



Arkansas Comprehensive Testing, Assessment, and Accountability Program

# TEACHER HANDBOOK

## AUGMENTED BENCHMARK EXAMINATION GRADE 5

**APRIL 2011 ADMINISTRATION**

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**Arkansas Department of Education**



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## INTRODUCTION—2011 GRADE 5 AUGMENTED BENCHMARK EXAMINATION

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The Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) includes an Augmented Benchmark Examination for grade 5 students. It consists of multiple-choice and open-response items that directly assess student knowledge relative to science, math, reading, and writing. The Arkansas Curriculum Frameworks are the basis for development of the Augmented Benchmark Examinations.

In April 2011, fifth-grade students participated in the *Grade 5 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 two-open response items in science, 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 5 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

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The multiple-choice and open-response test items for the Science, Math, Reading, and Writing components of the *Grade 5 Augmented Benchmark Examination* are developed with the assistance and approval of Content Advisory Committees. All passages and items on the *Grade 5 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 science, 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 science, 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 science open-response item, 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 5 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.

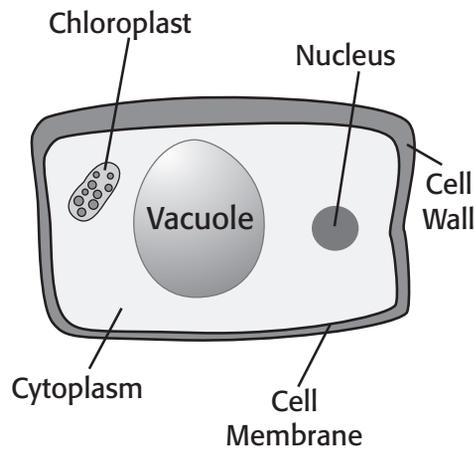
### Scoring Procedures

All student responses to the *Grade 5 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 science open-response items, 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 5 Augmented Benchmark Examination*.

# **SCIENCE RESPONSES**

**A** The picture shows a close-up view of a cell.



1. What tool is used to get a close-up view of cells?
2. Is this a plant cell or an animal cell?
3. Provide two clues that helped you identify the type of cell.

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

**Science Item A Scoring Rubric—2011 Grade 5**

Score	Description
4	The student earns 4 points. The response shows a complete understanding of the similarities and differences between plant and animal cells. The response correctly addresses four out of the four tasks with no errors.
3	The student earns 3 points. The response shows a nearly complete understanding of the similarities and differences between plant and animal cells. The response correctly addresses three out of the four tasks.
2	The student earns 2 points. The response shows a limited understanding of the similarities and differences between plant and animal cells. The response correctly addresses two out of the four tasks.
1	The student earns 1 point. The response shows a minimum understanding of the similarities and differences between plant and animal cells. The response correctly addresses one out of the four tasks.
0	The student earns 0 points. The response shows insufficient understanding of the similarities and differences between plant and animal cells. The response, if any, contains major errors or may be entirely irrelevant or incoherent.
<b>B</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**

<b>Part</b>	<b>Points</b>
<b>1</b>	<b>1 point possible</b> <ul style="list-style-type: none"><li>• 1 point for identifying a microscope.</li></ul>
<b>2</b>	<b>1 point possible</b> <ul style="list-style-type: none"><li>• 1 point for correctly recognizing that the cell is a plant cell.</li></ul>
<b>3</b>	<b>2 points possible</b> <ul style="list-style-type: none"><li>• 1 point each for identifying that two of the following structures are unique to plant cells. (Cell Wall or Large Vacuole or Chloroplast)</li></ul>

SCORE: 4

<u>Part 1</u>		Points
Correct Answer:	"microscope"	1
<u>Part 2</u>		
Correct Answer:	"plant cell"	1
<u>Part 3</u>		
Correct Answer:	"cell wall"	1
Correct Answer:	"big vacuole"	1
<b>Total Points</b>		<b>4</b>

microscope                      2                      plant cell  
 3                      cell                      wall  
 big                      vacuole

SCORE: 3

<u>Part 1</u>		Points
Incorrect Answer:	"Telescope"	-
<u>Part 2</u>		
Correct Answer:	"plant cell"	1
<u>Part 3</u>		
Correct Answer:	"cell wall"	1
Correct Answer:	"chloroplast"	1
<b>Total Points</b>		<b>3</b>

① The Tool that is used is the Telescope.

② This cell is a plant cell.

I found out it was a plant cell because it had two things an animal cell doesn't have those two things were The cell wall and the chloroplast.

SCORE: 2

<u>Part 1</u>		Points
Incorrect Answer:	"Magnifying glass"	-
<u>Part 2</u>		
Correct Answer:	"Plant cell"	1
<u>Part 3</u>		
Correct Answer:	"animal cell does not have a cell wall"	1
Incorrect Answer:	"by what it looks like and the shape"	-
<b>Total Points</b>		<b>2</b>

<p>1. A tool you could use to get a close view would be a Magnifying glass. Because you can get up close and look at them like that.</p>	<p>2. It is a Plant cell. <u>NOT</u> a animal cell</p>	<p>3. Because a animal cell does not have a cell wall. You could tell to by what it looks like and the shape.</p>
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SCORE: 1

<u>Part 1</u>		Points
Incorrect Answer:	"magnetig glass"	-
<u>Part 2</u>		
Correct Answer:	"Plant cell"	1
<u>Part 3</u>		
Incorrect Answer:	"cell membrane"	-
Incorrect Answer:	"nucleus"	-
<b>Total Points</b>		<b>1</b>

1 The fool is a magnetig glass.

---

it is a plant cell

---

clue 1- it has a cell membrane

clue 2- it has nucleus.

SCORE: 0

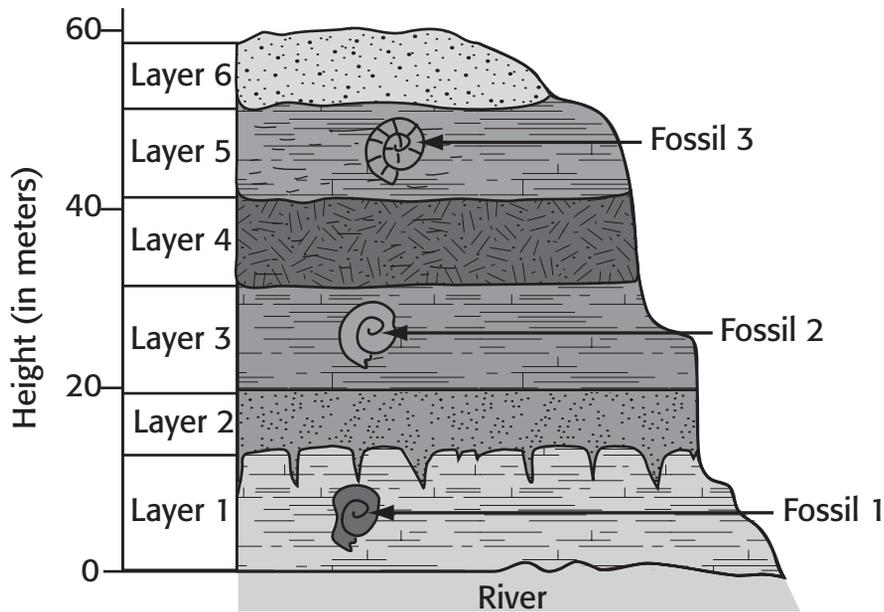
<u>Part 1</u>		Points
Incorrect Answer:	"Cell membrane"	-
<u>Part 2</u>		
Incorrect Answer:	"animal cell"	-
<u>Part 3</u>		
Incorrect Answer:	"Nucleus"	-
No Answer Given:		-
<b>Total Points</b>		<b>0</b>

1. Cell membrane

2. it is a animal cell?

3. The Nucleus

- B** The diagram below represents a cliff along a river. Several rock layers make up this cliff.



1. Which of the six rock layers is the oldest? Explain why.
2. Which of the three fossils is the youngest? Explain why.
3. Provide one explanation on how the fossil remains of an animal that lived in water are now found high on a cliff in a dry area.
4. Provide another explanation on how the fossil remains of an animal that lived in water are now found high on a cliff in a dry area.

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

**Science Item B Scoring Rubric—2011 Grade 5**

Score	Description
4	The student earns 4 points. The response shows a complete understanding of fossil record evidence. The response correctly addresses four out of the four tasks with no errors.
3	The student earns 3 points. The response shows a nearly complete understanding of fossil record evidence. The response correctly addresses three out of the four tasks.
2	The student earns 2 points. The response shows a limited understanding of fossil record evidence. The response correctly addresses two out of the four tasks.
1	The student earns 1 point. The response shows a minimum understanding of fossil record evidence. The response correctly addresses one out of the four tasks.
0	The student earns 0 points. The response shows insufficient understanding of fossil record evidence. The response, if any, contains major errors or may be entirely irrelevant or incoherent.
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><b>1 point possible</b></p> <ul style="list-style-type: none"> <li>• ½ point for correctly identifying Layer 1 as the oldest rock layer.</li> <li>• ½ point for correctly explaining why Layer 1 is the oldest.</li> </ul>
2	<p><b>1 point possible</b></p> <ul style="list-style-type: none"> <li>• ½ point for correctly identifying Fossil 3 as the youngest fossil.</li> <li>• ½ point for correctly explaining why Fossil 3 is the youngest fossil.</li> </ul>
3	<p><b>1 point possible</b></p> <ul style="list-style-type: none"> <li>• 1 point for providing a reasonable explanation on why fossils of aquatic animals are now found in a dry area.</li> </ul>
4	<p><b>1 point possible</b></p> <ul style="list-style-type: none"> <li>• 1 point for providing a second reasonable explanation on why fossils of aquatic animals are now found in a dry area.</li> </ul>

SCORE: 4

<u>Part 1</u>		Points
Correct Answer:	"Layer 1"	½
Correct Explanation:	"its on the bottem"	½
<u>Part 2</u>		
Correct Answer:	"Fossil 3"	½
Correct Explanation:	"it is on top"	½
<u>Part 3</u>		
Correct Answer:	"A drought could have occured."	1
<u>Part 4</u>		
Correct Answer:	"Earth's plates could have pushed together and caused the land to raise."	1
<b>Total Points</b>		<b>4</b>

① Layer 1, because its on the bottem.

② Fossil 3, because it is on top and isn't shriveled up.

③ A drought could have occured.

④ Earth's plates could have pushed together and caused the land to raise.

SCORE: 3

<u>Part 1</u>		Points
Correct Answer:	"layer named 1"	½
Correct Explanation:	"it is at the bottom"	½
<u>Part 2</u>		
Correct Answer:	"fossil number 3"	½
Correct Explanation:	"it is at the top"	½
<u>Part 3</u>		
Correct Answer:	"the rocks could have shifted...and the fossil could have been pushed upward"	1
<u>Part 4</u>		
Incorrect Answer:	"an animal that could breathe on land and water"	-
<b>Total Points</b>		<b>3</b>

1. The layer named 1 is the oldest because it is at the bottom, as time passes, new layers form on top so the bottom layer is the oldest.

2. The youngest fossil is fossil number 3, because it is at the top. The fossils at the bottom are older when time goes by it works its way up causing more fossils to grow.

3. The explanation is the rocks could have shifted while the fossil was in there, and the fossil could have been pushed upward.

4. The fossil could have been an animal that could breathe on land and water.

SCORE: 2

<u>Part 1</u>		Points
Correct Answer:	"Rock layer 1"	½
Correct Explanation:	"it is at the Bottom"	½
<u>Part 2</u>		
Correct Answer:	"Fossil 3"	½
Incorrect Explanation:	"it is the Brightest"	-
<u>Part 3</u>		
Correct Answer:	"because the land used to be covered with water"	1
<u>Part 4</u>		
Incorrect Answer:	"because the water level went down"	-
<b>Total Points</b>		<b>2½</b>

1. ROCK layer 1 is the oldest, I know because it is at the bottom.

2. Fossil 3 is the youngest. I know because it is the brightest.

3. Fossil remains of an animal that lived in water are high on a dry cliff because the land used to be covered with water.

