



Arkansas Comprehensive Testing, Assessment, and Accountability Program

TEACHER HANDBOOK

AUGMENTED BENCHMARK EXAMINATION GRADE 3

APRIL 2011 ADMINISTRATION

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Arkansas Department of Education

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The Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) includes the Augmented Benchmark Examination for grade 3 students. It consists of multiple-choice and open-response items that directly assess student knowledge relative to math, reading, and writing. The Arkansas Curriculum Frameworks are the basis for development of the Augmented Benchmark Examinations.

In April 2011, third-grade students participated in the *Grade 3 Augmented Benchmark Examination*. Results of this examination will be provided to all students, schools, and districts to be used as the basis for instructional change.

This handbook provides information about the scoring of student responses to three open-response items in math, two open-response items in reading, and to one 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 *Grade 3 Augmented Benchmark Examination* is available through the Arkansas Department of Education. Questions can be addressed to the Assessment Office at 501-682-4558.

SCORING STUDENT RESPONSES TO OPEN-RESPONSE ITEMS

The multiple-choice and open-response test items for the Math, Reading, and Writing components of the *Grade 3 Augmented Benchmark Examination* are developed with the assistance and approval of the Content Advisory Committees. All passages and items on the *Grade 3 Augmented Benchmark Examination* are based on the Arkansas Curriculum Frameworks and developed with the assistance and approval of Content Advisory Committees and Bias Review Committees. These committees comprise active Arkansas educators with expertise in math, English, and/or language arts education.

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. Qualified readers for Arkansas scoring will be those with a four-year college degree in math, English, language arts, education, 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 writing prompt, the math open-response item, or the reading passage and its open-response 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 *Grade 3 Augmented Benchmark Examination* 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 the Scoring Director 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 Procedures

All student responses to the *Grade 3 Augmented Benchmark Examination* 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 math open-response items, reading passages with their open-response items, and a writing prompt 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 follows. 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 *Grade 3 Augmented Benchmark Examination*.

MATH RESPONSES

A Robert, Sally, Toni, and William each have 17 stickers.

1. How many total stickers do Robert, Sally, Toni, and William have? Show your work and/or explain your answer.
2. Allie has 12 stickers. She puts her stickers with the total number of stickers that Robert, Sally, Toni, and William have. The 5 friends decide to share all the stickers equally. How many stickers does each friend receive? Show your work and/or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Math Item A Scoring Rubric—2011 Grade 3
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Score	Description
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3–3½ points.
2	The student earns 2–2½ points.
1	The student earns ½–1½ points, or minimal understanding is 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” is assigned for the item.)

SOLUTION AND SCORING

Part	Points
1	<p>2 points possible</p> <p>1 point: Correct answer: 68 (stickers)</p> <p>AND</p> <p>1 point: Correct and complete procedure shown and/or explained of how the answer was determined.</p> <p>Give credit for one of the following or equivalent:</p> <ul style="list-style-type: none"> • $17 \times 4 = \#$ • $17 + 17 + 17 + 17 = \#$ <p>Or</p> <p>½ point: Procedure contains a counting error +/- 1 or a copy error:</p> <p>Give credit for one of the following or equivalent:</p> <ul style="list-style-type: none"> • $17 \times 3 = \#$ • $17 + 17 + 17 = \#$ • $17 \times 5 = \#$ • $17 + 17 + 17 + 17 + 17 = \#$ • $16 \times 4 = \#$ • $16 + 16 + 16 + 16 = \#$
2	<p>2 points possible</p> <p>1 point: Correct answer: 16 (stickers) <i>(or correct answer based on an incorrect answer in Part 1, e.g., for a response with an answer of 51 in Part 1 a correct answer will be $51 + 12 = 63$, $63 \div 5 = 12.6$)</i></p> <p>AND</p> <p>1 point: Correct and complete procedure shown and/or explained of how the answer was determined. Work may be based on an incorrect answer in Part 1.</p> <p>Give credit for one of the following or equivalent:</p> <ul style="list-style-type: none"> • $68 + 12 = 80$, $80 \div 5 = \#$ • $17 + 17 + 17 + 17 + 12 = 80$, $80 \div 5 = \#$ • $68 + 12 = 80$, $16 \times 5 = 80$ (Guess & Check) • $68 + 12 = 80$, with a graphic depiction of 5 groups, clearly consisting of 16 units each, totaling 80. <p>Or</p> <p>½ point: Correct but incomplete procedure, with the step of adding the total stickers up <u>or</u> dividing the total stickers by 5 <u>not shown</u>. Work may be based on an incorrect answer in Part 1.</p> <p>Give credit for one of the following or equivalent:</p> <ul style="list-style-type: none"> • $80 \div 5 = \#$ • $16 \times 5 = 80$ (Guess & Check) • $68 + 12 = \#$

SCORE: 4

<u>Part 1</u>		Points
Correct answer:	"68 stickers"	1
Correct procedure:	$17 \times 4 =$	1
<u>Part 2</u>		
Correct answer:	"16 stickers"	1
Correct procedure:	$68 + 12 = 80, 80 \div 5 =$	1
Total Points		4

①

$17 \times 4 = 68$

there are 68 stickers in all

②

$68 + 12 = 80$

$80 \div 5 = 16$

each kid gets 16 stickers.

SCORE: 3

<u>Part 1</u>		Points
Incorrect answer:	"78 stickers" (<i>calculation error</i>)	-
Correct procedure:	$17 + 17 + 17 + 17 =$	1
<u>Part 2</u>		
Correct answer: (<i>based on incorrect answer in Part 1</i>)	"18 stickers"	1
Correct procedure: (<i>based on incorrect Part 1</i>)	$78 + 12 = 90, 90 \div 5 =$	1
Total Points		3

1.
$$\begin{array}{r} 3 \\ 17 \\ -17 \\ 17 \\ +17 \\ \hline 78 \end{array}$$

Robert, Sally,
Tony, and
William have
78 stickers in
all

2.
$$\begin{array}{r} 1 \\ 79 \\ +12 \\ \hline 90 \end{array}$$

Now they have 90 so $90 \div 5 = 18$.

Each friend gets 18 stickers.

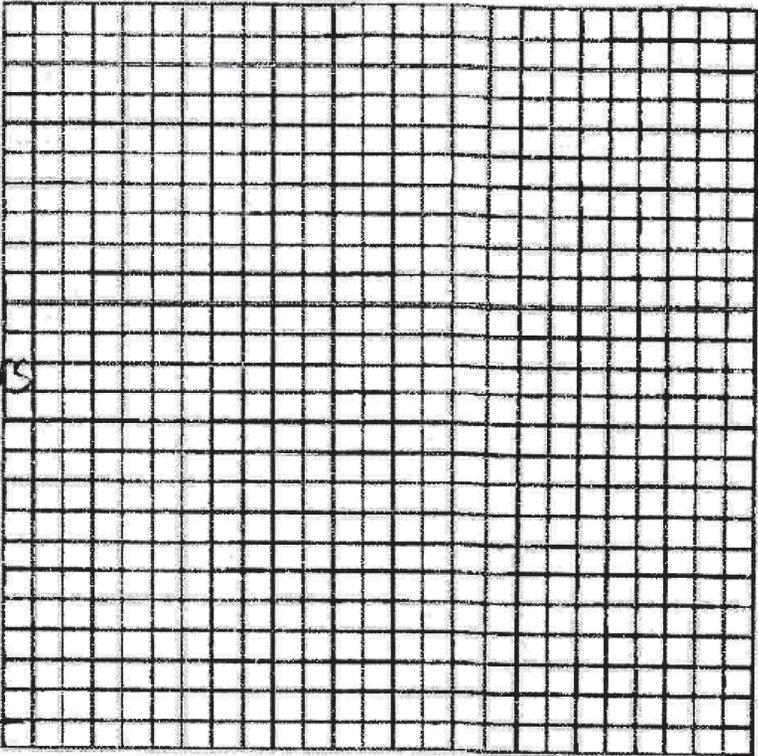
SCORE: 2

<u>Part 1</u>		Points
Correct answer:	“68 stickers”	1
Correct procedure:	$17 \times 4 =$	1
<u>Part 2</u>		
Incorrect answer:	“5 stickers and 4 Leftover”	-
Incorrect procedure:	$17 + 12 = 29$, then “giving each friend 1 at a time” with 5 marks drawn for each	-
Total Points		2

