

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program



Teacher Handbook

Arkansas Augmented
Benchmark Examination

**APRIL 2010
ADMINISTRATION**

GRADE

8

Arkansas Department of Education

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Teacher Handbook—2010 Augmented Benchmark Grade 8

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Introduction—2010 Augmented Benchmark Grade 8

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 8 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 8

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 8

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 8

A

Ace Furnace Repair charges a \$60 service fee plus \$50 per hour for repairing a furnace.

1. Write an equation to model C , the total cost of a repair in terms of h , the number of hours it takes to complete the repair.
2. Use your equation to determine the cost of a repair that takes 4.5 hours to complete. Be sure to show your work or explain how you got your answer.
3. On the grid in your Student Answer Document, draw a coordinate plane. On your coordinate plane graph this relationship.
4. Use your equation or graph to determine the number of hours completed if the total cost of repair was \$472.50.

BE SURE TO LABEL YOUR RESPONSES 1, 2, 3, AND 4.

MATHEMATICS ITEM A SCORING RUBRIC–2010 AUGMENTED BENCHMARK GRADE 8

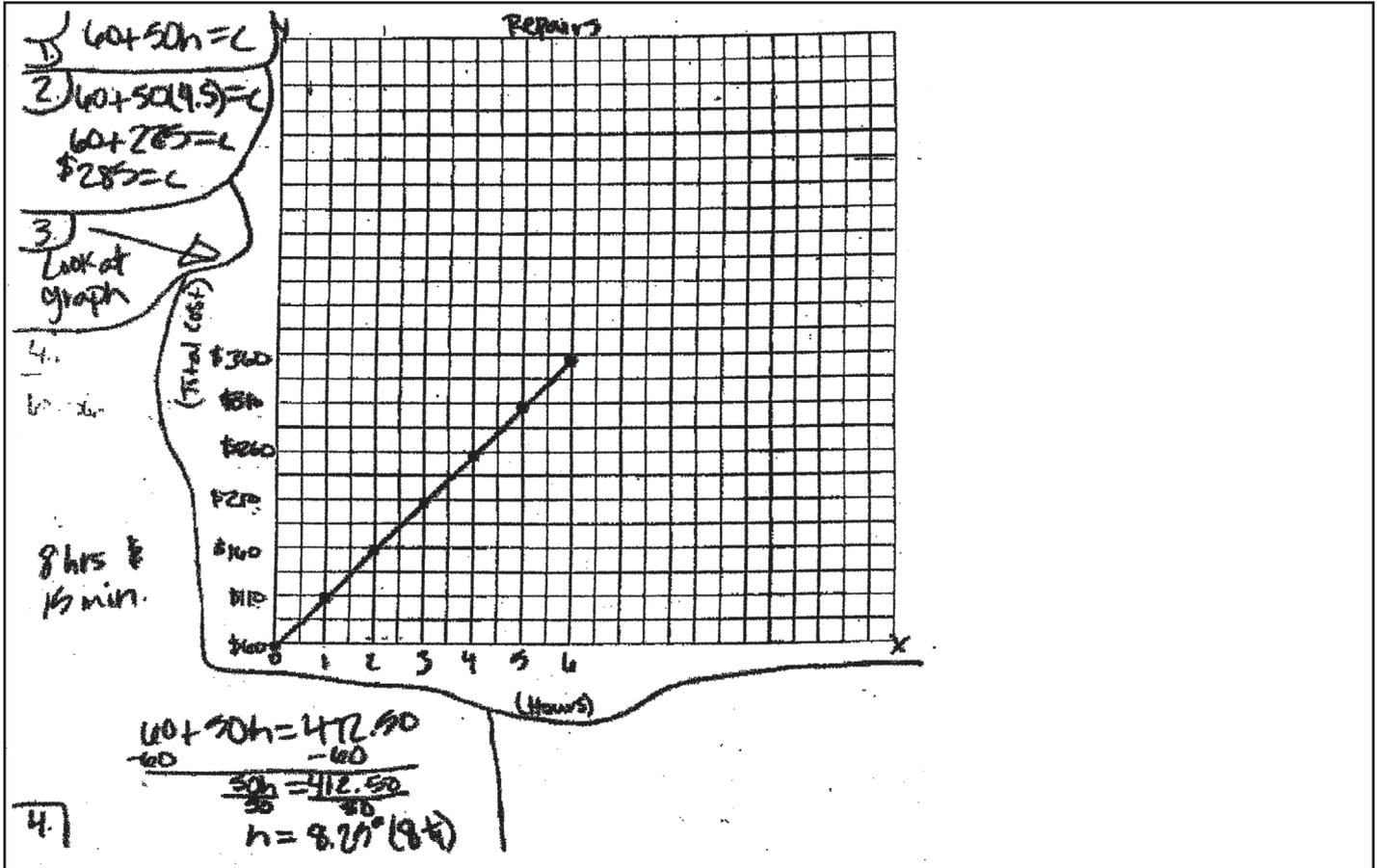
SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns $3-3\frac{1}{2}$ points.
2	The student earns $2-2\frac{1}{2}$ points.
1	The student earns $\frac{1}{2}-1\frac{1}{2}$ points, or some minimal understanding shown.
0	The student earns 0 points. 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 8

Solution and Scoring

Part	Points
1	1 Point Possible 1 point: Correct equation: $C = 50h + 60$ or equivalent
2	1 Point Possible 1/2 point: Correct answer: \$285 AND 1/2 point: Correct explanation: $C = (50 \times 4.5) + 60$ or verbal explanation (<i>I know that it cost 50 dollars an hour so I multiplied 50 and 4.5 and then I added the service fee.</i>)
3	1 Point Possible 1 point: Correctly graphed relationship
4	1 Point Possible 1/2 point: Correct answer: 8.25 hrs AND 1/2 point: Correct explanation: $\$472.50 = \$60 + 50h$ or equivalent

**Mathematics Item A Sample Responses and Annotations—
2010 Augmented Benchmark Grade 8**



SCORE: 4

Points

Part 1, 1 pt:

Correct Equation	$60 + 50h = c$	1
------------------	----------------	---

Part 2, 1 pt:

Correct Cost of Repair	\$285	$\frac{1}{2}$
------------------------	-------	---------------

Correct Procedure	$60 + 50(4.5) = c$ $60 + 225 = c$ $\$285 = c$	$\frac{1}{2}$
-------------------	-----------------------------------------------------	---------------

Part 3, 1 pt:

Correctly graphed relationship between hours and cost	Graph starts at 60 and increases by increments of \$50	1
-------------------------------------------------------	--------------------------------------------------------	---

Part 4, 1 pt:

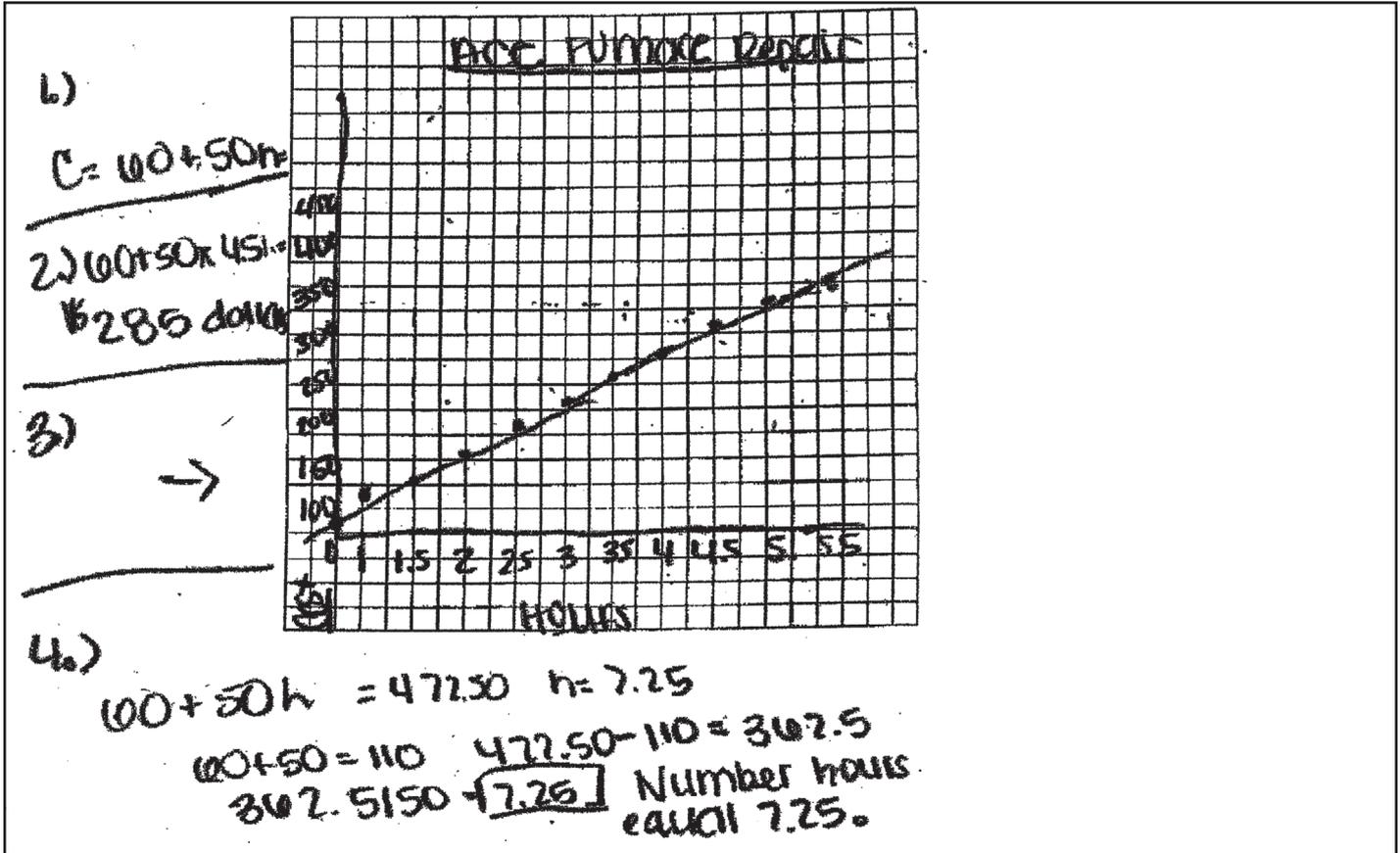
Correct Number of Hours	8.25 8 hrs & 15 min	$\frac{1}{2}$
-------------------------	------------------------	---------------