4. Fossil remains of an animal that lived water are now found on a high cliff in a dry area is because the water level went down and it got stuck up their on the high cliff.

SCORE: 1

<u>Part 1</u>		Points
Correct Answer:	"Layer 1"	½
No Explanation Given:		-
<u>Part 2</u>		
Incorrect Answer:	"Layer 5"	-
No Explanation Given:		-
<u>Part 3</u>		
Correct Answer:	"the water dried up"	1
<u>Part 4</u>		
Incorrect Answer:	"The water was up by the cliff"	-
<b>Total Points</b>		<b>1½</b>

- ① Layer 1 is the oldest
- ② Layer 5 is the youngest.
- ③ the water dried up.
- ④ The water was up by the cliff

SCORE: 0

<u>Part 1</u>		Points
Incorrect Answer:	"fossil 3"	-
Incorrect Explanation:	"because it's on layer 6 and 5"	-
<u>Part 2</u>		
Incorrect Answer:	"layer 1, 2 and 3"	-
Incorrect Explanation:	"because they are at the bottom"	-
<u>Part 3</u>		
Incorrect Answer:	"on the top it's dry and on the bottom it's Wet"	-
<u>Part 4</u>		
Incorrect Answer:	"they need the water to live"	-
<b>Total Points</b>		<b>0</b>

① The oldest layer of rock is the fossil 3 because it's on layer 6 and 5.

② The fossils that are youngest are layer 1, 2, and 3, because they are at the bottom.

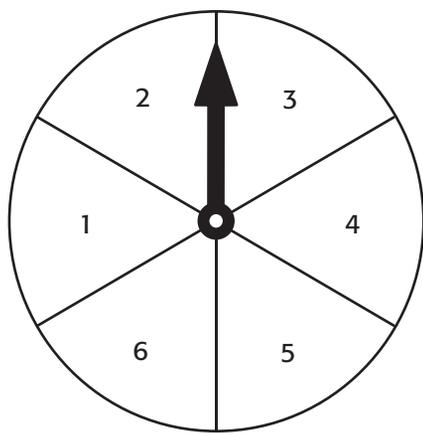
③ Maybe because on the top it's dry and on the bottom it's Wet.

④ Another reason is that they need the water to live.

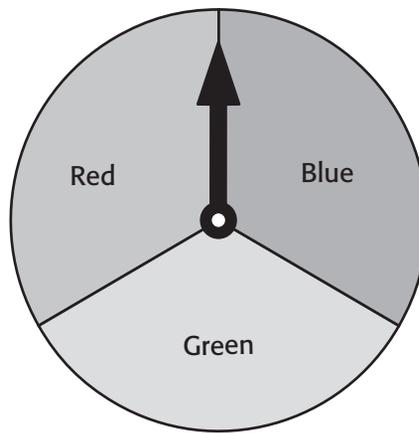


# **MATH RESPONSES**

- A** Mrs. Breen used the spinners shown to play a game with her students. Each spinner is divided into equal-sized sections.



Spinner A



Spinner B

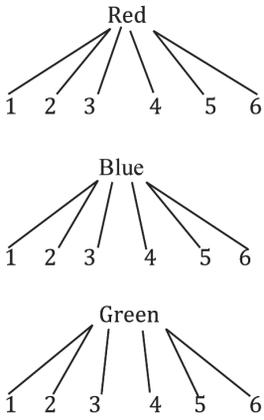
1. In your Student Answer Document, list all outcomes that are possible from spinning both spinners at the same time.
2. What is the total number of outcomes that are possible?
3. Mrs. Breen decides to add a fourth color to Spinner B, keeping the sections of equal size. What is the total number of outcomes if Spinner A and the new Spinner B are spun?

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

**Math Item A Scoring Rubric—2011 Grade 5**

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 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
<p><b>1</b></p>	<p><b>2 points possible</b>                  2 points: <b>Correct and complete list of all 18 possible outcomes with no repeats.</b>                  Give credit for the following or equivalent:                  Ex. R1,R2,R3,R4,R5,R6,B1,B2,B3,B4,B5,B6,G1,G2,G3,G4,G5,G6                  Ex.</p> <div style="text-align: center;">  </div> <p>Ex. Red 1-6 Blue 1-6 Green 1-6 (with a correct answer of 18 in part 2)</p> <p><b>OR</b></p> <p>1 point:</p> <ul style="list-style-type: none"> <li>• <b>A correct list of the possible 18 outcomes with repeats.</b></li> <li style="text-align: center;"><b>or</b></li> <li>• <b>A correct list of at least 12 of the possible 18 outcomes.</b></li> <li style="text-align: center;"><b>or</b></li> <li>• <b>A correct list for 1 color with correct procedure for other colors.</b></li> </ul> <p>Ex. "R1,R2,R3,R4,R5,R6 and the same for blue and green"</p>
<p><b>2</b></p>	<p><b>1 point possible</b>                  1 point: <b>Correct answer: 18 outcomes</b></p>
<p><b>3</b></p>	<p><b>1 point possible</b>                  1 point:</p> <ul style="list-style-type: none"> <li>• <b>Correct answer: 24 outcomes</b></li> <li style="text-align: center;"><b>or</b></li> <li>• <b>An outcome of 6 more based on an incorrect answer in part 2.</b></li> </ul>

SCORE: 4

<u>Part 1</u>		Points
Correct 18 outcomes:	Table with 1-red,1-green, 1-blue 2-red, 2-green, 2-blue Etc.	2
<u>Part 2</u>		Points
Correct answer:	“outcomes possible are 18”	1
<u>Part 3</u>		Points
Correct answer:	“The total number of outcomes would be 24”	1
<b>Total Points</b>		<b>4</b>

① All the possible outcomes of both spinners could be....

Spinner A	Spinner B
1	Red
1	blue
1	Green
2	red
2	blue
2	green
3	blue
3	red
3	green
4	Red
4	blue
4	green
5	Red
5	blue
5	green
6	red
6	blue
6	green

② The total number of outcomes possible are 18

My work:

$$\begin{array}{r} 3 \\ \times 6 \\ \hline 18 \end{array}$$

long way ←  
short way →

Also

③ The total number of outcomes would be 24 because I just multiplied  $6 \times 4$  because there is was 6 numbers on spinner A and I know there was going to be 4 colors so I just multiplied  $4 \times 6$

SCORE: 3

<u>Part 1</u>		Points
Correct list of 18 outcomes:	1 w/red, 1 w/green, 1 w/blue 2 w/red, 2 w/green, 2 w/blue, etc.	2
<u>Part 2</u>		Points
Incorrect answer:	List with no 18	-
<u>Part 3</u>		Points
Correct answer:	"possible outcomes is twenty four"	1
<b>Total Points</b>		<b>3</b>

1. 1 with red  
1 with green  
1 with blue  
2 with red  
2 with green  
2 with blue  
3 with red  
3 with green  
3 with blue  
4 with red  
4 with green  
4 with blue  
5 with red  
5 with green  
5 with blue  
6 with red  
6 with green  
6 with blue

2. *Spinners combinations (little)*

3.  $\begin{array}{r} 4 \\ \times 4 \\ \hline 24 \end{array}$  The total number of possible outcomes is twenty four.

SCORE: 2

<u>Part 1</u>		Points
Missing answer:	No listing is given	-
<u>Part 2</u>		
Correct answer:	"The possible outcomes are 18."	1
<u>Part 3</u>		
Correct answer:	"The new outcome is 24."	1
<b>Total Points</b>		<b>2</b>

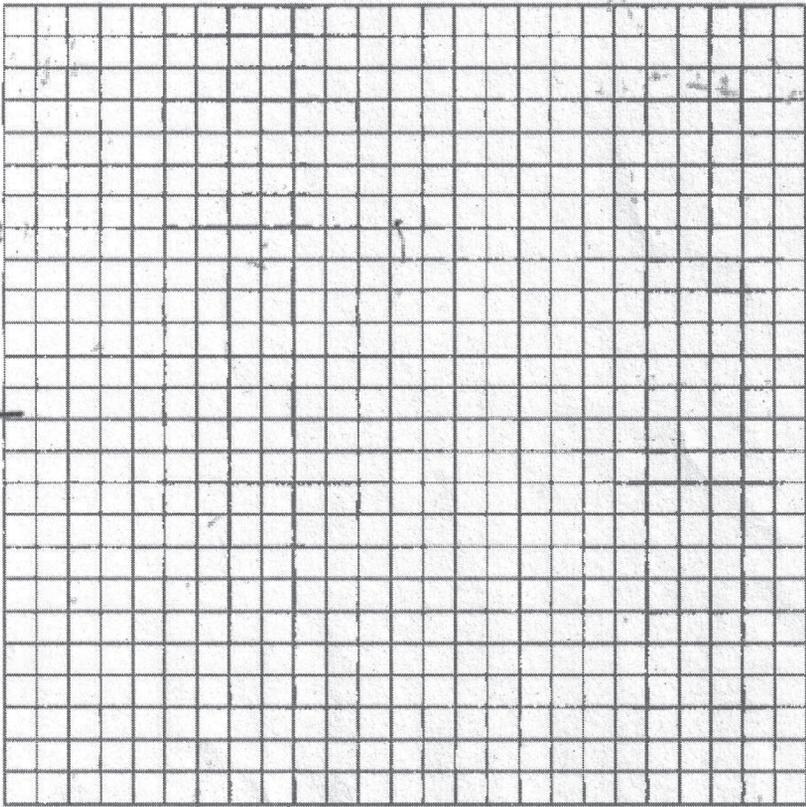
1. Their are 18 outcomes of both spinners.  
 $3 \times 6 = 18$

