

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program



Released Item Booklet

Arkansas Augmented
Benchmark Examination

**APRIL 2010
ADMINISTRATION**

GRADE

4

Arkansas Department of Education

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PART I Overview—2010 Augmented Benchmark Grade 4

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 4 students in Arkansas public schools participated in the *Grade 4 Augmented Benchmark Examination* in April 2010.

This *Released Item Booklet* for the *Grade 4 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 4 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 4 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 4 Augmented Benchmark Examination* items align or correlate with the Arkansas Curriculum Frameworks to provide models for classroom instruction.

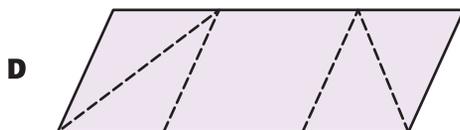
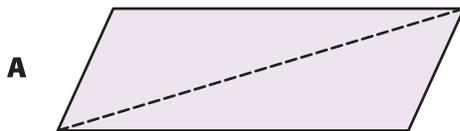
CALCULATOR NOT PERMITTED—ITEMS 1–3

1

Ernest has the paper parallelogram shown.

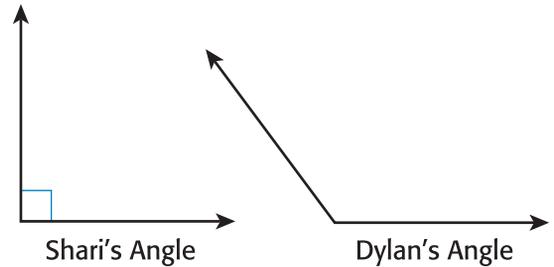


Ernest drew dashed lines to show where he is going to cut his parallelogram. Which shows how he can cut his parallelogram so he has 1 parallelogram and exactly 2 triangles?



2

Shari and Dylan drew the angles shown.

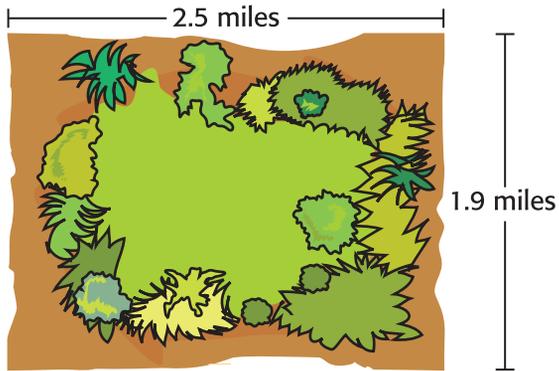


Shari's angle measures exactly 90° . Which is true of Dylan's angle?

- * **A** It measures more than 90° .
- B** It measures less than 90° .
- C** It measures more than 180° .
- D** It measures exactly 180° .

3

David found the map shown below.



Which rule describes what David should do to find the area, in square miles, of the area shown on the map?

- A Add the length and the width
- B Add 2 times the length and 2 times the width
- * C Multiply the length by the width
- D Multiply 2 times the length by 2 times the width

CALCULATOR PERMITTED—ITEMS 4–10 and A–B

4

The principal of a school has a total of 207 coupons for a local restaurant. The principal would like each of the 23 classrooms at the school to receive the same number of coupons. Which of these could be used to find the total number of coupons that each classroom should receive?

