

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program



Teacher Handbook

Arkansas Augmented
Benchmark Examination

**APRIL 2010
ADMINISTRATION**

GRADE

4

Arkansas Department of Education

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Teacher Handbook—2010 Augmented Benchmark Grade 4

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Introduction—2010 Augmented Benchmark Grade 4

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 4 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 4

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 4

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 4

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 foot = 12 inches
2 feet = 24 inches
3 feet = 36 inches
4 feet = 48 inches
5 feet = ___ inches
6 feet = ___ 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 feet = 1 yard
6 feet = __ yards

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

MATHEMATICS ITEM A SCORING RUBRIC–2010 AUGMENTED BENCHMARK GRADE 4

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

Mathematics Item A Solution and Scoring—2010 Augmented Benchmark Grade 4

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 AND 1/2 point: 6 feet = 72 inches or equivalent AND 1/2 point: Correct and complete explanation of the mathematic operation required to derive the value. Give credit for the following or equivalent: $48 + 12 = 60$ AND 1/2 point: Correct and complete explanation of the mathematic operation required to derive the value. Give credit for the following or equivalent: $60 + 12 = 72$ OR 1 point: Table copied and completed correctly with no or incorrect explanation OR Correct and complete explanation with no or incorrect table copied and completed</p>
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 AND 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 $3 \times 2 = 6$ OR 1 point: Correct and complete table with no or incorrect explanation OR Incorrect or incomplete table with correct and complete explanation</p>

**Mathematics Item A Sample Responses and Annotations—
2010 Augmented Benchmark Grade 4**

1)

1 foot = 12 inches
 2 feet = 24 inches
 3 feet = 36 inches
 4 feet = 48 inches
 5 feet = 60 inches
 6 feet = 72 inches

5 ft. x 12 in. = 60 in.
 6 ft. x 12 in. = 72 in.

12 x 5 = 60
 12 x 6 = 72

2)

3 feet = 1 yard
 6 feet = 2 yards

If three feet = 1 yard, and
 3 x 2 = 6, then 6 feet should = 2 yards.

SCORE: 4

Points

Part 1, 2 pts:

Completed Table with Correct Value for Row 5	Completed table with correct value of 60	$\frac{1}{2}$
Correct and Complete Explanation	$12 \times 5 = 60$	$\frac{1}{2}$
Completed Table with Correct Value for Row 6	Completed table with correct value of 72	$\frac{1}{2}$
Correct and Complete Explanation	$12 \times 6 = 72$	$\frac{1}{2}$

Part 2, 2 pts:

Correct and Complete Table	Completed table with correct value of 2	1
Correct and Complete Explanation	$3 \times 2 = 6$	1

TOTAL POINTS

4

**Mathematics Item A Sample Responses and Annotations—
2010 Augmented Benchmark Grade 4**

①

1 foot = 12 inches
 2 feet = 24 inches
 3 feet = 36 inches
 4 feet = 48 inches
5 feet = 60 inches
 6 feet = 72 inches

Hannah's table
 is 72 inches
 long.

$$\begin{array}{r} 48 \\ +12 \\ \hline 60 \\ +12 \\ \hline 72 \end{array}$$

②

3 feet = 1 yard
6 feet = 2 yards

Hannah's table is
 2 yards long.

SCORE: 3

Points

Part 1, 2 pts:

Completed Table with Correct Value for Row 5	Completed table with correct value of 60	$\frac{1}{2}$
Correct and Complete Explanation	48 +12 <u>60</u>	$\frac{1}{2}$
Completed Table with Correct Value for Row 6	Completed table with correct value of 72	$\frac{1}{2}$
Correct and Complete Explanation	60 +12 <u>72</u>	$\frac{1}{2}$

Part 2, 2 pts:

Correct and Complete Table	Completed table with correct value of 2	1
No Explanation		0

TOTAL POINTS

3

**Mathematics Item A Sample Responses and Annotations—
2010 Augmented Benchmark Grade 4**

<p>1. 1 foot = 12 inches 2 feet = 24 inches 3 feet = 36 inches 4 feet = 48 inches 5 feet = 60 inches 6 feet = 72 inches</p>	<p>I added 12 in each one.</p>
<p>2. 3 feet = 1 yard 6 feet = 72 yards</p>	<p>I multply 12.</p>