---

2. The possible outcomes are 18.

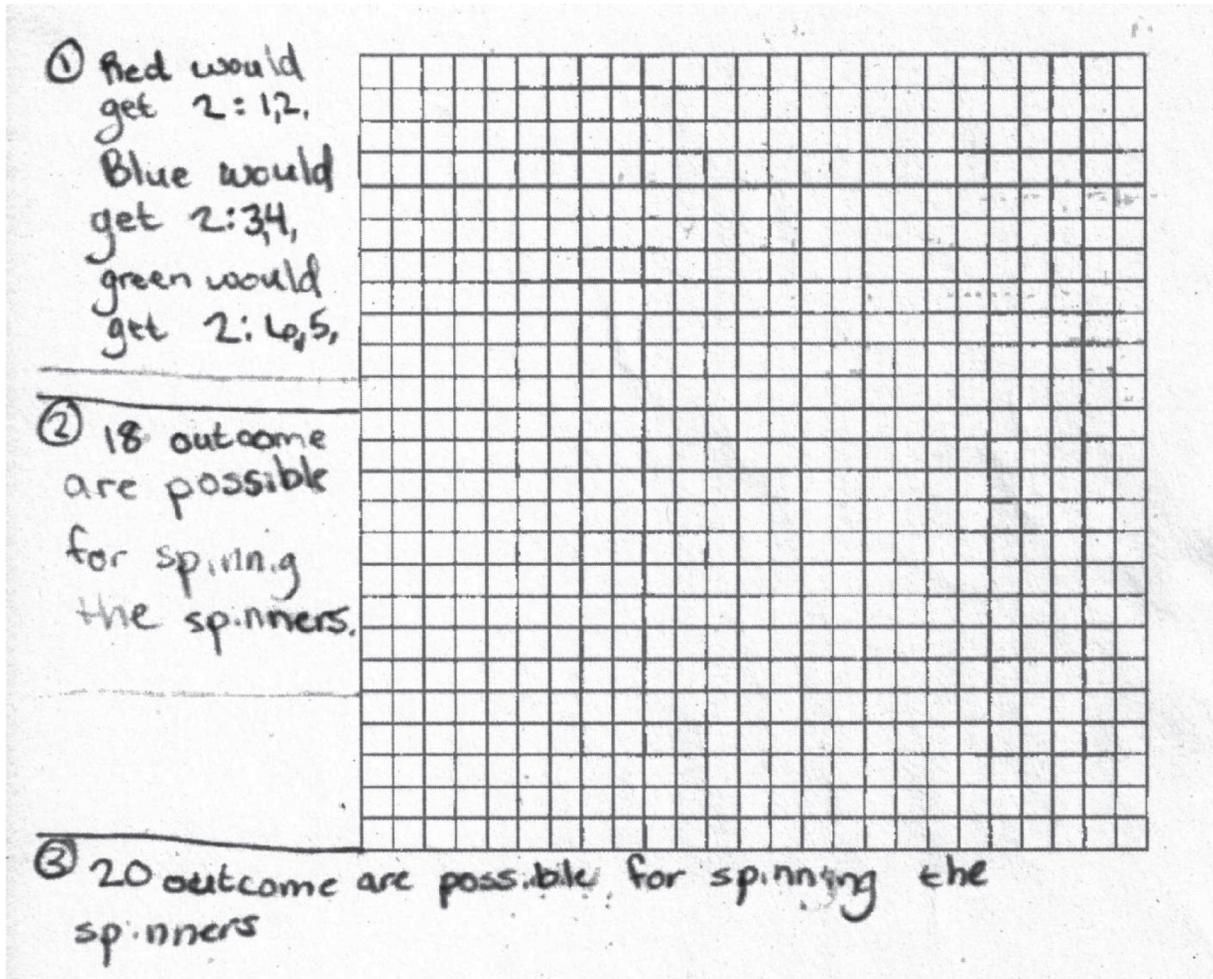
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3. The new outcome is 24.



SCORE: 1

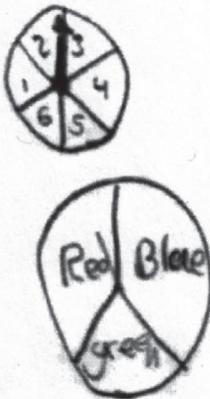
<u>Part 1</u>		Points
Incomplete list of outcomes:	Red 1, 2 Blue 3, 4 Green 6, 5 (only 6 out of 18)	-
<u>Part 2</u>		
Correct answer:	"18 outcome are possible"	1
<u>Part 3</u>		
Incorrect answer:	"20 outcome are possible"	-
<b>Total Points</b>		<b>1</b>



SCORE: 0

<u>Part 1</u>		Points
Missing list of outcomes:	Repeats the prompt "1, 2, 3, 4, 5, 6, red, blue, and green."	-
<u>Part 2</u>		Points
Incorrect answer:	"24"	-
<u>Part 3</u>		Points
Missing answer:		-
<b>Total Points</b>		<b>0</b>

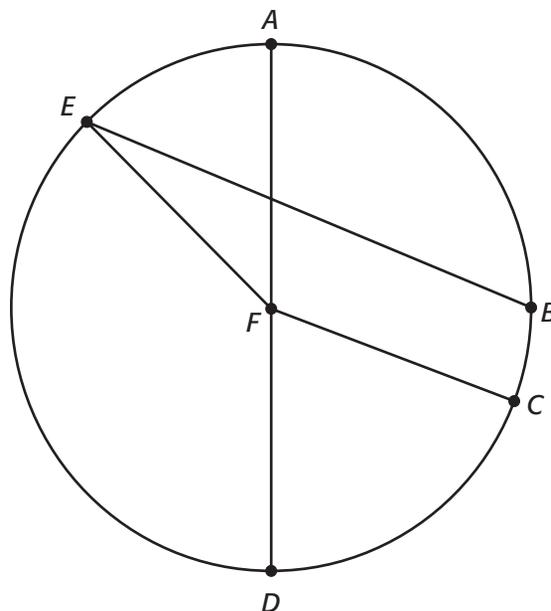
possible outcomes  
are 1, 2, 3, 4, 5,  
6, red, blue, and  
green.



2. 24 possible outcomes

3.

**B** Mr. Thomas drew circle  $F$  and labeled the points and line segments as shown.



1. Name 2 line segments that are chords of circle  $F$ .
2. Which is the longest chord of circle  $F$ ? Use words, numbers, and/or pictures to explain how you determined your answer.
3. What point on the circle must be included to name a radius? Use words, numbers, and/or pictures to explain how you determined your answer.

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

**Math Item B Scoring Rubric—2011 Grade 5**

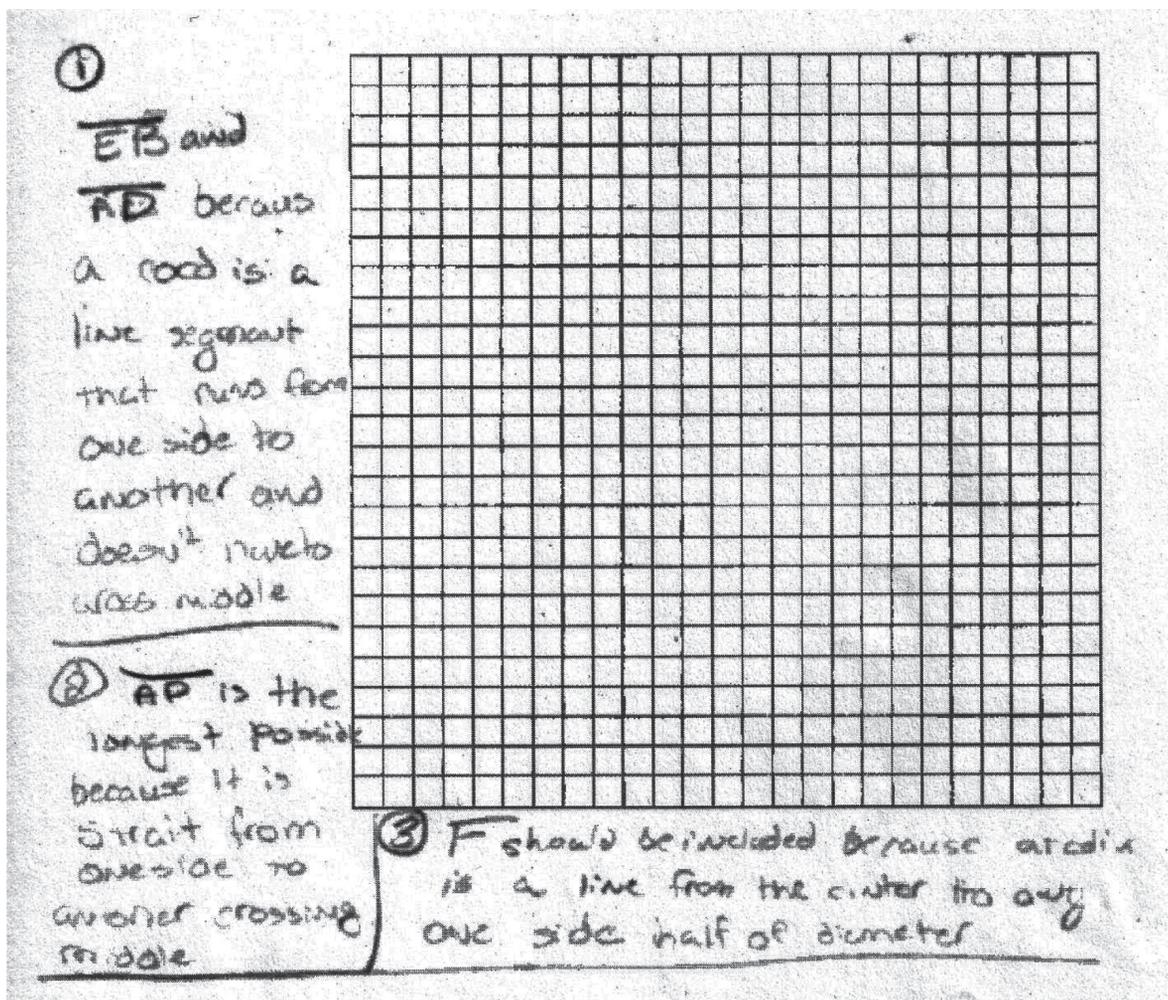
Score	Description
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3–3½ points.
2	The student earns 2–2½ points.
1	The student earns ½–1½ points, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. 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><b>1 point possible</b></p> <p>1 point:     <b>Correct answer:</b>   <math>\overline{AD}</math> and <math>\overline{EB}</math> (correct segment notation is not required)</p> <p><b>OR</b></p> <p>½ point:     <b>1 correct answer:</b>   <math>\overline{AD}</math> or <math>\overline{EB}</math></p> <p><b>Note: No credit is given if more than 1 incorrect answer is included.</b></p>
2	<p><b>1½ points possible</b></p> <p>1½ points:   <b>Correct answer:</b>   <math>\overline{AD}</math></p> <p><b>Correct procedure shown and/or explained.</b></p> <p>Give credit for the following or equivalent:</p> <p>Ex: “<math>\overline{AD}</math> It’s the diameter and the diameter is the longest chord”</p> <p>Ex: “<math>\overline{AD}</math> because it goes thru the middle”</p> <p><b>OR</b></p> <p>1 point:     • <b>Correct answer:</b>   <math>\overline{AD}</math></p> <p><b>Incorrect or no procedure is shown and/or explained</b></p> <p><b>or</b></p> <p>• <b>Incorrect or no line segment is given.</b></p> <p><b>Correct procedure shown and/or explained</b></p>
3	<p><b>1½ points possible</b></p> <p>1½ points:   <b>Correct answer:</b>   Point F.</p> <p><b>Correct procedure shown and/or explained.</b></p> <p>Give credit for the following or equivalent:</p> <p>Ex: “Point F is the center and the radius goes from the center to the circle”</p> <p>Ex: “Point F is in the middle”</p> <p><b>OR</b></p> <p>1 point:     • <b>Correct answer:</b>   Point F</p> <p><b>Procedure is incomplete, incorrect or missing</b></p> <p><b>or</b></p> <p>• <b>Answer is incorrect or missing.</b></p> <p><b>Correct procedure is shown and/or explained</b></p> <p><b>OR</b></p> <p>½ point:     <b>A correct radius is given:</b>   <math>\overline{AF}</math> and/or <math>\overline{CF}</math> and/or <math>\overline{DF}</math> and/or <math>\overline{EF}</math></p> <p><b>Note: No credit is given if an incorrect radius is included.</b></p>

