

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Teacher Handbook

Arkansas Augmented Benchmark Examination

**APRIL 2010
ADMINISTRATION**

GRADE

3

Arkansas Department of Education

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Teacher Handbook—2010 Augmented Benchmark Grade 3

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Introduction—2010 Augmented Benchmark Grade 3

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP)** Augmented Benchmark Examinations are comprehensive examinations currently administered in Grades 3 through 8. They consist of multiple-choice items in Mathematics, Reading, and Writing, as well as open-response questions in Mathematics and Reading and a Writing component that directly assess student writing. The Arkansas *Mathematics Curriculum Framework* and *English Language Arts Curriculum Framework* are the basis for the development of the Augmented Benchmark Examinations.

This handbook provides information about the scoring of the Grade 3 student responses to the open-response items in Mathematics and Reading and to the direct Writing prompt. It describes the scoring procedures and the scoring criteria (rubrics) used to assess student responses. Copies of actual student responses are provided, along with scores given to those responses, to illustrate how the scoring criteria were applied in each content area.

Additional information about the Augmented Benchmark Examinations is available through the Arkansas Department of Education. Questions can be addressed to Dr. Gayle Potter at 501-682-4558.

Scoring Student Responses to Mathematics and Reading Open-Response Items—2010 Augmented Benchmark Grade 3

The multiple-choice and open-response test items for the Mathematics and Reading components of the Benchmark Examinations are developed with the assistance and approval of the Content Advisory Committees. All passages and items on the Benchmark Examinations are based on the Arkansas Curriculum Frameworks and are developed with the assistance and approval of Content Advisory Committees and Bias Review Committees. These committees are composed of active Arkansas educators.

While multiple-choice items are scored by machine to determine if the student chose the correct answer from four options, responses to open-response items must be scored by trained “readers” using a pre-established set of scoring criteria.

Reader Training

Readers are trained to score only one content area, but the training procedures are virtually identical for both Mathematics and Reading readers. Qualified readers for the Arkansas scoring will be those with a four-year college degree in English, language arts, education, mathematics, science, or related fields.

Before readers are allowed to begin assigning scores to any student responses, they go through intensive training. The first step in that training is for the readers to read the Mathematics open-response item or the Reading passage and its item as it appeared in the test booklet and to respond—just as the student test takers are required to do. This step gives the readers some insight into how the students might have responded. The next step is the readers’ introduction to the scoring rubric. All of the specific requirements of the rubric are explained by the Scoring Director who has been specifically trained to lead the scoring group. Then responses (anchor papers) that illustrate the score points of the rubric are presented to the readers and discussed. The goal of this discussion is for the readers to understand why a particular response (or type of response) receives a particular score. After discussion of the rubric and anchor papers, readers practice scoring sets of responses that have been pre-scored and selected for use as training papers. Detailed discussion of the responses and the scores they receive follows.

After three or four of these practice sets, readers are given “qualifying rounds.” These are additional sets of pre-scored papers, and, in order to qualify, each reader must score in exact agreement on at least 80% of the responses and have no more than 5% non-adjacent agreement on the responses. Readers who do not score within the required rate of agreement are not allowed to score the Benchmark Examinations responses.

Once scoring of the actual student responses begins, readers are monitored constantly throughout the project to ensure that they are scoring according to the criteria. Daily and cumulative statistics are posted and analyzed, and Scoring Directors or Team Leaders reread selected responses scored by the readers. These procedures promote reliable and consistent scoring. Any reader who does not maintain an acceptable level of agreement is dismissed from the project.