①

$$\begin{array}{r} 2 \\ 17 \\ \times 4 \\ \hline 68 \end{array}$$

68 stickers in all.
I got my answer by multiplying 17 and 4



②

17	A	T	S	R	W
+ 12					
<hr/> 29					

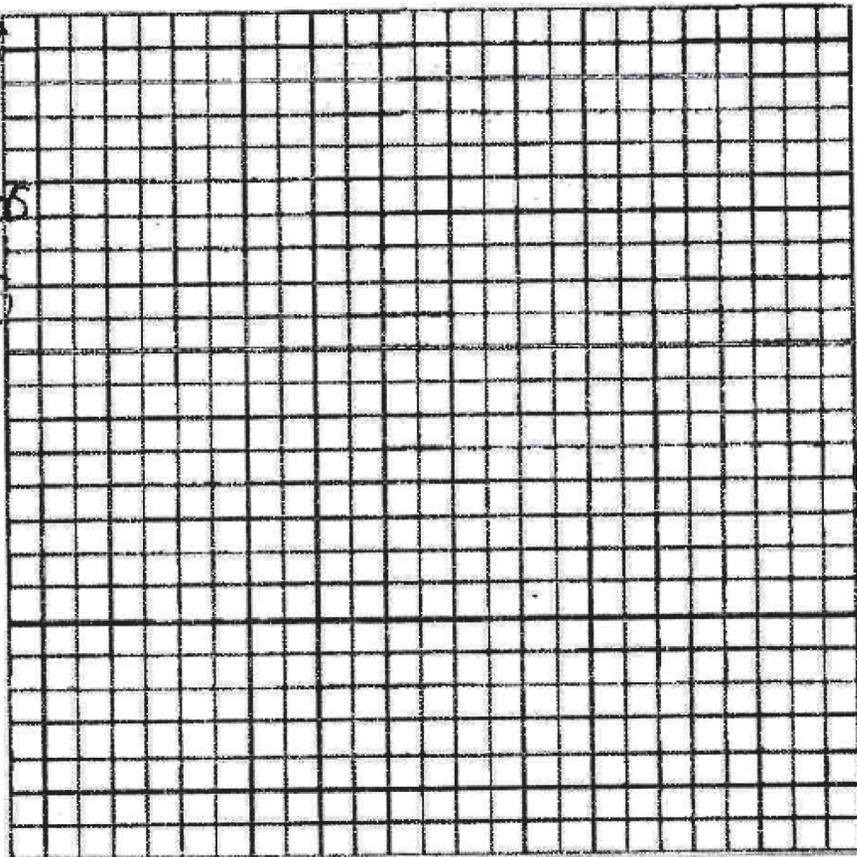
I got my answer by giving each friend 1 at a time.

Each friend gets 5 stickers and 4 Leftovers.

SCORE: 1

<u>Part 1</u>		Points
Correct answer:	"68 stickers"	1
Missing procedure:		-
<u>Part 2</u>		
Incorrect answer:	"80 stickers all 5 friends"	-
Missing procedure:		-
Total Points		1

1. 68 stickers
all together.
2. 80 stickers
all 5 friends



SCORE: 0

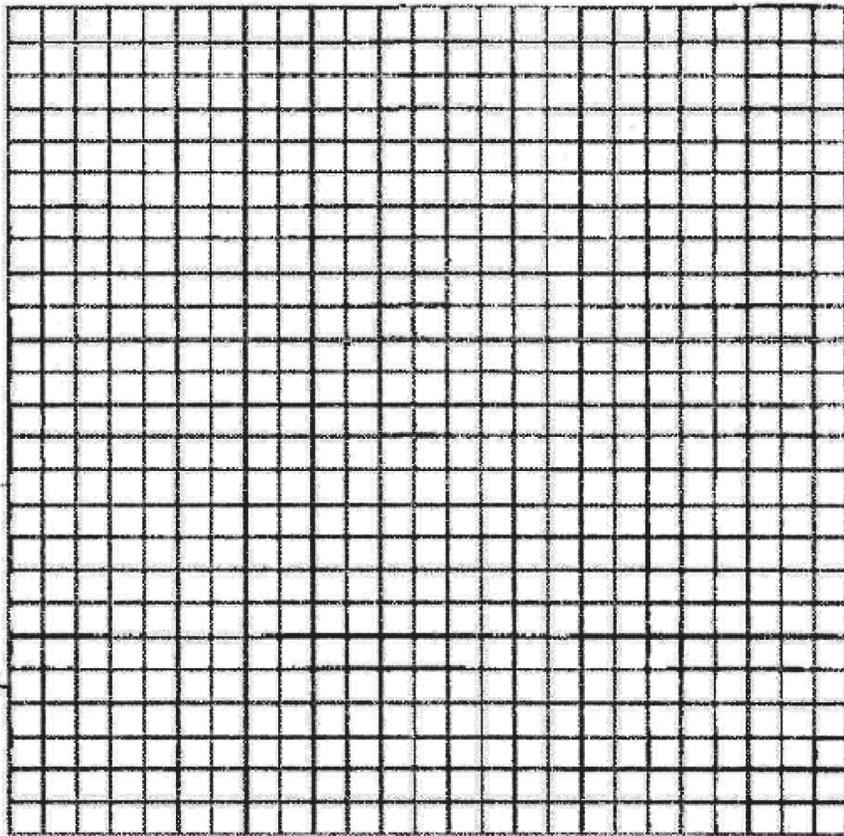
<u>Part 1</u>		Points
Incorrect answer:	"20 sticker"	-
Incorrect procedure:	$17 + 3 =$	-
<u>Part 2</u>		
Incorrect answer:	"24"	-
Incorrect procedure:	$12 \div 5 =$	-
Total Points		0

$$\begin{array}{r} 17 \\ + 3 \\ \hline 20 \end{array}$$

There are 20 sticker to share with Robert's friend.

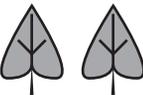
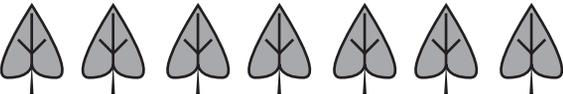
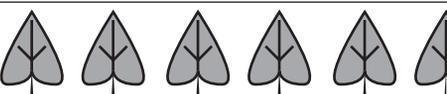
$$\begin{array}{r} 12 \\ \div 5 \\ \hline 24 \end{array}$$

There are 24 for 5 more friend to share.



B Lucy made a pictograph of the types of trees on Blossom Lane.

Trees on Blossom Lane

Birch	
Elm	
Maple	
Oak	
Pine	

Each  represents 2 trees.

1. How many total trees are on Blossom Lane? Show your work and/or explain your answer.

2. Jimmy also made a pictograph of the types of trees on Blossom Lane. His pictograph has a key of 1 leaf represents 4 trees. How many leaves did Jimmy draw to represent the elm trees on Blossom Lane? Show your work and/or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Math Item B Scoring Rubric—2011 Grade 3

Score	Description
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or minimal understanding is shown. Ex.: The five correct subtotals (4, 14, 8, 10, 11) are given as the answer in Part 1.
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” is assigned for the item.)