- A** $23 + 207$
- B** $207 - 23$
- C** 23×207
- * D** $207 \div 23$

5

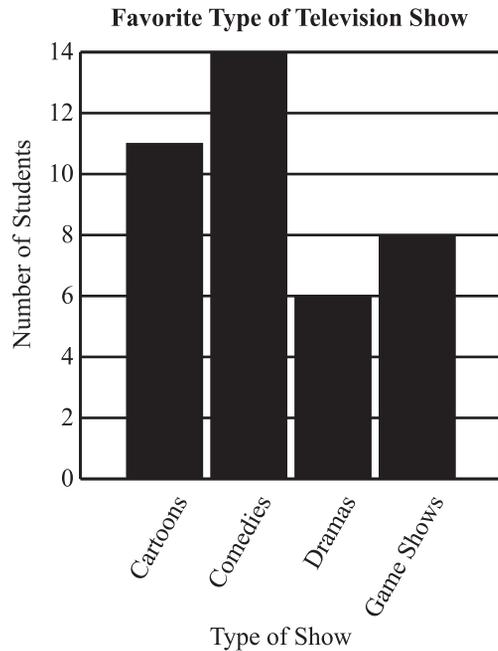
An ostrich farmer had an ostrich egg that weighed 3 pounds. What is the weight of the ostrich egg in ounces?

1 pound = 16 ounces

- A** 13 ounces
- B** 19 ounces
- C** 38 ounces
- * D** 48 ounces

6

Bill surveyed 38 fourth-grade students to find out their favorite type of television show. He displayed the results in the bar graph below.



How many more students like comedies than dramas?

- A** 6
- * B** 8
- C** 14
- D** 20

7

The table below shows two sets of numbers, Dion's Set and Emma's Set.

Dion's Set	Emma's Set
3	8
5	12
7	16
9	20
11	24

Which rule could be used to change each number in Dion's set to the number in the same row of Emma's set?

- A** Subtract 1, then multiply by 4
- B** Multiply by 2, then add 1
- * C** Add 1, then multiply by 2
- D** Multiply by 3, then subtract 1

8

The table shows the total number of students at Stuart Elementary School in two different years.

Students at Stuart Elementary School

Year	Number of Students
1	785
2	802

How many more students were at Stuart Elementary School in year 2 than in year 1?

- A 13
- * B 17
- C 117
- D 183

9

The table below shows the number of different colors of flowers in a hanging basket.

Flowers in Hanging Basket

Flower Color	Number in Hanging Basket
Blue	11
Purple	9
Orange	15
Yellow	5

All of the flowers are the same size and shape. Jason will pick 1 flower without looking. What is the probability that the first flower Jason picks from the hanging basket will be orange?

- A $\frac{25}{15}$
- B $\frac{25}{40}$
- C $\frac{15}{25}$
- * D $\frac{15}{40}$

10

Mrs. Webber wants to give each of her 36 students a marker. The markers come in packs of 12.

If Mrs. Webber uses the equation (number sentence) below, how many packs will she need to buy?

$$36 \div 12 = n$$

- * **A** 3
- B** 8
- C** 24
- D** 48

MATHEMATICS OPEN-RESPONSE ITEM A

A

Hannah measured the top of a table.

1. The top of the table was 6 feet long. Copy and complete the conversion table below to determine the length in inches. Explain your answer using words, numbers, and/or pictures.

$$1 \text{ foot} = 12 \text{ inches}$$

$$2 \text{ feet} = 24 \text{ inches}$$

$$3 \text{ feet} = 36 \text{ inches}$$

$$4 \text{ feet} = 48 \text{ inches}$$

$$5 \text{ feet} = \underline{\quad} \text{ inches}$$

$$6 \text{ feet} = \underline{\quad} \text{ inches}$$

2. To convert the length of the top of the table to yards, Hannah must use a different conversion. Copy and complete the conversion table below to determine the length in yards. Use words, numbers, and/or pictures to explain your answer.

$$3 \text{ feet} = 1 \text{ yard}$$

$$6 \text{ feet} = \underline{\quad} \text{ yards}$$

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM A

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

Solution and Scoring

Part	Points
1	<p>2 Points Possible</p> <p>Correct and complete table with values of 60 inches and 72 inches Credit will be given for copying only the incomplete portion of the table.</p> <p>1/2 point: 5 feet = 60 inches or equivalent</p> <p>AND</p> <p>1/2 point: 6 feet = 72 inches or equivalent</p> <p>AND</p> <p>1/2 point: Correct and complete explanation of the mathematic operation required to derive the value. Give credit for the following or equivalent: $48 + 12 = 60$</p> <p>AND</p> <p>1/2 point: Correct and complete explanation of the mathematic operation required to derive the value. Give credit for the following or equivalent: $60 + 12 = 72$</p> <p>OR</p> <p>1 point: Table copied and completed correctly with no or incorrect explanation</p> <p>OR</p> <p>Correct and complete explanation with no or incorrect table copied and completed</p>