SCORE: 2

Points

Part 1, 2 pts:

Completed Table with Correct Value for Row 5	Completed table with correct value of 60	$\frac{1}{2}$
Correct and Complete Explanation	<i>I added 12 in each one.</i>	$\frac{1}{2}$
Completed Table with Correct Value for Row 6	Completed table with correct value of 72	$\frac{1}{2}$
Correct and Complete Explanation	<i>I added 12 in each one.</i>	$\frac{1}{2}$

Part 2, 2 pts:

Incorrect Table	Completed table with incorrect value of 72	0
Incorrect Explanation	<i>I multply 12.</i>	0

TOTAL POINTS

2

**Mathematics Item A Sample Responses and Annotations—
2010 Augmented Benchmark Grade 4**

1.

1 foot = 12 inches
 2 feet = 24 inches
 3 feet = 36 inches
 4 feet = 48 inches
 5 feet = 60 inches
 6 feet = 72 inches

2.

3 feet = 1 yard
 6 feet = 3 yards

SCORE: 1

Points

Part 1, 2 pts:

Completed Table with Correct Value for Row 5	Completed table with correct value of 60	$\frac{1}{2}$
--	--	---------------

No Explanation		0
----------------	--	---

Completed Table with Correct Value for Row 6	Completed table with correct value of 72	$\frac{1}{2}$
--	--	---------------

No Explanation		0
----------------	--	---

Part 2, 2 pts:

Completed Table with Incorrect Value	Completed table with incorrect value of 3	0
--------------------------------------	---	---

No Explanation		0
----------------	--	---

TOTAL POINTS

1

**Mathematics Item A Sample Responses and Annotations—
2010 Augmented Benchmark Grade 4**

1.

1 foot = 12 inches
 2 feet = 24 inches
 3 feet = 36 inches
 4 feet = 48 inches
 5 feet = 50 inches
 6 feet = 65 inches

2.

3 feet = 1 yard
 6 feet = 4 yard

SCORE: 0	Points
Part 1, 2 pts:	
Completed Table with Incorrect Value for Row 5 No Explanation	Completed table with incorrect value of 50 0
Completed Table with Incorrect Value for Row 6 No Explanation	Completed table with incorrect value of 65 0
Part 2, 2 pts:	
Completed Table with Incorrect Value No Explanation	Completed table with incorrect value of 4 0
TOTAL POINTS	0

Mathematics Item B—2010 Augmented Benchmark Grade 4

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.

MATHEMATICS ITEM B SCORING RUBRIC—2010 AUGMENTED BENCHMARK GRADE 4

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 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 Item B Sample Responses and Annotations—
2010 Augmented Benchmark Grade 4**

1. Mrs. Patrick needs 1 more mathematics books and 13 more science books.
 $5 \text{ classes} \times 17 \text{ students} = 85 \text{ students}$
 $85 \text{ students} > 72 \text{ science books}$
 $85 \text{ students} > 84 \text{ mathematics books}$

2. No because there would be 84 science books and 1 student wouldn't have a science book.
 72 science books
 $+ 12 \text{ science books}$

 $85 \text{ students} > 84 \text{ science books}$

SCORE: 4	Points
Part 1, 2 pts:	
Correct Answer	Mrs. Patrick needs 1 more mathematics books and 13 more science books. 1
Correct Procedure	$5 \text{ classes} \times 17 \text{ students} = 85 \text{ students}$ $85 \text{ students} > 72 \text{ science books}$ $85 \text{ students} > 84 \text{ mathematics books}$ 1
Part 2, 2 pts:	
Correct Answer	No because there would be 84 science books and 1 student wouldn't have a science book. 1
Correct Procedure	72 science books $+ 12 \text{ science books}$ <hr/> $85 \text{ students} > 84 \text{ science books}$ 1
TOTAL POINTS	4

