

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Teacher Handbook

Arkansas Augmented Benchmark Examination

**APRIL 2010
ADMINISTRATION**

GRADE

6

Arkansas Department of Education

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Introduction—2010 Augmented Benchmark Grade 6

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 6 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 6

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 6

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 6

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.

MATHEMATICS ITEM A SCORING RUBRIC–2010 AUGMENTED BENCHMARK GRADE 6

| 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. |

Mathematics Item A Solution and Scoring—2010 Augmented Benchmark Grade 6

Solution and Scoring

| Part | Points |
|-------------|--|
| 1 | <p>1 Point Possible</p> <p>1 point: The correct and complete description of a rule that follows the pattern is given. Give credit for the following or equivalent examples:</p> <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 | <p>2 Points Possible</p> <p>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:</p> <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. <p>OR</p> <p>1 point: The correct answer of X is given but the explanation is incorrect or missing.</p> |

Mathematics Item A Solution and Scoring—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> |
|-----------------|--|

**Mathematics Item A Sample Responses and Annotations—
2010 Augmented Benchmark Grade 6**

SCORE: 4

Points

Part 1, 1 pt:

| | | |
|---------------------|---|---|
| Correct Description | <i>Mr. Stevens pattern has 3 same letters in order repeating it's self.</i> | 1 |
|---------------------|---|---|

Part 2, 2 pts:

| | | |
|---------------------|--|---|
| Correct Answer | <i>X will be the 13th letter in the pattern.</i> | 1 |
| Correct Explanation | <i>I counted each row until I got to 13.</i> | 1 |

The pattern of xyz is written repeating with the 13th letter circled (x), and the numbers beside the letters represent which numerical place each letter is in.

Part 3, 2 pts:

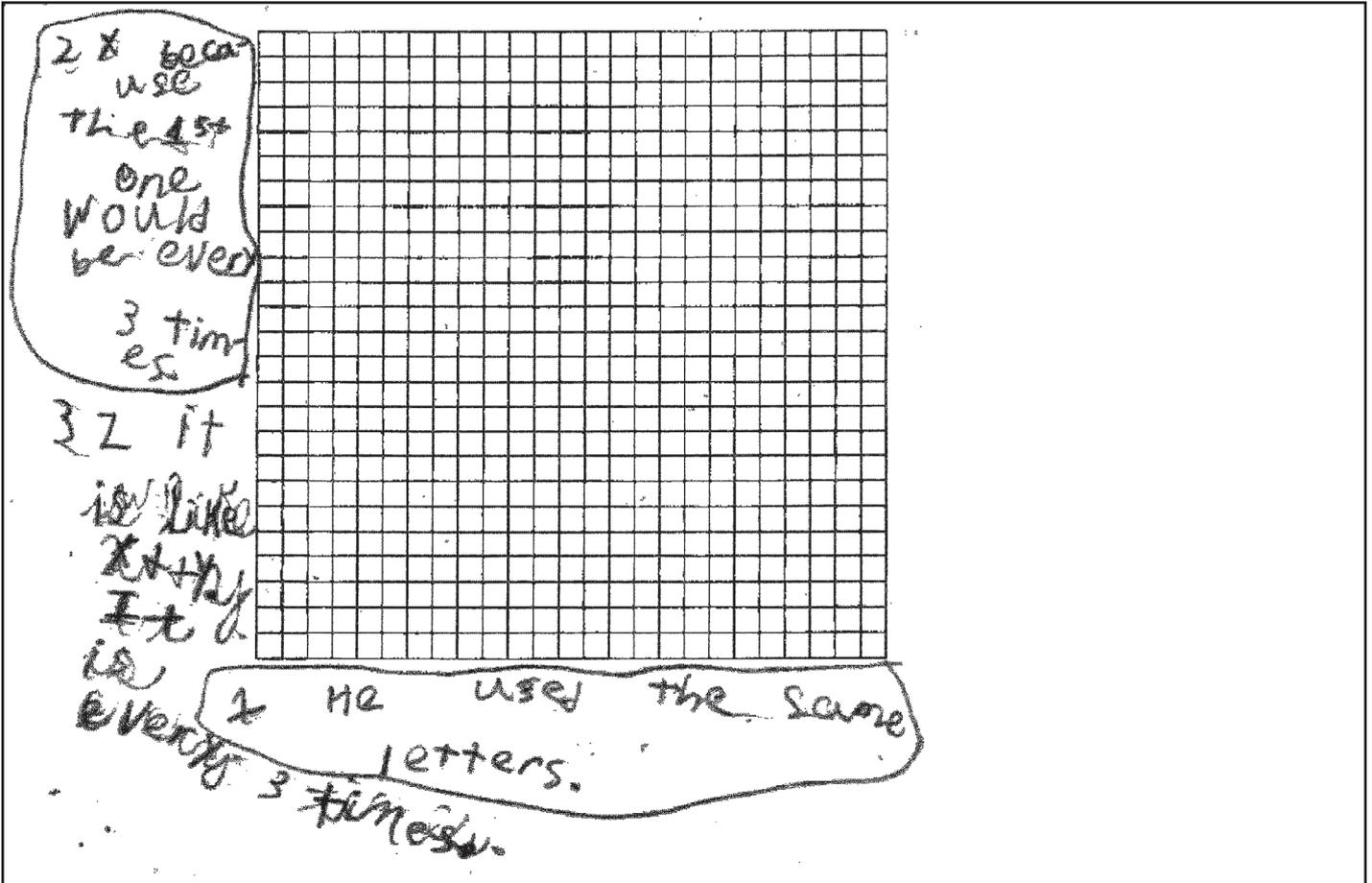
| | | |
|---------------------|---|---|
| Correct Answer | <i>Z will be the 27th in the pattern.</i> | 1 |
| Correct Explanation | <i>I put the letters in columns and counted each one until I got to 27.</i> | 1 |