PART II Released Mathematics Items—2010 Augmented Benchmark Grade 4

Part	Points
2	<p>2 Points Possible</p> <p>Credit will be given for copying only the incomplete portion of the table</p> <p>1 point: Correct and complete table with the value of 2 yards</p> <p>AND</p> <p>1 point: Correct and complete explanation of the mathematic operation required to derive the value. Give credit for the following or equivalent: $1 + 1 = 2$ or $3 \times 2 = 6$</p> <p>OR</p> <p>1 point: Correct and complete table with no or incorrect explanation</p> <p>OR</p> <p>Incorrect or incomplete table with correct and complete explanation</p>

MATHEMATICS OPEN-RESPONSE ITEM B

B

Mrs. Patrick made a table showing the number of textbooks available for the fourth grade students at her school.

Textbooks

Type of Book	Number
English	92
Mathematics	84
Reading	104
Science	72

1. There are 5 classes of fourth graders in Mrs. Patrick's school, and there are 17 students in each class. Which types of books does Mrs. Patrick need more of so there will be enough books for each student to have one of each type? Use words, numbers, and/or pictures to explain your answer.
2. If Mrs. Patrick received 12 additional copies of each type of book, would she have enough for each student to have a copy of each type of book? Use words, numbers, and/or pictures to explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM B

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

PART II Released Mathematics Items—2010 Augmented Benchmark Grade 4

Solution and Scoring

Part	Points
1	2 Points Possible 1 point: Correct answer: Mathematics and Science AND 1 point: Correct and complete procedure shown and/or explained. Give credit for the following or equivalent: $5 \times 17 = 85$
2	2 Points Possible 1 point: Correct answer: No (or an explanation that implies this). AND 1 point: Correct and complete procedure shown and/or explained. Give credit for the following or equivalent: $72 + 12 = 84$, and 84 is less than 85.

Mathematics Reference Sheet Grade 4

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

Square	Rectangle
Area = <i>side</i> × <i>side</i> Perimeter = <i>4</i> × <i>side</i>	Area = <i>length</i> × <i>width</i> Perimeter = <i>length</i> + <i>width</i> + <i>length</i> + <i>width</i>

1 foot = 12 inches

1 yard = 3 feet

1 cup = 8 ounces (oz)

1 pint = 2 cups

1 quart = 2 pints

1 gallon = 4 quarts

1 kilogram = 1000 grams

1 liter = 1000 milliliters

1 pound (lb) = 16 ounces (oz)

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

**WEIRD
IDEAS**
That
Worked

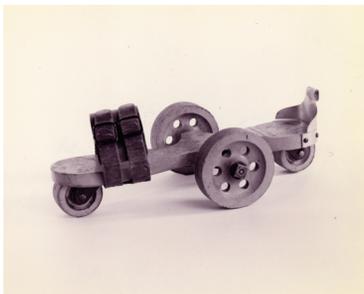
SKATING THROUGH TIME

**Which came first, in-line skates or roller skates?
If you guessed roller skates, guess again!**

by Samantha Bonar



This 1819 skate is made out of wood—even the wheels.



The big wheels of this 1866 skate made it easier to balance.

1 About 1760 a strange story appeared in a Belgian newspaper. It described violinist Joseph Merlin entering a room to begin a private concert: “He flew against a mirror, dashed it to atoms, broke his musical instrument instantly, and wounded himself severely.” Merlin had rolled in on his new invention: skates.

Merlin’s skates—the very first ever built—had six wheels. They were wobbly, could roll forward only, and had no brakes. Understandably, no one was eager to try skating after that.

Skates didn’t appear again until sometime in the 1850s, when they were featured in an ice-carnival scene in a French opera.