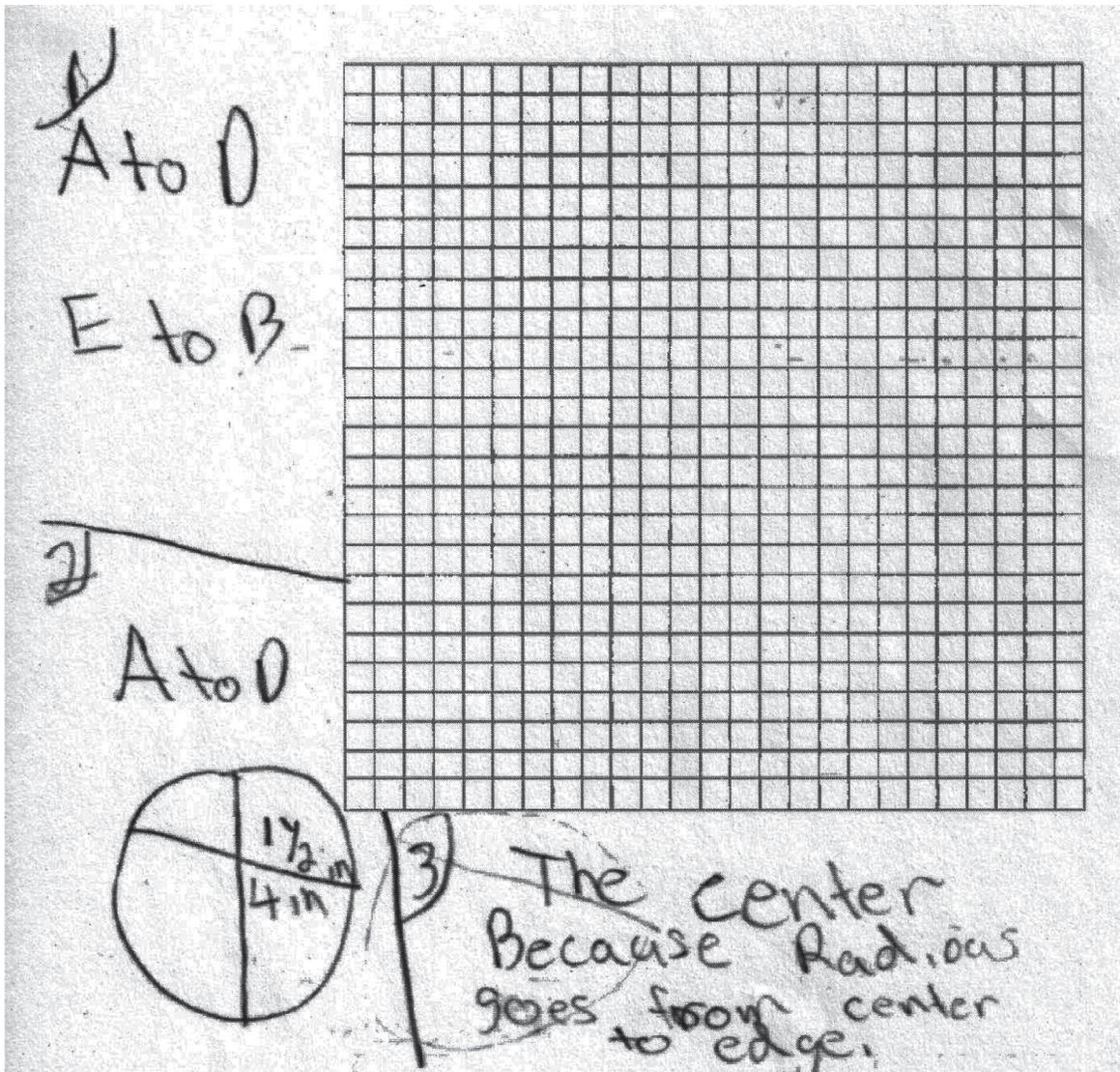
SCORE: 4

<u>Part 1</u>		Points
Correct answer:	" $\overline{EB}$ and $\overline{AD}$ "	1
<u>Part 2</u>		
Correct answer with Correct procedure:	" $\overline{AD}$ ...because it is strait from onside to another crossing middle"	1½
<u>Part 3</u>		
Correct answer with Correct procedure:	"F should be included because a radi is a line from the center to ony one side"	1½
<b>Total Points</b>		<b>4</b>



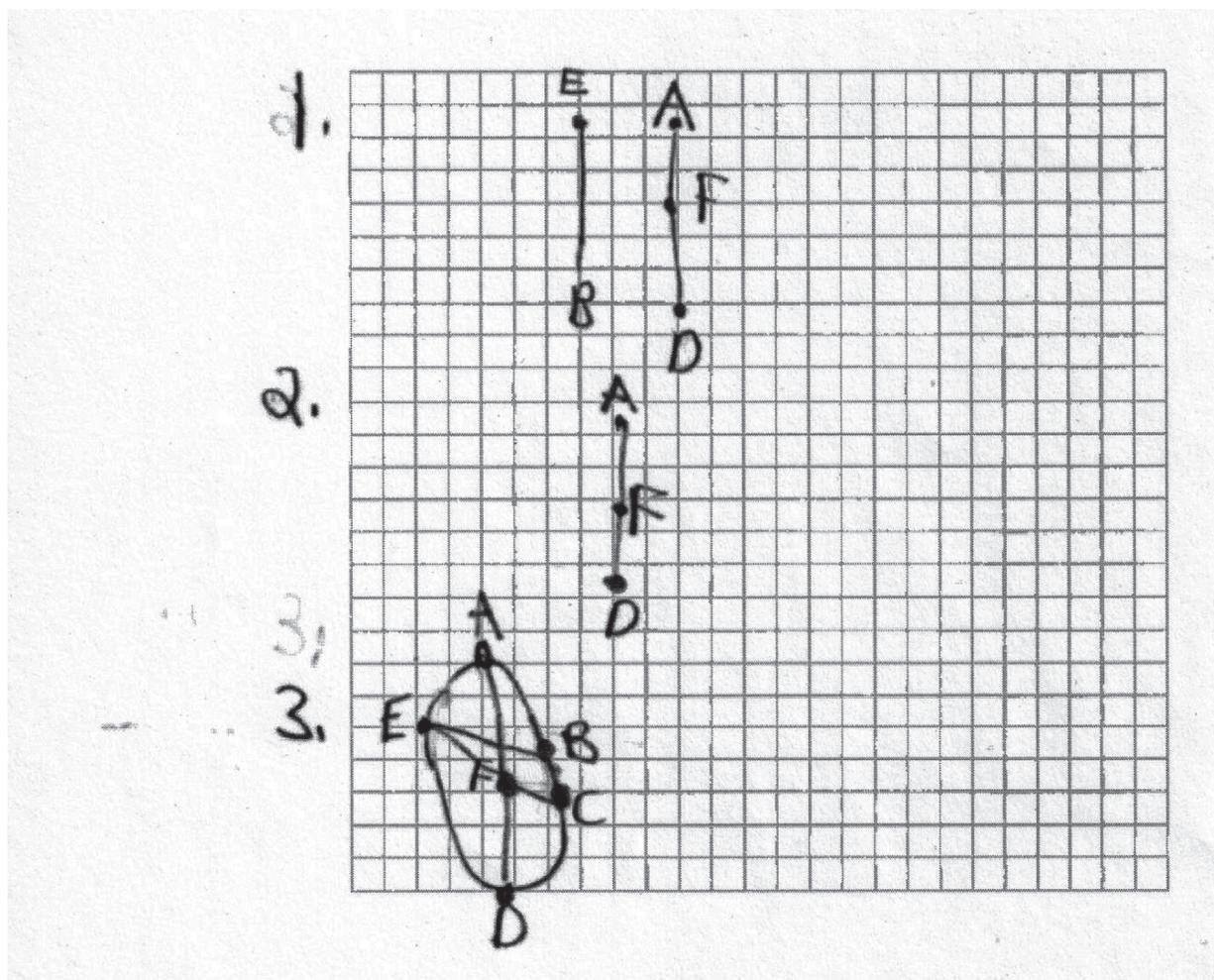
SCORE: 3

<u>Part 1</u>		Points
Correct answer:	"A to D" "E to B"	1
<u>Part 2</u>		Points
Correct answer with Missing explanation:	"A to D"	1
<u>Part 3</u>		Points
Missing answer with Correct explanation:	"The center Because Radius goes from center to edge."	1
<b>Total Points</b>		<b>3</b>



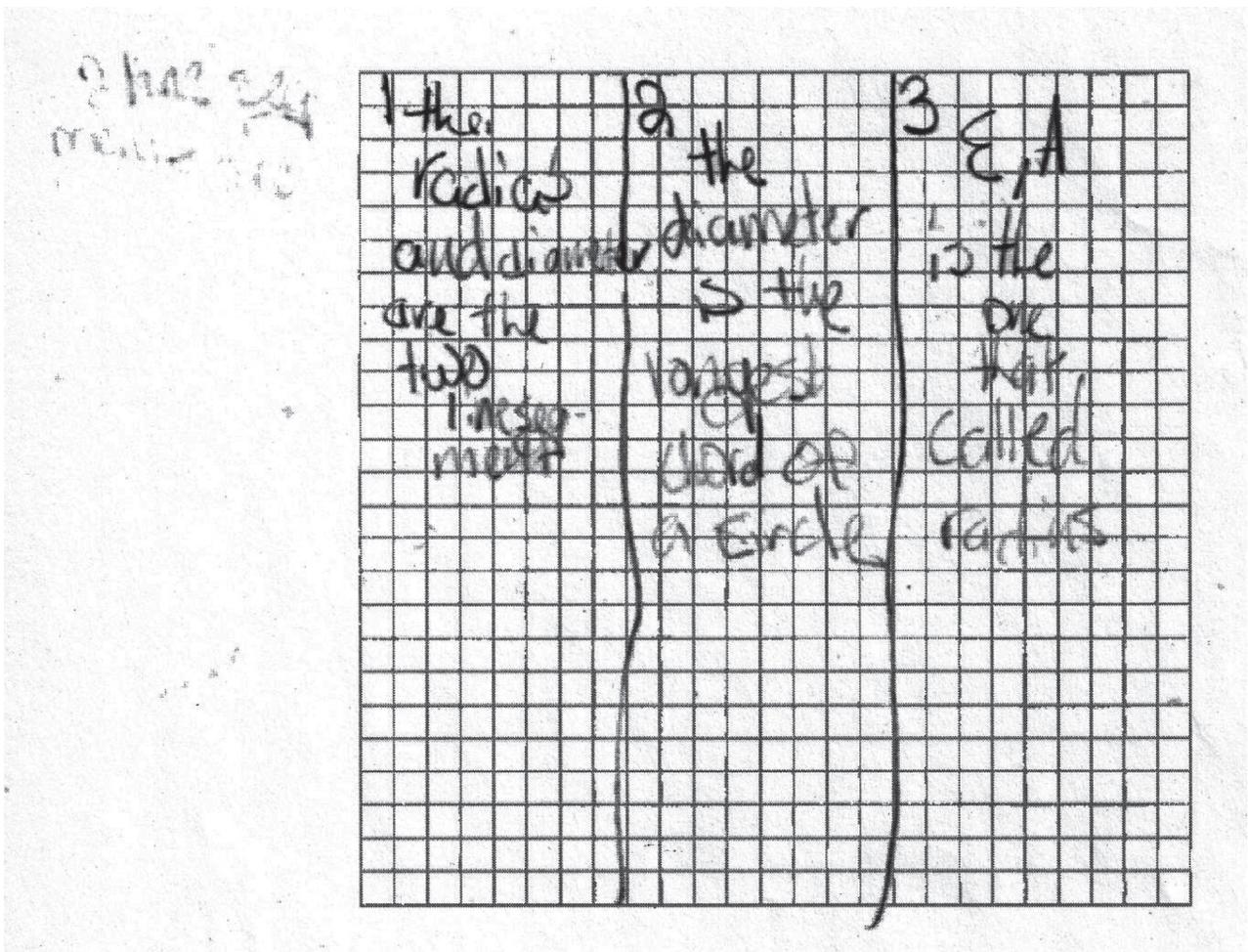
SCORE: 2

<u>Part 1</u>		Points
Correct answer:	E—B A—F—D	1
<u>Part 2</u>		
Correct answer with Missing explanation:	A—F—D	1
<u>Part 3</u>		
Missing answer with Missing explanation:	Redrew prompt.	-
<b>Total Points</b>		<b>2</b>