SOLUTION AND SCORING

Part	Points
<p>1</p>	<p>2 points possible 1 point: Correct answer: 47 (trees) AND 1 point: Correct (and complete) procedure shown and/or explained of how the answer was determined. <i>Work may contain a calculation error, copy error, or counting (+/- 1 whole tree leaf) error for any street.</i> Give credit for one of the following or equivalent:</p> <ul style="list-style-type: none"> • $4 + 14 + 8 + 10 + 11 =$ • $23 \times 2 = 46; 46 + 1 =$ • $23 \frac{1}{2} \times 2 =$ • 2 added 23 times + 1 = • $10 + 10 + 10 + 10 + 7 =$ (any grouping that includes <u>one odd number</u> is acceptable) • $4 + 12 + 8 + 10 + 11 = \#$ (<i>counting error -1 whole leaf</i>) • A graphic depiction clearly showing the number of trees adding up to 47, with the conversion of the half-unit into a whole unit (e.g., bar graphs or grid boxes checked) • “I counted by 2’s until I got to the half symbol which would be + 1 to get my total.”
<p>2</p>	<p>2 points possible 1 point: Correct answer: $3 \frac{1}{2}$ (leaves, which may be drawn) AND 1 point: Correct (and complete) procedure shown and/or explained of how the answer was determined. <i>Work may be based on an incorrect answer in Part 1 and/or contain a calculation or copy error.</i> Give credit for one of the following or equivalent:</p> <ul style="list-style-type: none"> • $14 \div 4 =$ • $7 \div 2 =$ • $4 + 4 + 4 + 2 = 14$ • 4, 8, 12, 14 (skip counting) • A graphic depiction clearly showing 7 leaves converted to $3 \frac{1}{2}$ leaves. • “I counted the pairs of leaves and there were 3 pairs and 1 leaf by itself.”

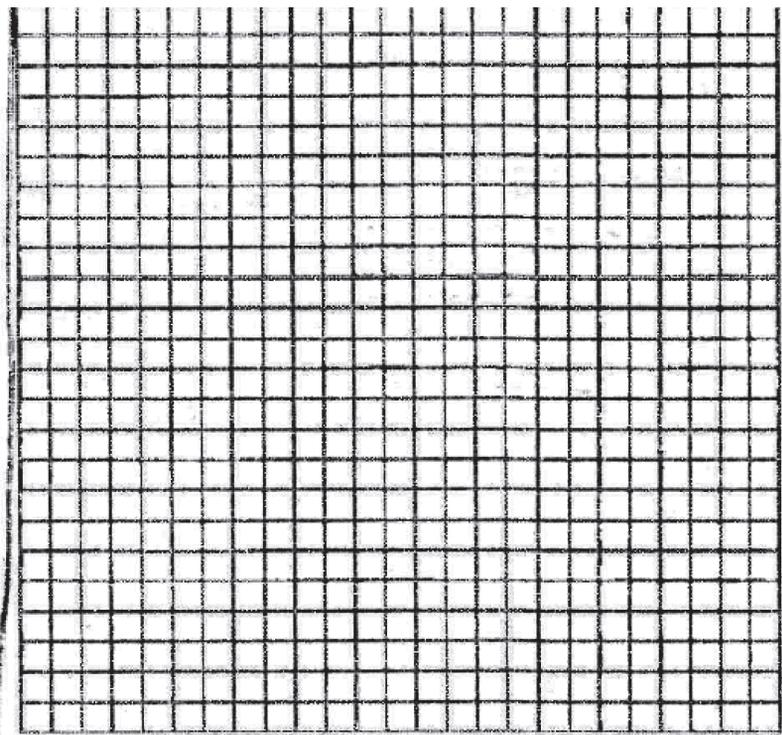
SCORE: 4

<u>Part 1</u>		Points
Correct answer:	"47"	1
Correct procedure:	$4 + 14 + 8 + 10 + 11 =$	1
<u>Part 2</u>		
Correct answer:	"3 r 2," with 3 ½ leaves drawn	1
Correct procedure:	$14 \div 4 =$	1
Total Points		4

Birch 4
 Elm 14
 Maple 8
 Oak 10
 Pine 11

 47

47 trees
 in all



2. $14 \div 4 = 3 \text{ r } 2$ so... $2 = \frac{1}{2} \text{ of } 4$

SCORE: 3

<u>Part 1</u>		Points
Incorrect answer:	"57 trees" (<i>calculation error</i>)	-
Correct procedure:	$14 + 8 + 10 + 11 + 4 =$	1
<u>Part 2</u>		Points
Correct answer:	"3 ½"	1
Correct procedure:	Drawing of leaves shows the conversion of 7 leaves into 3 ½ leaves	1
Total Points		3

1. There are
 4 birch trees,
 14 Elm trees,
 8 maple trees,
 10 oak trees and
 11 pine trees.

$$\begin{array}{r} 24 \\ 70 \\ +13 \\ \hline 107 \end{array}$$

$$\begin{array}{r} 13 \\ +14 \\ \hline 27 \end{array}$$

57 57 trees

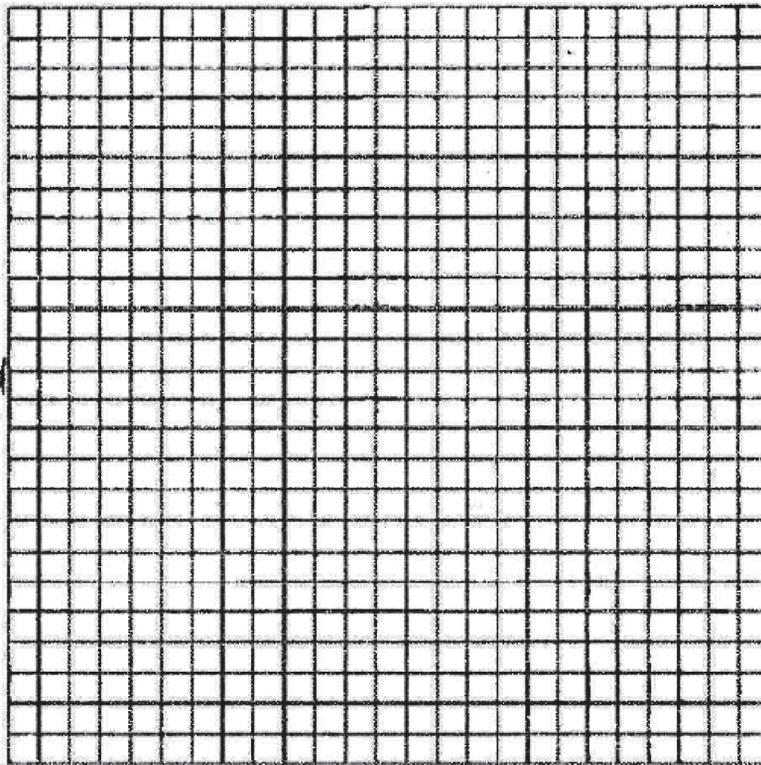
so it would be $3\frac{1}{2}$

SCORE: 2

<u>Part 1</u>		Points
Correct answer:	"47"	1
Correct procedure:	"I counted by two's 23 times and then counted the 1 and got 47"	1

<u>Part 2</u>		Points
Incorrect answer:	"one and three quarters"	-
Incorrect procedure:	"because there are 4 and 3 there on the graph"	-
Total Points		2

I⁰ got 47 because I counted by two's 23 times and then counted the 1 and got 47.



② I think he got one and three quarters because there are 4 and 3 there on the graph.

SCORE: 1

<u>Part 1</u>		Points
Correct answer:	"47 trees"	1
Missing procedure:	"one leaf represents two trees and Birch has 2 leaves, Elm 7..." (repeats given information)	-
<u>Part 2</u>		
Incorrect answer:	"92"	-
Incorrect procedure:	"if each leaf represents 4 now Birch, Elm, Maple, Oake and Pine have the same amount"	-
Total Points		1

1. If the key says one leaf represents two trees and Birch has 2 leaves, Elm 7, Maple 4, Oak 5, Pine 1/2, then there are 47 trees on Blossom Lane.