The opera was a smashing success, mostly because opera-goers packed in to see which actors would stumble and fly off the stage into the orchestra pit. One poor actress even landed in the bass drum!

5 Fashionable people all over Europe began skating. But turning and stopping were still almost impossible, so the fad died.



You had to use lots of leg muscle to turn this swivel-wheeled 1876 skate.



This skate was used by roller-hockey players in 1910.

Then, in 1863, an American named James Plimpton created a revolutionary skate. He rearranged the wheels, putting two side by side at the toe and heel. And he invented a device that enabled the skater to turn by leaning left or right.

7 This “rocking” action solved all the dangerous problems of the old in-line skates, but Plimpton had to convince a skeptical public that skating could be safe and fun. So he opened America’s first skating rink and hired the best roller skaters to tour the country, demonstrating fantastic moves with his new “quad” skates. It worked. “Rinking” took the world by storm, and rinks soon opened everywhere.

In-line skates started making a comeback around the turn of the century, but they were used mainly by hockey players and other athletes. Then in the 1960s, a company called Chicago Skate replaced in-lines’ hard rubber wheels with a tough, flexible plastic called polyurethane. For better ankle support, they developed a hard plastic skating boot.

9 In-line skates were now just as smooth and comfortable to wear as roller skates. By the mid-1980s a company called Rollerblade began making these new in-lines, and soon they were all the rage. Now it’s tough to find “quad” skates anywhere, and we owe it to a clumsy violinist and a broken mirror.

“Skating Through Time” by Samantha Bonar, images courtesy of National Museum of Roller Skating, Lincoln, NE. Copyright © 1994 by Highlights for Children, Inc., Columbus, Ohio.

1

What will the reader **most likely** learn from this passage?

- A How to construct in-line skates
- B The best places to roller skate
- C Ways to stop and turn on skates
- * D The history of different kinds of skates

2

In paragraph 1, dashed it to atoms means —

- * A shattered into tiny pieces
- B ran over quickly
- C sent far away
- D handed to a friend

3

What is the **most likely** reason people were not interested in using the first skates?

- * A Early models were dangerous.
- B Skating was rather boring.
- C The rolling action was uncomfortable.
- D Only actors on stage were skating.

4

What does the first sentence in paragraph 5 mean?

- A Everyone in Europe became famous by skating.
- B Skating was a hobby for European actors.
- * C People who were stylish learned skating.
- D Skating caused most people to dress better.

5

Why is paragraph 7 important to the rest of the passage?

- * **A** It tells about the first successful skate.
- B** It describes the poor construction of early skates.
- C** It contains details about the best roller skaters in the country.
- D** It explains why “quad” skates are no longer available.

6

Which information from the passage suggests that in-line skates are better than Plimpton’s skates?

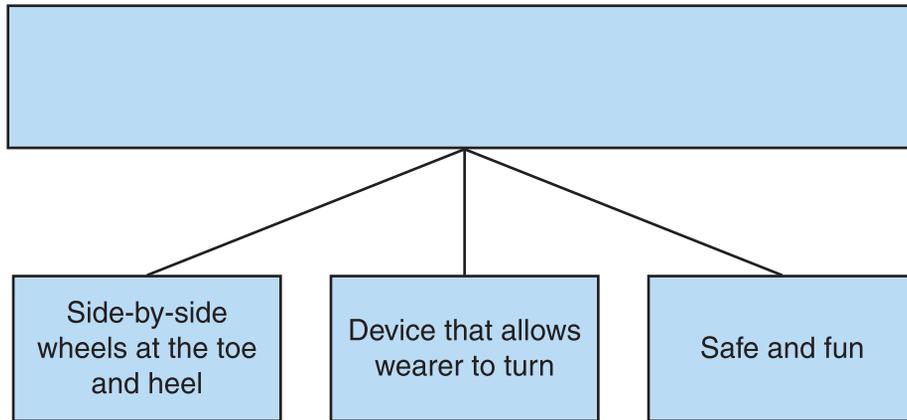
- A** In-line skates have hard rubber wheels.
- B** In-line skates were made in the mid-1980s.
- C** In-line skates are popular among professionals.
- * **D** In-line skates have a hard plastic skating boot for ankle support.