The pattern of xyz is written repeating with the 27th letter circled (z), and the numbers under the letters represent which numerical place each letter is in.

TOTAL POINTS

5

**Mathematics Item A Sample Responses and Annotations—
2010 Augmented Benchmark Grade 6**



SCORE: 2

Points

Part 1, 1 pt:

| | | |
|-----------------------|---------------------------|---|
| Incorrect Description | He used the same letters. | 0 |
|-----------------------|---------------------------|---|

Part 2, 2 pts:

| | | |
|----------------|---|---|
| Correct Answer | X | 1 |
|----------------|---|---|

| | | |
|-----------------------|---|---|
| Incorrect Explanation | The 1 st one would be every 3 times. | 0 |
|-----------------------|---|---|

Part 3, 2 pts:

| | | |
|----------------|---|---|
| Correct Answer | Z | 1 |
|----------------|---|---|

| | | |
|-----------------------|---------------------------------------|---|
| Incorrect Explanation | It is like X & Y It is every 3 times. | 0 |
|-----------------------|---------------------------------------|---|

TOTAL POINTS

2

**Mathematics Item A Sample Responses and Annotations—
2010 Augmented Benchmark Grade 6**

①

xyzxyz
xyzxyz
xyzxyz
xyzxyz
xyzxyz

His pattern repeats the last letters of the alphabet

②

xyzxyz pattern
xyzxyz pattern
xyzxyz pattern
xyzxyz is z
xyzxyz

③

xyzxyzxyzxyzxyzxyzxyz
xyzxyzxyzxyzxyzxyzxyz
xyzxyzxyzxyzxyzxyzxyz
xyzxyzxyzxyzxyzxyzxyz
xyz The 27th letter would be X

SCORE: 1

Points

Part 1, 1 pt:

| | | |
|---------------------|--|---|
| Correct Description | <i>His pattern repeats the last letters of the alphabet.</i> | 1 |
|---------------------|--|---|

Part 2, 2 pts:

| | | |
|-----------------------|---|---|
| Incorrect Answer | Z | 0 |
| Incorrect Explanation | The pattern is extended to the 30th letter with no indication in the work of the 13th letter. | 0 |

