

Student	Number of Minutes
Boys	● ● ● ● ● ● ● ●
Girls	● ● ● ● ● ● ● ● ●

**Key**  
Each ● represents 10 minutes.

**7**

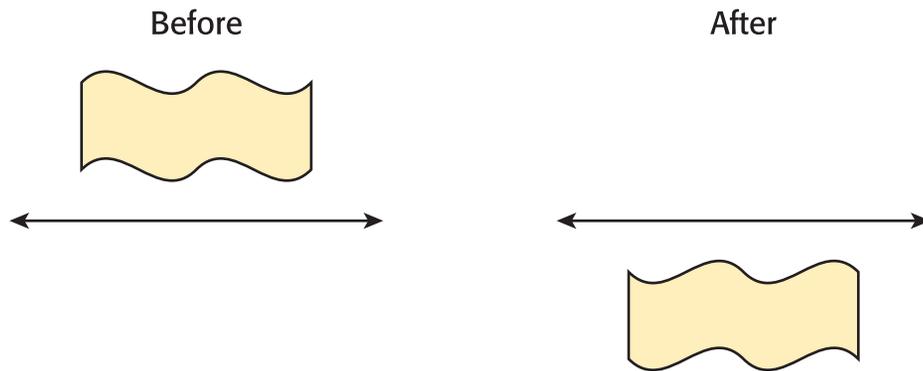
Admission to Mammoth Springs State Park is \$6.00. Sam gave the attendant a \$10 bill.

How much change should he receive?

- \* **A** \$ 4
- B** \$ 5
- C** \$16
- D** \$60

8

The picture below shows a figure before and after a transformation across a line.



Which best describes the single transformation that took place?

- \* **A** Flip (reflection)
- B** Right-hand turn (rotation)
- C** Slide (translation)
- D** Left-hand turn (rotation)

9

The Japanese spider crab can grow very large. It can measure as much as 5 feet from the tip of one leg to the tip of another. What number of inches is equal to 5 feet?

- A 10 inches
- B 25 inches
- C 50 inches
- \* D 60 inches

10

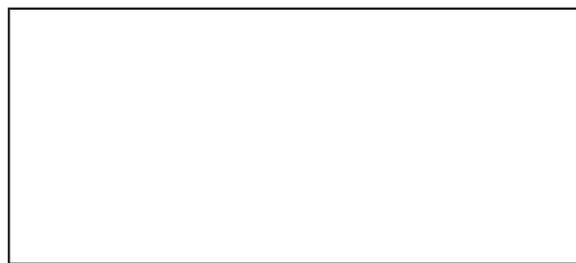
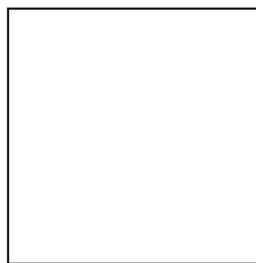
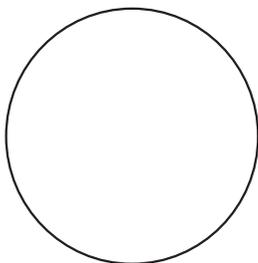
Which statement below is true?

- A  $12 + 10 > 10 + 12$
- B  $12 + 8 > 10 + 10$
- \* C  $12 + 10 < 12 + 12$
- D  $12 + 8 < 10 + 8$

**MATHEMATICS OPEN-RESPONSE ITEM A**

**A**

Keisha is using circles, squares, and rectangles, like the ones below, to make a 3-dimensional solid.



1. Name the 3-dimensional solid that Keisha can make using 2 circles and 1 rectangle.
2. Name another 3-dimensional solid that Keisha can make using some of the shapes above.
3. What shapes, and how many of each, are needed to make the 3-dimensional solid named in Part 2?

