

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Released Item Booklet

Arkansas Augmented
Benchmark Examination

**APRIL 2010
ADMINISTRATION**

GRADE

6

Arkansas Department of Education

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PART I Overview—2010 Augmented Benchmark Grade 6

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 6 students in Arkansas public schools participated in the *Grade 6 Augmented Benchmark Examination* in April 2010.

This *Released Item Booklet* for the *Grade 6 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 6 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 6 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 6 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

Scott is making a juice drink by adding water to a powder. Which unit of measure would be appropriate for Scott to use to determine how much water to add?

- A** Gram
- B** Millimeter
- * **C** Liter
- D** Square centimeter

2

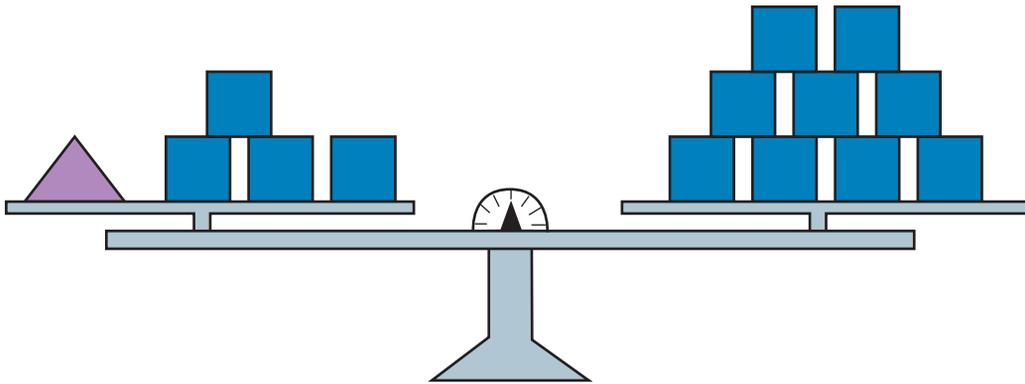
Brenda surveyed 100 students who regularly bought lunch at the school cafeteria. One part of Brenda's survey had the students choose his or her favorite lunch out of 5 choices given.

Which of the following is the most appropriate way to display the data she collected for this part of her survey?

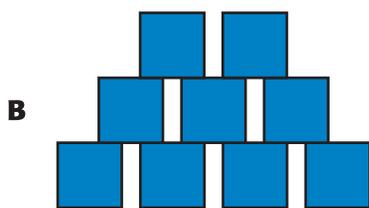
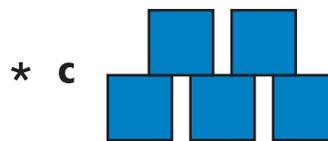
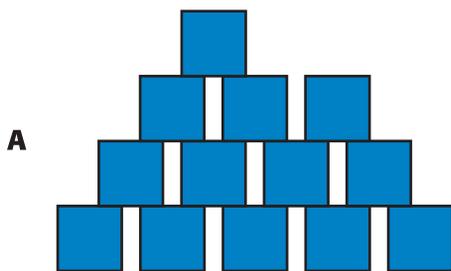
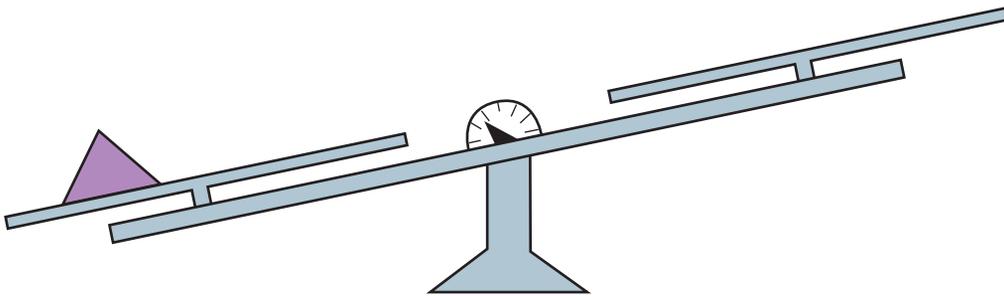
- A** Line plot
- B** Stem-and-leaf plot
- * **C** Bar graph
- D** Line graph

3

Use the model of a balanced scale below to answer the question.



Which of these should be placed on the right side to balance the following scale?