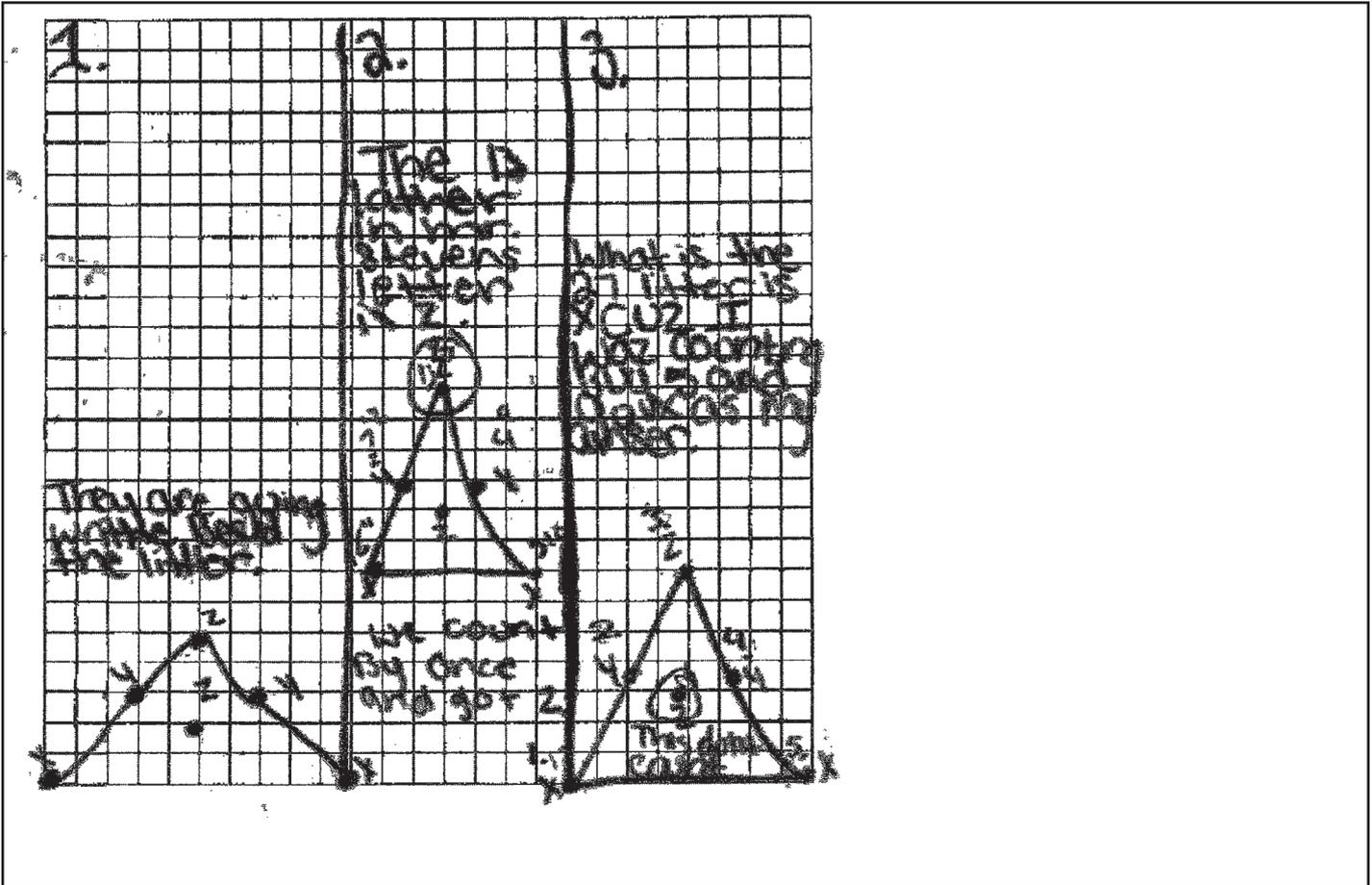
Part 3, 2 pts:

| | | |
|-----------------------|---|---|
| Incorrect Answer | X | 0 |
| Incorrect Explanation | The pattern is extended to the 48th letter with no indication in the work of the 27th letter. | 0 |

TOTAL POINTS

1

**Mathematics Item A Sample Responses and Annotations—
2010 Augmented Benchmark Grade 6**



SCORE: 0

Points

Part 1, 1 pt:

Incorrect Description *They are going writte Be the litter.* 0

Part 2, 2 pts:

Incorrect Answer *The 13 lather in mr. stevens latter is z.* 0

Incorrect Explanation *We count By once and got Z.* 0

A diagram is given with various letters being numbered.

Part 3, 2 pts:

Incorrect Answer *What is the 27 litter is X.* 0

Incorrect Explanation *I waz counting buy 5 and go X as my anser.* 0

A diagram is given with various letters being numbered.

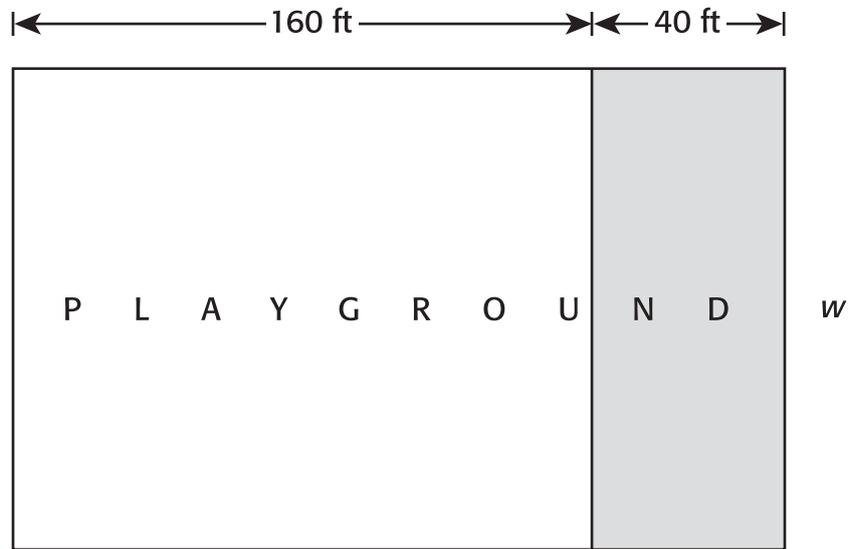
TOTAL POINTS

0

Mathematics Item B–2010 Augmented Benchmark Grade 6

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.