**Mathematics Item B Sample Responses and Annotations—
2010 Augmented Benchmark Grade 4**

<p>1. Mrs. Patrick needs more of Mathematics and science.</p>	<p>2. She would not have enough for everyone to have a science book.</p>
<p>5 72 11 84</p>	<p>$72 + 12 = 84$</p>

SCORE: 3	Points
Part 1, 2 pts:	
Correct Answer	1
Incorrect Procedure	0
Part 2, 2 pts:	
Correct Answer	1
Correct Procedure	1
TOTAL POINTS	3

**Mathematics Item B Sample Responses and Annotations—
2010 Augmented Benchmark Grade 4**

1] Mrs. Patrick should get mathematics books but he needs 85 books and there 84 books mathematics books. so he will need 1 more book.

$$5 \times 17 = 85$$

2] Yes, she would have enough.

$$84 + 12 = 96$$

She needs 85 books. so she will have enough.

SCORE: 1	Points
Part 1, 2 pts:	
Incorrect Answer	Mrs. Patrick should get mathematics books . . . 0
Correct Procedure	$5 \times 17 = 85$ 1
Part 2, 2 pts:	
Incorrect Answer	Yes, . . . 0
Incorrect Procedure	$84 + 12 = 96$ 0
TOTAL POINTS	1

**Mathematics Item B Sample Responses and Annotations—
2010 Augmented Benchmark Grade 4**

① English Book

② yes

SCORE: 0		Points
<hr/>		
Part 1, 2 pts:		
Incorrect Answer	<i>English Book</i>	0
Incorrect Procedure	The student fails to show a correct procedure.	0
<hr/>		
Part 2, 2 pts:		
Incorrect Answer	<i>yes</i>	0
Incorrect Procedure	The student fails to show a correct procedure.	0
<hr/>		
TOTAL POINTS		0

READING RESPONSES

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

**WEIRD
IDEAS**
That
Worked

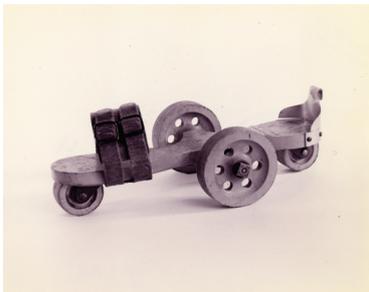
SKATING THROUGH TIME

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.

Reading Item A—2010 Augmented Benchmark Grade 4

A

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

READING ITEM A SCORING RUBRIC—2010 AUGMENTED BENCHMARK GRADE 4

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 Item A Sample Responses and Annotations—2010 Augmented Benchmark Grade 4

Score Point: 4

The response explains how roller skates have changed through the years by providing **eight** details from the passage for support. 1. Six wheels. 2. Wobbly. 3. Could only go forward. 4. No brakes. 5. Rearranged the wheels, putting two side by side. 6. Devise that would let them move side to side by leaning left or right/"rocking." 7. In line skates are now just as comfortable. 8. They now have a hard plastic skating boot.

One way roller skates have changed is by the 1760's Merlin's skates-the very first pair built had six wheels that were wobbly, could only go forward, and had no brakes. Nobody wanted to buy those skates. 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. He also invented a devise that would let them move side to side by leaning left or right. This "rocking" situation solved the dangerous problems of the old skate lines, but James Plimpton had to convince a skeptical public that skating can be fun and safe. Later James Plimpton started to call his skates "quad". In line skates are now just as comfortable since they now have a hard plastic skating boot for more protection at the heel, and soon they were all the rage. Now it's hard to find quad skates anywhere.

Reading Item A Sample Responses and Annotations—2010 Augmented Benchmark Grade 4

Score Point: 3

The response explains how roller skates have changed through the years by providing **three** details from the passage for support. 1. *1819 skates was made by wood.* 2. *The big wheels on the skates was made it easier to balance.* 3. *1876 you had to move alot of leg muscles to turn the swivel-wheeled skates.*

Four details from the passage of how roller skates have changed through the years are the ones today are colored. Another is in 1819 skates was made by wood. Another way is The big wheels on the skates was made it easier to balance. The last way is in 1876 you had to move alot of leg muscles to turn the swivel-wheeled skates.