Scoring Student Responses to Mathematics and Reading Open-Response Items—2010 Augmented Benchmark Grade 3

Scoring Procedures

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

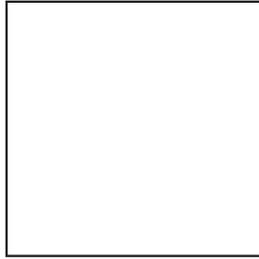
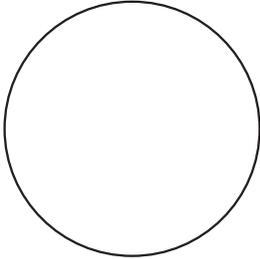
This Teacher Handbook includes the Mathematics open-response items and the Reading passages with their open-response items as they appeared in this year’s test. The specific scoring rubric for each item and annotated response for each score point of the rubric follow. The goal is for classroom teachers and their students to understand how responses are scored. It is hoped that this understanding will help students see what kind of performance is expected of them on the Benchmark Examinations.

MATHEMATICS RESPONSES

Mathematics Item A–2010 Augmented Benchmark Grade 3

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.

MATHEMATICS ITEM A SCORING RUBRIC–2010 AUGMENTED BENCHMARK GRADE 3

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

Mathematics Item A Solution and Scoring—2010 Augmented Benchmark Grade 3

Solution and Scoring

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

**Mathematics Item A Sample Responses and Annotations—
2010 Augmented Benchmark Grade 3**

A1. The three dimensional solid that Neisha can make is the cylinder



A2. Another three dimensional shape is a rectangular prism.



A3. The shapes that make the Rectangular prism in part two are 2 squares, and 4 rectangles.



SCORE: 4

Points

Part 1, 1 pt:

Correct Answer ... cylinder 1

Part 2, 1 pt:

Correct Answer ... rectangular prism. 1

Part 3, 2 pts:

Correct shapes and correct number needed The shapes that make the Rectangular prism in part two are 2 squares, and 4 rectangles. 2

TOTAL POINTS

4

**Mathematics Item A Sample Responses and Annotations—
2010 Augmented Benchmark Grade 3**

1. Kiesha can make a cylinder.
 2. With the square I can make a cube.
 3. You need 4 squares to make a cube.

SCORE: 3	Points
<hr/>	
Part 1, 1 pt:	
Correct Answer	... cylinder. 1
<hr/>	
Part 2, 1 pt:	
Correct Answer	... cube. 1
<hr/>	
Part 3, 2 pts:	
Correct shapes needed	The correct shapes needed to make the shape named in Part 2 are given with no extra shapes listed. The number is incorrect. ... 4 squares ... 1
<hr/>	
TOTAL POINTS	3

**Mathematics Item A Sample Responses and Annotations—
2010 Augmented Benchmark Grade 3**

1. Two squares - one rectangle.
 2. rectangular prisim.
 3. Two squares.

SCORE: 2		Points
Part 1, 1 pt:		
Incorrect Answer	<i>Two squares - one rectangle.</i>	0
Part 2, 1 pt:		
Correct Answer	<i>rectangular prisim.</i>	1
Part 3, 2 pts:		
Correct number of some shapes needed	The correct number of one of the shapes needed to make the shape named in Part 2. <i>Two squares.</i>	1
TOTAL POINTS		2

Mathematics Item A Sample Responses and Annotations—
2010 Augmented Benchmark Grade 3

1. The name of the shape is cylinder.

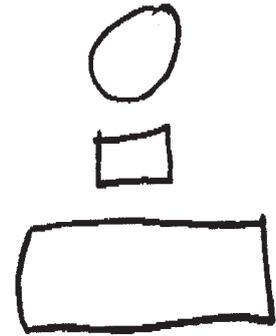
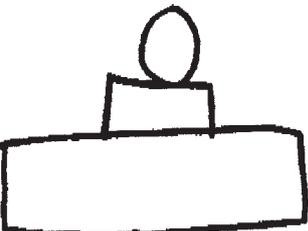
2.



3.