Mathematics Item B Solution and Scoring—2010 Augmented Benchmark Grade 6

MATHEMATICS ITEM B SCORING RUBRIC—2010 AUGMENTED BENCHMARK GRADE 6

| 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 Item B Sample Responses and Annotations—
2010 Augmented Benchmark Grade 6**

$$\begin{array}{r} 160 \text{ ft} \\ + 40 \text{ ft} \\ \hline 200 \text{ ft} \end{array}$$

$$\begin{array}{r} 200 \text{ ft} \\ \times 2 \\ \hline 400 \text{ ft} \end{array}$$

$$P = L + L + w + w$$

$$200 \text{ ft} + 200 \text{ ft} + 100 \text{ ft} + 100 \text{ ft} = 600 \text{ ft}$$

$$\begin{array}{r} 200 \overline{) 20,000} \\ \underline{200} \\ 00 \\ \underline{00} \\ 00 \end{array}$$

$$\begin{array}{r} 400 \text{ ft (length)} \\ + 200 \text{ ft (width)} \\ \hline P = 600 \text{ ft} \end{array}$$

The perimeter of the playground is 600 ft because you have to add up all of the sides. You don't know the width because they gave you the area so you have to divide the length into the area.

$$\begin{array}{r} 100 \text{ ft} \\ \times 40 \text{ ft} \\ \hline 4,000 \end{array}$$

The area is 4,000 square feet because to multiply you have 100 ft x 40 ft = 4,000 square feet.

Area = L x W

SCORE: 4

Points

Part 1, 2 pts:

| | | |
|----------------------|---|---|
| Correct Answer | $P = 600 \text{ ft}$ | 1 |
| Correct and Complete | $20,000 \div 200 = 100 \text{ (width)}$ | 1 |
| Procedure | $400 \text{ ft (length)} + 200 \text{ ft (width)} = 600 \text{ ft}$ | |

Part 2, 2 pts:

| | | |
|----------------------|---|---|
| Correct Answer | $4,000 \text{ square feet}$ | 1 |
| Correct and Complete | $100 \text{ ft} \times 40 \text{ ft} = 4,000$ | 1 |
| Procedure | | |

TOTAL POINTS

4

**Mathematics Item B Sample Responses and Annotations—
2010 Augmented Benchmark Grade 6**

| | |
|--|------------------------|
| <p>what is the perimeter? Answer <u>600ft</u></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> $\begin{array}{r} 200ft \\ \times 2 \\ \hline 400ft \end{array}$ </div> <div style="text-align: center;"> $\begin{array}{r} 100ft \\ \times 2 \\ \hline 200ft \end{array}$ </div> </div> <p>400ft + 200ft <u>600ft</u></p> | |
| <p>2) What is the area of the shaded part? Answer <u>4,000 sq. ft.</u></p> <p>40ft = shaded. 100ft = width</p> <div style="text-align: center;"> $\begin{array}{r} 100ft \\ \times 40ft \\ \hline 4000ft = 4000 \text{ sq. ft.} \end{array}$ </div> | $200 \div 2 = 100 = w$ |

SCORE: 3

Points

Part 1, 2 pts:

| | | |
|---|--|---|
| Correct Answer | Answer 600ft. | 1 |
| Incorrect and Incomplete Procedure | The procedure for finding the perimeter is correct: $200ft \times 2 = 400ft$, $100 \times 2 = 200ft$, $400ft + 200ft = 600ft$. But the procedure for finding the width is incorrect: $200 \div 2 = 100 = w$. | 0 |
| Both procedures must be correct to get the point for this section. | | |

Part 2, 2 pts:

| | | |
|--------------------------------|--|---|
| Correct Answer | Answer 4,000 sq ft. | 1 |
| Correct and Complete Procedure | $100ft \times 40ft = 4,000 \text{ sq ft.}$ | 1 |

TOTAL POINTS **3**

**Mathematics Item B Sample Responses and Annotations—
2010 Augmented Benchmark Grade 6**

The student's work is written on a grid background. It consists of two parts:

Part 1: Labeled "① perimeter of the play ground 600 Ft". The student shows two calculations:

1. Addition: $160 + 40 = 200$. The result 200 is labeled "width".

2. Multiplication: $200 \times 100 = 20,000$.

Below these, there are two more calculations: $100 + 100 = 200$ and $200 + 200 = 400$. The final result is $400 + 200 = 600$ Ft.

Part 2: Labeled "② the perimeter of the basket ball court 280 Ft.". The student shows a calculation: $40 + 40 + 100 + 100 = 280$.