PART II Released Mathematics Items—2010 Augmented Benchmark Grade 6

CALCULATOR PERMITTED—ITEMS 4–10 and A–B

4

Bob rotated each of the letters below 180° about its center and drew the resulting image. Which letter would have a resulting image that is unchanged from the original letter?

- * **A** Z
- B** R
- C** T
- D** K

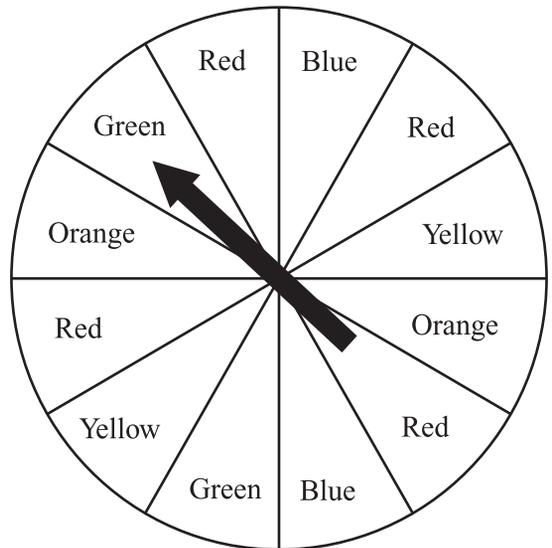
5

Which of the following is the prime factorization of 72?

- * **A** $2^3 \cdot 3^2$
- B** $2^3 \cdot 7$
- C** $2 \cdot 3$
- D** $2 \cdot 7$

6

The sections in the fair spinner below are equal in size.



What is the theoretical probability of landing on a red section?

- A** $\frac{1}{2}$
- * **B** $\frac{1}{3}$
- C** $\frac{1}{4}$
- D** $\frac{1}{5}$

7

Maria is making a pattern with tiles for her bathroom countertop. For every 4 large tiles, she needs 1 small tile. The table below shows the number of small tiles she needs for different numbers of large tiles.

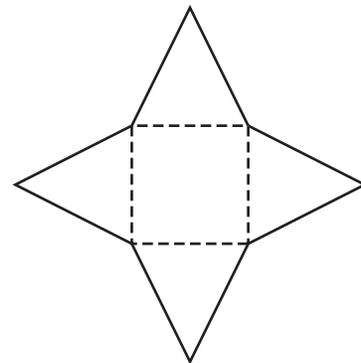
Number of Large Tiles	Number of Small Tiles
4	1
8	2
16	4
36	?

What is the missing number of small tiles in the table above?

- A** 5
- B** 6
- C** 8
- * D** 9

8

Which three-dimensional shape could be made by folding the following net on the dashed lines?



- A** Square prism
- B** Triangular prism
- * C** Square pyramid
- D** Triangular pyramid

9

Terrance needs 12 quarts of juice in order to have enough for 6 batches of fruit punch. How many gallons of juice will Terrance need?

- A** 2 gallons
- * B** 3 gallons
- C** 4 gallons
- D** 6 gallons

10

Mr. Matthews conducted a survey and found that 21 of his 28 students have pets. Which percentage shows the number of students with pets?

- A** 21%
- B** 25%
- C** 49%
- * D** 75%

MATHEMATICS OPEN-RESPONSE ITEM A

A

The first 6 letters Mr. Stevens used to create a pattern as a border for his chalkboard are shown below.

X Y Z X Y Z

1. Describe the pattern that Mr. Stevens used to create his border.
2. What would be the 13th letter of Mr. Stevens' pattern? Explain how you got your answer.
3. What would be the 27th letter of Mr. Stevens' pattern? Explain how you got your answer.

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

PART II Released Mathematics Items—2010 Augmented Benchmark Grade 6

RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM A

SCORE	DESCRIPTION
4	The student earns 5 points. The response contains no incorrect work.
3	The student earns 4-3 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 6