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

**RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM A**

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

**PART II Released Mathematics Items—2010 Augmented Benchmark Grade 3**

**Solution and Scoring**

<b>Part</b>	<b>Points</b>
<b>1</b>	<b>1 Point Possible</b>  1 point: Correct answer of "a cylinder"
<b>2</b>	<b>1 Point Possible</b>  1 point: Correct answer of "a cube" <b>OR</b> "a rectangular prism" <b>OR</b> "a cone"
<b>3</b>	<b>2 Points Possible</b>  2 points: Correct shapes and correct number needed to make the shape named in Part 2 with no extra shapes listed cube: 6 squares rectangular prism: 2 squares, 4 rectangles <b>OR</b> 6 rectangles cone: 1 circle, 1 rectangle <b>OR</b> 1 point: Correct shapes needed to make the shape named in Part 2 with no extra shapes listed <b>OR</b> 1 point: Correct number of some shapes needed

## MATHEMATICS OPEN-RESPONSE ITEM B

**B**

Mr. Hunter had a package of 60 cotton balls for an art project. There were 4 groups working on the art project, and he wanted each group to receive an equal number of cotton balls.

1. How many cotton balls should each group receive? Use words and/or numbers to explain your answer.
2. Mr. Hunter decided to change the number of groups from 4 to 6 but still give each group an equal number of cotton balls. How many cotton balls should each of 6 groups receive? Use words and/or numbers to explain how this change will affect the number of cotton balls each group will receive.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

## RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM B

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

**PART II Released Mathematics Items—2010 Augmented Benchmark Grade 3**

**Solution and Scoring**

<b>Part</b>	<b>Points</b>
<b>1</b>	<b>2 Points Possible</b>  1 point: Correct answer of 15 (cotton balls) <b>AND</b> 1 point: Complete explanation of how answer was determined Give credit for the following or equivalent: <ul style="list-style-type: none"><li>• 60 divided by 4 equals 15</li><li>• <math>60 \div 4 = 15</math></li><li>• <math>15 + 15 + 15 + 15 = 60</math></li><li>• Showing 4 groups of 15 that equal 60 using pictures</li></ul>
<b>2</b>	<b>2 Points Possible</b>  1 point: Correct answer of 10 (cotton balls) <b>AND</b> 1 point: Complete explanation that the number of cotton balls is fewer, or that they now receive less cotton balls, or an equivalent statement

## Mathematics Reference Sheet

### Grade 3

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

1 foot = 12 inches

1 cup = 8 ounces (oz)

1 kilogram = 1000 grams

1 yard = 3 feet

1 pint = 2 cups

1 liter = 1000 milliliters

1 quart = 2 pints

1 gallon = 4 quarts

1 pound (lb) = 16 ounces (oz)

*Read the passage about a young boy and his interest. Then answer multiple-choice questions 1 through 8 and open-response question A.*

## **Weather Watcher**

by Layne Cameron

When gray clouds fill the sky and rain starts to fall, most people go inside. But not nine-year-old Tyler Allender.

- 2 Stormy skies near Tyler’s home in Florida make him grab his umbrella and head for the backyard, where he loves to watch the rain soak his lawn. “I like to watch the raindrops fall through the grass,” says Tyler. “I’ll go in if there’s lightning. But sometimes I’ll count first to see how far away it is.”
- 3 But just watching the weather is only part of the fun. Tyler likes to track and forecast the weather, too. Tyler’s parents bought him a rain gauge and a thermometer. He uses them to keep track of the high and low temperatures and the amount of rainfall, like a meteorologist (mee-tee-oh-RALL-uh-jist), a scientist who studies the weather.

One day, Tyler learned that television weather forecasters had volunteer weather watchers. They tracked temperatures and rainfall like Tyler—and got to be on TV!

He wrote letters to his local TV stations to become a volunteer. Everyone turned him down. “I didn’t get any responses,” says Tyler. “But I kept trying, and I still kept my own weather log.”

### **A Break in the Clouds**

Tyler was determined. And then he met Mike Lyons, chief meteorologist at WPBF, a local television station. After talking a few minutes, Mike gave Tyler a surprise. He asked Tyler to be one of his weather watchers!

Each afternoon Tyler calls Mike. They'll talk about the weather in Tyler's neighborhood for about ten minutes. Then Mike includes that information in his forecast. "He's so interested in the weather," says Mike. "He's always asking very smart questions."

### **School Skies**

Meanwhile, the principal at Tyler's school found out about his hobby. She invited him to do the weather for the school's morning newscast. Now he does the weather twice a day—in the mornings at school and in the afternoons with Mike at WPBF-TV.



Depending on the weather, Tyler puts happy suns or grumpy clouds on his Florida weather map. Then he puts on a microphone, stands in front of the TV camera, and reads his forecast to his school.