SCORE: 2

Points

Part 1, 2 pts:

| | | |
|----------------------|---|---|
| Correct Answer | <i>Perimeter of the playground 600ft</i> | 1 |
| Correct and Complete | <i>200 × 100 = 20,000. 100 width.</i> | 1 |
| Procedure | <i>160 + 40 = 200. 100 + 100 = 200. 200 + 200 = 400. 400 + 200 = 600ft.</i> | |

Part 2, 2 pts:

| | | |
|--------------------------|--|---|
| Incorrect Answer | <i>The perimeter of the basketball court 280 ft.</i> | 0 |
| Incorrect and Incomplete | <i>40 + 40 + 100 + 100 = 280</i> | 0 |
| Procedure | | |

TOTAL POINTS

2

**Mathematics Item B Sample Responses and Annotations—
2010 Augmented Benchmark Grade 6**

Handwritten student work on grid paper. The work includes a diagram of a rectangle with dimensions 40ft and 80ft. Calculations shown include: $160 + 3 = 200$, $200 + 40 = 240$; $40\text{ft} + 40\text{ft} = 80\text{ft}$; $80\text{ft} + 80\text{ft} = 160\text{ft}$; $160\text{ft} + 80\text{ft} = 240\text{ft}$. Annotations include: (1) "the perimeter of the playground is 600ft" and (2) "the area would be 240ft around the court."

SCORE: 1

Points

Part 1, 2 pts:

| | | |
|------------------------------------|--|---|
| Correct Answer | <i>The perimeter of the playground is 600ft.</i> | 1 |
| Incorrect and Incomplete Procedure | $160 + 40 = 200$, $40 + 40 = 80$, $200 + 3$ | 0 |

Part 2, 2 pts:

| | | |
|------------------------------------|---|---|
| Incorrect Answer | <i>The area would be 240ft around the court.</i> | 0 |
| Incorrect and Incomplete Procedure | $80\text{ft} + 80\text{ft} = 160\text{ft} + 80\text{ft} = 240\text{ft}$ | 0 |

TOTAL POINTS

1

**Mathematics Item B Sample Responses and Annotations—
2010 Augmented Benchmark Grade 6**

① The perimeter of the playground is 400 ff. I add $160 + 160 + 40 + 40 = 400\text{ft}$.

② The are area of the shaded part in square feet is 80 sq ft. I drew some little square to how many make up that shaded part and it took 80 squares.

SCORE: 0

Points

Part 1, 2 pts:

| | | |
|------------------------------------|---|---|
| Incorrect Answer | The perimeter of the playground is 400 ft. | 0 |
| Incorrect and Incomplete Procedure | I add $160 + 160 + 40 + 40 = 400\text{ft}$. Did not add all sides together. | 0 |

Part 2, 2 pts:

| | | |
|------------------------------------|--|---|
| Incorrect Answer | The are area of the shaded part in square feet is 80 sq ft. | 0 |
| Incorrect and Incomplete Procedure | I drew some little square to how many make up that shaded part and it took 80 squares. | 0 |

TOTAL POINTS

0

READING RESPONSES

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

Reading Item A–2010 Augmented Benchmark Grade 6

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.

READING ITEM A SCORING RUBRIC–2010 AUGMENTED BENCHMARK GRADE 6

| 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 Item A Sample Responses and Annotations—2010 Augmented Benchmark Grade 6

Score Point: 4

The response explains what the author means by the quote “Ballet brought her out of her shell” (. . . she meant that it made Maria less shy) and provides **three** details from the passage for support. 1. “Betty Marie soon became a local star performing at rodeos and county fairs.” 2. “People in the world of dancing considered her special.” 3. “She became prima ballerina of the New York City Ballet.”

When the author states, “Ballet brought her out of her shell,” she meant that it made Maria less shy. One example is that, “Betty Marie soon became a local star performing at rodeos and county fairs,” as stated by the passage. Another example is that, “People in the world of dancing considered her special,” which comes from the passage. A third example from the passage is that, “She became prima ballerina of the New York City Ballet.”

Score Point: 3

The response explains what the author means by the quote “Ballet brought her out of her shell” (. . . it means she was no longer a shy girl) and provides **two** details from the passage for support. 1. She started performing at rodeos and county fairs. 2. People in the dancing world considered her special. No credit is given for “She went back and started with the beginning of ballet” because it does not relate to her shyness or how ballet brought her out of her shell. This idea relates to the improvement of dancing skills, which could be a part of any dancer’s development.

When the author says Betty Marie came out of her shell, it means she was no longer a shy girl. She started performing at rodeos and county fairs. She went back and started with the beginning of ballet. That is the second reason she “came out of her shell.” Third reason is the best, people in the dancing world considered her special.