SCORE: 1		Points
Part 1, 1 pt:		
Correct Answer	... cylinder.	1
Part 2, 1 pt:		
No Answer	This part was not attempted.	0
Part 3, 2 pts:		
No Answer	This part was not attempted.	0
TOTAL POINTS		1

**Mathematics Item A Sample Responses and Annotations--
2010 Augmented Benchmark Grade 3**

<p>1.</p>   <p>She can make a face.</p>	<p>2.</p>   <p>She cam make a water fall.</p>	<p>3. they are called circles and squares and rectangles.</p> 
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------

SCORE: 0	Points
Part 1, 1 pt:	
Incorrect Answer	<i>She can make a face.</i> 0
Part 2, 1 pt:	
Incorrect Answer	<i>She cam make a water fall.</i> 0
Part 3, 2 pts:	
Incorrect Answer	<i>they are called circles and squares and rectangles.</i> 0
	<i>Note: If the solid named in Part 2 is not correct then no credit can be earned in Part 3.</i>
TOTAL POINTS	0

Mathematics Item B–2010 Augmented Benchmark Grade 3

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.

MATHEMATICS ITEM B SCORING RUBRIC–2010 AUGMENTED BENCHMARK GRADE 3

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

Mathematics Item B Solution and Scoring—2010 Augmented Benchmark Grade 3

Solution and Scoring

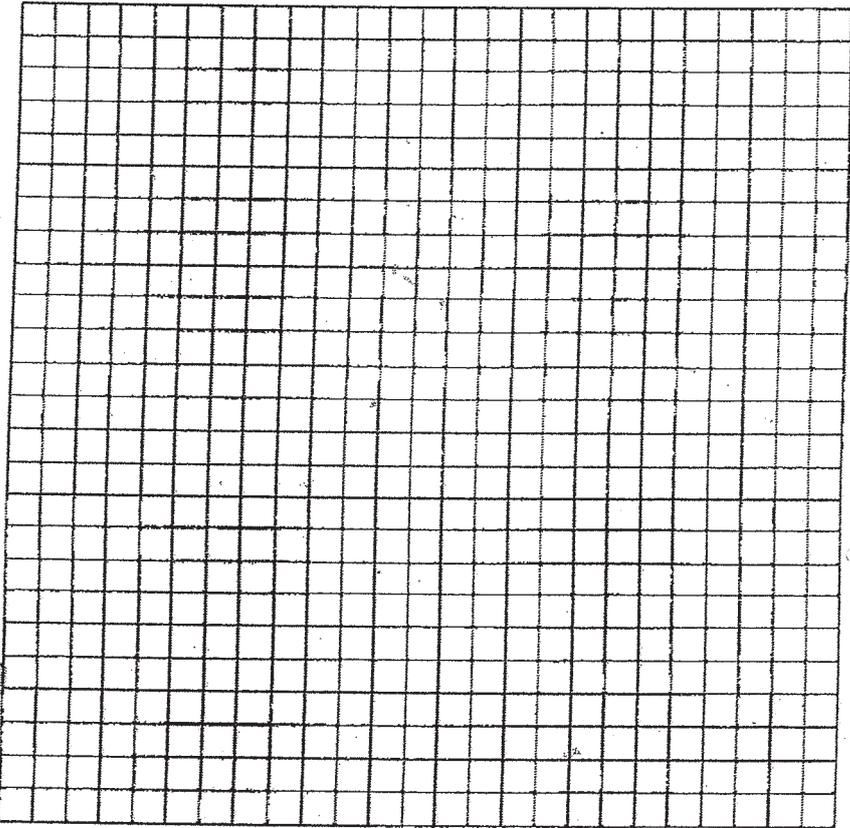
Part	Points
1	2 Points Possible 1 point: Correct answer of 15 (cotton balls) AND 1 point: Complete explanation of how answer was determined Give credit for the following or equivalent: <ul style="list-style-type: none">• 60 divided by 4 equals 15• $60 \div 4 = 15$• $15 + 15 + 15 + 15 = 60$• Showing 4 groups of 15 that equal 60 using pictures
2	2 Points Possible 1 point: Correct answer of 10 (cotton balls) AND 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 Item B Sample Responses and Annotations—
2010 Augmented Benchmark Grade 3**