Score Point: 2

The response explains how roller skates have changed through the years by providing **two** details from the passage for support. 1. *He rearranged the wheels, putting two side by side at the toe and heel.* 2. *He invented a device that enabled the skater to turn by leaning left or right rocking.*

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. This rocking^{ing} action solved all the dangerous problems of the old in-line skates.

Reading Item A Sample Responses and Annotations—2010 Augmented Benchmark Grade 4

Score Point: 1

The response attempts to explain how roller skates have changed through the years by providing **one** detail from the passage for support. 1. 1760 the skates could only go forward. No credit was given for “in 1850s the skates made easier” because it is too general and provides no details from the passage for support. Also no credit can be given for “1960’s had rubber wheels where new” because it is inaccurate.

1. 1760 the skates could only go forward and in 1850s the skates made easier. Then in 1865 they served dangerous stuff. And then in 1960's had rubber wheels where new.

Score Point: 0

The response provides information about changes to roller rinks, not roller skates, which shows no evidence that the student understands the task.

① The way that roller rinks have changed over the years is roller rinks have snack bars now. Back then they didn't have any thing. They just had a roller ring to skate on and a bar window to get your shoes to skate.

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!

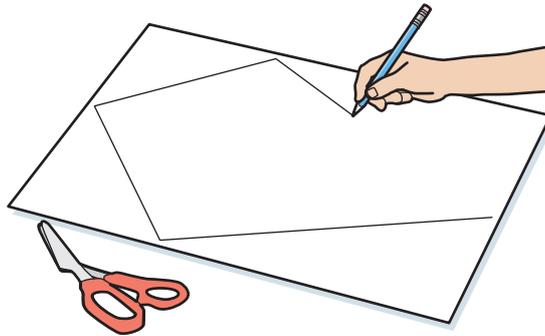
Making your own kite can be fun. Here is one idea to get you started.

You Need:

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

You Do:

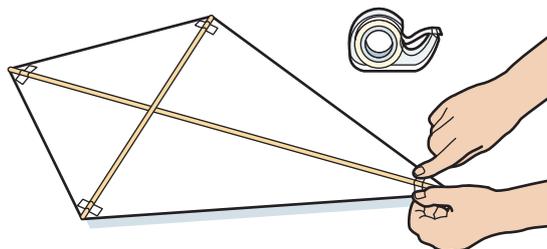
1. Cut along the bottom and side seams of the bag. This will make one long sheet of plastic.



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.

Reading Passage B—2010 Augmented Benchmark Grade 4

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



- Punch out bridle¹ holes with a pencil. Tape all around the bridle holes to keep them from tearing.
- Reinforce the edges of your kite with strips of tape on both sides—front and back.
- 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.
- Tie each end of the bridle string to the bridle holes.
- Tie one end of the string on your ball of string to the loop in the bridle string.
- 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.**
- 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.

Reading Item B—2010 Augmented Benchmark Grade 4

B

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

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

READING ITEM B SCORING RUBRIC—2010 AUGMENTED BENCHMARK GRADE 4

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.

Reading Item B Sample Responses and Annotations—2010 Augmented Benchmark Grade 4

Score Point: 4

The response explains **two** of the most important steps to flying a kite and provides **one** detail to support each. 1. **Step:** *Make shor their are know eleelectoral or telephones lines near by.* **Explanation:** *Becas you cold get shocked by them.* 2. **Step:** *Find a large open area.* **Explanation:** *Your kite cold get cought in a tree.*

Two steps that are important are make shor their are know eleelectoral or telephones lines near by. Also find a large open area because your kite cold get cought in a tree and you won be abble to get it out. Also you need to watch out for the electrical wires becas you cold get shocked by them.

Reading Item B Sample Responses and Annotations—2010 Augmented Benchmark Grade 4

Score Point: 3

The response explains **two** of the most important steps to flying a kite and provides a detail to support **one** of these steps. 1. **Step:** Find a large open area to fly your kite. 2. **Step:** Make sure there are no Electric or Telephone lines nearby. **Explanation:** *If you got too close to a Electric or telephone line it could shock you. "This would be important because in the passage it is in bold and capital letters"* does not receive credit for a valid explanation.