Solution and Scoring

Part	Points
1	1 Point Possible 1 point: The correct and complete description of a rule that follows the pattern is given. Give credit for the following or equivalent examples: <ul style="list-style-type: none">• The pattern repeats the same 3 letters in the same order.• Mr. Stevens repeats the 3 last letters in the alphabet.• He uses X, Y, Z over and over.• Mr. Stevens has a pattern of X, Y, Z and it continues.• It repeats the same letters X, Y, Z over and over.• The pattern is going in letters XYZXYZXYZ• The pattern goes from X–Z and keeps repeating.• The pattern has 3 letters that repeat.• The pattern XYZ.
2	2 Points Possible 2 points: The correct answer of X <u>and</u> a correct explanation of how the answer was reached. Give credit for the following or equivalent examples: <ul style="list-style-type: none">• The 13th letter would be X. I extended the pattern to the 13th letter.• X, since there are 3 letters that repeat I can divide 13 by 3. Since 3 is divided into 13 with a remainder of 1, the answer would be the first letter (X).• The 13th letter is X. I counted the letters until I got to 13.• The 13th letter of Mr. Stevens' pattern would be X. If you keep repeating the pattern and then count to the 13th letter it would be X.• If you write down X, Y, Z until you get to the 13th letter it would be X.• X is indicated as the answer and charts, tables, &/or numbering of the letters are given showing X being the 13th letter. OR 1 point: The correct answer of X is given but the explanation is incorrect or missing.

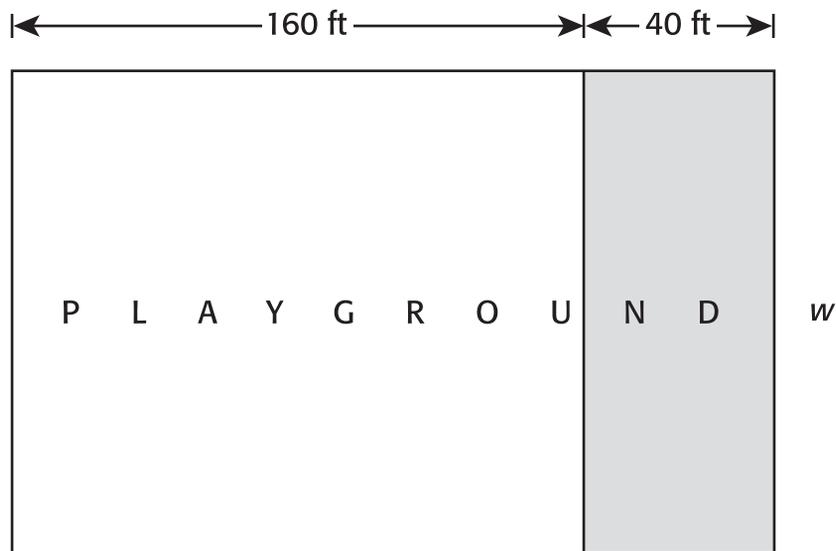
PART II Released Mathematics Items—2010 Augmented Benchmark Grade 6

<p>3</p>	<p>2 Points Possible</p> <p>2 points: The correct answer of Z <u>and</u> a correct explanation of how the answer was reached. Give credit for the following or equivalent examples:</p> <ul style="list-style-type: none">• The 27th letter would be Z. I extended the pattern to the 27th letter.• Since there are 3 letters that repeat I can divide by 3. Since 3 is divided into 27 with no remainder, the answer is the 3rd letter (Z).• The 27th letter of Mr. Stevens' pattern would be Z if you keep repeating the pattern and then count to the 27th letter it would be Z.• I counted the letters until I got to 27 which is Z.• If you write down X, Y, Z until you get to the 27th letter it will be Z.• Z is indicated as the answer and charts, tables, &/or numbering of the letters are given showing Z being the 27th letter. <p>OR</p> <p>1 point: The correct answer of Z is given but the explanation is incorrect or missing.</p>
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MATHEMATICS OPEN-RESPONSE ITEM B

B

The school would like to put up a new fence around the rectangular-shaped playground, as shown below.



1. The area of the entire playground is 20,000 square feet. What is the perimeter of the playground? Using words, numbers, and/or pictures, explain your answer. Be sure to label your unit of measure.
2. The shaded part of the playground will be used for the basketball court. What is the area of the shaded part, in square feet? Be sure to label your unit of measure. Show all your work and/or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

PART II Released Mathematics Items—2010 Augmented Benchmark Grade 6

RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM B

SCORE	DESCRIPTION
4	The student earns 4 points. No incorrect work included and correct labels applied. Part 1: Feet; Part 2: Square Feet.
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.