Correct Procedure for determining hours	$60 + 50h = 472.50$ $50h = 412.50$ $\frac{50}{50} = \frac{412.50}{50}$	$\frac{1}{2}$
-----------------------------------------	------------------------------------------------------------------------------	---------------

TOTAL POINTS

4

**Mathematics Item A Sample Responses and Annotations—
2010 Augmented Benchmark Grade 8**



SCORE: 3

Points

Part 1, 1 pt:

Correct Equation	$C = 60 + 50h$	1
------------------	----------------	---

Part 2, 1 pt:

Correct Cost of Repair	\$285 dollars	$\frac{1}{2}$
------------------------	---------------	---------------

Correct Procedure	$60 + 50(4.5) = c$ $60 + 225 = c$ $\$285 = c$	$\frac{1}{2}$
-------------------	-----------------------------------------------------	---------------

Part 3, 1 pt:

Correctly graphed relationship between hours and cost	Graph starts at 60 and increases by increments of \$50	1
-------------------------------------------------------	--------------------------------------------------------	---

Part 4, 1 pt:

Incorrect Number of Hours	7.25	0
Correct Procedure for determining hours	$60 + 50h = 472.50$ (This equation is correct; but the follow-through is incorrect.) $60 + 50 = 110 \quad 472.50 - 110 = 362.5$ $362.5 / 50 = 7.25$	$\frac{1}{2}$

TOTAL POINTS

$3\frac{1}{2}$

**Mathematics Item A Sample Responses and Annotations—
2010 Augmented Benchmark Grade 8**

① $C = 60 + 50h$

②
 $C = 60 + 50(4.5)$
 $C = 60 + 225$
 $C = 285$

③ $472.50 =$
 $60 + 50h$
 $472.50 = 60 + 50h$
 $- 60 \quad - 60$
 $412.50 = 50h$
 $\frac{412.50}{50} = \frac{50h}{50}$
 $8.25 = h$

If it takes 8 hours
 and 25 minutes
 to complete it if
 the total cost of
 repair was \$472.50.

SCORE: 2

Points

Part 1, 1 pt:

Correct Equation	$C = 60 + 50h$	1
------------------	----------------	---

Part 2, 1 pt:

Correct Cost of Repair	\$285	$\frac{1}{2}$
------------------------	-------	---------------

Correct Procedure

$C = 60 + 50(4.5)$	$\frac{1}{2}$
$C = 60 + 225$	$\frac{1}{2}$

Part 3, 1 pt:

Incorrectly graphed relationship between hours and cost	Graph scaled and plotted incorrectly	0
---------------------------------------------------------	--------------------------------------	---

Part 4, 1 pt:

Incorrect Number of Hours	$8.25 = h$	0
---------------------------	------------	---

Incorrect conversion of 8.25 to 8 hours and 25 minutes

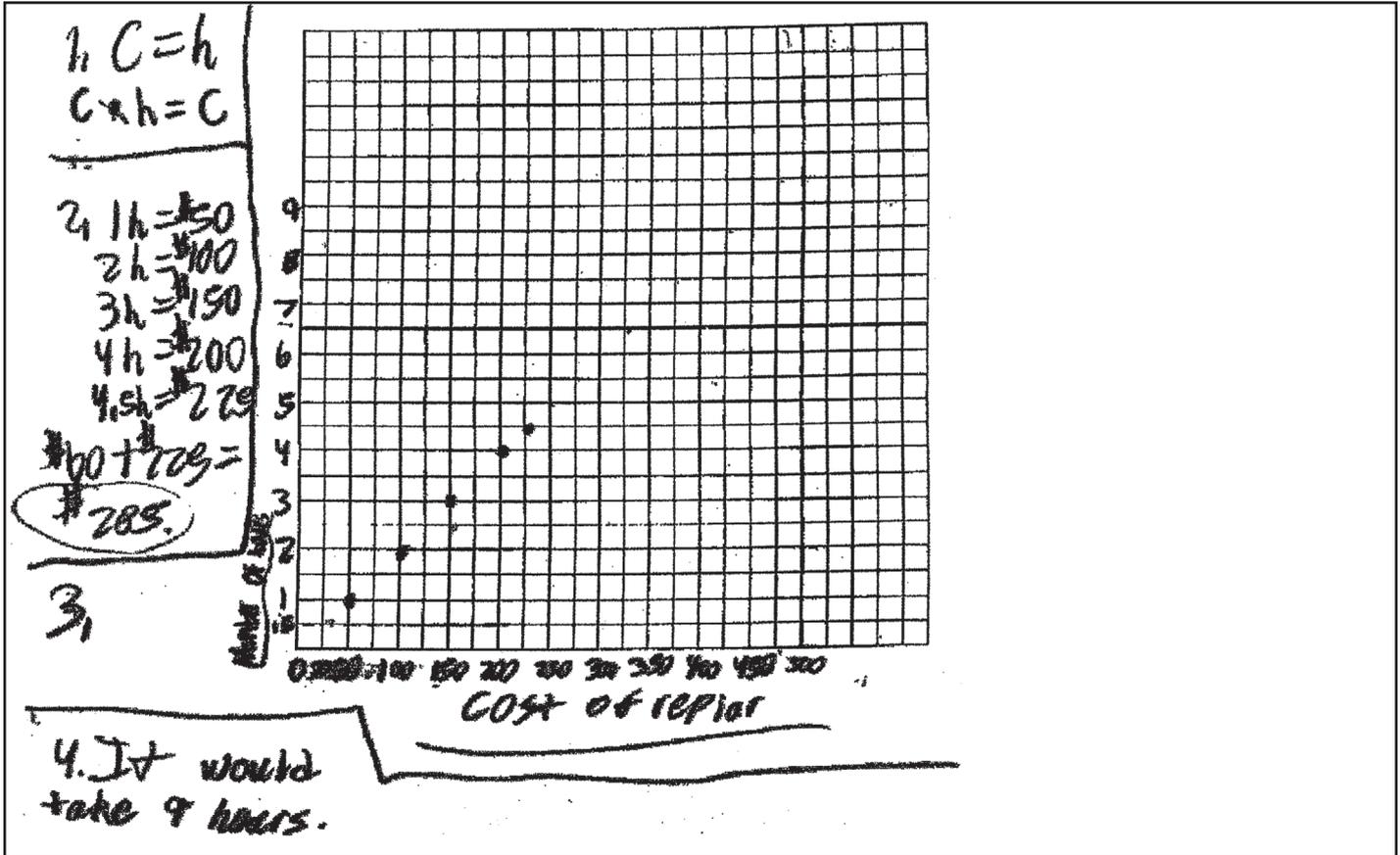
Correct Procedure for determining hours	$472.50 = 60 + 50h$	$\frac{1}{2}$
-----------------------------------------	---------------------	---------------