Since Tyler knows so much about the weather, his friends have nicknamed him "Weather Boy." Tyler hopes when he grows up they will be calling him "meteorologist."

### **Countdown to the Crash**

Lightning is one of the most dangerous elements of weather. Luckily, it sometimes comes with an early warning system.

Count slowly after seeing a lightning flash. For each five seconds until you hear the thunder, the lightning was about five miles away.

Experts say three miles is too close; find shelter.

"Weather Watcher" by Layne Cameron. From Jack and Jill, copyright © 2002 by Children's Better Health Institute, Benjamin Franklin Literary & Medical Society, Inc., Indianapolis, Indiana. Used by permission.

1

In paragraph 2, the pronoun it refers to —

- A an umbrella
- B raindrops
- C a thermometer
- \* D lightning

2

Tyler's parents bought Tyler a rain gauge and a thermometer because —

- A they hoped he would take weather watching more seriously
- B they wanted him to learn a new hobby
- C they hoped he would become a meteorologist when he grew up
- \* D they wanted to support his interest in weather

3

What is the meaning of track as used in paragraph 3?

- \* A To keep a record of
- B Rails on which trains move
- C To leave a mark on
- D A sport including racing

4

In paragraph 3, a meteorologist is a person who —

- A tracks lightning strikes
- B enjoys an unusual hobby
- \* C studies the weather
- D volunteers to be on television

5

Mike **most likely** asked Tyler to be a weather watcher because —

- A Mike needs extra help with his job as a meteorologist
- \* B Tyler is a clever boy who shows a big interest in weather
- C Mike likes the way Tyler presents the weather forecast to the school
- D Tyler knows how to count the distance to dangerous lightning

6

According to the passage, which of the following weather conditions is the **most dangerous**?

- A Thunderstorm
- B Hail
- \* C Lightning
- D Rain

7

Which of the following does Tyler do **first**?

- A Read the forecast to the school
- \* B Put suns or clouds on the weather map
- C Put on a microphone
- D Stand in front of the television camera

8

Why would a teacher **most likely** read this passage to students?

- A To persuade them to become weather forecasters
- B To teach them how to read a rain gauge and thermometer
- \* C To explain to them what a weather watcher does
- D To show them what to do during a thunderstorm

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

## **Funny Face with “Person”-ality**

<sup>1</sup> Sunflowers may be the most charming blossoms of summer—maybe because they have “person”-ality. It’s not hard to imagine the towering plants as great tall people with gigantic heads.

There’s something human, too, about these massive plants when they turn their heads during the day, following the Sun when they’re in the bud stage and turning away from the Sun when they open up. Nobody knows just why a sunflower faces only to the east when it’s in full bloom, but it may be the plant’s way of protecting its seeds from the burning sunshine.



The common sunflower grows to be 12 feet high or more, but not all sunflowers are the giants of the garden. Many varieties grow only to about 3 feet, and there are dwarf sunflowers that grow no taller than your knee.

### **Grow a Sunflower House**

In the spring, start a sunflower house, and in a couple of months, you’ll have your own hideout. You’ll need to plan ahead and be patient, but you’ll be glad you did.

1. Find a good spot for your sunflower house. Sunflowers need lots of sunshine, well-drained soil, and shelter from the wind. Also, make sure the location is acceptable to your parents!
2. Get a packet or two of sunflower seeds—the kind that grow at least six feet tall.

## PART II Released Reading Items—2010 Augmented Benchmark Grade 3

3. Measure and mark the area of your sunflower house. The area can be a circle, square, or rectangle and any size you want (or have space for), but make it at least eight feet across.
4. With a shovel, dig along the marked area, leaving an undug space on one side for a doorway that's wide enough to walk through. Dig about one foot deep to loosen the soil, but don't remove the soil.
5. When the danger of frost is past, make a narrow one-inch-deep trench in the loosened soil and plant sunflower seeds about one foot apart. For thicker walls, plant two rows about one foot apart and stagger the seeds in the second row between the ones in the first row.
6. Cover the seeds lightly with soil, and water them well. The seeds should sprout in about a week if the weather is warm. Sunflowers usually reach their full height in about ten weeks.
7. If you want your sunflower house to have a roof, plant morning-glory seeds among the sunflower seeds. As the plants grow, the morning glories will climb the sunflower stalks. When the sunflowers start to bud, tie twine to the sunflower stems across the top of the walls. The morning glories will follow the twine, creating a roof.