Solution and Scoring

Part	Points
1	<p>2 Points Possible</p> <p>1 point: Correct answer: 600 (feet)</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"> • Finds Width: (using $A = LW$) $20,000 = (200) \times w$ ($160 + 40 = 200$ not required) $20,000 \div 200 = 100 = w$ • Finds Perimeter: (using $P = 2L + 2W$) $P = (2 \times 200) + (2 \times 100) = 400 + 200 = \#$
2	<p>2 Points Possible</p> <p>1 point: Correct answer: 4000 (square feet)</p> <p>OR</p> <p>Correct answer based on incorrect Width in Part 1.</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"> • $40 \times 100 = 4,000$ OR • "I multiplied the width of 100 (or width from Part 1) by 40."

Mathematics Reference Sheet Grade 6

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

Square	Rectangle	Triangle	Parallelogram
Area = s^2 Perimeter = $4s$	Area = lw Perimeter = $2l + 2w$	Area = $\frac{1}{2}(b \times h)$ Perimeter = $a + b + c$	Area = bh Perimeter = $2a + 2b$

Miscellaneous Conversions

$$\pi \approx 3.14$$

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

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

$$1 \text{ mile} = 5,280 \text{ feet}$$

$$1 \text{ pound (lb)} = 16 \text{ ounces (oz)}$$

$$1 \text{ cup} = 8 \text{ ounces (oz)}$$

$$1 \text{ pint} = 2 \text{ cups}$$

$$1 \text{ quart} = 2 \text{ pints}$$

$$1 \text{ gallon} = 4 \text{ quarts}$$

$$1 \text{ kilogram} = 1000 \text{ grams}$$

$$1 \text{ meter} = 100 \text{ centimeters}$$

$$1 \text{ decimeter} = 10 \text{ centimeters}$$

$$1 \text{ centimeter} = 10 \text{ millimeters}$$

$$1 \text{ kilometer} = 1000 \text{ meters}$$

$$1 \text{ liter} = 1000 \text{ milliliters}$$

Read the following passage about a famous Native American dancer. Then answer multiple-choice questions 1 through 8 and open-response question A.

The Osage Firebird

by Sudipta Bardhan

As a child, Betty Marie Tallchief listened for hours to her grandmother's stories of fire spirits and animals that could talk. Much of what Betty Marie knew about her Osage heritage came from Grandmother Tall Chief. She never forgot the tales, or the pride, that she learned at her grandmother's feet.

2 Born in 1925, Betty Marie spent part of her childhood on an Osage reservation in Oklahoma. She saw herself as "a typical Indian girl—shy, docile, introverted." Ballet brought her out of her shell. She took her first ballet lesson when she was four years old. From that moment, Betty Marie had her heart set on becoming a ballerina.

Talent Isn't Enough

Betty Marie soon became a local star, performing at rodeos and county fairs. Her natural talent made it easy for her to learn everything taught by her hometown dance instructor. But Betty Marie soon learned that having talent wasn't enough to make her a success. There was always more work to do.

One instructor said that despite her

talent, she hadn't properly learned the basics. "He insisted we go back to the beginning," she explained. At first, Betty Marie was frustrated by this criticism. But she soon realized that no matter how well she danced, she could always do better.

Facing Prejudice

Betty Marie's skills grew and grew. People in the world of dancing considered her special. But outside that world, sometimes she encountered prejudice. When the Tallchief family moved from the reservation to California, Betty Marie was teased because she was a Native American.

"At Beverly Vista School I was made to feel different," she remembers. "Some of the students made fun of my last name. A few made war whoops whenever they saw me, and asked why I didn't wear feathers." Though being singled out because of her race bothered Betty Marie, the teasing did not lessen her pride in being an Osage Indian. She would still announce her name to new classmates with pleasure—Tallchief.

What's in a Name?

Later in her career as a ballerina, Tallchief did change her first name. She began using the name Maria instead of Betty Marie. She thought it sounded more sophisticated. Since most professional ballerinas at the time were white and European, she might have chosen to change her last name as well. A European last name would have seemed more traditional and might have helped her career. But Tallchief refused to deny her heritage. Nothing would ever make her change her last name.

Woman of Two Worlds

Maria Tallchief went on to do great things as a dancer. She became prima ballerina of the New York City Ballet. She was the first American in a century to dance for the Paris Opera Ballet. In 1953, President Eisenhower honored Tallchief, naming her “Woman of the Year.”

That same year, the state of Oklahoma declared June 29 “Maria Tallchief Day.” She was given a special title by the Osage tribe. Grandmother Tall Chief chose the title, naming Betty Marie *Wa-Xth-Thonba*, which means “woman of two worlds.”