$\frac{412.5}{50} = \frac{50h}{50}$

TOTAL POINTS

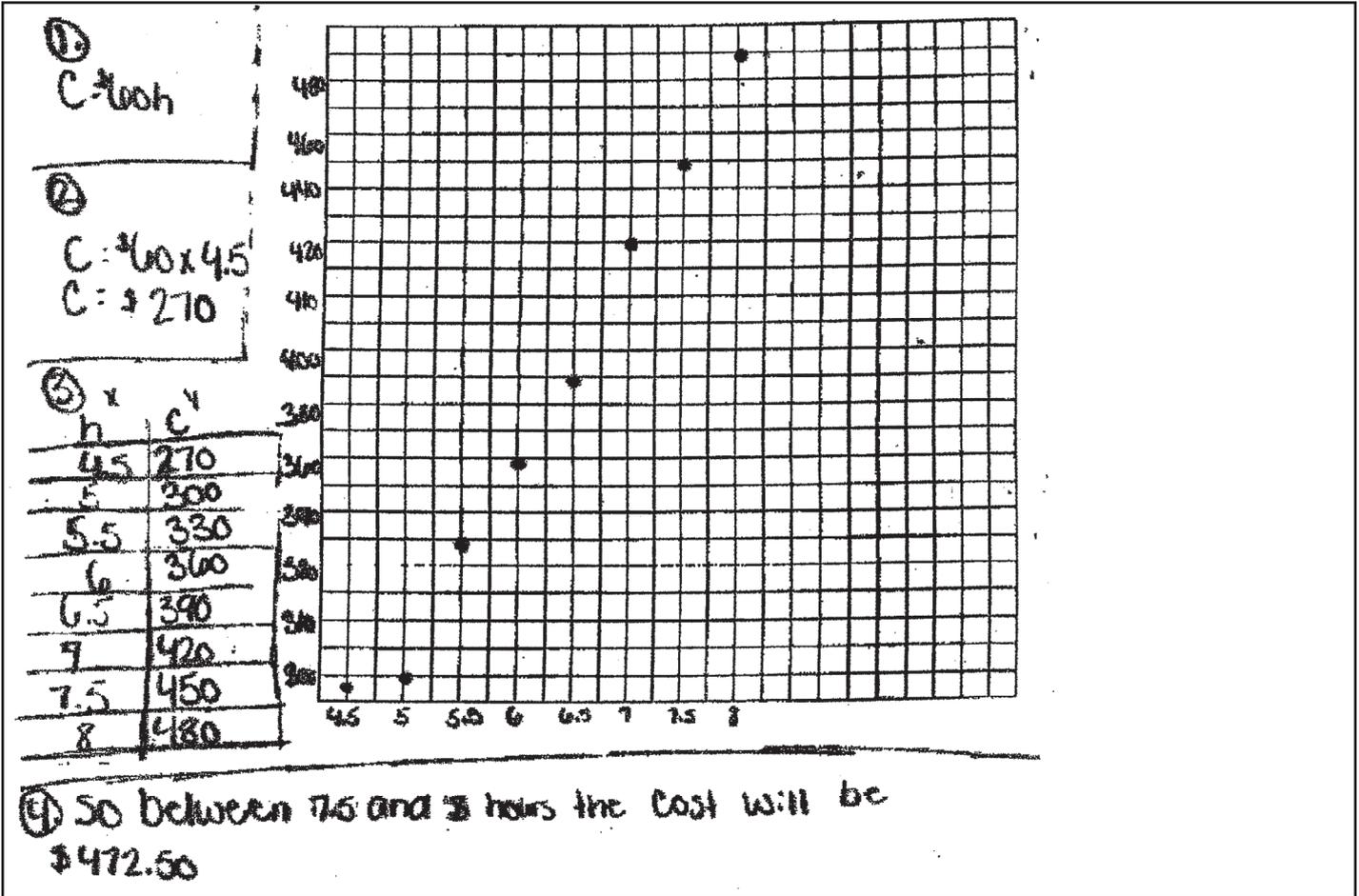
$2\frac{1}{2}$

**Mathematics Item A Sample Responses and Annotations—
2010 Augmented Benchmark Grade 8**



SCORE: 1		Points
Part 1, 1 pt:		
Incorrect Equation	$C = h$ $C \times h = C$	0
Part 2, 1 pt:		
Correct Cost of Repair	\$285	$\frac{1}{2}$
Correct Procedure	$1h = \$50$ $2h = \$100$ $3h = \$150$ $4h = \$200$ $5h = \$225$ $\$60 + \$225 = \$285.$	$\frac{1}{2}$
Part 3, 1 pt:		
Incorrectly graphed relationship between hours and cost	“Hours” must be graphed on the x-axis, as it is the independent variable	0
Part 4, 1 pt:		
Incorrect Number of Hours	9 hours	0
No Procedure for determining hours	None shown	0
TOTAL POINTS		1

**Mathematics Item A Sample Responses and Annotations—
2010 Augmented Benchmark Grade 8**



SCORE: 0

Points

Part 1, 1 pt:

Incorrect Equation	$C = \$60h$	0
--------------------	-------------	---

Part 2, 1 pt:

Incorrect Cost of Repair	\$270	0
--------------------------	-------	---

Incorrect Procedure	$\$60 \times 4.5$	0
---------------------	-------------------	---

Part 3, 1 pt:

Incorrectly graphed relationship between hours and cost	Graph is not scaled correctly (starts at 4.5 hrs and does not continue with similar intervals). Scale is not plotted correctly.	0
---------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------	---

Part 4, 1 pt:

Incorrect Number of Hours	Between 7.5 and 8 hours	0
---------------------------	-------------------------	---

No Procedure for determining hours	No procedure given	0
------------------------------------	--------------------	---

TOTAL POINTS

0

B

Diagram A below is of a three-dimensional figure made of 8 cubes.

Diagram A

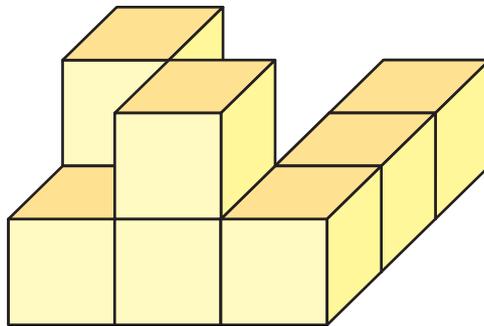
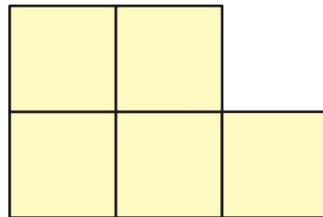


Diagram B is the right-side view of the figure in Diagram A.

Diagram B



1. Sketch the front view of the figure in Diagram A.
2. Sketch the top view of the figure in Diagram A.
3. Sketch the back view of the figure in Diagram A.
4. Sketch the left-side view of the figure in Diagram A.

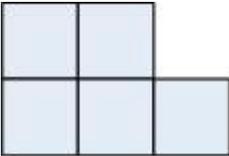
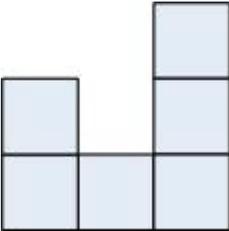
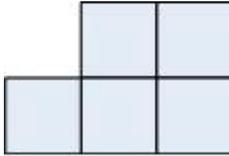
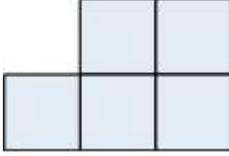
BE SURE TO LABEL YOUR RESPONSES 1, 2, 3, AND 4.