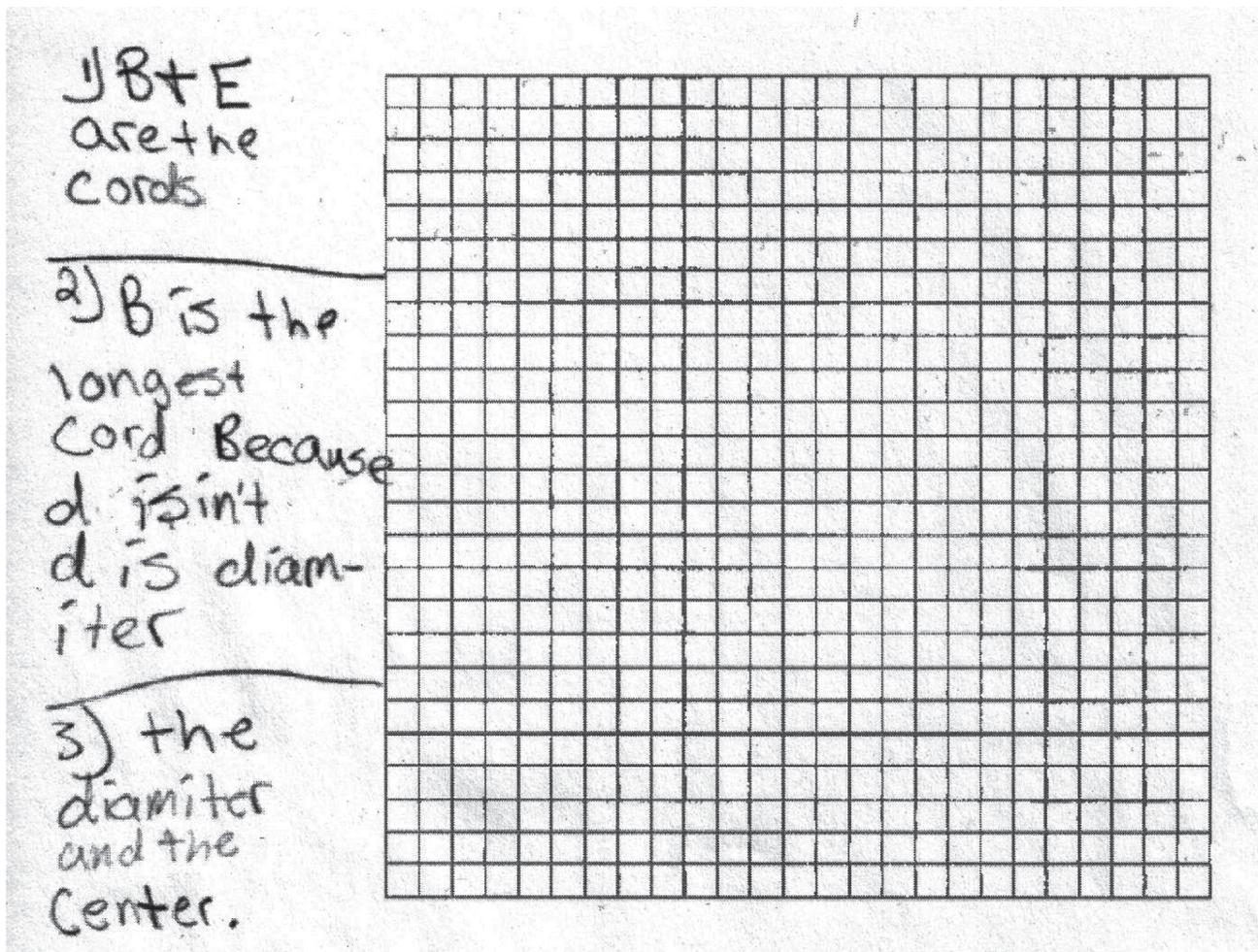
SCORE: 1

<u>Part 1</u>		Points
No correct answer:	“radius and diameter”	-
<u>Part 2</u>		
No answer with Correct explanation:	“the diameter is the longest chord of a circle”	1
<u>Part 3</u>		
Incorrect answer with Incorrect explanation:	“E,A is the one that called radius”	-
<b>Total Points</b>		<b>1</b>

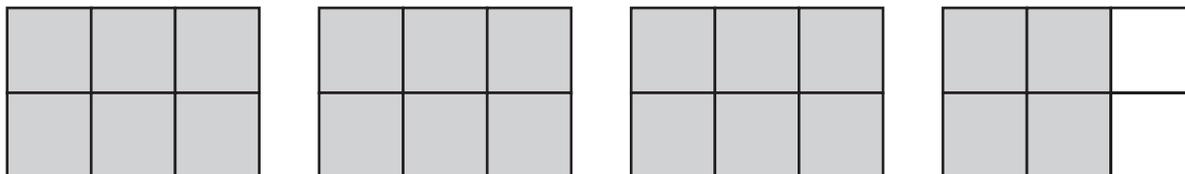


SCORE: 0

<u>Part 1</u>		Points
No correct answer:	"B + E are the cords"	-
<u>Part 2</u>		
Incorrect answer with Incorrect explanation:	"B is the longest cord...d isn't d is diamiter"	-
<u>Part 3</u>		
Incorrect answer with Missing explanation:	"the diamiter and the center"	-
<b>Total Points</b>		<b>0</b>



**C** The picture shown represents a mixed number.



1. What is a mixed number that is being represented above? Show all your work and/or explain your answer.
2. Can your answer in Part 1 be simplified? Explain your reasoning using words, numbers, and/or pictures.
3. Write an improper fraction that is equivalent to this mixed number. Show all your work and/or explain your answer.

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

**Math Item C Scoring Rubric—2011 Grade 5**

Score	Description
4	The student earns 5 points. The response contains no incorrect work.
3	The student earns 3–4½ points.
2	The student earns 2–2½ points.
1	The student earns ½–1½ points, or some 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.)



Part	Points
<p><b>2</b></p>	<p><b>1 point possible</b></p> <p>1 point: <b>Correct answer</b>  <b>Correct procedure shown and/or explained</b>            Give credit for the following or equivalent:  <u><i>Note: Answer and/or procedure may be based on an incorrect fraction in Part 1.</i></u></p> <p>Ex.: (with answer of <math>3\frac{4}{6}</math> in Part 1)</p> <p>“Yes it can be simplified because both 4 and 6 can be divided by 2.”</p> <p>Ex.: (with answer of <math>3\frac{4}{6}</math> in Part 1)</p> <p>“<math>3\frac{4}{6} = 3\frac{2}{3}</math> because <math>\frac{4 \div 2}{6 \div 2} = \frac{2}{3}</math>”</p> <p>Ex.: (with answer of <math>3\frac{2}{3}</math> in Part 1)</p> <p>“No because 2 and 3 do not have a common factor other than 1.”</p> <p>Ex.: (with an incorrect answer Part 1)</p> <p>“<math>\frac{22}{24}</math> can be divided by 2 over 2 and reduced to <math>\frac{11}{12}</math>”</p> <p><b>OR</b></p> <p><math>\frac{1}{2}</math> point: <b>• Correct simplification of answer in Part 1.</b>            Ex.: answer of <math>3\frac{2}{3}</math>  <b>or</b>  <b>• Correct answer yes or no based on Part 1.</b></p>
<p><b>3</b></p>	<p><b>2 points possible</b></p> <p>2 points: <b>Correct answer:</b> <math>\frac{22}{6}</math> or <math>\frac{11}{3}</math></p> <p><i>(or correct improper fraction based on an incorrect fraction in Part 1.)</i>  <b>Correct procedure shown and/or explained.</b>            Give credit for the following or equivalent:            Ex.: “<math>6 \times 3 = 18 + 4 = 22</math>”            Ex.: “<math>3 \times 3 = 9 + 2 = 11</math>”            Ex.: “<math>3\frac{4}{6} = \frac{22}{6}</math>”</p> <p><b>OR</b></p> <p>1 point: <b>• Correct answer:</b> <math>\frac{22}{6}</math> or <math>\frac{11}{3}</math></p> <p><i>(or correct improper fraction based on an incorrect fraction in Part 1.)</i>  <b>Procedure is incomplete, incorrect or missing</b>  <b>or</b>  <b>• Answer is incorrect due to a calculation, counting, or copy error.</b>  <b>Correct procedure is shown and/or explained.</b></p>

SCORE: 4

<u>Part 1</u>		Points
Correct answer with Correct explanation:	"3 4/6" $1+1+1+4/6=3\ 4/6$	2
 <u>Part 2</u>		
Correct answer with Correct explanation:	"Yes" Demonstrates that both 4 and 6 are divisible by 2	1
 <u>Part 3</u>		
Correct answer with Correct procedure:	"22/6" $6+6+6+4=22$	2
<b>Total Points</b>		<b>5</b>

1.  $3\ 4/6$

$$\begin{array}{r} +1 \\ +1 \\ \hline 3 \\ +4/6 \\ \hline 3\ 4/6 \end{array}$$

$1\ 2/6$   $1\ 2/6$   $1\ 2/6$   $1\ 2/6$

$4/6$

$$\begin{array}{r} 1 \\ +1 \\ \hline 3 \\ +4/6 \\ \hline 3\ 4/6 \end{array}$$

$3\ 4/6$  is the answer.