①
$$\begin{array}{r} 15 \\ 4 \overline{)60} \end{array}$$

Each group will receive 15 cotton balls

② Each group will get 10 cotton balls. The more groups the less cotton ball each group gets.



more cotton balls less cotton balls

$$\begin{array}{r} 15 \\ 4 \overline{)60} \end{array}$$

$$\begin{array}{r} 10 \\ 6 \overline{)60} \end{array}$$

less groups more groups

SCORE: 4

Points

Part 1, 2 pts:

Correct Answer	<i>Each group will receive 15 cotton balls.</i>	1
Correct Procedure	$\begin{array}{r} 15 \\ 4 \overline{)60} \end{array}$	1

Part 2, 2 pts:

Correct Answer	<i>10</i>	1
States Effect	<i>The more groups the less cottonball each group gets.</i>	1

TOTAL POINTS

4

**Mathematics Item B Sample Responses and Annotations—
2010 Augmented Benchmark Grade 3**

1. Each group should receive 15 because $60 \div 4 = 15$.

2. Each group should receive 10 because $60 \div 6 = 10$.

SCORE: 3

Points

Part 1, 2 pts:

Correct Answer	<i>Each group should receive 15 because</i>	1
Correct Procedure	$60 \div 4 = 15$.	1

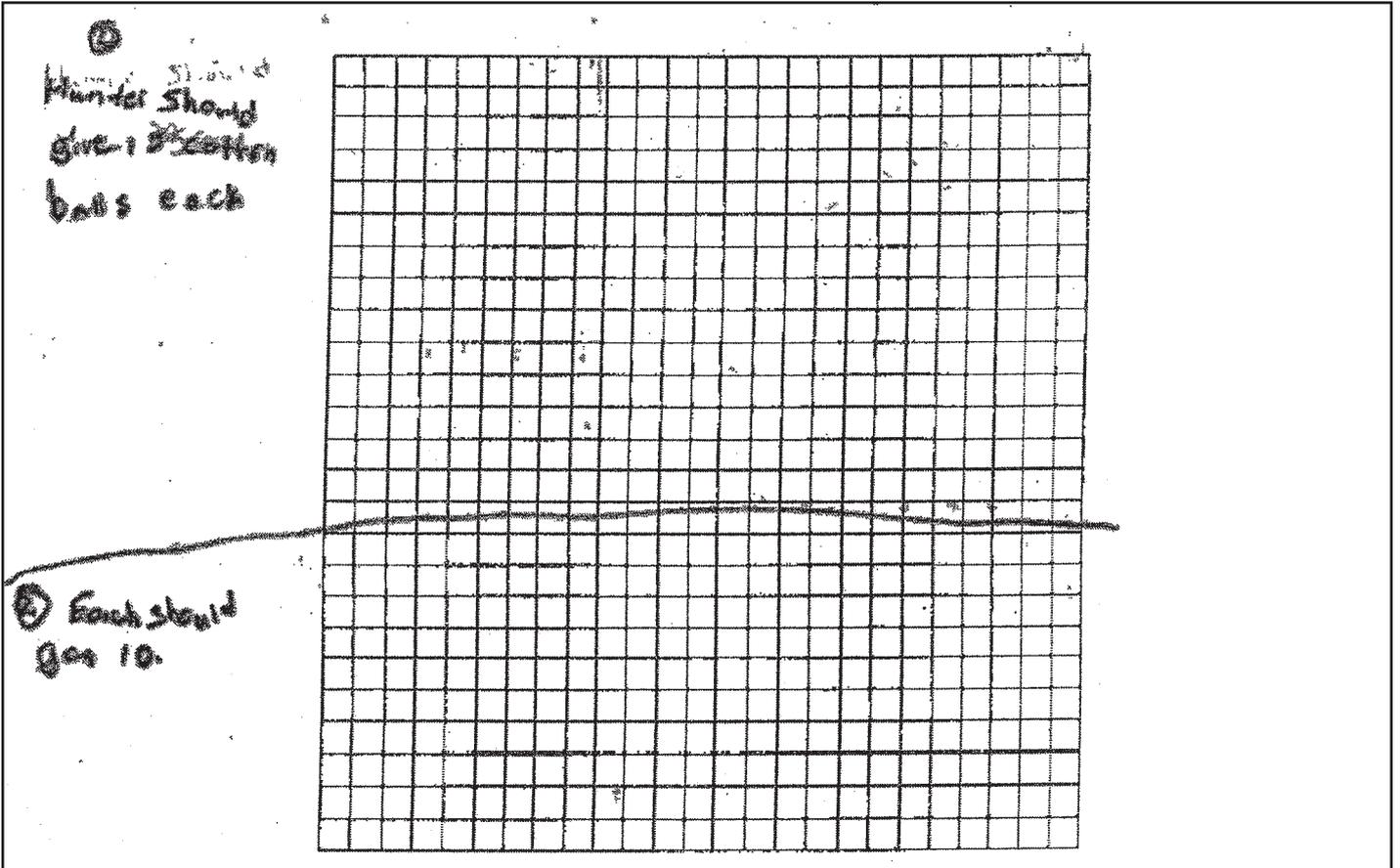
Part 2, 2 pts:

Correct Answer	<i>Each group should receive 10 because</i>	1
	$60 \div 6 = 10$.	
States Effect	No effect stated.	0

TOTAL POINTS

3

**Mathematics Item B Sample Responses and Annotations—
2010 Augmented Benchmark Grade 3**



SCORE: 2

Points

Part 1, 2 pts:

Correct Answer	<i>Hunter should give 15 cotton balls each</i>	1
No Procedure	None given	0

Part 2, 2 pts:

Correct Answer	<i>Each should get 10.</i>	1
States Effect	No effect stated.	0

TOTAL POINTS

2

**Mathematics Item B Sample Responses and Annotations—
2010 Augmented Benchmark Grade 3**

Each group could have 20 cotton balls.
 $60 \div 20 = 4$

Each group will receive 10 cotton balls.
 $60 \div 10 = 6$

SCORE: 1

Points

Part 1, 2 pts:

Incorrect Answer	4	0
Incorrect Procedure	$60 \div 20 = 4$	0

Part 2, 2 pts:

Correct Answer	Each group will receive 10 cottonballs.	1
States Effect	No effect stated.	0

TOTAL POINTS

1

**Mathematics Item B Sample Responses and Annotations—
2010 Augmented Benchmark Grade 3**

①

$$\begin{array}{r} 60 \\ + 4 \\ \hline 64 \end{array}$$

I added
60 + 4
and got
64.

②

$$\begin{array}{r} 60 \\ + 4 \\ + 6 \\ \hline 70 \end{array}$$

SCORE: 0

Points

Part 1, 2 pts:

Incorrect Answer	64	0
Incorrect Procedure	I added 60+4 and got 64.	0

Part 2, 2 pts:

Incorrect Answer	70	0
States Effect	No effect stated.	0

TOTAL POINTS

0

READING RESPONSES

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!

Reading Passage A—2010 Augmented Benchmark Grade 3

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.

Reading Item A—2010 Augmented Benchmark Grade 3

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.

READING ITEM A SCORING RUBRIC—2010 AUGMENTED BENCHMARK GRADE 3

SCORE	DESCRIPTION
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 three 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 two details to support the explanation. OR The response provides three 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 one detail from the passage to support the explanation. OR The response provides two 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. OR The response provides one detail from the passage that shows how Tyler’s hobby changed from a simple interest into a successful weather watcher. 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 Item A Sample Responses and Annotations—2010 Augmented Benchmark Grade 3

Score Point: 4

The response explains how Tyler's hobby changed from a simple interest into a successful weather watcher at the end of the passage (. . . tyler learned that television weather forecasters had volunteer weather whatchers.) and provides **three** details to support the explanation: 1. He met Mike Lyons. 2. He asked tyler to be one of his weather watchers. 3. Reads his forecast to his school.