Mathematics Item B Solution and Scoring—2010 Augmented Benchmark Grade 8

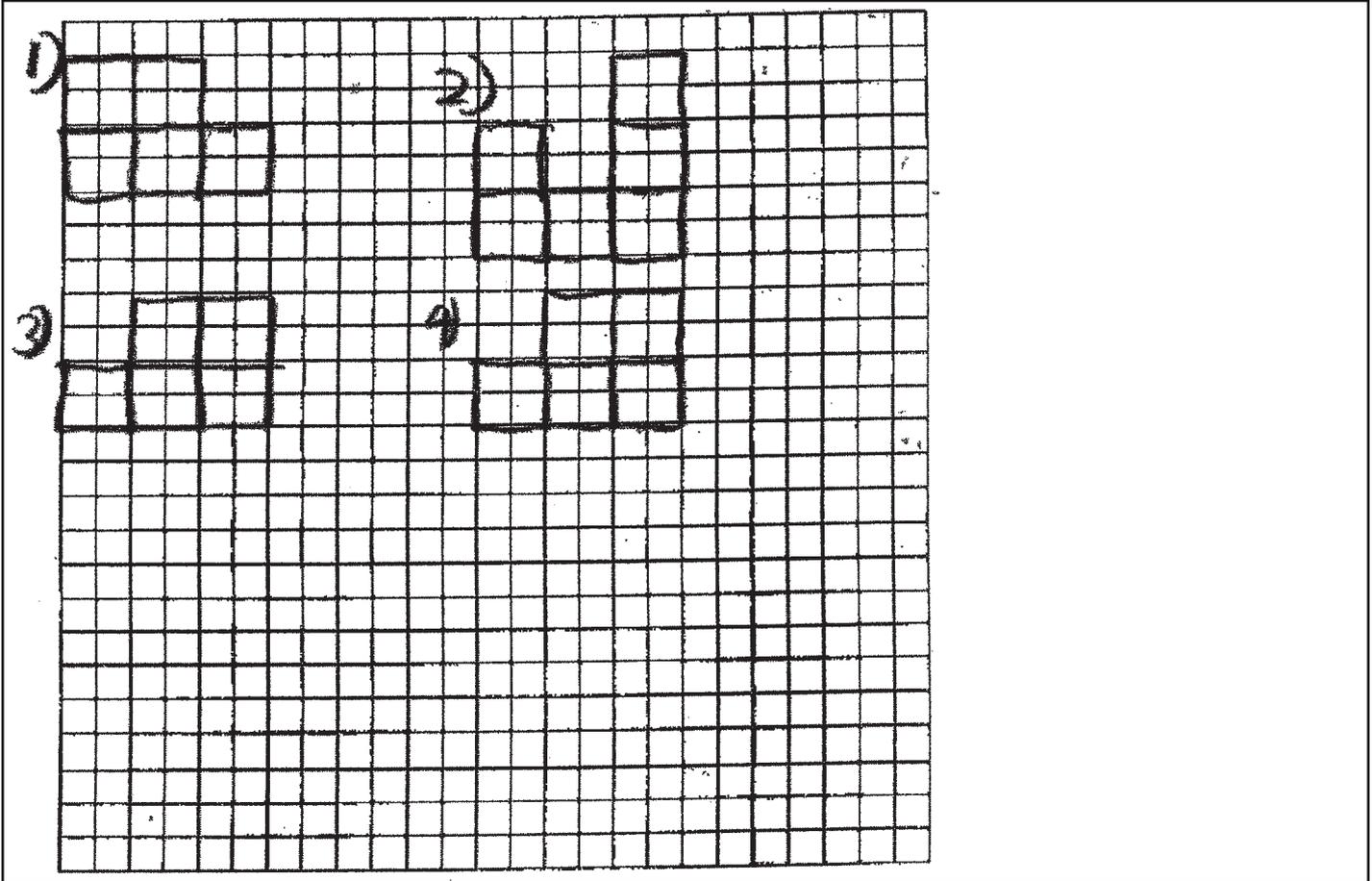
MATHEMATICS ITEM B SCORING RUBRIC—2010 AUGMENTED BENCHMARK GRADE 8

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.

Solution and Scoring

Part	Points
<p>1</p>	<p>1 Point Possible</p> <p>1 point: Correct and complete sketch of the front view of the stack of cubes in diagram A:</p> 
<p>2</p>	<p>1 Point Possible</p> <p>1 point: Correct and complete sketch of the top view of the stack of cubes in diagram A:</p> 
<p>3</p>	<p>1 Point Possible</p> <p>1 point: Correct and complete sketch of the back view of the stack of cubes in diagram A:</p> 
<p>4</p>	<p>1 Point Possible</p> <p>1 point: Correct and complete sketch of the left-side view of the stack of cubes in diagram A:</p> 

**Mathematics Item B Sample Responses and Annotations—
2010 Augmented Benchmark Grade 8**

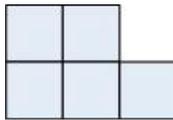


SCORE: 4

Points

Part 1, 1 pt:

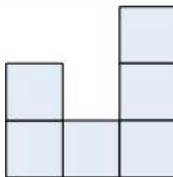
Correct and complete sketch of the front view of the figure in diagram A



1

Part 2, 1 pt:

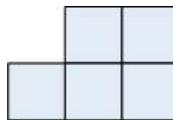
Correct and complete sketch of the top view of the figure in diagram A



1

Part 3, 1 pt:

Correct and complete sketch of the back view of the figure in diagram A



1

Part 4, 1 pt:

Correct and complete sketch of the left-side view of the figure in diagram A

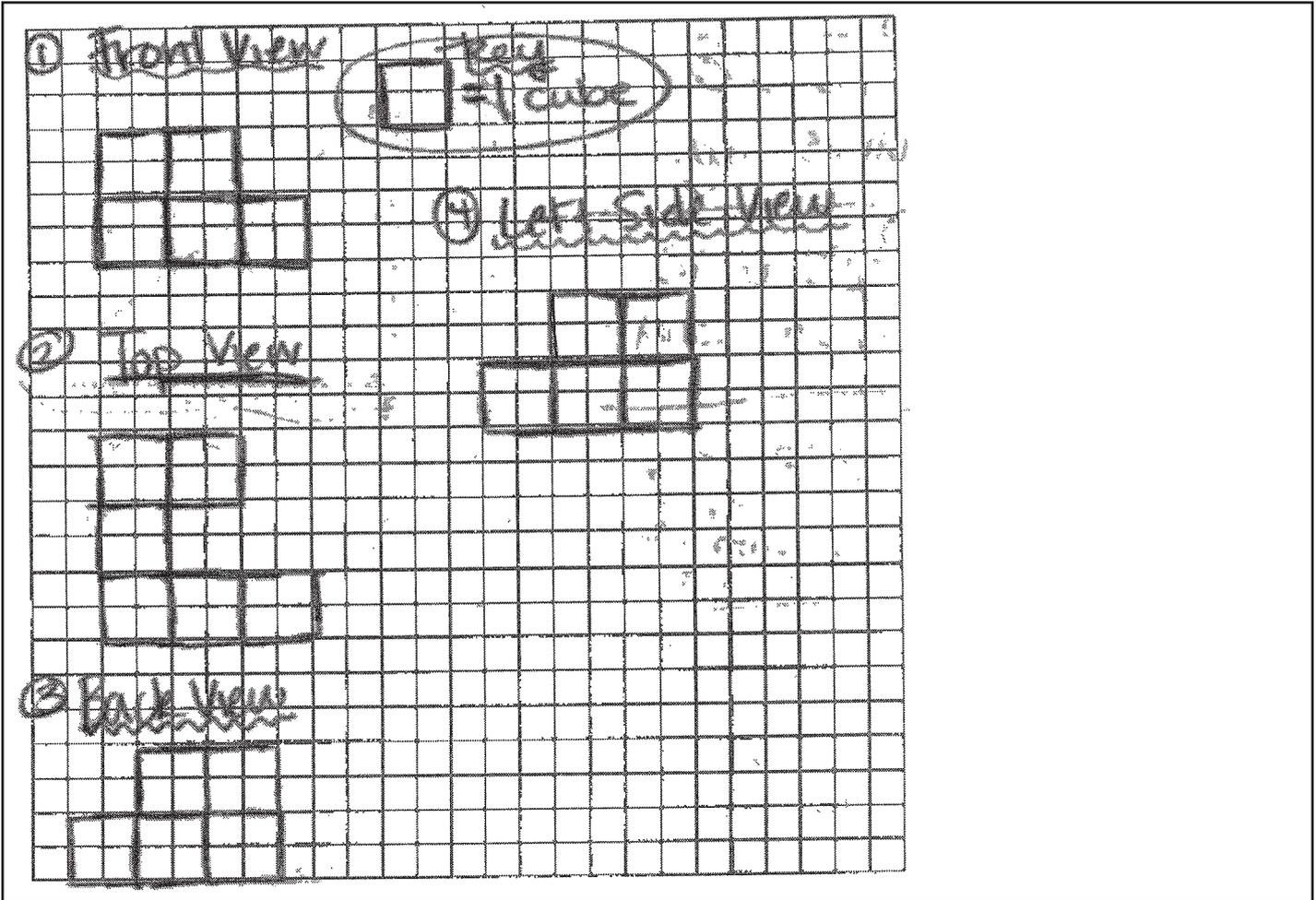


1

TOTAL POINTS

4

**Mathematics Item B Sample Responses and Annotations—
2010 Augmented Benchmark Grade 8**

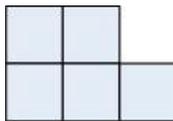


SCORE: 3

Points

Part 1, 1 pt:

Correct and complete sketch of the front view of the figure in diagram A



1

Part 2, 1 pt:

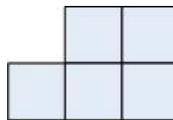
Incorrect sketch of the top view of the figure in diagram A

Sketch is incorrect

0

Part 3, 1 pt:

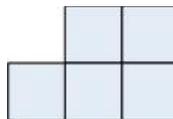
Correct and complete sketch of the back view of the figure in diagram A



1

Part 4, 1 pt:

Correct and complete sketch of the left-side view of the figure in diagram A

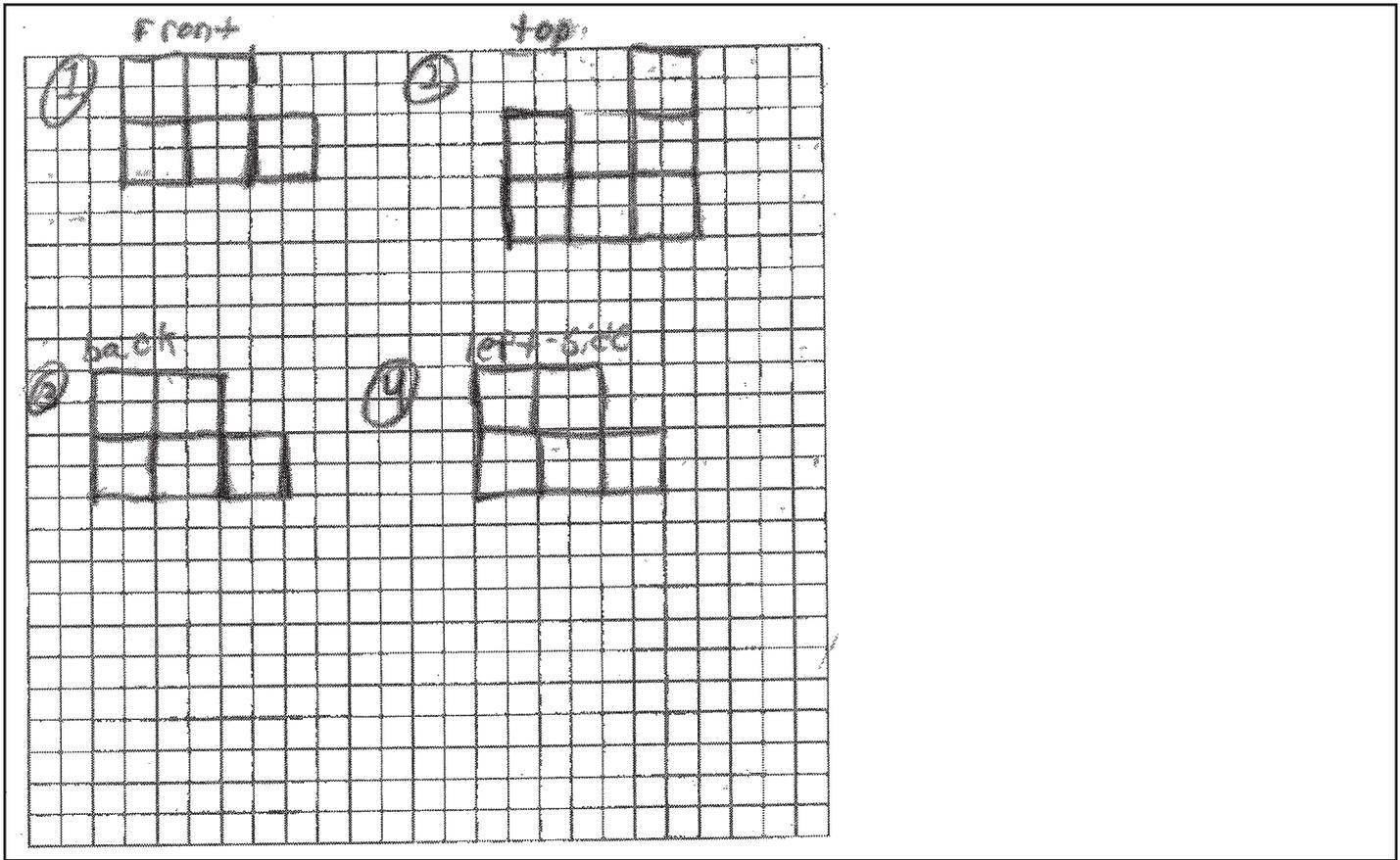


1

TOTAL POINTS

3

**Mathematics Item B Sample Responses and Annotations—
2010 Augmented Benchmark Grade 8**

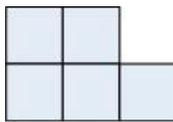


SCORE: 2

Points

Part 1, 1 pt:

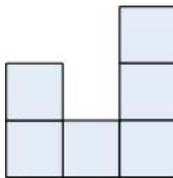
Correct and complete sketch of the front view of the figure in diagram A



1

Part 2, 1 pt:

Correct and complete sketch of the top view of the figure in diagram A



1

Part 3, 1 pt:

Incorrect sketch of the back view of the figure in diagram A

Sketch is incorrect

0

Part 4, 1 pt:

Incorrect sketch of the left-side view of the figure in diagram A

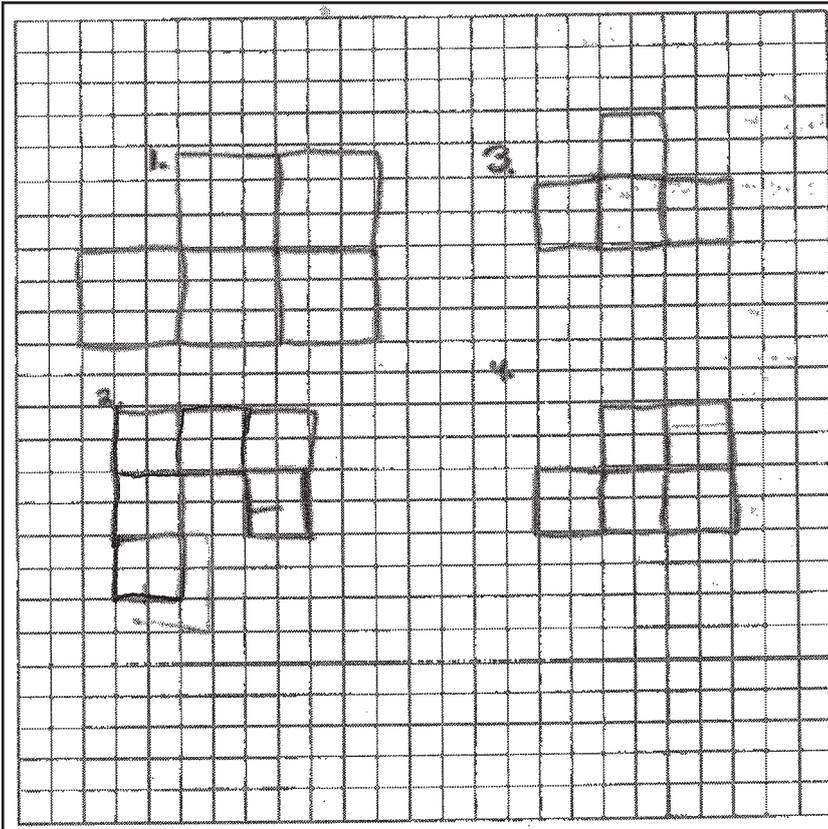
Sketch is incorrect

0

TOTAL POINTS

2

**Mathematics Item B Sample Responses and Annotations—
2010 Augmented Benchmark Grade 8**



SCORE: 1

Points

Part 1, 1 pt:

Incorrect sketch of the front view of the figure in diagram A

Sketch is incorrect

0

Part 2, 1 pt:

Incorrect sketch of the top view of the figure in diagram A

Sketch is incorrect

0

Part 3, 1 pt:

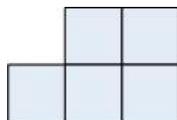
Incorrect sketch of the back view of the figure in diagram A

Sketch is incorrect

0

Part 4, 1 pt:

Correct and complete sketch of the left-side view of the figure in diagram A

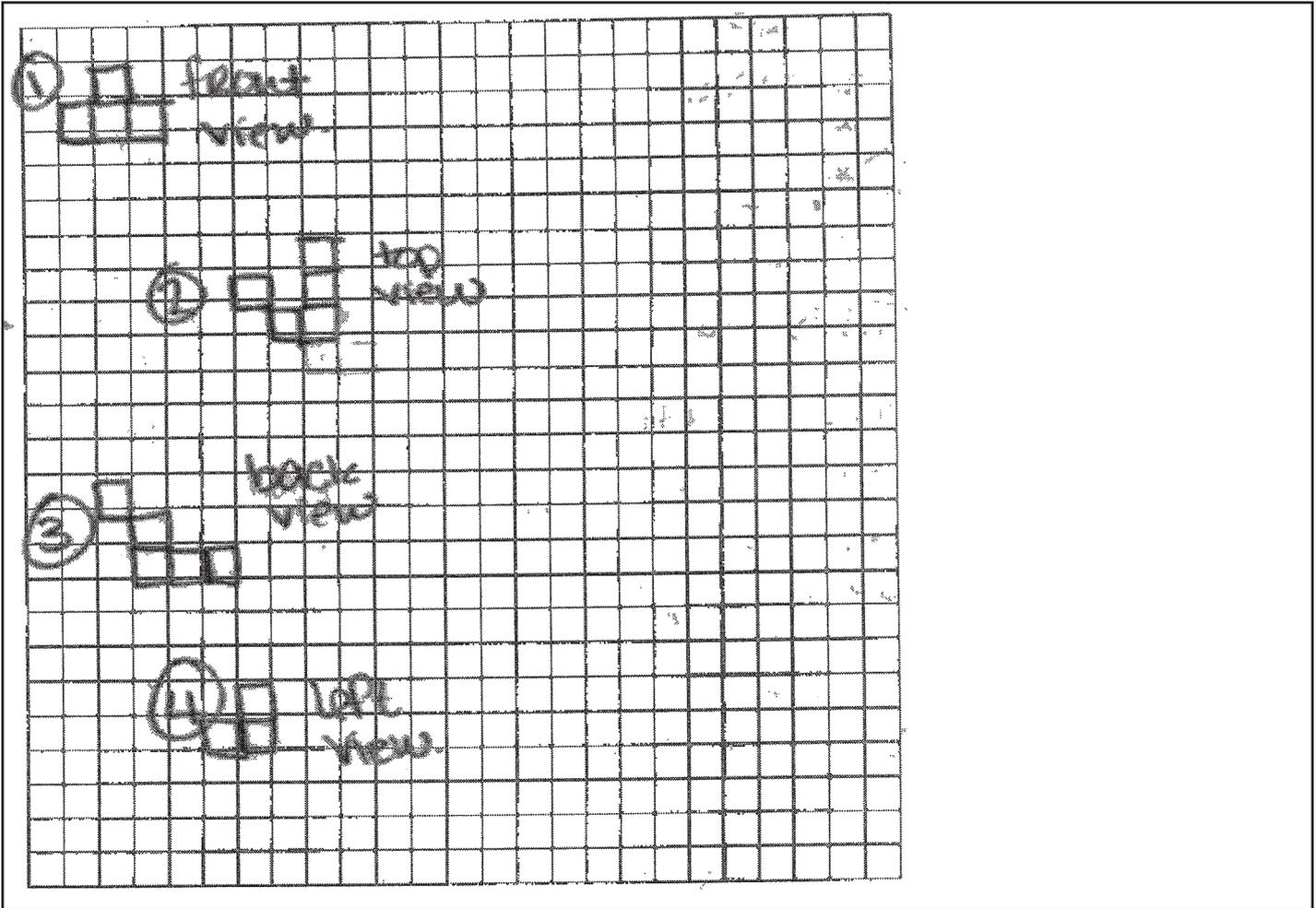


1

TOTAL POINTS

1

**Mathematics Item B Sample Responses and Annotations—
2010 Augmented Benchmark Grade 8**



SCORE: 0

Points

Part 1, 1 pt:

Incorrect sketch of the front view of the figure in diagram A

Sketch is incorrect

0

Part 2, 1 pt:

Incorrect sketch of the top view of the figure in diagram A

Sketch is incorrect

0

Part 3, 1 pt:

Incorrect sketch of the back view of the figure in diagram A

Sketch is incorrect

0

Part 4, 1 pt:

Incorrect sketch of the left-side view of the figure in diagram A

Sketch is incorrect

0

TOTAL POINTS

0

READING RESPONSES

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

Looking Back

by Beth Tolmach

- I woke up feeling chilly on that frosty
morning
Picked up the golden key to work open
my diary
Leafed through the thick pages
And leaped back in time with memories
- 5 Spring had brought raging clouds
That let the rain plummet upon the hills
Drops landed on our rooftop
With satisfying tips and taps
Hurried people scurried
10 Where they needed to go,
Trying to avoid the wetness
With colorful umbrellas in their palms
Squishy mud lingered street side for
weeks
And ruined more than a few pairs of
shoes
- 15 The spring mud disintegrated
The clouds drifted into the mountains
And rose the golden glory of sun
That shined upon our little town
Warmed the sullen earth
20 And lighted up the scene where
We all splashed around in the river
Rode our red bikes on the dirt paths
And basked in the light
It was summertime
- 25 Green leaves faded to brown
And the air became sharp and crisp
Autumn had crept in sneakily
And here we lay in mounds of crunchy
leaves
The smell of apple pie from the oven
30 Drifting through cool air
Our shadows on the house side
Mirrored our images
And as late November came about
We piled on jackets and scarves
35 And dreaded the coldness that was
coming up
- Winter stretched out like
A sports game in overtime
Forcing us to curl up by the fireside,
Stare into the vibrant flames and
40 Drink hot cocoa with big marshmallows
Soon enough, a white dust covered the
land
And children frolicked in the snowy
vista
But we stayed indoors,
Slurped up hot chicken noodle soup,
and
45 Watched winter come and go through
the windowpane

Reading Passage A—2010 Augmented Benchmark Grade 8

And now it is early March
I can feel a small bit of spring in the air
I sit in my bed with the little key
Reminiscing about the past year
50 It is time to start something fresh
I lock the diary up and hide it away

And throw the key into my drawer
Where it lands and makes a haunting
ring
It is the last noise of the old year
55 And following the ring,
Comes the first silence of the new

“Looking Back” by Beth Tolmach. Copyright © 2006 by Beth Tolmach. Reprinted with permission of the author. All rights reserved.

Reading Item A—2010 Augmented Benchmark Grade 8

A

Based on evidence in the poem, what is the approximate age of the speaker?

Use at least **three** details from the poem to support your answer.

READING ITEM A SCORING RUBRIC—2010 AUGMENTED BENCHMARK GRADE 8

SCORE	DESCRIPTION
4	The response explains the approximate age of the speaker and provides at least three details from the passage for support.
3	The response explains the approximate age of the speaker and provides two details from the passage for support.
2	The response explains the approximate age of the speaker and provides one detail from the passage for support. OR The response provides at least two details from the passage that could explain the approximate age of the speaker.
1	The response explains the approximate age of the speaker but fails to provide details from the passage for support. OR The response provides one detail from the passage that could explain the approximate age of the speaker. 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 8

Score Point: 4

This response explains the approximate age of the speaker (*about 12 or 13 yrs old*) and provides **four** details from the passage for support. 1. *we splashed around in the river*. 2. *Rode our red bikes on the dirt paths*. 3. *she sees and how to describe the images. . . green leaves faded brown . . . air became sharp and crisp . . . here we lay in mounds of crunchy leaves*. 4. *. . . slurped up hot chicken noodle soup*.

The approximate age of the speaker is about 12 or 13 yrs old. I think the speaker is about that age is because in the paragraph it said "we splashed around in the river Rode our red bikes on the dirt paths. I think the speaker is about that age because that is what children do. Another reason I think is that age is because she knows really well what she sees and how to describe the images. For example the speaker tells us that green leaves faded brown And the air became sharp and crisp. Autumn had crept in sneakily and here we lay in mounds of crunchy leaves. The last reason I think the speaker is 12 to 13 yrs old is she said she slurped up hot chicken noodle soup and only kids do that. The speaker might not be that age but that is the age I think she is.

Reading Item A Sample Responses and Annotations—2010 Augmented Benchmark Grade 8

Score Point: 3

This response explains the approximate age of the speaker (*no older than 13*) and provides **two** details from the passage for support. 1. *And children Frolicked in the Snowy vista But we stayed indoors.* 2. *no one older than 13 has a diary.*

I think that the speaker is no older than 13 because first in the poem she said And children frolicked in the snowy vista but we stayed indoors. referring to herself as a child. And no one older than 13 has a diary.

Score Point: 2

This response explains the approximate age of the speaker (*the speaker is 15 or 16*) and provides **one** detail from the passage for support. 1. *most people over the age of 16 don't really write in diary's any more.* The idea that the speaker is "too mature to be younger" is too general to receive credit without specific examples from the poem.

The evidence in this poem what is the approximate age of the speaker. I think the speaker is 15 or 16 because most people over the age of 16 don't really write in diary's any more. Second reason she's too mature to be younger than 15. So I guess she is 15 or 16.

Reading Item A Sample Responses and Annotations—2010 Augmented Benchmark Grade 8

Score Point: 1

This response explains the approximate age of the speaker (*he is about 12 or 13*), but fails to provide details from the passage for support. The attempted explanation (*the way he talks to people*) is too general.

I think that he is about 12 or 13
because the way he talks to people

Score Point: 0

The response provides a detail from the poem that is irrelevant and would not explain an approximate age for the speaker so there is no evidence that the student understands the question.

That shined upon our little town Warmed
the sulle earth And lighted up the scene
where.

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

What Do Food Labels Really Say?