Tallchief was touched by this recognition. She knew what her grandmother was saying when she chose that title. “While I was a ballerina

with an important career on the stage, I was also her grandchild, an Osage woman and a daughter of the tribe.”

In her long career, Tallchief’s most famous performance was in *The Firebird*. Based on a Russian folktale, this ballet tells the story of a strange creature that is half woman and half bird. Those who watched her perform said that Tallchief had achieved the unbelievable—she had truly become a bird of fire. As she danced, Tallchief must have remembered her grandmother’s voice recounting the Osage legends of fire spirits walking the earth. Performing *The Firebird*, Tallchief combined her heritage with the ballet, and truly became a woman of two worlds.



Maria Tallchief performs in the ballet *The Firebird*.

Text: “The Osage Firebird” by Sudipta Bardhan. Copyright © 2004 by Highlights for Children, Inc., Columbus, Ohio.

Image: “Ballet Dancer Maria Tallchief”: Copyright © Hulton-Deutsch Collection/CORBIS

1

The author's attitude toward Betty Marie can best be described as —

- * **A** respectful
- B** excited
- C** conflicted
- D** uncertain

2

Read this dictionary entry.

reservation 1. something kept back or set apart 2. public land set aside for a special use 3. holding of a hotel room, etc., until called for 4. a limiting condition

Which definition from the dictionary excerpt matches the use of the word reservation in paragraph 2?

- A** 1
- * **B** 2
- C** 3
- D** 4

3

If the section titled "Facing Prejudice" needed a new title, the **best** choice would be —

- A** "The Skillful Student"
- * **B** "Holding Her Head High"
- C** "Her Name Was Betty Marie"
- D** "The Problem with Her Name"

4

According to the passage, what happened to Betty Marie before President Eisenhower named her "Woman of the Year"?

- A** The State of Oklahoma declared June 29, "Maria Tallchief Day."
- B** She was given a special title by the Osage tribe.
- * **C** She became the prima ballerina of the New York City Ballet.
- D** She danced the famous ballet, *The Firebird*.

5

What **best** prepared Betty Marie for the role of the Firebird?

- A** The strict instruction of her teachers
- * **B** The stories her grandmother told
- C** The many years of devoted practice
- D** The natural talent with which she was born

6

How does the author structure the passage?

- * **A** Chronological order
- B** Cause and effect
- C** Posing and answering a question
- D** Compare and contrast

7

Based on the information in the passage, the reader can conclude that it was unusual for —

- A** a Native American girl to encounter prejudice
- * **B** a Native American girl to be a ballerina
- C** *The Firebird* to be performed very well
- D** the President to honor ballet dancers

8

This passage would **most likely** be found in which magazine?

- A** *Women Today: Articles for the Modern Working Woman*
- B** *Women Weekly: Stories, Legends, and Myths for Women*
- C** *Women's Health: Dancing Can Keep You Fit and Happy!*
- * **D** *Women's Pride: A Look at Our Past Success Stories*

Read the following passage about a talented artist. Then answer multiple-choice questions 9 through 16 and open-response question B.

Popping In with Robert Sabuda

by Patricia J. Murphy

Maybe it has happened to you. You pick up a book, turn the first few pages, and something magical happens. You are transported to another place or time. When Robert Sabuda was eight years old, he flipped through a book in his dentist’s office and was transported to another dimension—the three-dimensional world of pop-ups.

The book was heavier, thicker—unlike any book he had ever seen. It took his breath away.

“When I opened it, I was shocked and delighted when something leapt right off the page,” says Sabuda. “I forgot all about the dentist.” But he never forgot about pop-ups.

Robert’s family and friends began to give him pop-up books for gifts. He took them apart and put them back together to see how they worked. Using discarded file folders from his mother’s workplace, Robert began making his own pop-up books and giving them as gifts.

Bend, Fold, Cut

With each pop-up creation, Robert sharpened his pop-up engineering skills. He learned which of his bending, folding, cutting, gluing, and taping techniques worked, and which didn’t. He found which paper, glue, and tape worked best. And he discovered the value of failing.

“With each failure,” Sabuda says, “I learned a better solution, one that I wouldn’t have ever imagined.”

In middle school, he designed classroom bulletin boards for his teachers. These large-scale projects let him experiment further with paper.

“I learned how to use a paper’s shape and to turn it into whatever I wanted it to be.”

Clearly, Sabuda was on to something special. One of his high-school art teachers, Mrs. Lucas, took a special interest in his abilities.