There are many important steps but here is 2. 1 important step is to get a 10ft. piece of string. If you didn't you wouldn't have anything to hold on to the kite with. Also you wouldn't be able to pull the kite up in the air if you didn't have string. Another step is to Find a large open area to fly your kite. Make sure there are no Electric or Telephone lines nearby. This would be important because in the passage it is in bold and capital letters. Also because if you got too close to a Electric or telephone line it could shock you. There is two important steps to flying a kite.

Reading Item B Sample Responses and Annotations—2010 Augmented Benchmark Grade 4

Score Point: 2

The response explains **one** of the most important steps to flying a kite and provides **one** detail to support that step. 1. Step: *Staying away from something with electricicy and phone-lines.* **Explanation:** *Someone can get hurt really bad.*

Two steps I think are most important are number 1 and number 10. From the book, I think number 1 is important because without that step, you certinly not make a kite at all! Also I think number 10 is most import too because you need to know about staying away from something with electricicy and phone-lines, because other wise, someone can get hurt really bad. These are 2 really important steps to a kite.

Reading Item B Sample Responses and Annotations—2010 Augmented Benchmark Grade 4

Score Point: 1

The response demonstrates minimal understanding of the question by providing a valid explanation for why a step is important (*because your kite might hit an electrical or telephone wire and you would get electricuted*); however, the response fails to provide a valid step.

1. #5 because it is the only way to get the string on, and you need the string to fly the kite.

2. #10 because your kite might hit an electrical or telephone wires and you would get electricuted

Score Point: 0

The response attempts to identify the most important steps by providing the step numbers (10, 7), but does not explain what these steps require. The student must provide information describing the step to receive credit so this is too vague to show understanding of the task.

The most important steps are number 10, and number 7.

WRITING RESPONSES

Scoring Student Responses to Writing Prompts—2010 Augmented Benchmark Grade 4

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 4

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 4

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?

I noticed there was a closet door that no one ever opened and one day I opened it. When I opened the closet door there was rats in it they was ~~was~~ to eat. Then they run out the door and I run to get all of the rats back in the closet before they with out side and I say the rats go in the room with food before they got to the food. I got them in a box and I carry the rats back in the closet door.

and no one ever opened the door again.

Writing Annotation for Sample Response 1–2010 Augmented Benchmark Grade 4

Content: 2

Although this response provides a central idea, the elaboration is minimal and consists of a plot summary. Events are organized chronologically, but the closure is simplistic. There is inconsistent control of the Content domain.

Style: 2

This response contains general and repetitive words and information (*closet door; rats; run*) that tell, rather than show, what is happening (*I opened it; there was rats in it; they run out; I saw; I run; I got them in a box*). While there is an attempt to vary the sentences, the general and repetitive nature of the vocabulary results in a dim voice. There is inconsistent control of the Style domain.

Sentence Formation: 2

Some correct sentences, including a correct complex sentence, appear alongside a run-on sentence and an on-and-on sentence. A greater volume of the response is incorrect than correct. There is inconsistent control of the Sentence Formation domain.

Usage: 2

While some usage is done correctly, the response includes errors in agreement (*there was rats; they was*), multiple shifts in verb tense, and word usage errors (*with; say*) for went and saw. There is inconsistent control of the Usage domain.

Mechanics: 3

While errors include a lack of formatting, a couple of missing commas, an incorrectly-inserted period (*a box and. I*), a word that should have been capitalized but wasn't, and a few misspelled words (*raey* [ready]; *be fore; out side*), much of this response is correct. There is reasonable control of the Mechanics domain.

Once upon a time at my school there was a door that had never been opened. Then one day I opened it I couldn't believe my eyes.

One thing that I found in the closet was a car it was a black jeep that I had always wanted. It was an old man in the closet and he told me that I could keep what ever that was in there.

Another thing that I found was a huge stack of money. I asked the man how much money it was and he said 2 million. Two million I hollared! Yes the man said. That is a lot of money a car buy me a house new furniture and lots more.

The last thing I found was an dirt bike I was so happy that I had all of that stuff I was doing cart weels and back flips and front flips. I had always wanted a dirt bike.