As you munch your cereal in the morning, you spy it on the side of the box: that white rectangle with the jumble of words, numbers, and percentages. In fact, if you've looked at *any* packaged food lately, you're sure to have seen it. It's the **Nutrition Facts** label, and it gives you the lowdown on what's inside the box, everything from calories to cholesterol. But what does the food label mean? Learn more about label lingo below.

Food Label History: It Was a Bit of a Mystery

In the nineteenth century, food labels barely identified what was inside a box or container. People who lived at that time just had to eat the food and hope for the best! But throughout the twentieth century, the U.S. Food and Drug Administration (FDA) created many rules about food labeling.

First, the **Federal Food and Drug Act** allowed the federal government to regulate the safety and quality of food. By 1924, the FDA no longer allowed untrue health claims and statements on food labels that might mislead people. After that, the net weight of the food produced and names and addresses of the food manufacturer or distributor had to be printed on labels as well. Ingredient lists also became common on labels.

⁴ By 1973, nutritional values that supplied information about the amounts of vitamins and minerals had to be listed. Still, it was hard for people to get complete, consistent information about the foods that they were eating.

Fast forward to 1990, when the **Nutrition Labeling and Education Act** called for a major overhaul of food labels. The FDA and the U.S. Department of Agriculture (USDA) made

Did you know?

The newest change to the Nutrition Facts label was announced in July 2003. The FDA will require that the trans fat content of a food be listed on the label along with saturated fat, total fat, and cholesterol. Manufacturers have until January 1, 2006, to comply with this new regulation.

Reading Passage B—2010 Augmented Benchmark Grade 8

changes to the labels that would make healthy eating easier. The new labels were launched in 1994 and included five important changes:

- Nutrition information in bigger, more readable type is required for almost all packaged foods. The information appears on the back or side of packaging under the title “Nutrition Facts.” The information is also displayed in grocery stores near fresh foods, like fruits, vegetables, and fish.
- A new column of information, “% Daily Value,” tells people how the food fits into a healthy diet.
- The label must include information about saturated fat, cholesterol, fiber, sugar, calories from fat, and other important information.
- Serving sizes are now closer to the amount that people actually eat.
- Health claims, such as “light” or “low-fat,” must meet strict government definitions so that they are accurate and consistent from one food to another.

How to Read Labels

6 Although some people may be concerned about just one part of the nutrition label, looking at the whole picture can give you the info you need to make smart food choices. To make good choices, you need to have a handle on many different parts of the label, including food label claims, calorie measurements, serving size, percent daily values, minerals and vitamins, nutrients, and fat percentages.

- **Serving Size**

At the top of each food label you’ll see a serving size amount. The serving size is the amount of the food you would need to eat to get the amount of listed nutrients. These quantities are based on the amount people generally eat according to standards set by the FDA. Serving sizes are not necessarily recommended amounts, but common ones. All of the nutritional information on the package is based on one listed serving size.

Remember that the package may contain several servings. For example, if you eat a whole bag of chips that contains three servings, you have eaten three times the amount of calories and other nutrients listed on the package for one serving.

Nutrition Facts			
Serving Size 2 crackers (14g)			
Servings Per Container About 21			
Amount Per Serving			
Calories 60		Calories from Fat 15	
		% Daily Value*	
Total Fat 1.5g			2%
Saturated Fat 0g			0%
Trans Fat 0g			
Cholesterol 0mg			
Sodium 70mg			3%
Total Carbohydrate 10g			3%
Dietary Fiber Less than 1g			3%
Sugars 0g			
Protein 2g			
Vitamin A 0%		Vitamin C 0%	
Calcium 0%		Iron 2%	
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.			
	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat. Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2400mg	2400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Reading Passage B—2010 Augmented Benchmark Grade 8

- **Calories**

A calorie is a unit of energy that measures how much energy food provides to your body. The number given on the food label indicates how many calories are in one serving. Although calorie requirements vary for each person depending on age, weight, gender, and activity level, food labels are based on a diet of 2,000 calories a day.

- **Calories From Fat**

The second number, calories from fat, tells the total number of calories in one serving that comes from fat. The label lists fat so that people can carefully monitor the amount of fat in their diets. Dietitians generally recommend that no more than 30% of calories come from fat over the course of the day. That means if the food you eat over the course of a day contains 2,000 calories total, no more than 600 of these calories should come from fat.

- **Percent Daily Values**

Percent daily values, like serving sizes, are based on an average adult who consumes 2,000 calories a day. Percent daily values are listed in the right-hand column in percentages, and they tell you how much of a certain nutrient you will get from eating one serving of that food. Your daily goal is to eat 100% of each of those nutrients. If a serving of a food has 25% vitamin D, then that food is providing 25% of your daily vitamin D needs if you eat 2,000 calories per day.

Percent daily value is most useful for figuring out whether a food is high or low in certain nutrients. If a food has 5% or less of a nutrient, it is considered to be low in that nutrient. A food is considered a good source of a nutrient if the percentage is between 10% and 19%. If the food has more than 20% of the daily value, it is considered high in that nutrient.

“What Do Food Labels Really Say?”: This information was provided by KidsHealth, one of the largest resources online for medically reviewed health information written for parents, kids, and teens. Copyright © 1995 by The Nemours Foundation.

Reading Item B—2010 Augmented Benchmark Grade 8

B

Identify **two** changes made to food labels to make consumers healthier.

Explain how each of these changes can improve consumer health. Use details from the passage to support your answer.

READING ITEM B SCORING RUBRIC—2010 AUGMENTED BENCHMARK GRADE 8

SCORE	DESCRIPTION
4	The response identifies two changes made to food labels for health reasons and explains how each of these changes can improve consumer health.
3	The response identifies two changes made to food labels for health reasons and explains how one of these changes can improve consumer health.
2	The response identifies two changes made to food labels for health reasons but fails to explain how either of these changes can improve consumer health. OR The response identifies one change made to food labels for health reasons and explains how this change can improve consumer health.
1	The response identifies one change made to food labels for health reasons but fails to explain how this change can improve consumer health. OR The response fails to identify a specific change made to food labels for health reasons but explains how food labels can improve consumer health. 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 8

Score Point: 4

The response identifies **two** changes made to food labels **and** explains how **each** of these changes can improve consumer health. 1. *trans fat content of a food be listed on the label along with saturated fat, total fat, and cholesterol.*

Explanation: *consumer now knows whether or not this food is healthy.* 2. *"% Daily Value."* **Explanation:** *consumer knows what else they need for a healthy diet, or what they need less of.*

Many changes have been made to food labels to make consumers healthier. One of these changes was that the trans fat content of a food be listed on the label along with saturated fat, total fat, and cholesterol. This can improve consumer health because the consumer now knows whether or not this food is healthy. Another change that was made was that the food label needed a new column of information, "% Daily Value." This column tells the consumer how the food fits into a healthy diet. Changing this can improve consumer health because then the consumer knows what else they need for a healthy diet, or what they need less of. Every change made has its own way of helping consumers become healthier. Clearly, these changes have left their mark on healthy consumers today.

Reading Item B Sample Responses and Annotations—2010 Augmented Benchmark Grade 8

Score Point: 3

The response identifies **six** changes made to food labels **and** explains how **one** of these changes can improve consumer health. 1. *serving sizes are now closer to the amount that people actually eat.* 2. *now the label must include information about saturated fats.* **Explanation:** *They help keep us from making bad choices when it comes to eating food.*

3. *cholesterol.* 4. *Fiber.* 5. *Sugar.* 6. *calories from fat.* Even though most of the changes were written in one sentence, each change is credited separately. However, even though the explanation, “*They help keep us from making bad choices when it comes to eating food*” can apply to many of these changes, it can only be credited once.

Nutritional facts are very important. They help keep us from making bad choices when it comes to eating food. Things have changed a lot since the past. One thing that has changed is that the serving sizes are now closer to the amount that people actually eat. Now the label must include information about saturated fats, cholesterol, fiber, sugar, calories from fat, and other important information. Lots of things have changed since the past.

Reading Item B Sample Responses and Annotations—2010 Augmented Benchmark Grade 8

Score Point: 2

The response identifies **one** change made to food labels and explains how this change can improve consumer health.

1. *FDA no longer allowed false information.* **Explanation:** *People will be told the truth instead of a lie. . . . can eat healthier knowing the truth.*

In the nineteenth century, food labels barely identified what was inside a box or container. Now days food labels are mostly correct and don't give false information. People will be told the truth instead of a lie.

The Federal Food and Drug Act allowed the federal government to regulate the safety and quality of food. By 1924, the FDA no longer allowed false information. People can eat healthier knowing the truth.

Reading Item B Sample Responses and Annotations—2010 Augmented Benchmark Grade 8

Score Point: 1

The response identifies **one** change made to food labels, but does not explain how this change can improve consumer health. 1. *FDA no longer allowed untrue health claims and statements.*

One change that was made was in 1924, the FDA no longer allowed untrue health claims and statements.