“She taught me how to draw, paint, and make prints,” says Sabuda.

Mrs. Lucas also helped him apply to the Pratt Institute, a well-regarded art school in New York City.

Inspiration in the Mail

At the Pratt Institute, Sabuda trained to become a graphic designer. He took classes on color, collage, sculpture, and printmaking. His sculpture studies allowed him to continue his exploration of three-dimensional art.

During his third year at Pratt, Sabuda took a summer internship at a publishing company. He learned how children’s books are created, and realized what he wanted to do. As part of his job, he opened packages containing the original artwork of children’s book illustrators such as Barbara Cooney and James Marshall.

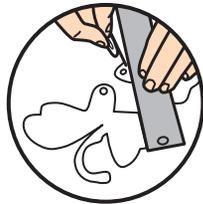
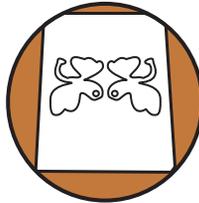
“I decided there and then that I wanted to be a children’s book illustrator,” Sabuda says. “It was something that made my heart beat faster!”

- 15 After college, jobs designing packages and coloring books started him on his way. The rest is pop-up history. If his designs excite the child inside him, Sabuda feels that kids who pick up his books will be just as excited. “When it works,” he says, “it’s something short of a miracle.”

Pop-Up Step by Step

By Robert Sabuda

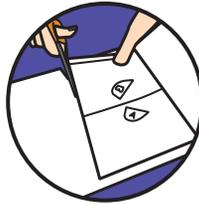
1. Copy the butterfly-wing shapes onto heavy paper.



2. Press along the dotted lines with a paper clip to "score" the tabs. Cut out the wing shapes, then color both sides.

5. Slide the B half of the butterfly into the A half. Keep the antenna of the B half in front.

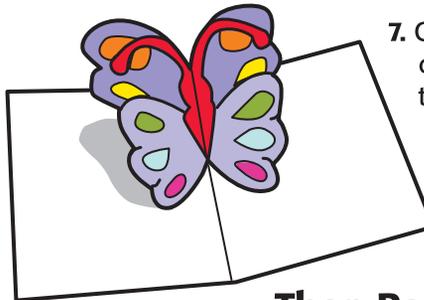
3. Cut a 3 1/4" by 5 1/2" rectangle from heavy paper. Draw a dotted line down the middle and score the dotted line. Draw and label tabs A and B, as shown.



6. Glue the back of tab B to the card as shown. Let it dry.



4. Glue the back of tab A to the card as shown. Let it dry.



7. Carefully close the card.

Then Pop-Up!

"Popping In with Robert Sabuda" by Patricia J. Murphy. Image by Cat Cutillo. Copyright © 2006 by Highlights for Children, Inc., Columbus, Ohio.

9

Sabuda learned about how pop-up books work by —

- A** reading books
- B** interviewing book authors
- * **C** taking books apart
- D** sketching the design of books

10

What is the main idea of the “Bend, Fold, Cut . . .” section of the passage?

- * **A** Sabuda learned his craft through a combination of instruction and trial and error.
- B** Sabuda’s experiences in school taught him the value of a good teacher.
- C** Sabuda volunteered to help his teachers with projects in order to gain valuable experience.
- D** Sabuda’s large-scale projects helped him perfect the skills for smaller ones as well.

11

According to the passage, how did studying sculpting help Sabuda prepare for his career?

- A** He met people who helped him find work as a sculptor.
- * **B** Like the pop-ups, sculptures are not flat.
- C** He hoped to become a professional sculptor.
- D** Like illustrating, sculpting involves sketching.

12

Read the outline of some events in Robert Sabuda’s life.

- I. Middle School
 - a. designed classroom bulletin boards
- II. High School
 - a. learned to draw and paint
 - b. applied to art school
- III. Pratt Institute
 - a. took art classes
 - b. _____

Which **best** completes the outline?

- * **A** interned at a publishing company
- B** learned to make pop-up books
- C** designed packages
- D** illustrated books

13

The author mentions the names of some children’s illustrators to —

- A** establish how difficult it is to succeed in publishing
- B** praise Sabuda’s career in comparison
- C** remind readers about other children’s illustrators
- * **D** list some of the artists who have influenced Sabuda

14

As used in paragraph 15, the phrase “the child inside him” refers to Sabuda’s —

- A** mischievousness
- * **B** creativity
- C** intelligence
- D** courage

15

Which step of making a pop-up takes place first?