One day tyler learned that television weather forecasters had volunteer weather whatchers. Then he met Mike Lyons, chief meteorologist at WPBT, a local television station. After talking a few minutes, Mike gave Tyler a surprise. He asked Tyler to be one of his weather watchers. Then he puts on a microphone, stands in front of the t.v. camera, and reads his forecast to his school.

Reading Item A Sample Responses and Annotations—2010 Augmented Benchmark Grade 3

Score Point: 3

The response explains how Tyler's hobby changed from a simple interest into a successful weather watcher at the end of the passage (*Mike Lyons let him be one.*) and provides **two** details to support the explanation: 1. *When his principal found out . . . He got to be a weather watcher at school.* 2. *He got the nickname "weather Boy."*

He got to be a successful weather watcher because Mike Lyons let him be one when his principal found out about his hobby, he got to be a weather watcher at school and on TV. Since he knew so much about the weather he got the nickname "weather Boy!"

Score Point: 2

The response provides **two** details that show how Tyler's hobby changed from a simple interest into a successful weather watcher: 1. *Hope when he grows up they will be calling him meteorologist.* 2. *Tyler puts on a microphone, stand in front of the tv camer, and reads his forcast to his school.*

Tyler's Hobby

1. Tyler's hobby is hope when he grows up they will be calling him meteorologist.
2. Tyler puts happy suns or grumpy clouds on his Florida weather map.
3. Tyler puts on a microphone, stand in front of the tv camer, and reads his forcast to his school.

Reading Item A Sample Responses and Annotations—2010 Augmented Benchmark Grade 3

Score Point: 1

The response explains how Tyler's hobby changed from a simple interest into a successful weather watcher at the end of the passage (*because he never gave up . . . he tried his best.*), but does not provide details from the passage to support the explanation.

He changed from a simple interest into a successful weather watcher, because he never gave up and he never how to be a weather watcher, also he tried his best.

Score Point: 0

The response (*Tyler's dad talked to Mike . . .*) is not text based and shows no evidence that the student understands the task.

Tyler's dad talked to Mike Lyon's so Tyler could be a weather watcher.

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

Funny Face with “Person”-ality

¹ 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.

Reading Passage B—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.

Reading Item B—2010 Augmented Benchmark Grade 3

B

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

Use information from the passage to support your answer.

READING ITEM B SCORING RUBRIC—2010 AUGMENTED BENCHMARK GRADE 3

SCORE	DESCRIPTION
4	The response describes at least four things from the passage that make a sunflower special.
3	The response describes three things from the passage that make a sunflower special.
2	The response describes two things from the passage that make a sunflower special.
1	The response describes one thing from the passage that makes a sunflower special. 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 Item B Sample Responses and Annotations—2010 Augmented Benchmark Grade 3

Score Point: 4

The response describes six things from the passage that make a sunflower special: 1. *You can make hideouts with them.* 2. *They grow 12 feet high.* 3. *Some can be very small.* 4. *They turn their heads during the day following the sun.* 5. *Turning away from the sun.* 6. *Called "person"ality. Because they act and look like a person.*

Four things that make a sunflower special are... you can make hideouts with them. A number two thing that I think are that they grow very long. They grow 12 feet high or maybe even more. Or some can be very small. They turn their heads during the day following the sun when they're in the bud stage and turning away from the sun. And they have a nick name called "person"ality. Because they act and look like a person. I think I have more I'm guessing that you have to dig down the soil so far so that they can grow tall and that's kinda special to me because I have never heard of a flower like

Reading Item B Sample Responses and Annotations—2010 Augmented Benchmark Grade 3

Score Point: 3

The response describes **three** things from the passage that make a sunflower special: 1. *You can make a sunflower house . . . make a hideout.* 2. *The common sunflower grows 12 feet tall.* 3. *The dwarf grows high as your knee.* “Make a sunflower house” and “make a hideout” are the same idea and are worth only one point when used together.