Reading Item A Sample Responses and Annotations—2010 Augmented Benchmark Grade 6

Score Point: 2

The response explains what the author means by the quote “Ballet brought her out of her shell” (. . . *that ballet brought her from being shy*) and provides **one** supporting detail from the passage. 1. *She performed at rodeos and fairs.*

Her means that ballet brought her from being shy
• She performed at rodeos and fairs

Score Point: 1

The response explains what the author means by the quote “Ballet brought her out of her shell” (. . . *that you are not afraid to do something, or something that makes you comfortable, or not shy*), but fails to provide details from the passage for support.

Being out of your shell means that you are not afraid to do something or something that makes you comfortable, or not shy. And that is what being out of your shell means.

Score Point: 0

The response is totally incorrect and shows no evidence that the student understands the task. Even though the response mentions “performances at rodeos and county fairs,” no credit is given because the conclusion drawn by the student is totally incorrect.

what is the best summary of the section titled Talent isn't enough Betty Marie had plenty of natural talent but her performances at rodeos and county fairs were not enough to help her be successful.

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.

Reading Passage B—2010 Augmented Benchmark Grade 6

“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.

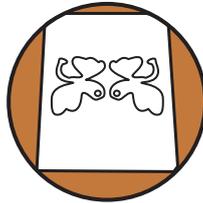
“I decided there and then that I wanted to be a children’s book illustrator,” Sabuda says. “It was something that made my heart beat faster!”

- 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

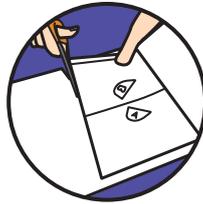
1. Copy the butterfly-wing shapes onto heavy paper.



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.

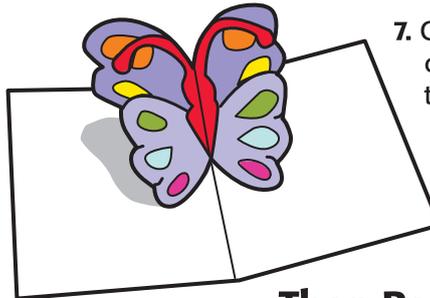
3. Cut a 3 1/4" by 5 1/2" rectangle from heavy paper. Draw a dotted line down the middle and score the dotted line. Draw and label tabs A and B, as shown.



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.

Reading Item B–2010 Augmented Benchmark Grade 6

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.

READING ITEM B SCORING RUBRIC–2010 AUGMENTED BENCHMARK GRADE 6

| 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. |

Reading Item B Sample Responses and Annotations—2010 Augmented Benchmark Grade 6

Score Point: 4

The response explains what the author means by using the word “magical” (. . . when you open up a book you feel like you’re actually in the story because it’s so good) and includes **three** details from the passage to show this is a magical experience for Robert Sabuda. 1. The passage says he was “transported to another dimension.” 2. “It took his breath away.” 3. When he opened the book he was shocked and delighted when something leapt right off the page.

The author suggests that when you open up a book you feel like you're actually in the story because it's so good by using the word "magical" in the first paragraph.

The passage says he was transported to another dimension to show this magical experience.

Another way the passage showed the magical experience was by saying "it took his breath away." This was referring to the book being amazing.

The passage also says that when he opened the book he was shocked and delighted when something leapt right off the page. All of these things that were in the passage show that this is a magical experience for Robert Sabuda.

Reading Item B Sample Responses and Annotations—2010 Augmented Benchmark Grade 6

Score Point: 3

The response explains what the author means by using the word “magical” (*I think the author suggests different, intriguing, & that it blows you away by using the word “magical”*) and includes **two** details from the passage to show this is a magical experience for Robert Sabuda. 1. *The pop-up book took his breathe away.* 2. *When Sabuda opened the book that he was delighted & shocked when something jumped off the page.* No credit is given for “*Sabuda decided that he wanted to be a children’s book illustrator it made his heart beat faster*” because these details relate to decisions made while he was an intern for a publishing company, not as a result of his first experience with pop-up books.

| | |
|---|---|
| <p>Explaining</p> <p>★ I think the author suggests different, intriguing, & that it blows you away by using the word “magical.”</p> | <p>Details</p> <ul style="list-style-type: none">● In paragraph 2 it says that the pop-up book took his breathe away.● In paragraph 3 it says that when Sabuda opened the book that he was delighted & shocked when something jumped off the page.● In paragraph 4 it says that when Sabuda decided that he wanted to be a children’s book illustrator it made his heart beat faster. |
|---|---|

Reading Item B Sample Responses and Annotations—2010 Augmented Benchmark Grade 6

Score Point: 2

The response explains what the author means by using the word “magical” (. . . *he was trying to explain the amazement*) and includes **one** detail from the passage to show this is a magical experience for Robert Sabuda. 1. *He was transported to another dimension.* No credit is given for “*It also explains how much he loved it*” because the statement is too general to explain why the author used the word “magical.”

When the author used the word magical, he was trying to explain the amazement in Sabuda as he saw his first pop up. It also explains how much he loved it, and how he was transported to another dimension.