7

What is the meaning of the word rage as used in paragraph 9?

- A** Much anger
- * **B** Very popular
- C** Great force
- D** Very costly

8



Which type of skate belongs in the empty box?

- A Merlin's skates
- * B Plimpton's skates
- C Chicago's skates
- D Rollerblade's skates

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

Fitness Farm Fun: Build Your Own Kite

Kite flying is a great way to exercise on a spring day. But what if you don't have a kite? Just make one!

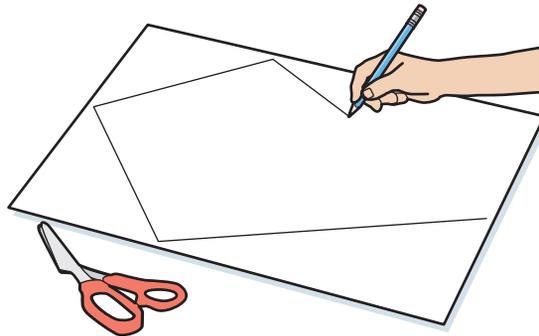
Making your own kite can be fun. Here is one idea to get you started.

You Need:

- * Trash bag
- * Adhesive tape
- * Two $\frac{3}{16}$ " dowels or sticks, each 36" long
- * One $\frac{3}{16}$ " dowel or stick, 24" long
- * Ball of string
- * Scissors

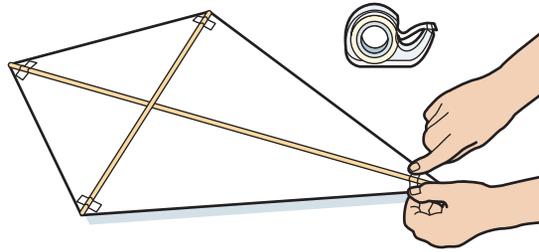
You Do:

1. Cut along the bottom and side seams of the bag. This will make one long sheet of plastic.



2. Spread this plastic on a table or the floor. Use a marker to draw a pattern like the one shown above onto the bag. Follow the measurements from the illustration.

3. Cut along the lines with scissors as shown.
4. Tape the dowels (or sticks) to your kite (as shown).



5. Punch out bridle¹ holes with a pencil. Tape all around the bridle holes to keep them from tearing.
6. Reinforce the edges of your kite with strips of tape on both sides—front and back.
7. Cut a ten-foot piece of string for the bridle string. Tie or ask a parent to tie a loop in the middle of this string.
8. Tie each end of the bridle string to the bridle holes.
9. Tie one end of the string on your ball of string to the loop in the bridle string.
10. Now you are ready to fly. But first: **FIND A LARGE, OPEN AREA TO FLY YOUR KITE. MAKE SURE THERE ARE NO ELECTRIC OR TELEPHONE LINES NEARBY.**
11. Once you've found a safe place to fly, run into the wind with your kite behind you. Gradually let out string. Don't let it out too fast—you still want to feel the kite "pulling" on the string as it goes up.



Now your kite is flying and you've gotten a great running workout, too!

¹A length of string that can be attached at both ends to an object and pulled from the center. The holes are where the ends of the string are attached.

"Fitness Farm Fun: Build Your Own Kite": From U.S. Kids, copyright © 1994 by Children's Better Health Institute, Benjamin Franklin Literary & Medical Society, Inc., Indianapolis, Indiana. Used by permission.