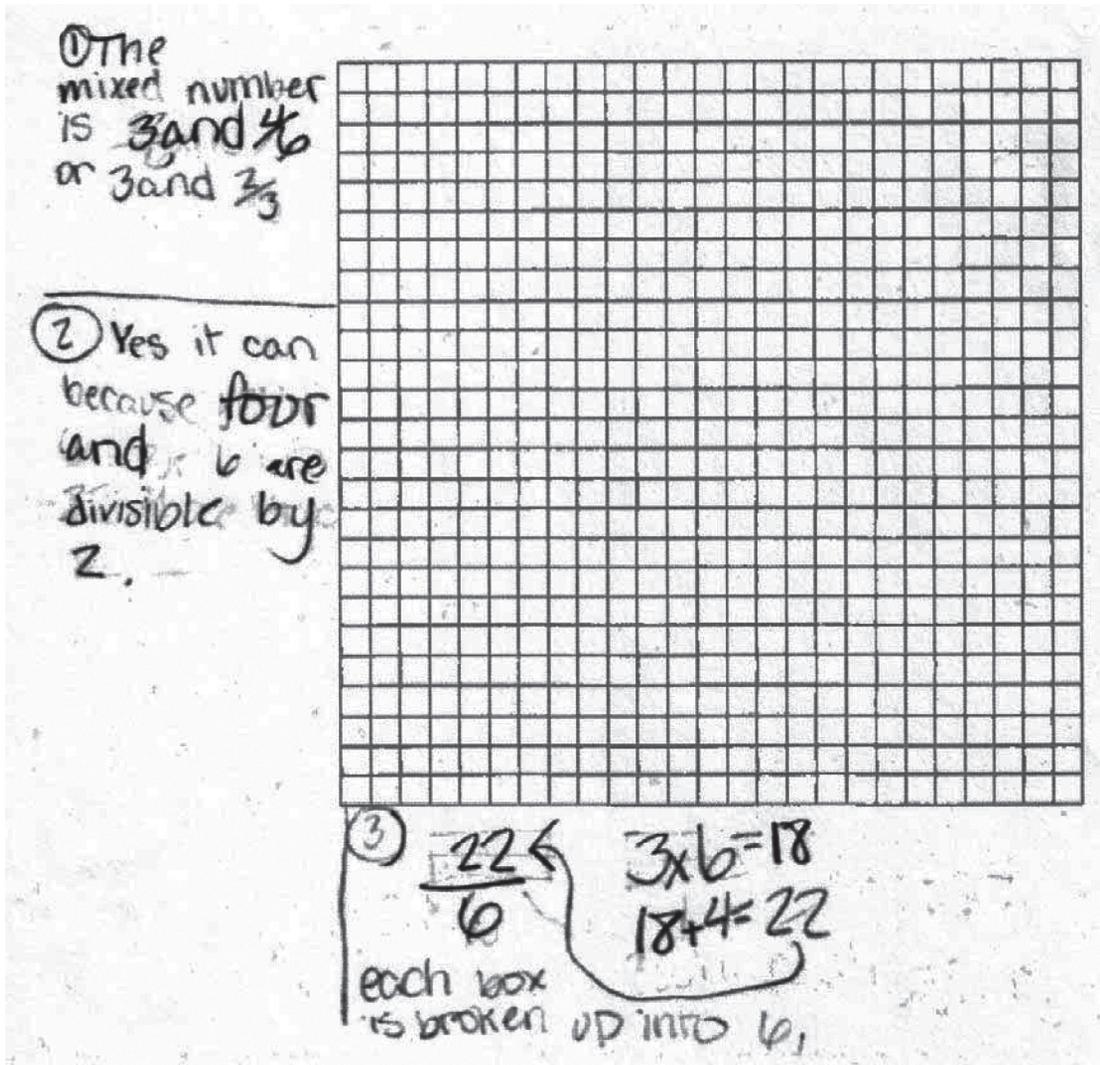
2. Yes.  $3\ 2/3$   $4/6 = 2/3$

$3\ 2/3$  is the simplest form.  $2\ 2/6$

3.  $3\ 4/6$  or  $3\ 2/3 = 6+6+6+4 = 22/6$

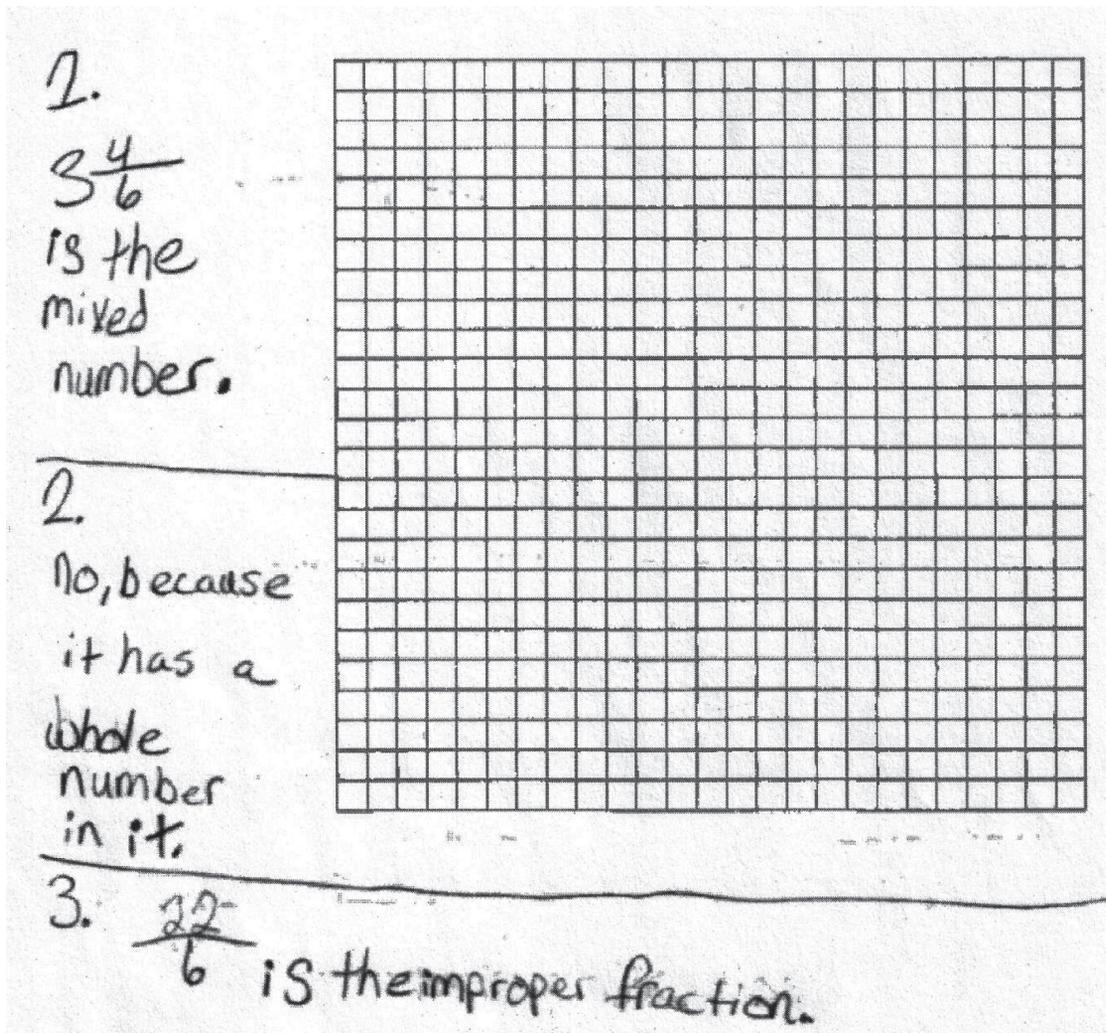
SCORE: 3

<u>Part 1</u>		Points
Correct answer with Missing explanation:	“3 and 4/6 or 3 and 2/3”	1
<u>Part 2</u>		
Correct answer with Correct explanation:	“Yes” “because four and 6 are divisible by 2”	1
<u>Part 3</u>		
Correct answer with Correct procedure:	“22/6” $3 \times 6 = 18 + 4 = 22$	2
<b>Total Points</b>		<b>4</b>



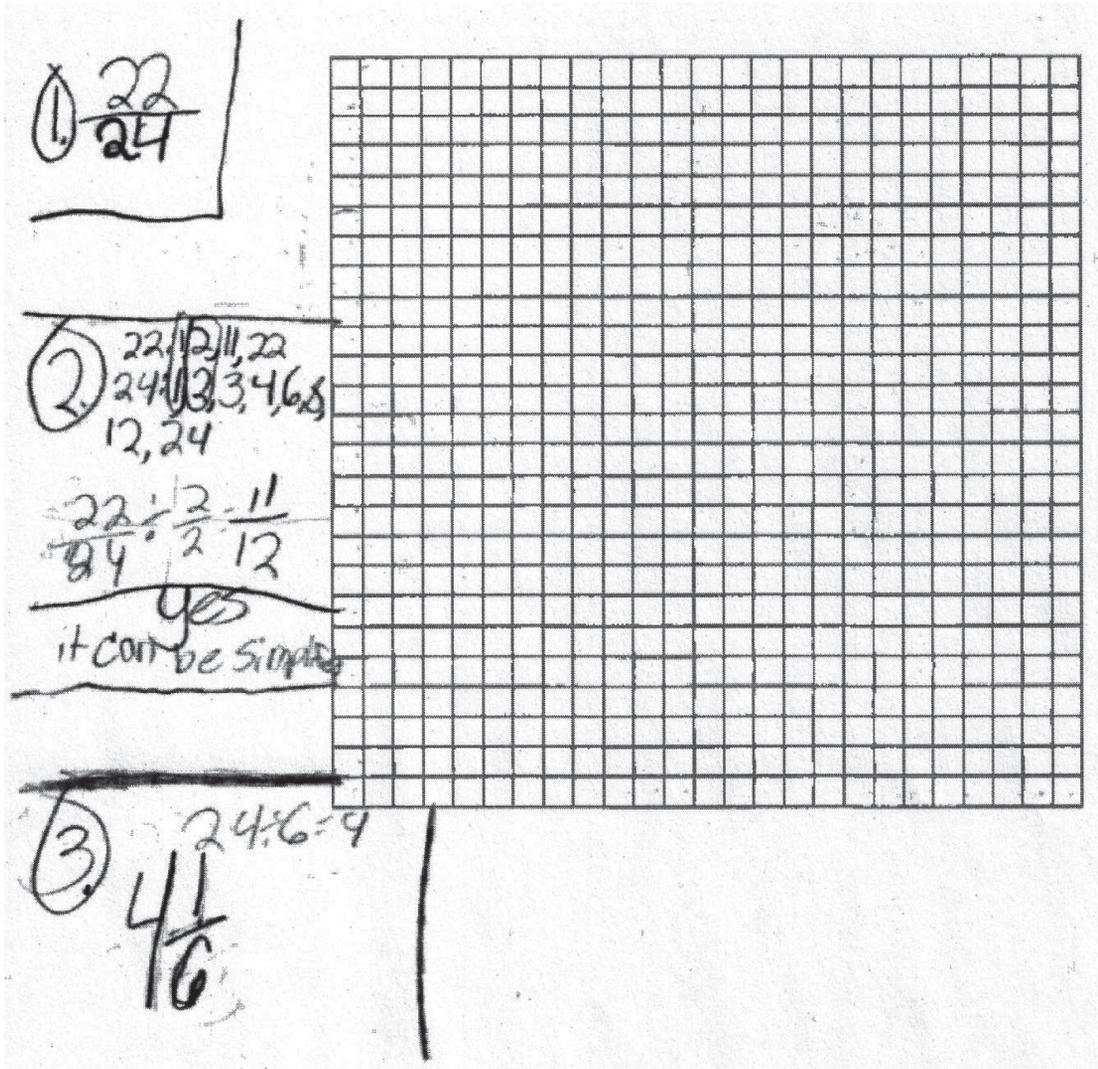
SCORE: 2

<u>Part 1</u>		Points
Correct answer with Missing procedure:	"3 4/6"	1
<u>Part 2</u>		
Incorrect answer with Incorrect explanation:	"no, because it has a whole number in it."	-
<u>Part 3</u>		
Correct answer with Missing procedure:	"22/6"	1
<b>Total Points</b>		<b>2</b>