Score Point: 1

The response explains what the author means by using the word “magical” (. . . *magical means something sPeShell mice happen*), but fails to include details from the passage to show this is a magical experience for Robert Sabuda.

In these story magical means that something sPeShell mice happen.

Score Point: 0

The response addresses the traditional ideas of magic (sleight of hand and spells) which shows no understanding of the question about the author’s use of the word “magical” to describe an amazing experience.

I think the Author mean OF magical is NOT doing magic but by doing it with your hands and I think that what he means. Because NOT just doing with spells is magical. You can do magical stuff with out spell.

WRITING RESPONSES

Scoring Student Responses to Writing Prompts—2010 Augmented Benchmark Grade 6

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 6

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 6

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—2010 Augmented Benchmark Grade 6

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?

Paint, paint, paint. Whenever I have free time, I play sports. Inside and outdoors. I spend my free time with playing softball, basketball, and sometimes even kickball with my neighbor.

To start it off, I love playing softball as much as a lazy sloth from the Amazon rain forest loves to sleep. Every Tuesday, Wednesday, Thursday, and Sunday I have softball practice. I practice so much because I'm on two incredible teams. Also, right after practice, sometimes, I'll go hit off the tee in my teeny back yard. I will even play catch with my neighbor, mom, or dad. My mom thinks I throw hard, but I'm a weebler compared to my dad. Softball is as amazing as free rockyroad icecream from the pink icecream truck.

After that, I adore to play basketball. I'll compete one on one with my fourth grade neighbor, Chase. He's a pretty good mator. Also, when my dad's fancy Ford truck isn't in the way, I'll practice shooting by myself. Even though I'm good, there's always room for improvement. If Dad's grey truck is in the way, then I will just grab a bounce ball and work on shooting on the stained black rooftop.

Finally, if there's nothing else to do, my neighbor, Chase, and I play an awesome game of kickball. We'll make our own rules and play it our way. We use my brown Old Navy flip-flops and my red Nike tennis shoes as bases. Sometimes, if kickball gets dull, we will just make up our own game that's even better than spending the night at fastlanes in Springdale.

Sports are way fun, so why don't I just use them on free time? Well, I do. I'll swing my Easton's bat, shoot an old basketball, and even kick a red dodge ball around. Who wouldn't want to play sports for free time?

Writing Annotation for Sample Response 1–2010 Augmented Benchmark Grade 6

Content: 4

The writer conveys a clear central idea (*Whenever I have free time, I play sports.*) and has nice elaboration and details regarding the sports they play in their free time. (*Every Tuesday, Wednesday, Thursday, and Sunday I have softball practice. . . . I will even play catch with my neighbor, mom, or dad. . . . After that, I adore to play basketball. . . . Finally, if there's nothing else to do . . . I play an awesome game of kickball.*) There is a clear organizational plan and a focused concluding paragraph and last sentence (*Who wouldn't want to play sports for free time?*). This paper maintains a consistent point of view; overall, there is consistent control of the Content domain.

Style: 4

The writer uses purposefully selected phrases, along with vivid vocabulary to create images for the reader (*I love playing softball as much as a lazy sloth from the Amazon rain forest loves to sleep. Softball is as amazing as free rockyroad icecream from the pink icecream truck. We use my brown Old Navy flip-flops and his red Nike tennis shoes as bases.*). The response also demonstrates sentence variety with different beginnings and lengths, which contribute to the writer's strong voice. The response displays a consistent control of the Style domain's features.

Sentence Formation: 4

Although the writer has two sentence fragments (*Pant, Pant, Pant. Inside and outdoors.*), they are used to add expression and style to the response. The writer demonstrates the use of simple, compound, and complex sentences (*Also, when my dad's fancy Ford truck isn't in the way, I'll practice shooting by myself.*). This response demonstrates consistent control of the Sentence Formation domain.

Usage: 4

The response has only one possible usage error depending on your interpretation of the student's handwriting (*. . . shoot on/an old basketball.*). The response demonstrates consistent control of the Usage domain.

Mechanics: 4

The writer controls capitalization (*Ford, Old Navy, Easton*), punctuation, and formatting; indentation of the first word of each paragraph. While there are a couple of spelling errors (*weekling* for *weakling*, *icecream* for *ice cream*, *Eventhough* for *Even though*) and a missing comma (*We will just make up our own game that's even better than spending the night . . .*), the writer demonstrates consistent control of the Mechanics domain.

I like to read in my free time. I read from 20 minutes to 30 minutes each day. I'm not a very fast reader, but when I really get into a book, I can read for hours. It's like a movie playing in my head. The book I'm reading right now is called Maximum Ride: School's Out Forever.

Another thing I like to do in my free time is write. I think writing is fun and easy. I write every day, whether it's at school, at home, or at a relative's house.