47 trees

2. Now if each leaf (☉) represents 4 now Birch, Elm, Maple, Oak and Pine have the same amount so 92.

92

SCORE: 0

Part 1		Points
Incorrect answer:	"25 trees"	-
Incomplete procedure:	"because we have to count in 2's"	-
Part 2		
Incorrect answer:	"count by 4's"	-
Incorrect procedure:	"because each one leaf percented 4 trees"	-
Total Points		0

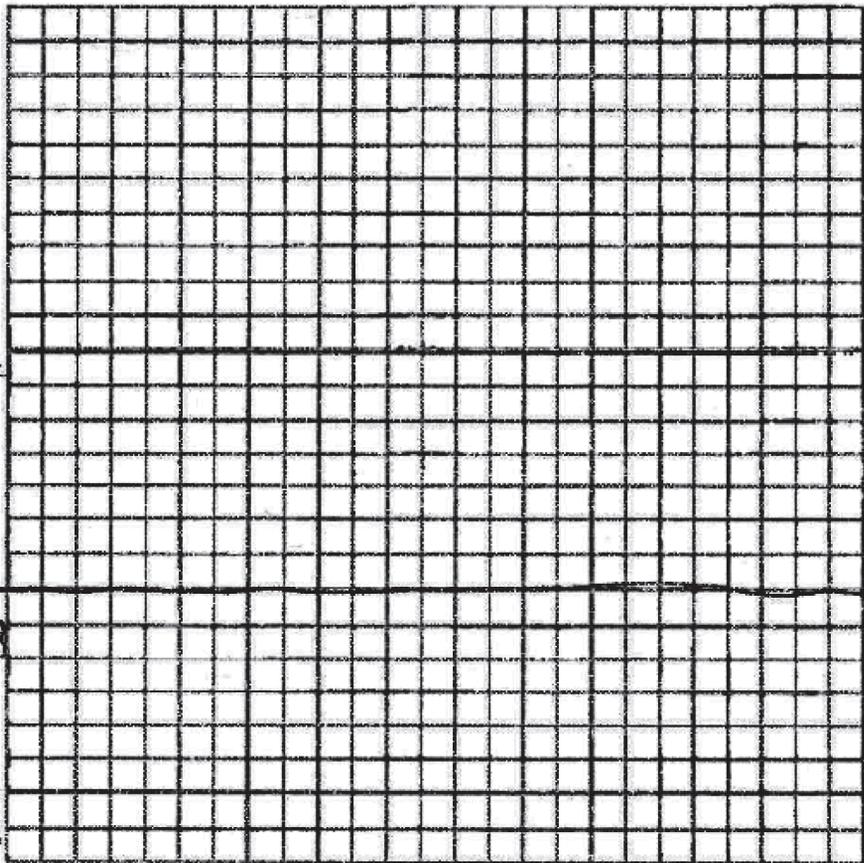
1. Answer: 25 trees

The answer is 25 blossom
 Last trees all together.

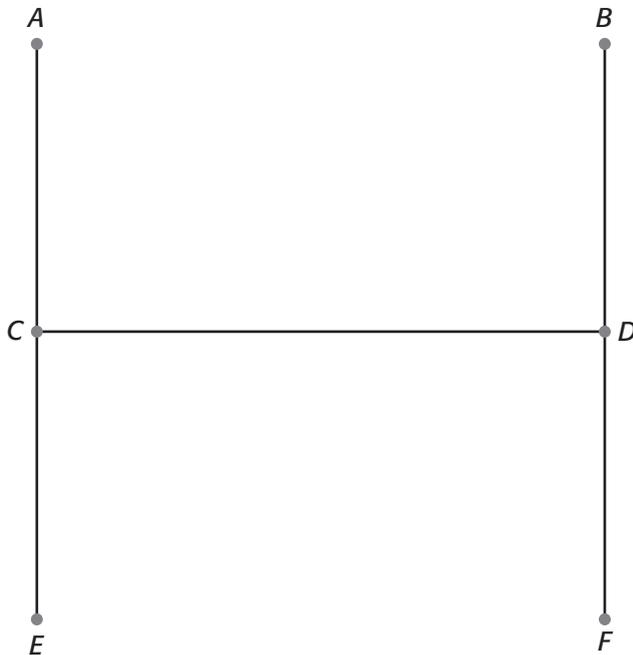
I know because we have to count in 2's.

2. Answer: count by 4's
 The answer is 4's because each one leaf percented

4 trees
 I know this because 1 leaf = 4 trees.



C Kelly drew the line segments shown.



1. Name 2 line segments in Kelly's figure that appear to be parallel to each other.
2. Name 2 line segments in Kelly's figure that appear to be intersecting each other.
3. Copy Kelly's figure in your Student Answer Document. Draw and label a new line segment that intersects line segment CD . Use words, numbers, and/or pictures to explain why the line segment you drew is intersecting line segment CD .

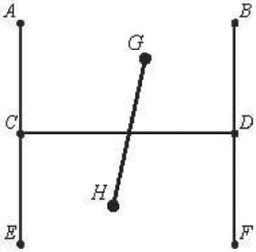
BE SURE TO LABEL YOUR RESPONSES 1, 2, AND 3.

Math Item C Scoring Rubric—2011 Grade 3

Score	Description
4	The student earns 4 points. The response contains no incorrect work. Kelly's figure is correctly copied in Part 3.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or minimal understanding is shown. Ex.: Response includes a verbal description and/or graphic depiction of <u>parallel</u> and/or <u>intersecting</u> lines in any part of the response that clearly demonstrates the meaning of one or both.
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" is assigned for the item.)

SOLUTION AND SCORING

Part	Points
1	<p>1 point possible</p> <p>1 point: Correctly names 2 line segments that are parallel to each other. Give credit for any of the following pairs (or equivalent):</p> <ul style="list-style-type: none"> • Line segments AE and BF • \overline{AC} and \overline{BD} • \overline{CE} and \overline{DF} • \overline{AE} and \overline{BD} • \overline{AE} and \overline{DF} • \overline{AC} and \overline{BF} • \overline{CE} and \overline{BF} • \overline{AC} and \overline{DF} • \overline{CE} and \overline{BD}
2	<p>1 point possible</p> <p>1 point: Correctly names 2 line segments that are intersecting each other. Give credit for any of the following pairs (or equivalent):</p> <ul style="list-style-type: none"> • Line segments AE and CD • \overline{BF} and \overline{CD} • \overline{AC} and \overline{CD} • \overline{BD} and \overline{CD} • \overline{CE} and \overline{CD} • \overline{DF} and \overline{CD} • \overline{AC} and \overline{CE} • \overline{BD} and \overline{FD}

Part	Points
3	<p>2 points possible 2 points: Correct and complete diagram with support: Response contains the following:</p> <ul style="list-style-type: none"> • Diagram is drawn showing a new, correctly labeled line segment intersecting \overline{CD}. <i>Note: Letters A-F cannot be used to designate a <u>new</u> point.</i> <i>Note: Kelly's figure does not need to be copied in its entirety, <u>except at the "4" level.</u></i> <p>Example:</p>  <ul style="list-style-type: none"> • Support explains and/or shows an understanding of intersection using words and/or pictures: Ex: "Any line segment that <u>crosses</u> line segment CD is intersecting." Ex: "One line <u>crosses</u> (goes <u>across</u>) another line." Ex: "One line segment goes <u>through</u> another line segment." Ex: "One line <u>meets</u> another line." Ex: "My line <u>touches</u> the other line." Ex: "The segment <u>connects</u> with another segment." <i>Note: Do not deduct if the student uses the term "line" instead of "line segment", even at the "4" level.</i> <p>OR 1 point: Give credit for the following.</p> <ul style="list-style-type: none"> • Diagram is drawn showing a new, incorrectly <i>labeled</i> line segment intersecting \overline{CD}, with or without a supporting explanation. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • Diagram is drawn showing a new, incorrectly <i>labeled</i> line segment intersecting another <i>labeled</i> line segment, with a supporting explanation as defined above.

SCORE: 4

<u>Part 1</u>		Points
Correct answer:	" \overline{AE} and \overline{BF} are parallel."	1
<u>Part 2</u>		
Correct answer:	" \overline{AE} and \overline{CD} are intersecting."	1
<u>Part 3</u>		
Correctly labeled line segments drawn with Acceptable support:	\overline{GH} and \overline{CD} "it crosses line segment \overline{CD} "	2
Total Points		4

1. \overline{AE} and \overline{BF} are parallel.