Option: For privacy, plant an outside row of shorter sunflowers—a variety that grows to be three feet high.



"Funny Face with 'Person'-ality" / "Grow a Sunflower House" by Robert B. Thomas. Copyright © 2002. Reprinted by permission of The Old Farmer's Almanac; 4kids.com.

9

What is the meaning of the word towering as used in paragraph 1?

- A To be part of a building
- \* B To rise up high
- C To grow quickly
- D To be very thin in size

10

Why can sunflowers be used to make a good hideout?

- \* A They grow taller than a child.
- B They grow very thick together.
- C They twist together to make a roof.
- D They make an attractive place for play.

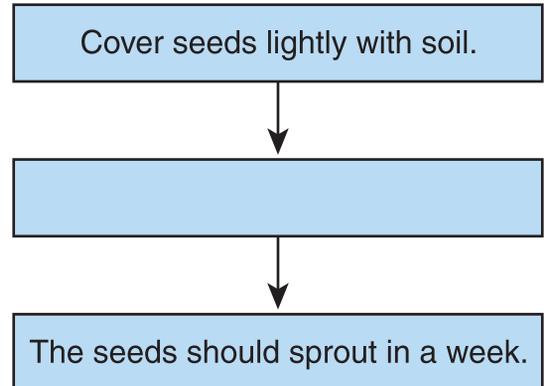
11

What would **probably** happen if the sunflowers were planted before the last frost of the winter?

- \* A The plants would die from the cold.
- B The dirt would be too hard to dig in.
- C The plants would become short sunflowers.
- D The seeds would be washed away.

12

Read the graphic organizer.



Which **best** completes the empty box?

- A Dig about one foot deep
- \* B Water the seeds
- C Find a good spot
- D Get a packet of seeds

13

What is something that must be done for all sunflower houses, according to these directions?

- A It should have morning glories across the top.
- \* B It should be at least eight feet across.
- C It should be a circle or a square.
- D It should have two rows of sunflowers.

14

Which step gives information about how long it should take before the sunflower house is ready?

- A Step 2
- B Step 4
- C Step 5
- \* D Step 6

15

What is the **main** reason for including the picture of children hiding between the sunflowers?

- \* A It shows how big the finished product will be.
- B It gives a good idea about a location for the house.
- C It makes the project seem like it is easy to make.
- D It gives a reminder about what the passage is about.

16

Why does it take patience to create a sunflower house?

- A It takes a long time to water the plants properly.
- B It takes a long time to dig the area to plant the seeds.
- C It takes a long time for the plants to begin to sprout.
- \* D It takes a long time for the plants to grow high enough.

**READING OPEN-RESPONSE ITEM A, FOR PASSAGE "WEATHER WATCHER"**

**A**

Explain how Tyler’s hobby changed from a simple interest into a successful weather watcher at the end of the passage.

Use at least **three** details from the passage to support your answer.

**RUBRIC FOR READING OPEN-RESPONSE ITEM A, FOR PASSAGE "WEATHER WATCHER"**

<b>SCORE</b>	<b>DESCRIPTION</b>
4	The response explains how Tyler’s hobby changed from a simple interest into a successful weather watcher at the end of the passage and provides at least <b>three</b> details to support the explanation.
3	The response explains how Tyler’s hobby changed from a simple interest into a successful weather watcher at the end of the passage and provides <b>two</b> details to support the explanation. <b>OR</b> The response provides <b>three</b> details from the passage that show how Tyler’s hobby changed from a simple interest into a successful weather watcher.
2	The response explains how Tyler’s hobby changed from a simple interest into a successful weather watcher at the end of the passage, and provides <b>one</b> detail from the passage to support the explanation. <b>OR</b> The response provides <b>two</b> details from the passage that show how Tyler’s hobby changed from a simple interest into a successful weather watcher.
1	The response explains how Tyler’s hobby changed from a simple interest into a successful weather watcher at the end of the passage, but no details from the passage are provided to support the explanation. <b>OR</b> The response provides <b>one</b> detail from the passage that shows how Tyler’s hobby changed from a simple interest into a successful weather watcher. <b>OR</b> The response demonstrates minimal understanding of the question.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of "B" will be reported as "NA." (No attempt to answer the item.) Score of "0" assigned for the item.