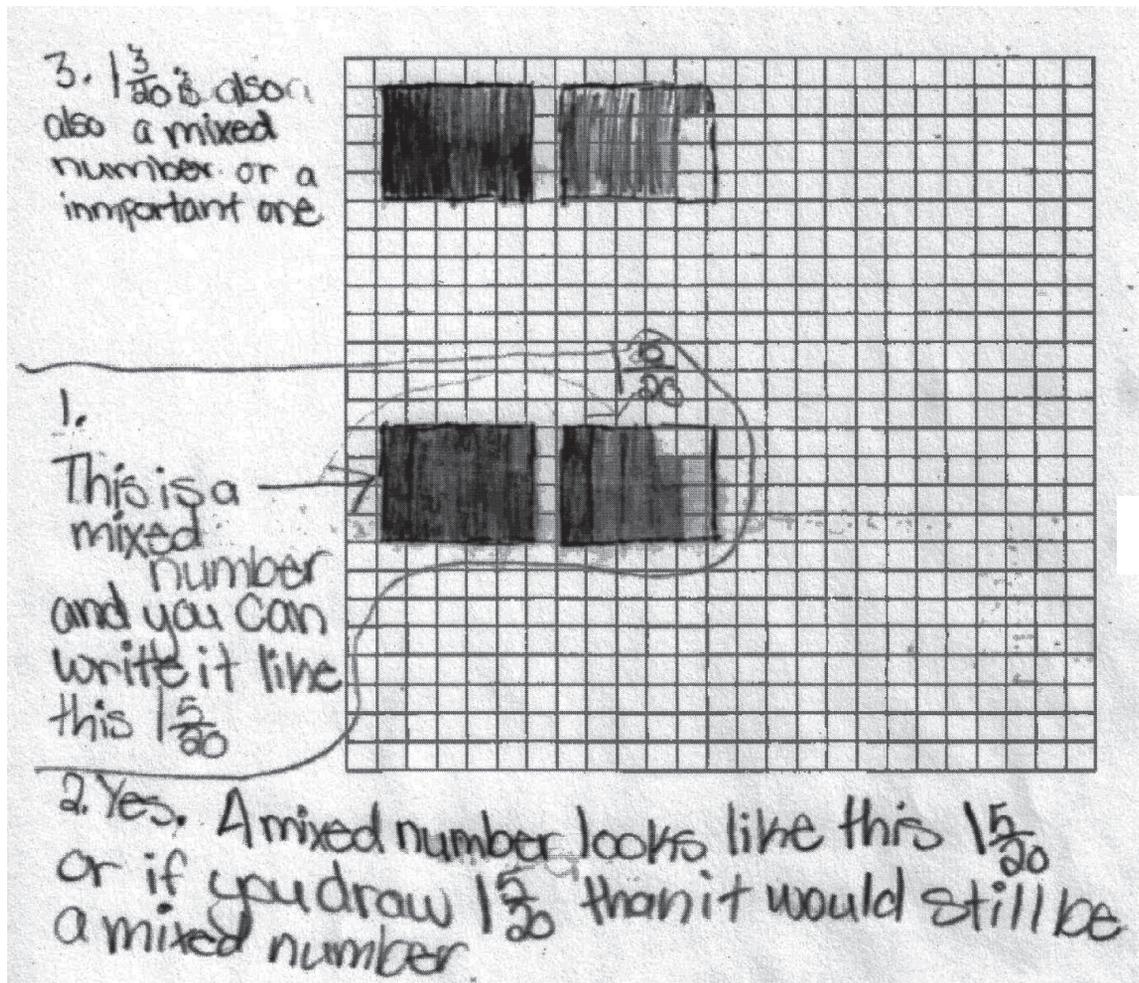
SCORE: 1

<u>Part 1</u>		Points
Incorrect answer with Missing explanation:	"22/24"	-
<u>Part 2</u>		
Correct answer with Correct procedure:	"yes it can be simplified" 22/2=11 24/2=12	1
<u>Part 3</u>		
Incorrect answer with Incorrect procedure:	"4 1/6" 24/6=4	-
<b>Total Points</b>		<b>1</b>



SCORE: 0

<u>Part 1</u>		Points
Incorrect answer with Incorrect explanation:	“you can write it like this 1 5/20”	-
<u>Part 2</u>		
Incorrect answer with Incorrect explanation:	“Yes...1 5/20”	-
<u>Part 3</u>		
Incorrect answer with Missing procedure:	“1 3/20 is also also a mixed number”	-
<b>Total Points</b>		<b>0</b>





# **READING RESPONSES**

## How Grape Jelly Is Made

by George Jones

There has never been a team like peanut butter and jelly. They stick together through thick and thin. In fact, jelly got its name from being thick and sticky. It comes from the French word *gelée*, which means thickened. Jelly can be made out of many kinds of fruit. Grape jelly is one of the most popular jellies in the United States.

1. The dark purple color and special flavor of grape jelly come from Concord grapes, which are grown mainly in New York, Pennsylvania, Michigan, and Washington. Grapes grow in bunches on vines. Grape farms are called vineyards.

2. Grapes are harvested in the fall, when they are sweet and juicy. They are so ripe that they fall right off their stems when a machine called a harvester shakes the vines.

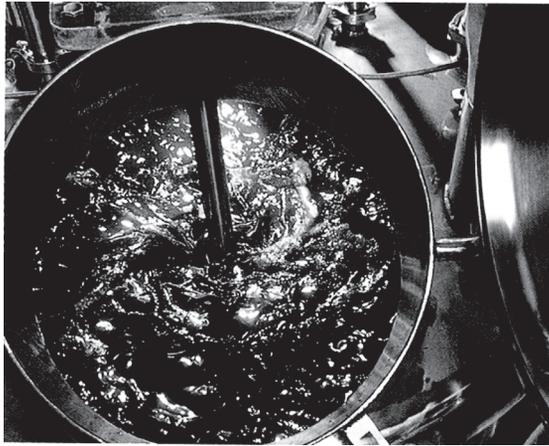
3. The grapes fall into long troughs on the harvester and then drop



from a tube at the side of the machine into large crates. Each full crate weighs as much as two cars. Farm workers operate the harvester and make sure to stop the machine when the crate is full.

4. Truck drivers take the crates to the jelly factory. First, an inspector looks carefully at samples of the grapes to be sure they are ripe. Then a forklift operator lifts each crate of grapes from the unloading area and empties it into a long rectangular funnel called a hopper.

5. The hopper funnels the grapes into pipes that flow into a room inside the jelly factory. As the grapes are pumped through the pipes, they begin to get crushed. Then paddles push them through holes just big enough for grapes and juice to flow through. Stems and leaves are left behind. The crushed grapes flow into a big vat.<sup>1</sup>



6. As the grapes are heated in the vat, they get softer—so the juice separates easily from the skins and seeds. The mixture is forced through a dejuicer or filter, which lets only the juice through. This time the skins and seeds are left behind. Then the juice is heated until it almost boils, and quickly chilled until it almost freezes. This process, called pasteurization, completely kills any germs that might have been in the juice.

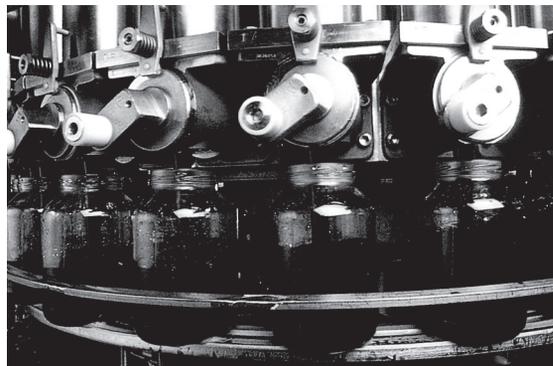
7. The grape juice is kept cold in refrigerated 700,000-gallon tanks until it is time to make a batch of jelly. Then the juice is pumped from the tanks into

big kettles to be cooked three times. Sugars and pectin are added to make it thicker. A worker uses a dipper to check the thickness.



8. The jelly goes into a finishing kettle for the last stage of cooking. While the jelly is still hot, it is pumped from the kettle to the filler and into jelly jars in exactly measured amounts.

9. The jars must have nothing but jelly inside of them—not even air! Germs from the air could make the jelly unsafe to eat. When a cover is put on top of each jar, the air is sucked out in a process called vacuum sealing.



<sup>1</sup>vat: large container for storing liquids

10. As the jars full of jelly are carried along an assembly line, machines brush paste and wrap a label around each one. The label tells the flavor of the jelly, who made it, every ingredient in it, and the jelly's nutritional facts.

11. Before the jelly leaves the factory, workers test samples from random jars in each batch for taste and color. Machines also test samples to make sure that no air is sealed in the jars.

12. If the jelly passes all the tests, the jars are packed in cardboard boxes with sheets of cardboard between them so they won't bump and break. The boxes are loaded onto trucks and shipped to stores. The jelly is ready to meet its partner—peanut butter—on the other side of the sandwich.

- A** Use at least four details from the passage to explain what must happen once the jars are filled with jelly.

**Reading Item A Scoring Rubric—2011 Grade 5**

Score	Description
4	The response provides at least four accurate and relevant details from the passage to explain what must happen once the jars are filled with jelly.
3	The response provides three accurate and relevant details from the passage to explain what must happen once the jars are filled with jelly.
2	The response provides two accurate and relevant details from the passage to explain what must happen once the jars are filled with jelly.
1	The response provides one accurate and relevant detail from the passage to explain what must happen once the jars are filled with jelly. <b>OR</b> The response demonstrates minimal understanding of the question.
0	The 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 more than four accurate and relevant details from the passage to explain what must happen once the jars are filled with jelly (“First they must be vacuum sealed so they don’t have air bacteria in the jelly.”; “Next the machines put a label on the jar telling whats in the jelly and the people who made it.”; Then workers test samples for color and taste...machines check samples for any air.”; “...they are put in cardboard boxes to be shipped to stores for people to buy and eat”). The response demonstrates a thorough understanding of the passage.

<p>1. First they must be vacuum sealed so they don't have air bacteria in the jelly.</p>	<p>2. Next the machines put a label on the jar telling whats in the jelly and the people who made it.</p>
<p>3. Then workers test samples for color and taste while machines check samples for any air.</p>	<p>4. If they pass the tests they are put in cardboard boxes to be shipped to stores for people to buy and eat.</p>

**SCORE POINT: 3**

The student provides three accurate and relevant details from the passage to explain what must happen once the jars are filled with jelly (“...they must be vacuumed of all air, ...they must be labeled, finally, they must be shipped”). The student cannot receive credit for (“Next, the must be tested for thickness,”) because this happens to the jelly before it is placed in the jars. The response provides evidence of general but not comprehensive understanding of the passage.

1. First they must be vacuumed of all air next, they must be tested for thickness, then, they must be labeled, finally, they must be shipped.

**SCORE POINT: 2**

The student provides two accurate and relevant details from the passage to explain what must happen once the jars are filled with jelly (“...they are put in cardboard boxes with cardboard in between them and shipped to the store”). This is an example of basic understanding of the passage.

When the jars are full of  
jelly they are put in cardboard  
boxes with cardboard in between  
them and shipped to the store.

**SCORE POINT: 1**

The student provides one accurate and relevant detail from the passage to explain what must happen once the jars are filled with jelly (“When the jars are filled with jelly you have to label it with a jelly tag”). The response is inadequate and provides evidence of minimal understanding.

When the jars are filled with jelly you  
have to label it with a jelly tag

**SCORE POINT: 0**

The response is irrelevant.

there is lots of ways to  
make it.

## Cooking by the Numbers

by J.P. Russell

1 “Cooking contests are for girls!”

2 I didn’t mean to shout. But how would you feel if your best friend woke you up on a Saturday morning, carrying a grocery sack and wearing an apron dotted with smiley faces?

Hayden dropped a bag of flour onto my stomach. “Not true, Rick. Most of America’s great cooks are men.” He patted his pocket. “I have the numbers to prove it.”

Ever since Hayden had run for class president and lost, he had become a big fan of polls. Last week, he polled students in the cafeteria to find out how many of them thought lemon sours were fruit. Now he dug a wrinkled paper from his pocket and read:

“Fifty-six percent of women chose a male chef as their favorite TV cook. Sixty-seven percent of women eat at restaurants where men wear white floppy hats. And ninety-nine percent of married women wish their husbands would cook dinner.”

He grinned. “Not even Spider-Man gets those numbers, Rick.”

As I struggled to sit up, the flour bag thudded onto the floor. A white cloud puffed into my face.

Coughing, I sputtered, “You made that up.”

Hayden thumped my back. “Nope. Found it on a Web site. In fact, I’m thinking about posting my own poll results.”

I snorted. “Right. Like people care what color hair gel our classmates use. What do those numbers have to do with winning the contest, anyway?”

Hayden sighed and began ticking answers off on his fingers. “It’s a Women’s Club contest, so the judges must be women. Most of the contestants will be women. Women prefer men who cook—I’m a man.” He paused, then curled his third finger down again. “OK, I’m a boy. But I have a winning recipe.”

He turned the paper over and read: “Women’s top-five sweets.”

I studied the scrawled words: *Hot fudge. Sugared dates. Butterscotch. Candied peaches. Chocolate.* “You’re putting all those in one recipe?”

He nodded smugly. “Giant brownies. Tucker’s Temptations.”

15 *More like Hayden’s Half-Baked Hope*, I thought. “When is the contest?” I asked.

“This morning.”

My ears had taken a nap. “Today morning? Or tomorrow morning?”

“Today morning. Ten o’clock. At the Channel 10 studio.”

I tried to dive back under the covers, but Hayden grabbed my arm. “If I win, half the prize is yours. Now get dressed.”