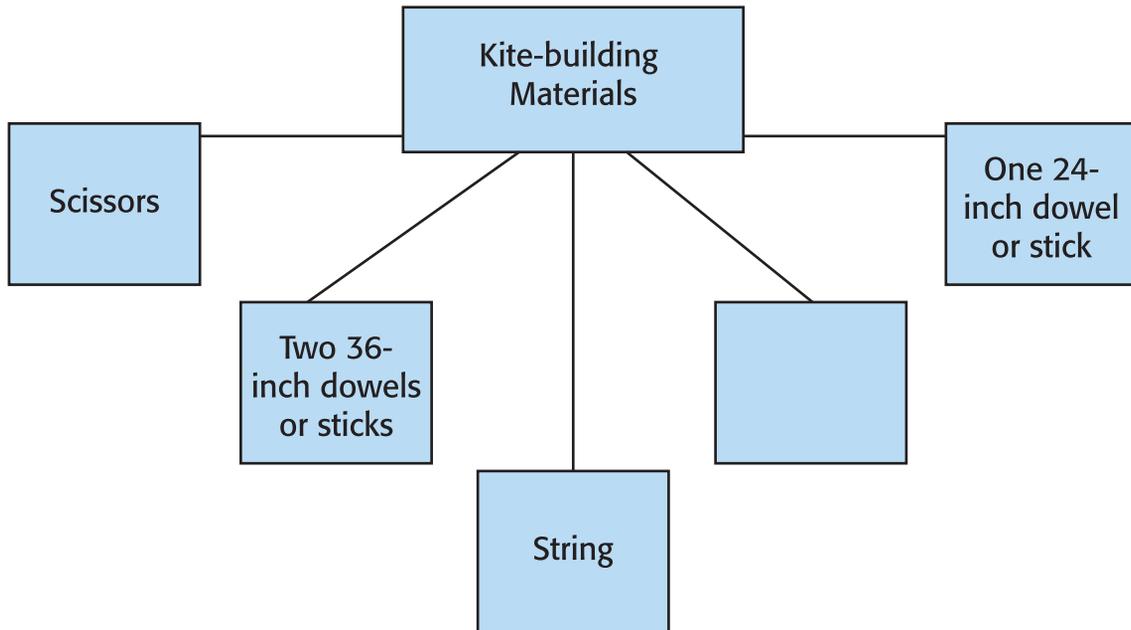
9

A reader would **probably** build a kite because —

- A** it is a good use for extra trash bags
- B** a handmade kite makes a nice gift
- C** the materials are easy to find
- * D** kite flying can be an enjoyable activity

10

Refer to the graphic organizer shown below.



What information is missing from the empty box?

- A Black crayon
- B Open field
- C Spring day
- * D Trash bag

11

What is the meaning of the word seams as it is used in step 1?

- A What an object looks like
- * B The line where two sides meet
- C Marks drawn on an object
- D A geometric figure with four sides

12

Why did the author tell the reader in step 7 to make a loop in the center of the bridle string?

- * A To provide a place to attach the ball of string
- B To allow the string to make the kite fly lower
- C To encourage parents to help their children
- D To see how well one follows directions

13

Read the directions from step 10.

FIND A LARGE, OPEN AREA TO FLY YOUR KITE. MAKE SURE THERE ARE NO ELECTRIC OR TELEPHONE LINES NEARBY.

Why are the directions in capital letters?

- * A To show the reader kite safety is important
- B To measure how high the kite will be able to fly
- C To encourage the reader to build a large kite
- D To let out enough string so the kite flies high

14

Which question could be correctly answered using information in this passage?

- A** What time of the day is best for kite flying?
- * **B** How do you strengthen the edges of your kite?
- C** How long will it take to build a kite?
- D** Where can you safely build your kite?

15

The illustrations are important to this passage because they —

- A** make learning more enjoyable
- * **B** help the reader understand directions
- C** show people enjoying a spring day
- D** make the reader a better artist

16

This passage is **most likely** intended to —

- A** make kite flying a popular sport
- B** compare box kites to stunt kites
- * **C** teach the reader to construct a kite
- D** show the reader where to fly kites

READING OPEN-RESPONSE ITEM A, FOR PASSAGE “SKATING THROUGH TIME”

A

Use at least **four** details from the passage to explain how roller skates have changed through the years.