As you can see, I was so happy that I had got all of that stuff.

Writing Annotation for Sample Response 2—2010 Augmented Benchmark Grade 4

Content: 3

This response provides a central idea (items found in a closet). Individual paragraphs provide some elaboration on each item (*a black Jeep that I had always wanted; two million; Doing cart weels*), but the ideas are not fully or consistently developed. The response includes a closing. There is reasonable control of the Content domain.

Style: 3

There is spotty use of precise/vivid vocabulary (*huge stack of money; two million; cart weels and back flips and front flips*). While there is some sentence variety, many sentences involve the same repetitive phrases (*thing that I found; I was; I had*). There is reasonable control of the Style domain.

Sentence Formation: 3

While this response contains two run-on sentences and a sentence with an extra word, most sentences are correct. The response contains a variety of correct sentences, including simple, compound, and complex sentences. There is reasonable control of the Sentence Formation domain.

Usage: 3

Usage errors in this response include errors in agreement (*an old men*), word usage (a for I), an article (*an dirt bike*), and a verb (*I had got*). Despite these errors, usage is more often done correctly. There is reasonable control of the Usage domain.

Mechanics: 2

While formatting is evident, this response contains a number of misspelled words (*upond; beleave; allways; what ever; hollared; funture; cart weels*). Quotation marks are missing in dialogue. Other errors include missing commas, missing periods, and capitalization errors. The density and variety of errors demonstrate that there is inconsistent control of the Mechanics domain.

One day at school, I noticed there was a closet no one ever opened. That day I opened it!

The first thing I saw was red blades of fire. The place I was in must of been pretty big because all I could see were flames every where I turned. I was so scared. The flames were huge! I'm talking over five feet huge. I'm five feet tall so those flames were more than huge. They were humungous! The flames weren't just red, they were a strawberry red, lemon yellow, and a tangy orange mixed together. As I kept walking I saw something amazing.

The second thing I saw was a dragon! It was a black color. More like pitch black! All the flames were coming from him. He was spitting the red balls of flame everywhere. It was like he was having a flame party. He looked so deadly. Just looking at him made me want to fall apart to pieces. He must of seen me because he was charging at me. Instead of eating me he put me somewhere. Like a dungeon!

The third thing I saw was the dragon. Or at least that is what the dragon said. It was dark. I barely had any light. Compared to the dragon I felt like a shrivelled up prune. The dragon was wet, too. It went passed damp. It was very very damp. I was surprised when it got cold. It was so hot on the other side of the bars. That was because of the flames. I got so cold I was freezing. I figured I'd better make an escape plan. My plan was to slip through the bars. After I had slipped through, I ran for the door. When I opened it, I was never so glad to see my school.

In conclusion, I never ever saw the closet, the red blades of flames, the dragon, or the dragon again. Now I'm glad to go to school.

Writing Annotation for Sample Response 3—2010 Augmented Benchmark Grade 4

Content: 4

This response provides a central idea (*there was a closet no one ever opened. That day I opened it!*) with full elaboration (*It was dark; It was very very damp. I was surprised when it got cold. It was so hot on the other side of the bars. That was because of the flames*), clear organization (events are organized chronologically), and the presence of closure. There is consistent control of the Content domain.

Style: 4

The writer engages the reader with vivid, precise vocabulary (*red blades of fire; spitting the red balls; a flame party; deadly; charging; shrivilled up prune*). Sentences vary in length and structure. Voice is present throughout the response (*I'm five feet tall so those flames were more than huge. They were humungus!; Just looking at him made me want to fall apart to pieces; I was never so glad to see my school*). There is consistent control of the Style domain.

Sentence Formation: 4

Most sentences are correct and include simple, compound, and complex sentences. There is consistent control of the Sentence Formation domain.

Usage: 4

Although this response contains word usage errors (*of; plain*) for have and plan, verb tense and subject/verb agreement are maintained throughout. There is consistent control of the Usage domain.

Mechanics: 4

Formatting is evident. Capitalization and punctuation are well controlled. While spelling is not perfect, the few errors do not detract. There is consistent control of the Mechanics domain.

ACTAAP

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