2. \overline{AE} and \overline{CD} are intersecting.

3

The Line Segment that I drew is intersecting because it crosses line segment \overline{CD} so that makes it intersecting

SCORE: 3

<u>Part 1</u>		Points
Correct answer:	" \overline{AE} is parallel to... \overline{BF} "	1
<u>Part 2</u>		
Correct answer:	" \overline{CD} is intersecting... \overline{BF} "	1
<u>Part 3</u>		
Correctly labeled line segments drawn with Missing support:	\overline{IS} and \overline{CD}	1
Total Points		3

3,

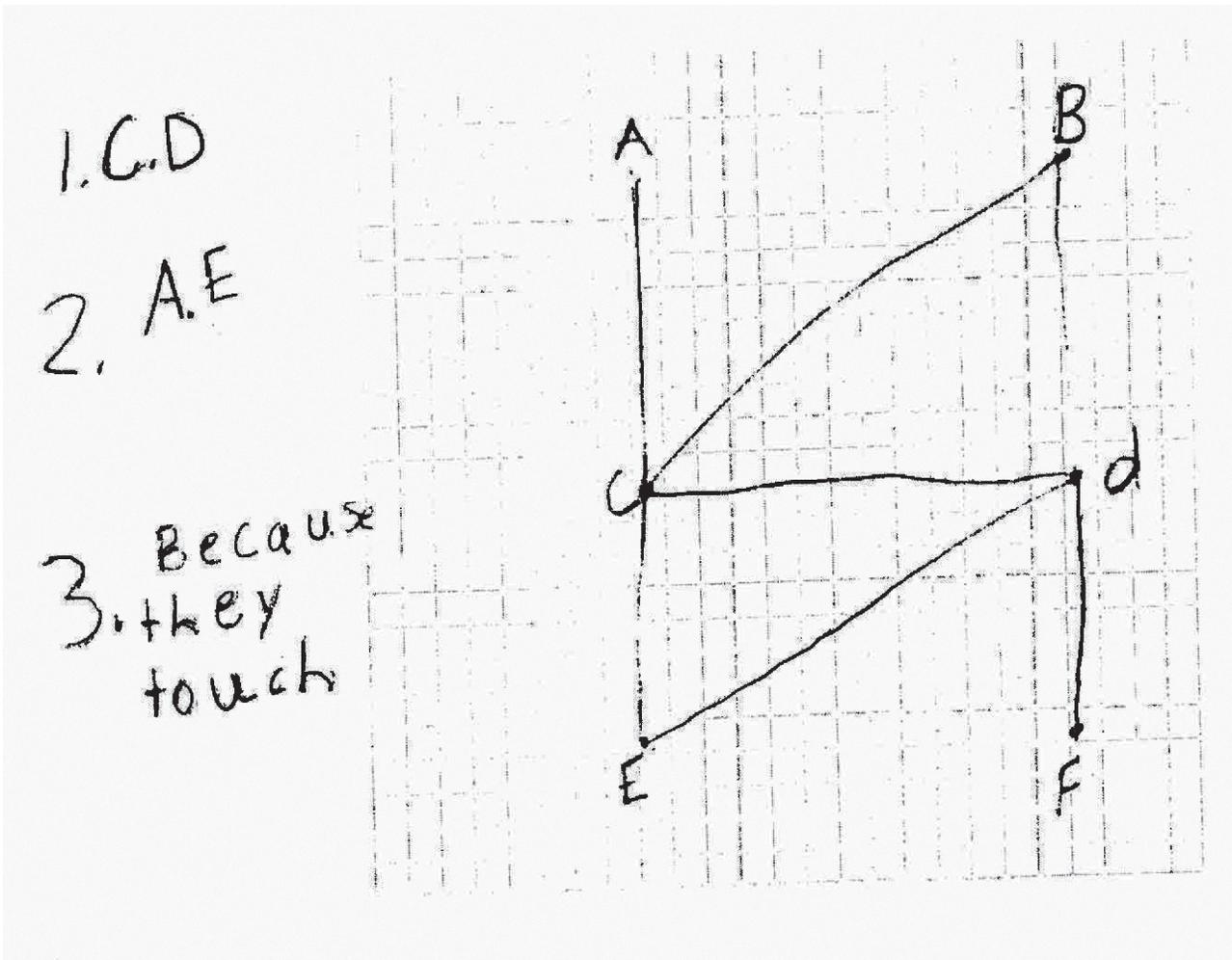
1. Line segment \overline{AE} is parallel to Line segment \overline{BF} .

2. Line segment \overline{CD} is intersecting line segment \overline{BF} .

The diagram shows a grid with several line segments. On the left, a vertical line segment \overline{AE} is drawn. On the right, another vertical line segment \overline{BF} is drawn. A horizontal line segment \overline{CD} is drawn, starting from point C on \overline{AE} and ending at point D on \overline{BF} . A diagonal line segment \overline{IS} is drawn, starting from point I on \overline{BF} and ending at point S in the lower-left area. The segments \overline{AE} and \overline{BF} are parallel, and \overline{CD} intersects \overline{BF} at point D.

SCORE: 2

<u>Part 1</u>		Points
Incorrect answer:	"C.D"	-
<u>Part 2</u>		Points
Incorrect answer:	"A.E"	-
<u>Part 3</u>		Points
Correctly labeled line segments drawn with Acceptable support:	\overline{CB} and \overline{Cd} , \overline{Ed} and \overline{Cd} "Because they touch"	2
Total Points		2



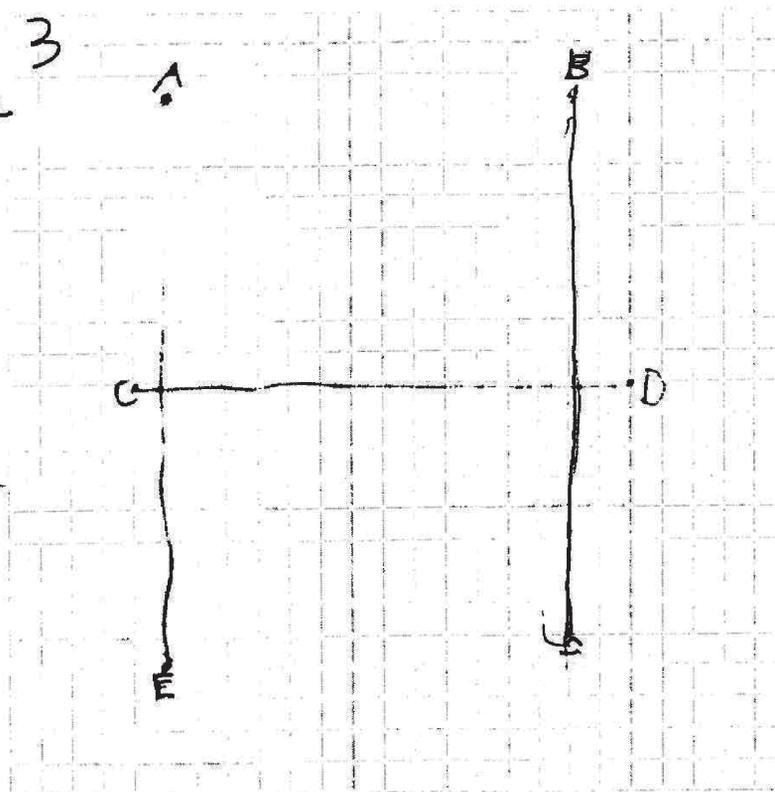
SCORE: 1

<u>Part 1</u>		Points
Correct answer:	"A E and B F"	1
<u>Part 2</u>		
Incorrect answer:	"CD"	-
<u>Part 3</u>		
A new line segment is not drawn:		-
Total Points		1