- A** Glue the tabs to the card
- * **B** Color both sides
- C** Close the card
- D** Slide the two halves together

16

Which question is **not** answered by information in the passage?

- A** When did Sabuda see his first pop-up book?
- * **B** When was the first pop-up book created?
- C** Why did Sabuda enjoy pop-up books?
- D** How are pop-up books made?

READING OPEN-RESPONSE ITEM A, FOR PASSAGE “THE OSAGE FIREBIRD”

A

What does the author mean by the sentence “Ballet brought her out of her shell”?

Give at least **three** details from the passage that show how ballet brought Betty Marie out of her shell.

RUBRIC FOR READING OPEN-RESPONSE ITEM A, FOR PASSAGE “THE OSAGE FIREBIRD”

SCORE	DESCRIPTION
4	The response explains what the author means by the sentence “Ballet brought her out of her shell” and gives at least three details from the passage for support.
3	The response explains what the author means by the sentence “Ballet brought her out of her shell” and gives two details from the passage for support.
2	The response explains what the author means by the sentence “Ballet brought her out of her shell” and gives one detail from the passage for support. OR The response provides two or more details from the passage that could support an unstated explanation for the sentence, “Ballet brought her out of her shell.”
1	The response explains what the author means by the sentence “Ballet brought her out of her shell” but fails to give details from the passage for support. OR The response provides one detail from the passage that could support an unstated explanation for the sentence, “Ballet brought her out of her shell.” 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 “POPPING IN WITH ROBERT SABUDA”

B

Explain what the author suggests by using the word “magical” in the first paragraph of the passage.

Use at least **three** details from the passage to show this is a magical experience for Robert Sabuda.

RUBRIC FOR READING OPEN-RESPONSE ITEM B, FOR PASSAGE “POPPING IN WITH ROBERT SABUDA”

SCORE	DESCRIPTION
4	The response explains what the author means by using the word “magical” and includes at least three details from the passage to show this is a magical experience for Robert Sabuda.
3	The response explains what the author means by using the word “magical” and includes two details from the passage to show this is a magical experience for Robert Sabuda.
2	The response explains what the author means by using the word “magical” and includes one detail from the passage to show this is a magical experience for Robert Sabuda. OR The response includes at least two details from the passage to show this is a magical experience for Robert Sabuda.
1	The response explains what the author means by using the word “magical” but fails to include details from the passage to show this is a magical experience for Robert Sabuda. OR The response includes at least one detail from the passage to show this is a magical experience for Robert Sabuda. 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

Read the sentence.

Harry's crumpled shirt made him appear as though he had not slept soundly the night before.

Which of the underlined words above is used as an **adjective** in the sentence?

- * **A** crumpled
- B** appear
- C** soundly
- D** before

18

Read this sentence.

The bullfrogs around the lake was croaking loudly last night.

Which is the **best** revision of the sentence above?

- * **A** The bullfrogs around the lake were croaking loudly last night.
- B** The bullfrogs around the lake is croaking loudly last night.
- C** The bullfrogs around the lake are croaking loudly last night.
- D** The bullfrogs around the lake have been croaking loudly last night.

Writing Prompt C

C

Your teacher has asked you to write an essay about how you spend your free time.

Before you begin to write, think about what you do other than school and chores. Explain what you do during your free time.

Now write about how you spend your free time. Be sure to include enough detail so that your teacher will understand.