You can make a sunflower house.
There are some where you can make
a hideout. The common
sunflower grows 12 feet tall.
The dwarf grows high as
your knee.

Reading Item B Sample Responses and Annotations—2010 Augmented Benchmark Grade 3

Score Point: 2

The response describes **two** things from the passage that make a sunflower special: 1. *It can grow up to 12 feet.*
2. *It can make a hideout . . . hide in them.*

One thing that is special about a sunflower is that it can grow up to 12 feet, it can make a hideout, you can eat them, and you can hide in them.

Score Point: 1

The response describes **one** thing from the passage that makes a sunflower special: 1. *A sunflower is tall very tall.*

A sunflower is tall very tall
sunflowers are pretty,
a sunflower makes a yard look
pretty, sunflowers have a
pretty color.

Reading Item B Sample Responses and Annotations—2010 Augmented Benchmark Grade 3

Score Point: 0

The response provides some of the steps to build a sunflower house but does not answer the question. It shows no evidence that the student understands the task.

When you make a sunflower
the first thing I do is I
buy sunflower seeds next I look
were some were is a nice place
when I find it I make a hole
then I plant the seeds, cover
it up and last I water it
that how I make a sunflower

WRITING RESPONSES

Scoring Student Responses to Writing Prompts—2010 Augmented Benchmark Grade 3

Domain Scoring

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

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

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

Scoring Scale

Each domain is scored independently using the following scale:

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

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

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

Non-scoreable and Blank Papers

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

Writing Domains and Definitions—2010 Augmented Benchmark Grade 3

Content (C)

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

- Central idea
- Unity
- Elaboration
- Organization

Style (S)

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

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

Sentence Formation (F)

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

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

Usage (U)

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

- Standard inflections
- Word meaning
- Agreement
- Conventions

Mechanics (M)

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

- Capitalization
- Formatting
- Punctuation
- Spelling

Writing Prompt—2010 Augmented Benchmark Grade 3

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—2010 Augmented Benchmark Grade 3

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?

I've been through first grade, second grade, and third grade. My favorite grade was third. Why because I learned lots of new things like multiplication and division. And there were tons of fun activities like making a paper rabbit out of a coat hanger. I learned $9 \times 9 = 18$ and $18 \div 9 = 9$. I learned it from my wonderful teacher Ms. Judy Secans. One of the activities we did was making paper rabbits out of coat hangers! We started with white paper we cutted out ears, eyes, and a bow! We glued them on the paper that was glued on a hanger. Then we drew the mouth, nose, and whiskers then we hung them up on the ceiling. Another fun activity we did was making rabbit heads with ears and a bonete! We frast a bunny head and bonete, then decorated them and even put on sunglasses! The boys cut out a hat. Then we drew eyes, mouth, nose, and whiskers. Last we stapled them up in the classroom. And that is my favorite grade I've been through and why.

Writing Annotation for Sample Response 1–2010 Augmented Benchmark Grade 3

Content: 3

This response provides a central idea and some elaborative details about constructing the coat hanger rabbit heads (. . . *we drew the mouth, nose, and whiskers . . .*). Development, however, is uneven. Fewer details are given about the math activities before the writer returns to the main idea of the rabbit heads. The response demonstrates reasonable control of the Content domain.

Style: 3

There is some use of precise vocabulary and voice (*then decorated them and even put on sunglasses!*), but it is not sustained throughout the response. There is reasonable control of the Style domain.

Sentence Formation: 3

Though the response does include a couple of run-on sentences and one fragment, most sentences, including non-simple sentences, are correctly formed, demonstrating reasonable control of the Sentence Formation domain.