1. A E and B F because they are parallel and it does not cross or touch

each other

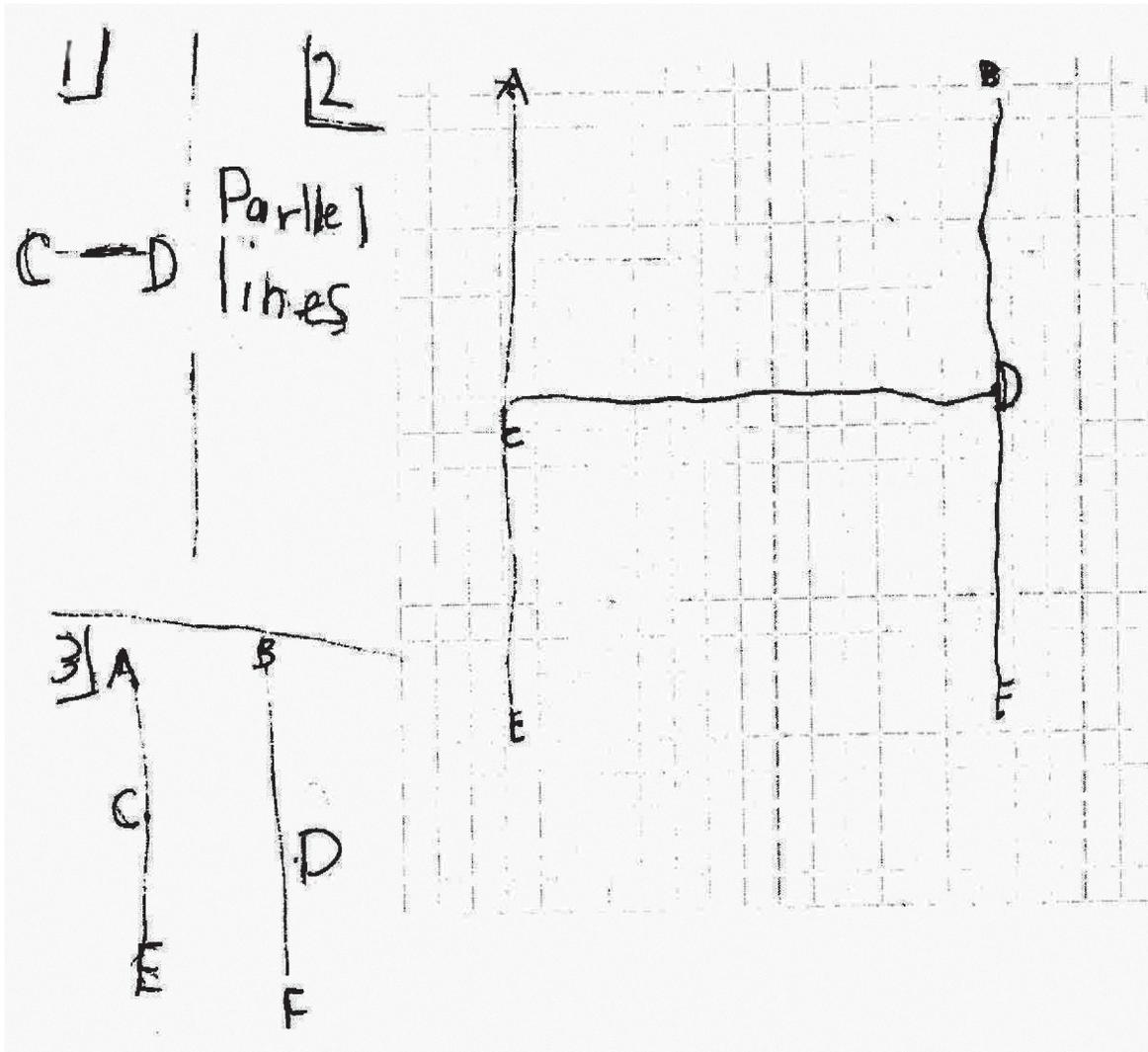
3 It's intersecting because its crossing and touching each other.



2. It's CD because it touches another line and it is intersecting lines.

SCORE: 0

<u>Part 1</u>		Points
Incorrect answer:	"C-D"	-
<u>Part 2</u>		Points
Incorrect answer:	"Parllel lines"	-
<u>Part 3</u>		Points
Incorrect line segments are drawn with Missing support:	\overline{AE} and \overline{BF}	-
Total Points		0



READING RESPONSES

The Gingerbread Blues

by Linell Wohlers

1 Felix had just about had it. His sisters and brother really knew how to ruin an afternoon in the snow.

“Stay back, Felix,” ordered Cynthia.

“You will wreck our snowman!” warned Phillip.

“You wreck everything, Felix,” complained Teresa.

Felix felt like kicking their stupid old snowman. He would have, too, but Mrs. Jeffers called him to her back door. He smeared a couple of half-frozen tears from his cheek so she would not know he had been crying.

“Think you can help me roll out some cookie dough?” she asked, handing Felix a big rolling pin.

“Sure,” said Felix, jumping up on the step stool that Mrs. Jeffers kept for him. A mountain of dark dough sat on the counter amid white sprinkles of flour.

“What kind are you making?” asked Felix.

“Gingerbread,” said Mrs. Jeffers, patting flour onto the rolling pin. “They are for my brother William,” she said, smiling. “He looks forward to them every Christmas.”

Thump, thump! Felix banged the rolling pin hard against the mountain of dough. “I would not give cookies to my brothers or sisters,” he grumbled. “They are mean!”

“So was William,” chuckled Mrs. Jeffers. “We fought like cats and dogs. But he is still pretty special.”



Felix stared at Mrs. Jeffers. It was hard to imagine her fighting with anyone.

Mrs. Jeffers got out the cookie cutters. She began cutting out boys, and Felix set to work cutting out gingerbread girls.

Next, Felix stuck raisin eyes and cherry smiles on each gingerbread child. They all looked like baby Joseph, his younger brother. Joseph was a problem, too—drooling on Felix’s book and stealing all the attention.

“I am not even little enough to be important,” said Felix.

16 “That itty-bitty brother of yours is crowding you, is he?” Mrs. Jeffers asked as she shoved a cookie sheet into the oven. Then she got out another batch of dough.

“Yes,” said Felix.

18 While Mrs. Jeffers flattened the dough, Felix pinched off a tiny piece of it. It felt like baby Joseph’s toes. Felix could remember playing with him that morning. Joseph was not a problem then. He was as cuddly soft as gingerbread dough.

Felix and Mrs. Jeffers began to cut out trees. They reminded Felix of presents, which reminded him of his sister. “Cynthia made a surprise for me and put it under the tree,” he said, smiling.

“Oh, my!” said Mrs. Jeffers. “I wish I had a sister as nice as that.”

Felix started to cut out rabbits. They looked like Phillip’s rabbit. “Sometimes Phillip lets me hold Whiskers,” he said.

“Really!” said Mrs. Jeffers. “William never did let me hold his pets. He was always afraid I would drop them.”

23 Felix cut out teddy bears and thought of Teresa’s stuffed bear, Jones. “Some nights when I get scared, Teresa lets me sleep with Jones,” he remembered gratefully.

“Hmmm,” said Mrs. Jeffers. “William never did that for me, either.”

“I guess I am pretty lucky,” admitted Felix.

“I guess you are lucky!” said Mrs. Jeffers, placing the beautiful gingerbread cookies in a box. “You came in singing the blues, and now you have turned those blues into lovely gingerbread cookies for your family! Here you go, sweetie,” she said, placing the box in Felix’s hands.

“For me? Wow, thanks, Mrs. Jeffers!” said Felix. “But what about William?”

“You come back tomorrow, and we will make another batch for William,” said Mrs. Jeffers.

“You bet!” promised Felix, leaping out the door. He hurried home to surprise his sisters and brothers with the yummy gingerbread cookies. After all, they were pretty special.

A When Felix begins helping Mrs. Jeffers with the gingerbread cookies he feels sad, but by the time they are finished making the cookies, he feels happy.

Provide two reasons why Felix feels sad.

Provide two reasons why Felix feels happy.