RUBRIC FOR READING OPEN-RESPONSE ITEM A, FOR PASSAGE “SKATING THROUGH TIME”

SCORE	DESCRIPTION
4	The response explains how roller skates have changed <u>through the years</u> by providing at least four details from the passage for support.
3	The response explains how roller skates have changed <u>through the years</u> by providing three details from the passage for support.
2	The response explains how roller skates have changed <u>through the years</u> by providing two details from the passage for support. OR The response provides at least two details about <u>one</u> type of roller skate.
1	The response explains how roller skates have changed through the years by providing one detail from the passage for support. OR The response demonstrates minimal understanding of the question.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of “B” will be reported as “NA.” (No attempt to answer the item.) Score of “0” assigned for the item.

READING OPEN-RESPONSE ITEM B, FOR PASSAGE “FITNESS FARM FUN”

B

Choose **two** steps that are most important to flying a kite.

Explain these steps using details from the passage to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM B, FOR PASSAGE “FITNESS FARM FUN”

SCORE	DESCRIPTION
4	The response explains two of the most important steps to flying a kite and provides one detail to support each.
3	The response explains two of the most important steps to flying a kite and provides a detail to support one step. OR The response explains one of the most important steps to flying a kite and provides at least two details for support.
2	The response explains one of the most important steps to flying a kite and provides one detail to support that step. OR The response explains two of the most important steps to flying a kite, but provides no additional details for explanation.
1	The response explains one of the most important steps to flying a kite but fails to provide details for support. OR The response demonstrates minimal understanding of the question.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of “B” will be reported as “NA.” (No attempt to answer the item.) Score of “0” assigned for the item.

17

Which of these shows the correct punctuation?

- A** Mother said. "We must remember to bring our own bags."
- B** Mother said, We must remember to bring our own bags."
- ★ **C** Mother said, "We must remember to bring our own bags."
- D** "Mother said, We must remember to bring our own bags."

18

Read the sentence.

When we were on our vacation in Florida, my sister Geena and I _____ many seashells while walking on the beach.

Which word **correctly** completes the sentence above?

- A** collect
- B** collects
- ★ **C** collected
- D** will collect

Writing Prompt C

C

In your school, you noticed there was a closet door that no one ever opened. One day you opened it!

Now write a story about what happened when you opened the door. Be sure to give enough detail so that the person reading your story will understand.

Writer's Checklist

1. Look at the ideas in your response.
 - Have you focused on one main idea?
 - Have you used enough details to explain yourself?
 - Have you put your thoughts in order?
 - Can others understand what you are saying?

2. Think about what you want others to know and feel after reading your paper.
 - Will others understand how you think or feel about an idea?
 - Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper's subject.)
 - Do you have sentences of different lengths? (Hint: Be sure you have variety in sentence lengths.)
 - Are your sentences alike? (Hint: Use different kinds of sentences.)

3. Look at the words you have used.
 - Have you described things, places, and people the way they are? (Hint: Use enough detail.)
 - Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)
 - Have you used the right words in the right places?

4. Look at your handwriting.
 - Can others read your handwriting with no trouble?

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.

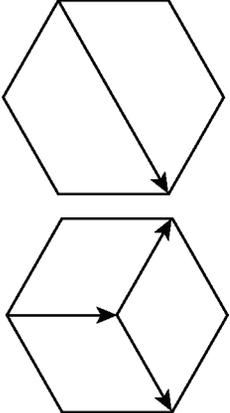
The application of the scale, using actual student writing, is done with the assistance of a committee of Arkansas teachers, language arts supervisors, and representatives of the Arkansas Department of Education.