When I write stories, I sometimes draw pictures to go with them. I think drawing is fun because it's a way to express yourself. You can draw anytime. I like to go outside and sit on my picnic table to draw.

One more thing I like to do in my free time, is chat with people. There are many ways you can chat with people, such as texting, calling, talking on Facebook, email, gchat, twitter, myspace, or just talking face-to-face. My favorite is texting. I love to text. That is the main way I talk to my friends.

Texting is fun. I like texting because it is a quick and easy way to talk to people. To make it even quicker, you can use abbreviations, like ppl; meaning people, omg; meaning Oh my goodness, lol; meaning laugh out loud.

Facebook is my second favorite way to communicate with people, and another thing I like to do in my free time. It is fun and easy, but could be dangerous, so you have to be thirteen or older. It's not just good for communicating with people, but it's also good for playing games. Facebook has many games. I like to play Happy Aquarium, Happy Pet, Lil' Farm Life, and Foo Pets.

These are all things I like to do in my free time.

Writing Annotation for Sample Response 2—2010 Augmented Benchmark Grade 6

Content: 3

The writer exhibits a clear central idea (*What they like to do in their free time*) but does not include an introduction. The first four paragraphs are rather sparse of details, but the last two paragraphs have more details, giving the paper an uneven quality. It has good organization with a short conclusion, although it has no true introduction. The writer exhibits reasonable control over the Content domain.

Style: 3

The writer uses some precise vocabulary (*like a movie playing in my head*) and abbreviations, but this is mixed with a lot of general information. The general information is given but not fully expanded (*I think writing is fun and easy*). The voice is good but not strong. The writer exhibits reasonable control of the Style domain.

Sentence Formation: 3

The writer has good control over simple sentences but has a few over coordinated sentences such as (*To make it even quicker . . . laugh out loud.*). It also has sentence fragments such as (*That is the main way I talk to my friends*). The writer exhibits reasonable control of the Sentence Formation domain.

Usage: 4

The writer exhibits consistent control of the Usage domain.

Mechanics: 4

The writer exhibits control of spelling, capitalization, and formatting. The writer uses a few too many commas such as (*One more thing I like to do in my free time, is chat with people.*) and uses semi-colons in some places instead of commas (*It is fun and easy, but could be dangerous; so you have to be thirteen or older.*). The writer exhibits consistent control of the Mechanics domain.

Writing Sample Response 3—2010 Augmented Benchmark Grade 6

I'm amazed by how I spend my free time. I spend my free time babysitting a baby. her name is Avri and she is one and three months her mom has died so I spend my free time by helping her sit a bottle not for her. I go to her house at least three times a week and I would go five times but I got school to do so I do not go but on Monday, Friday and even Saturday. But that is not all I do for fun I swim in the creek that is also fun but I only go the days I am not babysitting. I like to swim I go quite often because its fun and I don't swim in the winter what I do in the winter is even funner then swimming because you think about it I go, sledding, make snowmen and enjoy the fresh smell of snow. I usually go with my

Writing Sample Response 3—2010 Augmented Benchmark Grade 6

CUZENS. But some times I
go abne. I have another thing
I do for fun I go Forwiler Ridding
my forwiler is a Big Bar and
I live on a moution so we have
Plinner of Places to go. we also
spind are free time hunting we
hunt Dear, terckey, and that
is all the things I do in
the summer in my free
time

Writing Annotation for Sample Response 3—2010 Augmented Benchmark Grade 6

Content: 2

The writer has a central idea (*free time*) but lacks organizational structure to make it a clear idea. The focus seems to shift from one point (*babby setting*) to another (*swimming*) without any introduction or a paragraph break. The paper has random organization and no closure. The writer exhibits inconsistent control of the Content domain.

Style: 2

The writer uses general and simple vocabulary (*I swim in the creek . . . I live on a mountain so we have plinney of places to go*). Poor sentence construction along with a lack of expansion of ideas detracts from the paper. The tone and voice are there but very dim. The writer exhibits inconsistent control of the Style domain.

Sentence Formation: 1

The first and second sentences are attempts at correct sentences (*I spend my free time Babby setting a babby.*) but after that it is difficult to find any sentence structures. The writer exhibits little or no control of the Sentence Formation domain.

Usage: 2

Although the writer does use some proper usage they do have a pattern of errors throughout the response (*has* instead of *had*, *her*, *them*, *funner*, and *are* for *our*). The writer exhibits inconsistent control of the Usage domain.

Mechanics: 1

There is little control of the Mechanics demonstrated in this response. There is little use of punctuation as well as many spelling errors (*babby* for *baby*, *setting* for *sitting*, *battle* for *bottle*, *usualy* for *usually*). Some words at the beginning of sentences are not capitalized while other words that should not be are capitalized (*Babby*, *Do*, *Because*). The writer exhibits little or no control over the Mechanics domain features.

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program