READING OPEN-RESPONSE ITEM B, FOR PASSAGE "FUNNY FACE WITH 'PERSON'-ALITY"

**B**

Name **four** things that make a sunflower special.

Use information from the passage to support your answer.

RUBRIC FOR READING OPEN-RESPONSE ITEM B, FOR PASSAGE "FUNNY FACE WITH 'PERSON'-ALITY"

SCORE	DESCRIPTION
4	The response describes at least <b>four</b> things from the passage that make a sunflower special.
3	The response describes <b>three</b> things from the passage that make a sunflower special.
2	The response describes <b>two</b> things from the passage that make a sunflower special.
1	The response describes <b>one</b> thing from the passage that makes a sunflower special. <b>OR</b> The response demonstrates minimal understanding of the question.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of "B" will be reported as "NA." (No attempt to answer the item.) Score of "0" assigned for the item.

17

Read these sentences.

Black bears are usually shy animals. Another shy bear is the brown bear.

Which of these correctly combines these two sentences?

- A Another bear can be shy with black bears and brown bears.
- \* B Black bears and brown bears are shy animals.
- C Shy bears are usually black or brown.
- D Black bears with brown are usually shy.

18

Read Philippe's introduction to his report on blizzards.

<sup>1</sup>It is difficult to see very far because of the strong winds blowing snow. <sup>2</sup>The temperature is usually very cold. <sup>3</sup>Snow can get so deep that it covers cars and sometimes even whole buildings. <sup>4</sup>These storms usually cause schools and businesses to close.

Which sentence needs to be added to the beginning of the paragraph to improve this introduction?

- A A blizzard trapped a family in their car last year.
- B Blizzards often scare my younger brother and sister.
- \* C A blizzard is a snow-storm that is really dangerous.
- D Blizzards happen in the late fall where I live.

**Writing Prompt C**

**C**

You have been in first grade, second grade, and third grade. Which grade is your favorite grade?

Before you begin to write, think about the grades you have been in. Think about the grade you like the best and why you like it.

Now choose one grade that you like the most. Write about the one grade that you like most and tell why. Give enough detail so that your teacher will understand your ideas.

**Writer's Checklist**

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

## PART II Released Writing Prompt–2010 Augmented Benchmark Grade 3

### Domain Scoring Rubric

#### Content (C)

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

- Central idea
- Elaboration
- Unity
- Organization

#### Style (S)

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

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

#### Sentence Formation (F)

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

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

#### Usage (U)

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

- Standard inflections
- Agreement
- Word meaning
- Conventions

#### Mechanics (M)

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

- Capitalization
- Punctuation
- Formatting
- Spelling

#### Scoring Scale

Each domain is scored independently using the following scale:

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

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

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

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

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

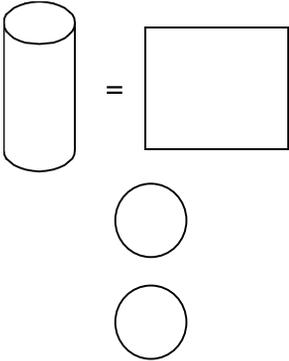
The application of the scale, using actual student writing, is done with the assistance of a committee of Arkansas teachers, language arts supervisors, and representatives of the Arkansas Department of Education.