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 4**

The Arkansas Mathematics Curriculum Framework*

Strands	Content Standards	Student Learning Expectations
Number and Operations	2. Properties of Number Operations: Students shall understand meanings of operations and how they relate to one another.	4. Represent and explain division as measurement and partitive division including equal groups, related rates, 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.	1. Demonstrate, with and without appropriate <i>technology</i> , <i>computational fluency</i> in multi-digit addition and subtraction in <i>contextual problems</i> 4. Solve simple problems using operations involving addition, subtraction, and multiplication 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. Determine the relationship between sets of numbers by selecting the rule (2 step rule in words)
	5. Algebraic Representations: Students shall represent and analyze mathematical situations and structures using algebraic symbols.	3. Use a <i>variable</i> to represent an unknown quantity in a number sentence involving <i>contextual situations</i> and find the value Ex. Susie bought 48 pencils. If the pencils came in packages of 12, how many packages of pencils did she buy? $P = 48 \div 12$
Geometry	8. Geometric Properties: Students shall analyze characteristics and properties of 2 and 3 dimensional geometric shapes and develop mathematical arguments about geometric relationships.	5. Classify angles relative to 90° as more than, less than or equal to
	11. Visualization and Geometric Models: Students shall use visualization, spatial reasoning and geometric modeling.	2. Create new figures by combining and subdividing models of existing figures in multiple ways and record results in a table 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 4**

The Arkansas *Mathematics Curriculum Framework (continued)**

Strands	Content Standards	Student Learning Expectations
Measurement	12. Physical Attributes: Students shall use attributes of measurement to describe and compare mathematical and real-world objects.	3. Use the relationship among units of measurement <u>Length:</u> 12 in = 1 ft 3 ft = 1 yd 36 in = 1 yd 100 cm = 1 m <u>Capacity:</u> 2 cups = 1 pint 2 pints = 1 quart 4 quarts = 1 gallon <u>Weight:</u> 16 ounces = 1 lb 4. Create and complete a conversion table to show relationships between units of measurement in the same system
	13. Systems of Measurement: Students shall identify and use units, systems and processes of measurement.	10. Use <i>strategies</i> for finding the <i>area</i> of a rectangle
Data Analysis and Probability	15. Data Analysis: Students shall select and use appropriate statistical methods to analyze data.	1. Represent and interpret <i>data</i> using <i>pictographs</i> , <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one
	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.

**PART III Item Correlation with Curriculum Frameworks–
2010 Augmented Benchmark Grade 4**

Released Items for Mathematics*

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

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

Non-Released Items for Mathematics*

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

**PART III Item Correlation with Curriculum Frameworks–
2010 Augmented Benchmark Grade 4**

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.	2. Make connections that demonstrate a deeper understanding of text related to self, text, and/or world 5. Generate questions that reflect active engagement in the text 6. Use additional resources to support answers to questions formulated before, during, and after reading 10. Sort relevant and irrelevant information based on the purpose of reading 11. Read a text for a variety of purposes 12. Summarize content of selection, identifying important ideas and providing details for each important idea
10. Variety of texts: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.	6. Use graphic organizers, including main idea/detail maps and outlines to make meaning of the reading selection 9. Recognize <i>expository</i> text structures which are comparative 19. Utilize functional texts, including brochures, newspaper, articles, and magazines to accomplish tasks
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 4. Identify figurative language in reading

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

Released Items for Reading*

Item	Content Standard	Student Learning Expectation	Passage Type
1	9	11	Content
2	11	4	Content
3	9	2	Content
4	9	6	Content
5	9	2	Content
6	10	9	Content
7	11	1	Content
8	10	6	Content
9	9	2	Practical
10	10	6	Practical
11	11	1	Practical
12	9	12	Practical
13	9	10	Practical
14	9	5	Practical
15	10	19	Practical
16	10	19	Practical
A	9	12	Content
B	9	12	Practical

Non-Released Items for Reading*

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

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

**PART III Item Correlation with Curriculum Frameworks–
2010 Augmented Benchmark Grade 4**

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.	13. Edit for spelling of appropriate words, <i>usage</i> , punctuation, capitalization, and sentence structure without the aid of a checklist
6. Conventions: Students shall apply knowledge of Standard English conventions in written work.	5. Employ standard English usage in writing, including subject-verb agreement, pronoun referents, and parts of speech

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

Released Items for Writing*

Item	Content Standard	Student Learning Expectation
17	4	13
18	6	5

Non-Released Items for Writing*

Item	Content Standard	Student Learning Expectation
9	4	6
10	5	1

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

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