Writer's Checklist

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

PART II Released Writing Prompt—2010 Augmented Benchmark Grade 6

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 6**

The Arkansas Mathematics Curriculum Framework*

Strands	Content Standards	Student Learning Expectations
Number and Operations	1. Number Sense: Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.	1. Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations
	3. Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates.	5. Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common factor (<i>GCF</i>) and least common multiple (<i>LCM</i>)
Algebra	4. Patterns, Relations and Functions: Students shall recognize, describe, and develop patterns, relations and functions.	1. Solve problems by finding the next term or missing term in a <i>pattern</i> or <i>function</i> table using real world situations
	5. Algebraic Representations: Students shall represent and analyze mathematical situations and structures using algebraic symbols.	1. Model, write and solve one-step <i>equations</i> by informal methods using manipulatives and appropriate <i>technology</i>
Geometry	9. Transformation of Shapes: Students shall apply transformations and the use of symmetry to analyze mathematical situations.	2. Describe positions and orientations of shapes under <i>transformation (translation, reflection and rotation)</i> recognizing the size and shape do not change
	11. Visualization and Geometric Models: Students shall use visualization, spatial reasoning and geometric modeling.	1. Identify <i>two-dimensional patterns (nets)</i> for <i>three-dimensional</i> solids, such as <i>prisms, pyramids, cylinders, and cones</i>
Measurement	12. Physical Attributes: Students shall use attributes and tools of measurement to describe and compare mathematical and real-world objects.	2. Make conversions within the same measurement system in real world problems Ex. hours to minutes to seconds, meters to centimeters, feet to inches, liters to milliliters, quarts to gallons, etc.
	13. Systems of Measurement: Students shall identify and use units, systems and processes of measurement.	2. Determine which unit of measure or measurement tool matches the context for a problem situation 4. Establish and apply formulas to find <i>area</i> and <i>perimeter</i> of triangles, rectangles, and parallelograms
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.	2. Collect data and select appropriate graphical representations to display the data including <i>Venn diagrams</i>
	17. Probability: Students shall understand and apply basic concepts of probability.	1. Distinguish between <i>theoretical</i> and <i>experimental probability</i>

*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 6**

Released Items for Mathematics*

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

Non-Released Items for Mathematics*

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

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

**PART III Item Correlation with Curriculum Frameworks–
2010 Augmented Benchmark Grade 6**

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.	4. Generate and revise questions relevant to text and topics 6. Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text 11. Use text information and background knowledge to draw conclusions and to make inferences (e.g., theme, etc.) 12. Identify main ideas and supporting evidence in short reading passages 13. Use the <i>text features</i> to locate and recall information, with emphasis on cue words and phrases 14. Use knowledge of text structure(s) to enhance understanding with emphasis on cause/effect and compare/contrast 15. Classify and organize text information by determining subtopics of information 16. Use skimming and scanning to locate specific information to develop a general overview 17. Analyze information from the text, based on purpose and/or level of importance
11. Variety of text: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.	6. Use skimming and scanning to locate specific information or to develop a general overview 7. Select informational sources appropriate for a given purpose 9. Understand and analyze the differences in structure of various informational text
11. Vocabulary, Word Study and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.	8. Explain the meaning of figurative language such as idioms, similes and metaphors 10. Use context clues to select appropriate dictionary definition

*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	10	Content
3	9	12	Content
4	9	16	Content
5	9	14	Content
6	10	9	Content
7	9	11	Content
8	10	7	Content
9	10	6	Practical
10	9	12	Practical
11	9	6	Practical
12	9	15	Practical
13	9	17	Practical
14	11	8	Practical
15	9	13	Practical
16	9	4	Practical
A	11	8	Content
B	11	8	Practical

Non-Released Items for Reading*

Item	Content Standard	Student Learning Expectation	Passage Type
1	9	7	Literary
2	9	13	Literary
3	9	8	Literary
4	9	12	Literary
5	11	5	Literary
6	9	7	Literary
7	9	9	Literary
8	9	11	Literary
A	9	8	Literary

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

**PART III Item Correlation with Curriculum Frameworks–
2010 Augmented Benchmark Grade 6**

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.	11. Edit individually or in groups for appropriate grade-level conventions, within the following features: <ul style="list-style-type: none"> • <i>Sentence formation</i> <ul style="list-style-type: none"> • Completeness • Absence of fused sentences • Expansion through standard coordination and modifiers • <i>Embedding</i> through standard subordination and modifiers • Standard word order • <i>Usage</i> <ul style="list-style-type: none"> • Standard inflections • Agreement • Word meaning • Conventions • <i>Mechanics</i> <ul style="list-style-type: none"> • Capitalization • Punctuation • Formatting • Spelling
6. Conventions: Students shall apply knowledge of Standard English conventions in written work.	6. Use knowledge of the parts of speech to construct effective sentences <ul style="list-style-type: none"> • Common and proper nouns • Pronouns to avoid repetition • Active and linking verbs • Adjectives to modify nouns and pronouns • Adverbs to modify verbs, adjectives, and other adverbs • Coordinate conjunctions to join • Interjections for excitement • Prepositions to indicate relationships

*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	6
18	4	11

Non-Released Items for Writing*

Item	Content Standard	Student Learning Expectation
9	6	7
10	7	6

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

ACTAAP

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