Reading Item A Scoring Rubric—2011 Grade 3

Score	Description
4	The response provides two reasons why Felix feels sad and two reasons why Felix feels happy.
3	The response provides two reasons why Felix feels sad and one reason why Felix feels happy. OR The response provides one reason why Felix feels sad and two reasons why Felix feels happy.
2	The response provides two reasons why Felix feels sad. OR The response provides two reasons why Felix feels happy. OR The response provides one reason why Felix feels sad and one reason why Felix feels happy.
1	The response provides one reason why Felix feels sad. OR The response provides one reason why Felix feels happy. OR The response demonstrates minimal understanding of the question.
0	Response is incorrect or irrelevant.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SCORE POINT: 4

The student provides two reasons why Felix feels sad when he begins helping Mrs. Jeffers with the gingerbread cookies: 1) “when he thinks that his brother and sisters are being mean”; 2) “when he feels like he is not important because his little brother is getting all the attention and not him” and provides two reasons why Felix feels happy by the time they are finished making the cookies: 1) “he realizes that his siblings can be really nice some times”; 2) “when his little brother Joseph is nice and cuddly” The response demonstrates a thorough understanding of the passage.

One of the two reasons why Felix is sad is when he thinks that his brother and sisters are being mean, and also when he feels like he is not important because his little brother is getting all the attention and not him. The two reasons why he feels happy is when he realizes that his siblings can be really nice some times, and when his little brother Joseph is nice and cuddly.

SCORE POINT: 3

The student only provides one reason why Felix feels sad when he begins helping Mrs. Jeffers with the gingerbread cookies, “hes brothes and sisters Relly ruind his day in the snow” and the student provides two reasons why Felix feels happy by the time they are finished making the cookies: 1) “his brother let him hold His brothers Pet”; and 2) “Felixes sister let him hold her tedy boar” The response provides evidence of general but not comprehensive understanding of the passage.

Well Why Felix Was Sad is
 because hes brothes and sisters
 Relly ruind his day in the snow
 and when he was happy in his
 brothes and sisters do a lot of
 stuff for Felix like his brother
 let him hold his brothers pet
 and let Felixes sister let him hold
 her tedy boar.

SCORE POINT: 2

The student provides only two reasons why Felix is happy by the time they are finished making the gingerbread cookies: 1) "His sister lets Felix sleep with her teddy bear"; 2) "Mrs. Jeffers gives him a box of ginger bread cookies" This is an example of a basic understanding of the passage.

Here are two reasons why Felix feels sad and happy. His sister lets Felix sleep with her teddy bear, Mrs. Jeffers gives him a box of ginger bread cookies.

SCORE POINT: 1

The student only provides one reason why Felix feels sad when he begins helping Mrs. Jeffers with the gingerbread cookies "his brother and sister hurt his feelings". The response is inadequate and provides evidence of minimal understanding.

① Well his brother and sister hurt his feelings. Like when they teased him.

② Then after he was sad now happy and why he made cookies like trees and boys plus girls.

SCORE POINT: 0

There is no evidence that the student understands the task. The response is inaccurate and irrelevant.

Felix Feel sad because what if his cookies
do not taste good or he wanted to
play out side. they like their cookies
and now he gets to go out side.

Bannock: Bread on a Stick

by Lynn Brunelle

Bannock is an old word meaning “wilderness bread.” The cool thing about bannock is that you start it in the kitchen at home, bring the dry ingredients in a bag to camp, add water, put it on a stick, and bake it over a fire. It smells amazing, and when it’s done it’s the most delicious hot trail bread you can imagine! Bannock is great as a snack with butter and jam, or with a meal of chili, stew, or soup.

What You Need

2 cups all-purpose flour

4 teaspoons baking powder

1/2 stick (4 tablespoons) butter, plus extra if cooking in a skillet

2 teaspoons white sugar

1/2 teaspoon salt

1/2 cup cold water

1 gallon-size zip-top bag

Permanent marker

2 Good Sticks

Before You Leave Home

1. Place the flour, baking powder, butter, sugar, and salt in the zip-top bag.
2. Seal the bag and massage¹ it until you end up with a crumbly mixture.
3. Write “Add 1/2 cup cold water” on the bag with a permanent marker.
4. Toss the bag in the cooler (the butter in the bread mixture will spoil if it’s not kept cold).

¹ massage: squeeze

A Good Stick

You can cook almost anything on a stick—from bread to hot dogs to dessert—but you need to have a good one first. Here are a few tips:

- Look for a young stick (it should be flexible and greenish on the inside). Older sticks will catch fire.
- Find a stick that’s straight, strong, and about the width of your index finger and the length of your arm.
- Have a grown-up remove all the bark and branches and sharpen the end of the stick with a knife. The point makes it easier to insert the stick into food—think hot dogs or marshmallows—and stripping the bark makes the stick a little cleaner and less likely to spark up.

At the Campsite

1. Add 1/2 cup of water to the bag. Seal it and massage the bag well until a dough forms.
2. Open the bag and pull out the dough. Divide it into 4 balls.
3. Roll each ball between your hands to make a snake about the width of a hotdog.
4. Wind each snake around a stick.
5. Roast the bread sticks over hot embers.² Hold the bread close to but not touching any ember or flame.
6. When the bread is puffy and golden brown, you know it’s done—10 to 20 minutes, depending on how hot the fire is.
7. Let it cool, then dig in.

Makes 4 Servings

² embers: wood that is burning in the fire

- B** The author states, “You can cook almost anything on a stick—from bread to hot dogs to dessert—but you need to have a good one first.”

Give four details from the passage that explain what makes a stick good for cooking.

Reading Item B Scoring Rubric—2011 Grade 3

Score	Description
4	The response gives at least four accurate and relevant details from the passage to explain what makes a stick good for cooking.
3	The response gives three accurate and relevant details from the passage to explain what makes a stick good for cooking.
2	The response gives two accurate and relevant details from the passage to explain what makes a stick good for cooking.
1	The response gives one accurate and relevant detail from the passage to explain what makes a stick good for cooking. OR The response demonstrates minimal understanding of the question.
0	Response is incorrect or irrelevant.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SCORE POINT: 4

The student uses several accurate and relevant details from the passage to explain what makes a stick good for cooking: 1) “Look for a young stick (it should be greenish on the inside”); 2) “find a stick that is straight”; 3) “strong”; 4) “about the width of your index finger”; 5) “the length of your arm”; 6) “have a grownup remove all bark and branches”; 7) “sharpen the end of the stick”. The response demonstrates a thorough understanding of the passage.

• These are many reasons why a stick is good for cooking. First, Look for a young stick (it should be greenish on the inside. Older sticks will catch on fire. Secondly, find a stick that is straight, strong, and about the width of your index finger and the length of your arm. Third, have a grownup remove all bark and branches and sharpen the end of the stick or your knife. Lastly, the point makes it easier to insert the stick of the food. In conclusion you see four details why a stick is important for cooking.

SCORE POINT: 3

The student provides three accurate and relevant details from the passage to explain what makes a stick good for cooking: 1) “it needs to be straight”; 2) “it also needs to be strong”; 3) “it need to be the leanth of your arm”. The response provides evidence of general but not comprehensive understanding of the passage.

① So it won't break or catch on fire

② it needs to be straight because your foot won't fall off

③ it also needs to be strong cause it could break

④ it need to be the leath of your arm so you won't get burnt

SCORE POINT: 2

The student provides two accurate and relevant details from the passage to explain what makes a stick good for cooking: 1) “Have a grown-up to remove all barks and branches”; 2) “sharpen the end of the stick with a knife”. This is an example of a basic understanding of the passage.

1 Have a grown-up to remove all barks and branches 2 and Sharpen the end of the stick with a knife. 3 The Point makes it easier to insert the stick into food. 4 I think hot dogs or marshmallows and stripping the bark makes the stick a little cleaner and less likely to spark up.

SCORE POINT: 1

The student provides only one accurate and relevant detail from the passage to explain what makes a stick good for cooking “If its strong you can hold lots of foods with it.” The response is inadequate and provides evidence of minimal understanding.

A stick can hold stuff over the fire so you won't burn yourself. You can wind something you need around it. You can cook almost any food with it. If its strong you can hold lots of foods with it.