Score Point: 0

The response is totally incorrect and shows no evidence that the student understands the task. The mere mention of an item (*Total Fat*) found on the label does not guarantee credit; the context must also be correct.

The calories are too high, they need to be dropped down to 0% in calories. That will turn into fat fast. Total Fat needs to be 1%, and the sodium needs to be 2% and then that will be okay.

WRITING RESPONSES

Scoring Student Responses to Writing Prompts—2010 Augmented Benchmark Grade 8

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 8

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 8

C

Your school counselor has asked students to write about the following topic:

People say that respect for others is very important. Write about a time you showed respect for another person or someone showed respect for you.

Before you begin to write, think about that specific time. What happened?

Now write about a time you showed respect for another person or someone showed respect for you. Give enough detail so that your school counselor will understand.

Writer's Checklist—2010 Augmented Benchmark Grade 8

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?

One day, about four years ago, I was going to throw a birthday party for my niece Sam. She was going to be six years old. It just so happens that she was staying the night with our family, so she was really early getting there. I had plans to bake this huge birthday cake for her so that her birthday would be special.

I got out all of the ingredients it would take for me to bake this gigantic cake. Sam helped me mix all of them together and put them into the oven. It took about an hour for the cake to finish baking and then another hour for me to frost it. It was a yellow cake with cream cheese frosting. Then I had taken different colored tube-frosting and drew multi-colored flowers all over it along with a pink "Happy B-day Sam!". And to finish it all off, I iced the edges with her favorite blue frosting. It was a masterpiece that I had created.

Sam had been begging me for the last twenty minutes of the frosting process to let her stick her finger right in the middle of it so she could see what it tasted like. Of course I said no. I had put too much time + hard work into it for her to mess it up before guests started arriving. She pouted and I told her she wouldn't have to wait too much longer before she could eat it. I just laughed at her little sad face.

At about that time I heard the door bell ring. It

was the first of Sam's little friends to show up. The little girl's name was Sara, and she raced inside to meet Sam. My parents and I stood and talked with Sam's parents for a little while when I thought about my cake, I started to freak out. I had left Sam all alone with the cake, and I just knew that she had stuck her finger right in the middle of it.

I raced into the kitchen to find two innocent little girls staring at my cake with hungry eyes. I stepped closer to inspect my cake, but there were no little finger holes in it. I couldn't have been more proud of Sam for her respect. I asked her not to touch my cake and she respected those wishes. I ran over to her + wrapped her in a big hug. Sara just looked at me like I was crazy.

More and more children and parents showed up by the minute. The cake tasted absolutely wonderful and we had a great time. After that, Sam went to everyone in the house bragging about her respect. I just smiled.

Writing Annotation for Sample Response 1—2010 Augmented Benchmark Grade 8

Content: 4

This response has a clear central idea, focused around a time when the student's six-year-old niece showed respect. The writing has a clear organizational plan as the story of the niece's birthday party unfolds. The writer consistently elaborates each idea with a logical progression of ideas through time. The writer effectively uses transitions between and within paragraphs as well as an introduction and thoughtful conclusion. This response demonstrates consistent control of the Content domain.

Style: 4

The writer of this response uses vivid and precise vocabulary (*I laced the edges, masterpeice, pouted, little sad face, two innocent little girls staring at my cake with hungry eyes*) and selected information (*It was a yellow cake with cream cheese frosting. Then I had taken different colored tube-frosting and drew multi-colored flowers all over it along with a pink "Happy B-day Sam!"*). The variety in sentence beginnings and lengths demonstrates purpose. The tone is maintained throughout, and the writer's voice is strong. This response demonstrates consistent control of the Style domain.

Sentence Formation: 4

This response displays mature sentence structures, using expansion through coordination and embedding through subordination. There are complex sentence structures throughout this response (*My parents and I stood and talked with Sara's parents for a little while when I thought about my cake. . . . I had left Sam all alone with the cake, and I just knew that she had stuck her finger right in the middle of it*), which demonstrates consistent control of Sentence Formation.

Usage: 4

The writer has skillfully handled all features, including standard inflections, agreement, and word meaning, indicating consistent control of the Usage domain.

Mechanics: 4

Despite a few misspelled words (*neice, ingrediants, masterpeice, absolutly, &*) and a few missing commas, this response demonstrates consistent control of the Mechanics domain.

Respect can be given and received, it shows someone how you feel about them. It can be anything from returning a lost dog, being kind of someone's feelings, or maybe even listening to someone when they talk. I show respect to my mom by taking care of what she buys me, listening to her when she talks, and treating her the way I want to be treated.

One way I show respect for my mom is taking care of things she buys me. If she bought me something I thought was great, I wouldn't tear it up, I would say thank you and be grateful. If she bought me something I wasn't very fond of, I would do the same as if I did like it. I would respect it.

Another way I have shown respect for her is by listening to what she says. Even if I don't want to, I have to anyway so I always do. She might say something I disagree with. I listen and don't say anything that would get me into trouble.

Also, I show respect by treating her the way I would want to be treated. I

Writing Sample Response 2—2010 Augmented Benchmark Grade 8

wouldn't be rude and ignore what she tries to tell me. I think if I was talking, I would want her to communicate with me. I wouldn't want her to purposely break something of mine, so I am careful with her things.

All in all, there have been many times of where I show my mom respect and expect her to do the same. Respect can be shown in all kinds of ways.

Writing Annotation for Sample Response 2—2010 Augmented Benchmark Grade 8

Content: 3

This response presents a clear central idea that respect can show how one feels about another person. Though details do support the central idea, elaboration is not as complete. The response is organized into an introduction, three examples of how the student respects his or her mother (*taking care of what she buys me . . . treating her the way I want to be treated . . . listening to what she says*), and a conclusion. Overall, the response demonstrates reasonable control of the Content domain.

Style: 3

The response features some purposeful selection of vocabulary (*grateful, fond, communicate*). There is some variety in beginnings and lengths of sentences (*If she bought me something I wasn't very fond of, I would do the same as if I did like it. I would respect it*). While the reader can hear the writer's voice, it begins to fade as information and vocabulary become more general. The response demonstrates reasonable control of the Style domain.

Sentence Formation: 4

The response displays correct formation of sentences. There are no fused sentences, run-on sentences, or fragments. It includes correct formation of complex and simple sentences. Clauses are often embedded using prepositional phrases and other compound elements, demonstrating consistent control of Sentence Formation.

Usage: 4

The response has a minor agreement error (*listening to someone when they talk*), but overall, it capably employs the features of Usage including standard inflections, agreement, and word meaning. The response demonstrates consistent control of the Usage domain.

Mechanics: 4

The response contains a spelling error (*recieved*) and a punctuation error (*I wouldn't tear it up, I would say thank you and be grateful*), but it demonstrates consistent control of the Mechanics domain.

Showing respect for another person. Let's see how I show respect to adults, well unless their my brothers. To adults I say yes mama, no mama, or no sir, yes sir. And all that type of stuff. I also show respect for the school till it comes to the principal, I do say the sir, please, and thank but that's it, and also the dress code. Another thing I like to respect is others wishes. Even though they don't respect mine. I guess you can say I respect the soldiers for what they've done for this country.

For people who show respect to me is a very low number. I know that my teachers do, and also some of my friends. Like if I make a decision that would do me good, they respect that and stand by me all the way through it. I guess that's all I can say about this topic. Thank you for reading this even though it's not very good.

Writing Annotation for Sample Response 3—2010 Augmented Benchmark Grade 8

Content: 2

This response has an unclear central idea about respect for another person. There is random organization with no apparent plan. The details given are list-like (*respect to adults, dress code, others wishes, soldiers*), and there is a noticeable lack of elaboration. The response demonstrates inconsistent control of the Content domain.

Style: 2

The majority of the selected information and vocabulary in this response is general (*Like if I make a descion that would do me good, they respect that and stand by me all the way threw it*), not affecting the reader. Sentence problems do not add to style. The writer's voice is dim in the absence of precise vocabulary, and the tone is generally flat. The response demonstrates inconsistent control of the Style domain.

Sentence Formation: 2

This response has some fragments (*Even though they don't respect mine*), and run-on sentences with comma splices, missing words, etc. (*I also show respect for the school till it comes to the pricapal, I do say the sir, please, and thank but that's it, and also the dress code*). This pattern of errors demonstrates inconsistent control of Sentence Formation.

Usage: 4

Despite a few errors in word meaning (*mama* for ma'am, *till* for until), this response demonstrates consistent control of the Usage domain.

Mechanics: 3

This response has some missing punctuation and capitalization in quotations, and a few spelling errors (*their* for they're, *threw* for through, *descion*). Overall, the response demonstrates reasonable control over the Mechanics domain.

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program