#### Non-scoreable and Blank Papers

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

**PART III Item Correlation with Curriculum Frameworks–  
2010 Augmented Benchmark Grade 3**

**The Arkansas Mathematics Curriculum Framework\***

Strands	Content Standards	Student Learning Expectations
Number and Operations	2. Properties of Number Operations: Students shall understand meanings of operations and how they relate to one another.	1. Develop an understanding of the <i>commutative</i> and <i>identity properties of multiplication</i> using objects 4. Model, represent and explain division as measurement and partitive division including equal groups, related <i>rates</i> , price, <i>rectangular arrays (area model)</i> , combinations and multiplicative comparison Ex. • translate contextual situations involving division into conventional mathematical symbols • explain how a remainder may impact an answer in a real world situation
	3. Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates.	4. Solve simple problems using one operation involving addition and subtraction using a variety of methods and tools (e.g., objects, mental computation, paper and pencil and with and without appropriate <i>technology</i> )
Algebra	4. Patterns, Relations and Functions: Students shall recognize, describe, and develop patterns, relations and functions.	3. Identify a number that is more or less than any <i>whole number</i> up to 1000 using <i>multiples</i> of ten and/or 100 Ex. 100 less than 587 is 487 10 more than 196 is 206
	5. Algebraic Representations: Students shall represent and analyze mathematical situations and structures using algebraic symbols.	2. Express mathematical relationships using <i>equalities</i> and <i>inequalities</i> (>, <, =, ≠) Ex. 4 × 9 _____ 36 - 3
Geometry	9. Transformation of Shapes: Students shall apply transformations and the use of symmetry to analyze mathematical situations.	2. Describe the motion ( <i>transformation</i> ) of a <i>two-dimensional figure</i> as a <i>flip (reflection)</i> , <i>slide (translation)</i> or <i>turn (rotation)</i>
	11. Visualization and Geometric Models: Students shall use visualization, spatial reasoning and geometric modeling.	2. Determine which new figure will be formed by combining and subdividing models of existing figures Ex. 

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

**PART III Item Correlation with Curriculum Frameworks–  
2010 Augmented Benchmark Grade 3**

**The Arkansas Mathematics Curriculum Framework\* (continued)**

Strands	Content Standards	Student Learning Expectations
Measurement	12. Physical Attributes: Students shall use attributes and tools of measurement to describe and compare mathematical and real-world objects.	4. Demonstrate the relationship among different <i>standard units</i> Length: $\overline{12 \text{ in} = 1 \text{ ft}}$ $3 \text{ ft} = 1 \text{ yd}$ $36 \text{ in} = 1 \text{ yd}$ Capacity: $2 \text{ cups} = 1 \text{ pint}$ $2 \text{ pints} = 1 \text{ quart}$ $4 \text{ quarts} = 1 \text{ gallon}$ Weight: $\overline{16 \text{ ounces} = 1 \text{ lb}}$
	13. Systems of Measurement: Students shall identify and use units, systems and processes of measurement.	6. Apply money concepts in <i>contextual situations</i> up to \$10.00 Ex. • determine change with the least amount of currency • compare money
Data Analysis and Probability	14. Data Representation: Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.	1. Design a survey question after being given a topic and collect, organize, display and describe simple data using <i>frequency tables</i> or <i>line plots</i> , <i>pictographs</i> , and <i>bar graphs</i>
	17. Probability: Students shall understand and apply basic concepts of probability.	2. Conduct simple <i>probability</i> experiments, record the data and draw conclusions about the likelihood of possible <i>outcomes</i> (roll number <i>cubes</i> , pull tiles from a bag, spin a spinner, or determine the fairness of games)

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

**Released Items for Mathematics\***

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

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

**Non-Released Items for Mathematics\***

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

**PART III Item Correlation with Curriculum Frameworks–  
2010 Augmented Benchmark Grade 3**

**The Arkansas English Language Arts Framework–Reading Strand\***

Content Standards	Student Learning Expectations
9. Comprehension: Students shall apply a variety of strategies to read and comprehend printed material.	5. Generate questions and check the text for answers 7. Ask questions and support answers by connecting prior knowledge with literal and inferential information found in the text 9. Draw inferences, such as conclusions or generalizations, and support them with text evidence and/or personal experiences 10. Organize information and events logically 11. Determine the purpose for reading 13. Summarize major points found in nonfiction materials
10. Variety of text: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.	6. Use graphic organizers including character webs and K-W-L charts to make meaning of the reading selection
11. Vocabulary, Word Study and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.	1. Use context clues to determine the precise meaning of new words 3. Recognize the relationship between a pronoun and its referent

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

**Released Items for Reading\***

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

**Non-Released Items for Reading\***

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

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

**PART III Item Correlation with Curriculum Frameworks–  
2010 Augmented Benchmark Grade 3**

**The Arkansas English Language Arts Framework–Writing Strand\***

Content Standards	Student Learning Expectations
4. Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately.	7. Create well-developed introductory and concluding paragraphs
6. Conventions: Students shall apply knowledge of Standard English conventions in written work.	3. Create sentences with compound subjects

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

**Released Items for Writing\***

Item	Content Standard	Student Learning Expectation
17	6	3
18	4	7

**Non-Released Items for Writing\***

Item	Content Standard	Student Learning Expectation
9	6	5
10	5	1

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











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