SCORE POINT: 0

There is no evidence that the student read the passage or understood the task. The response is irrelevant.

So you won't get burnt, So you won't have to hold
it over the fire. you can hang the stick up on
something and relax, you can eat it off a
stick and not get your fingers burnt.

Acknowledgments

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WRITING RESPONSES

SCORING STUDENT RESPONSES TO WRITING PROMPTS

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 by a third reader 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.

Nonscoreable and Blank Papers

Nonscoreable papers include student responses that are off-topic, illegible, incoherent, written in a language other than English, or too brief to assess. Nonscoreable papers will receive a score of "0." Blank papers indicate no response was written and will be reported as NA (no attempt), which translates into a score of "0."

**WRITING DOMAINS AND DEFINITIONS—
2011 GRADE 3 AUGMENTED BENCHMARK EXAMINATION**

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
- Selected information
- Sentence variety
- Tone
- Voice

Sentence Formation (F)

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

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

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

This is one of the two writing prompts administered to all grade 3 students in April 2011.

Prompt

Your teacher has asked you to write about your favorite toy.

Now write about **one** toy and give reasons **why** it is your favorite. Give enough detail so that your teacher will understand your ideas.

WRITER'S CHECKLIST

1. Look at the ideas in your response.

- Have you focused on one main idea?
- Have you used enough detail 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 a variety of 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?

WRITING SAMPLE RESPONSE 1

Content: 4

This response has a clear central idea (“my brand new babydoll”) that is fully elaborated with supporting details (“houseshoes and a birth certificate”; “I get my teddybear to babysit except on Tuesdays and Fridays when I get the housekeeper to stay with her.”). Organization is clear, and the ideas progress logically. A sense of closure is present. The response demonstrates consistent control of the features of the Content domain.

Style: 4

The writer uses purposefully selected information to affect the reader (“I get my teddybear to babysit”; “my old baby bag is her new one”). The writer sustains a tone of affection for her favorite doll, and a strong voice is present. Sentences are varied (“I bought it on spring break at the Toy Chest in Hot Springs...And when I get home I feed her do homework let her take her nap and I take mine.”). Consistent control of the features of the Style domain is demonstrated.

Sentence Formation: 4

Most sentences are correctly formed, and the response demonstrates a variety of simple, compound, and complex sentences (“I already had a crib two pillows a carrier and some stuffed animals.”; “My favorite toy that I have is my brand new babydoll named Keetin”; “When I go to school I get my teddy bear to babysit except on Tuesdays and Fridays when I get the housekeeper to stay with her”). The response demonstrates consistent control of the Sentence Formation domain.

Usage: 4

Inflections and subject verb agreement are consistently controlled throughout. Although tenses shift occasionally within and between sentences (“I treat her so much like a real baby I made houseshoes and a birth certificate.”), overall the response demonstrates consistent control of the features of the Usage domain.

Mechanics: 4

While the response contains a few spelling errors (“diper”; “exept”), many more difficult words are spelled correctly (carrier, certificate). Words are capitalized appropriately (Keetin, Toy Chest, Hot Springs, Wednesday, March, I, first words of sentences). Although there are several missing commas, the writer correctly employs the use of colons. The response demonstrates consistent control of the Mechanics domain.

My favorite toy I have is my brand new babydoll and I named it Keetin. I bought it on spring break at the Toy Chest in Hot Springs. She came with a bib a bottle a blanket a brush a comb a diaper a bow and a green outfit and she sucks her thumb. I already had a crib two pillows a carrier and some stuffed animals. Here is what she looks like: short blond hair, brown eyes, little feet. I treat her like a real baby and I've figured out being a mother is pretty hard, but, sometimes it's fun. I treat her so much like a real baby I made house shoes and a birth certificate. Here's what the birth certificate says: Wednesday March 18, 2004 2:35 p.m. Oh and my old baby bag is her new one it says Abigail on it in dark pink letters and the bag is light pink. When I go to school I get my teddy bear to babysit except on Tuesdays and Fridays when I get the housekeeper to stay with her. And when I get home I feed her do homeworks let her take her nap and I take mine. My favorite toy that I have is my brand new babydoll named Keetin.

WRITING SAMPLE RESPONSE 2

Content: 3

This response has a clear central idea (my stuffed tiger) but the elaboration is somewhat repetitive (“two sayings”; “beautiful”; “soft”; “love it so much”) and less than complete. Organization is clear but lacks effective transitions between ideas (“I love it so much. It is just so beautiful.”). There is some sense of closure (“I just love that tiger soooooo much!”). The response demonstrates reasonable control of the features of the Content domain.

Style: 3

The writer uses some precise vocabulary (“proud to make your aquantise”) and some sentence variety (“My favorite toy is my stuffed tiger.”; “The tiger is orange with beautiful black strips and a wonderful straght tail.”; “Its coat is so soft, soft as a pillow.”). A tone of affection is sustained throughout the response. Reasonable control of the features of the Style domain is demonstrated.

Sentence Formation: 3

Although this response demonstrates control of simple sentence structure, the writer’s attempts at more complex sentences contain errors (“Here are the two sayings, ‘Hi my name is Mufurd I’m proud to make your aquantise.’ and the other one is just two, big, loud grouls.”). Overall, the response demonstrates reasonable control of the Sentence Formation domain.

Usage: 4

This response maintains correct tense, agreement, and word choice throughout (“It has two sayings...and the other one is just two, big, loud grouls.”). The writer demonstrates consistent control of the features of the Usage domain.

Mechanics: 4

The first word of each sentence, the pronoun “I,” and a proper noun (Mufurd) are correctly capitalized. Punctuation is generally correct, and punctuating the quotations is a higher level skill for the grade level. Although a few of the more difficult words are spelled incorrectly (aquantise, grouls, beautiful), all other words are spelled correctly. The response demonstrates consistent control over the features of the Mechanics domain.

My favorite toy is my stuffed tigen. It has two sayings. Here are the two sayings, "Hi my name is Mufurd I'm proud to make your acquaintance," and the other one is just two, big, loud growls. The tiger is orange with beautiful black strips and a wonderful straght tail. Its eyes are as beautiful as a rainbow. Its coat is so soft, soft as a pillow. I sleep with it every single night because its so soft. That is the softest animal in the world. I love it so much. It is just so beautiful. I just love that tiger 5000000 much!

WRITING SAMPLE RESPONSE 3

Content: 2

This response demonstrates inconsistent control of the Content domain. The writer remains focused on the toy (“gress mukey 2000”), but the organization is random. Without more elaboration, the ideas remain highlights (“It’s bule. It runs on a batterdy. I can’t ride on the high way.”).

Style: 2

While the writer provides some selected information and vocabulary (“drive my mom (T—) crazy with the hourn. (beep beep!!!)”), for the most part the response fails to affect the reader. There is little sentence variety (“It’s bule. It runs on a batterdy”), further demonstrating inconsistent control of the features of the Style domain.

Sentence Formation: 2

The writer demonstrates control of some simple sentences (“It’s bule. It runs on a batterdy.”). A pattern of errors in sentence fragments (“Because I might get ren over. Allthoe I like this toy!”) indicates inconsistent control of the Sentence Formation domain.

Usage: 3

A missing verb (am) in the first sentence and a verb formation error (“ren”) show some weakness in grammar skills. However, the correct use of inflections, tenses, agreement and word meaning in the remainder of the response demonstrates reasonable control of the Usage domain.

Mechanics: 2

Patterns of errors in capitalization (“gress mukey”; “tammy”), spelling (“favirot”; “bule”; “hourn”; “batterdy”), and punctuation (“I drive, my mom...hourn. (beep beep!!!)”) demonstrate inconsistent control of the Mechanics domain.

I going to tell you about my
 faviroat toy. And it's my gress mukey 2000.
 It's blue. I drive my mom (t I crazy
 with the hourn. (beep Beep!!!) It runs on a
 batterdy. I can't ride on the high way.
 Because I might get ren over. All thoe
 I like this toys

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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