Usage: 4

Use of inflections, tenses and agreement show consistent control in the Usage domain.

Mechanics: 3

This response includes a number of spelling errors in more difficult words (*multipacation, activites*) but also some less challenging words (*stared whith* instead of *started with*). Overall, it represents reasonable control of the Mechanics domain.

I like third grade better than first and second grade because I have gotten far in reading and it is more of a challenge for me than first and second grade. I like it for what we get to do. I like third grade because this year I made new friends and I've had I fun time playing with them. Another thing why I like third grade is because I learned new things. I've had a fun time being at third grade and I think that third grade was the easiest grade I've been to. Those were some things I liked about in third grade.

Writing Annotation for Sample Response 2—2010 Augmented Benchmark Grade 3

Content: 2

Although this response includes a central idea, it is mostly a list of undeveloped statements (*I made new friends . . . I learned new things*). Though opening and closing statements are included, the organization is somewhat random. Inconsistent control of the Content domain is demonstrated.

Style: 2

The writer uses mostly bland, general language to explain why he likes third grade (*I like it for what we get to do, I learned new things, I've had a fun time*). Inconsistent control of the Style domain is shown.

Sentence Formation: 4

Most sentences are correctly formed, and the response includes simple, compound and complex sentences. There is consistent control of the Sentence Formation domain.

Usage: 4

Use of inflection, tenses and agreement show consistent control of the Usage domain.

Mechanics: 4

The few minor errors in this response do not detract from its consistent control of the Mechanics domain.

Walk into Ms. Cole's 3rd grade
 class. Look! Ms. Cole is doing math
 with her class. She is so cool! Do you
 want to know why I love my 3rd
 grade class? One reason is because
 I have a wonderful, beautiful
 teacher. She's so creative! I think
 she should get payed overtime! Also
 I love her name, Kim Cole. But we
 call her Ms. Cole. Another reason why I
 love my 3rd grade class is because
 I'm in GT, Gifted & Talented. We get
 to do extra projects, arts & crafts
 and a lot of things that other 3rd
 grade classes can't do. Oh! YAH! Here
 is another thing. I have great and
 funny freinds. I have Amber. Amber
 is so funny! I almost blow up like
 a balloon when ever she is telling
 a joke. And don't get me started
 on Madeline. She is so funny! But
 she's very little to be in 3rd grade. But
 for such a little body she sure has
 a huge sense of humor! Now don't
 you understand why I love my
 3rd grade class? Aubrey! "Yes, Ms. Cole!"

"What are you doing?" "Oh! Nothing!"
Bye now! Ms. Cole is passing out
report cards. I hope I get all As!

Writing Annotation for Sample Response 3–2010 Augmented Benchmark Grade 3

Content: 4

This response provides a clear central idea which is fully elaborated (*Do you want to know why I Love my 3rd grade class? One reason is because I have a wonderful, beautiful teacher. I Love her name Kim Cole.; I'm in GT, Gifted & Talented.; I have great and funny freinds*). An organizational pattern is evident and demonstrates a clear progression of ideas. A closure is present. There is consistent control over the features of the Content domain.

Style: 4

The writer engages the reader with vivid, precise vocabulary and turn of phrase (*Oh! YAH! Here is another thing.; I almost blow up like a balloon whenever she is telling a joke.; And don't get me started on Madiline.; she's very little to be in 3rd grade.; for such a little body she sure has a huge sense of humor!*). There is sentence variety, and a strong voice is present throughout the essay. There is consistent control over the Style domain.

Sentence Formation: 4

Most sentences are correctly formed, and a variety of simple, compound and complex sentences are included. There is consistent control of the Sentence Formation domain.

Usage: 4

Correct use of inflections, tenses and agreement all show consistent control of the Usage domain.

Mechanics: 4

There is consistent control over the features of the Mechanics domain.

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