Minutes later, we locked our bikes outside the TV studio. A woman with spiky black hair met us inside. She glanced at Hayden’s apron. “Name?”

“Hayden Tucker, soon to be famous for Tucker’s Temptations,” Hayden said.

She checked her clipboard. “T . . . Tucker. OK. Good luck.”

As we entered the contestant kitchen, I stopped. Our luck definitely wasn’t good. Hayden bumped into me. “Watch it—”

I pointed at the judges’ table.

“Men!” Hayden gasped. “Nobody has ever done a poll on male cooking judges.”

I was busy reading a nearby sign. “Uh, Hay, how much do you know about this contest?”

“What I heard through my mom’s cooking club. Why?”

“Missed the part about vegetarian dinner recipes, huh?”

Hayden’s face turned tomato red. “Vege . . . vege . . .,” he stammered.

“*Vegetarian . . . as in with vegetables,*” I explained. “*Dinner . . . as in before dessert.*”

Just then the spiky-haired woman rushed past. “On air in ten.”

Her voice jolted Hayden into action. Slinging the grocery sack over his shoulder, he headed to his workspace. “We can win this.”

33 “But your recipe doesn’t use vegetables,” I protested.

“Says you,” he argued, “but fifty-eight percent of sixth-graders in my To Eat or Not to Eat poll said that dates are vegetables. They won’t touch them.”

The next hour was a blur—mostly because of the flour cloud Hayden stirred up as he mixed, pounded, and shaped his new creation.

As the judges approached, he whispered, “Remember—you get half the prize.”

I snickered. I was one hundred percent sure that Hayden had no idea that the prize was a designer apron-and-mitt set.

“What’s on the menu?” the head judge asked, smiling.

“I call it Luscious Loaf,” Hayden announced as he offered each man a slice.

“Surprising,” said one judge, chewing slowly.

“Interesting texture,” muttered another.

“Water . . .,” gasped a third.

They hurried away, leaving Hayden with a plate of half-eaten loaf slices.

Later, when Tangy Asparagus Souffle won, Hayden didn’t seem too disappointed. As I watched, he wiped his hands on his apron and loaded a new tray with Luscious Loaf.

“I really should congratulate the winner,” Hayden said, “and ask the other contestants a few questions.” He picked up the tray and headed toward them.

I laughed and followed him. I knew we wouldn’t be going home soon. Because there was only one thing Hayden Tucker liked better than entering contests . . . and that was conducting polls.



**B** Identify two times in the passage when Hayden is surprised by events.

Describe his reaction to each event using details from the passage.

**Reading Item B Scoring Rubric—2011 Grade 5**

Score	Description
4	The response identifies two times in the passage when Hayden is surprised by events and describes his reaction to each event using accurate and relevant details from the passage.
3	The response identifies two times in the passage when Hayden is surprised by events and describes his reaction to one of the events using accurate and relevant details from the passage.
2	The response identifies one time in the passage when Hayden is surprised by events and describes his reaction to the event using accurate and relevant details from the passage. <b>OR</b> The response identifies two times in the passage when Hayden is surprised by events. <b>OR</b> The response describes Hayden’s reaction to each event using accurate and relevant details from the passage.
1	The response identifies one time in the passage when Hayden is surprised by events. <b>OR</b> The response describes Hayden’s reaction to one event using accurate and relevant details from the passage. <b>OR</b> The response demonstrates minimal understanding of the question.
0	The 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 identifies two times in the passage when Hayden is surprised by events and describes his reaction to each event using accurate and relevant details from the passage. The first surprise is (“he is surprised ... upon finding out the judges are men. He got his information from a women’s cooking club, so he was sure the judges would be women.”). His reaction to this surprise is (“...Men!’ Hayden gasped, ‘NObody has ever done a poll on Male cooking judges!’”). The second surprise is (“...when he finds the contest is for vegetarian dinner recipes and he has a women’s dessert”). His reaction to this second surprise is (“He handles his situation by making a new recipe he calls Luscious Loaf”). The response demonstrates a thorough understanding of the passage.

Hayden is surprised in the story. One situation he is surprised in is finding out the judges are men. He got his information from a women's cooking club, so he was sure the judges would be women. When he found the judges were men, he was probably thinking he needed to rethink his recipe. My inference is supported by his quote of "Men!" Hayden gasped, "NObody has ever done a poll on male cooking judges!" Hayden's luck really goes bad when he finds the contest is for vegetarian dinner recipes, and he has a women's dessert. Now he knows he needs a new recipe. He handles his situation by making a new recipe he calls Luscious Loaf, even though his first reaction was worry and surprise.

**SCORE POINT: 3**

The student identifies two times in the passage when Hayden is surprised by events and describes his reaction to one of the events using accurate and relevant details from the passage. The first surprise is (“...when he found out that men were judging”). His reaction to this surprise is his statement that (“Nobody has ever done a poll on male cooking Judges’.”). The second surprise is (“...when he found out that it was a vegetarian dinner”), and the student did not mention a reaction to this surprise. The student cannot receive credit for (“Missed the part about vegetarian dinner, Huh’.”) because this is Rick’s reply, not Hayden’s response. The response provides evidence of general but not comprehensive understanding of the passage.

Two times Hayden is surprised by the events are:

① 1 time is when he found out that men were judging. I know this because in Paragraph 25 it says “Nobody has ever done a poll on male cooking judges.”

② The last time is when he found out that it was a vegetarian dinner. I know this because in Paragraph 28 it says “Missed the part about vegetarian dinner, Huh”.

**SCORE POINT: 2**

The student identifies one time in the passage when Hayden is surprised by events and describes his reaction to the event by using accurate and relevant details from the passage. The surprise is (“When Rick told Hayden that the contest was for a vegetarian dinner recipe”) and his reaction was (“Hayden had stammered to say the word vegetarian.”). This is an example of basic understanding of the passage.

When Rick told Hayden that the contest was for a vegetarian dinner recipe Hayden was surprised. Hayden had stammered to say the word vegetarian.

Hayden was surprised when one of the judges gasped for water.

**SCORE POINT: 1**

The student identifies one time in the passage that Hayden was surprised by events (“When he had to cook a vegetarian dinner”). The response is inadequate and provides evidence of minimal understanding.

When he had to cook a  
vegetarian dinner and  
when

**SCORE POINT: 0**

The response is irrelevant.

He likes his friends and he will  
not leave his friends here and  
He will not get new friends.

## 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 5 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 5 students in April 2011.

**Prompt**

You have been asked to write a story for your principal. You must write about this topic:

**What is a happy time you will always remember?**

Before you begin to write, think about the happy times you have had and choose **one** to write about. What made this a happy time? Why will you always remember it?

Now write a story about a happy time that you will always remember. Be sure to tell what happened and give enough detail so that your principal will understand.

**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**

The writer conveys a clear central idea (“Here is one day that is happy to me”). Each event is fully elaborated with details (“I quickly drew my old ben pearson recurve...killed my first buck. He was a big one too, an eight point...Not only were there crows, but bluebirds and cardnals, too...chiken, noodle salad, and pumpkin pie...our team, the Boston Red Sox, beat the San Francisco Giants by 1 home run in the last inning”). An organizational plan is evident in the progression of ideas. There is presence of closure. This response demonstrates consistent control of the Content domain.

### **Style: 4**

The writer engages the reader with precise, vivid vocabulary (“...shot that deer hard right were you want to shoot it. It went down like a collapsing skyscraper...I still couldn’t beleive how fast the buck went down...delicious, juicy lunch...I even caught that homerun ball. I got it signed by every player on the team.”). Sentences are varied and a strong voice is heard throughout. This response demonstrates consistent control of the Style domain.

### **Sentence Formation: 4**

The response displays mature sentence structures that are mostly correct. Complex sentence structures are used throughout and demonstrate the writer’s consistent control of the Sentence Formation domain.

### **Usage: 4**

Control of inflections, tenses, agreement, and word meaning are demonstrated. This response displays consistent control of the Usage domain.

### **Mechanics: 4**

Capitalization, punctuation, spelling, and formatting are mostly correct in this response. The Mechanics domain is consistently controlled.

Here is one day that is happy to me, because I had a lot of fun. My Mom, Dad, and I went to several different events on this day of happiness.

First, we got up early in the morning to go deer hunting. Everything was perfect when we got on the deer stand. Dad saw something white move. It was a deer's tail. I quickly drew my old ben pearson recurve and shot that deer hard right where you want to shoot it. It went down like a collapsing skyscraper. Mom even killed the doe next to mine. When I got off the stand with Mom, I realized I had killed my first buck. He was a big one too, an eight point.

We went home and cleaned up. Dad helped me skin the deer. We threw the meat in the freezer and hung the hides out to dry. I still couldn't believe how fast the buck went down.

Next, we went to the park in our town. We went to feed the birds as usual. This time was different because all kinds of birds eat our bread. Not only were there crows, but bluebirds and cardinals, too. We ate a delicious, juicy lunch. There was chicken, noodle salad, and pumpkin pie.

That was very happy to me. We also talked, laughed, and played on the swing set.

Last, we went to the ballpark to watch a baseball game. We had dinner there and I still couldn't believe what an appetite I had after what we ate at the park. Anyways, our team, the Boston Red Sox, beat the San Francisco Giants by 1 home run in the last inning. I even caught that homerun ball. I got it signed by every player on the team.

In conclusion that was the happiest day of my life. I did several fun events with my loving parents.

## WRITING SAMPLE RESPONSE 2

### **Content: 3**

This response has a clear central idea (“I am going to name it off and explain why I will all wase remember this happyest time ever”). While there is some elaboration (“Next, I whent to sea world...I got to swim in the water with the dolphins...one of the dolphins jumped up and grabed me swimed me all around the pool”), details in the response are sparse. The response is organized with a progression of ideas and a brief conclusion. The writer exhibits reasonable control of the Content domain.

### **Style: 3**

The writer uses some purposeful selection of information (“humongis water park”; “one of the dolphins jumped up and grabed me”) which is mixed with a great deal of general information (“I whent all around disney world so I got to see every thing around me!”). The writer’s voice is present but not strong. Reasonable control of the Style domain is demonstrated.

### **Sentence Formation: 2**

The writer includes some complex sentences (“I whent all around disney world so I got to see every thing around me”; “To sum up I thank my principal will be suprised on my funest time ever!”). However, there is a run-on (“It was the best time ever we whent to a humongis water park.”) and there are sentences with missing words. The response exhibits reasonable control of the Sentence Formation domain.

### **Usage: 2**

This response shows some weakness in grammar skills. The writer uses some wrong words (“thank” for think, “on” for by) and inflectional errors. This response demonstrates reasonable control of the Usage domain.

### **Mechanics: 3**

The response contains spelling errors (“whent,” “allwase,” “remeber,” “happyest,” “humongis,” “comming,” “secshion,” “parke,” “casle,” “fireworkes,” “suprised”), inappropriate word divisions (“all wase,” “every thing”), and there is a missing end mark. Inconsistent control of the Mechanics domain is demonstrated.

My principal has asked me to write a story about a happy time that I will always remember. So I am going <sup>to</sup> write it off and explain why I will always remember this happiest time ever.

First, the happiest time is going Florida! It was the best time ever we went to a huge water park! The water park had a big slide that had water coming through it! There was a section in the park that had only kids in it.

Next, I went to sea world! I had a lot of fun there. I got to swim in the water with the dolphins! Then one of the dolphins jumped up and grabbed me swam me all around the pool.

Last, but not least I went to Disney world! I got to see the huge castle and the fireworks going off!!! I went all around Disney world so I got to see every thing around me!

To sum up I think my principal will be surprised on my funnest time ever!

### WRITING SAMPLE RESPONSE 3

**Content: 2**

The writer has a central idea (“I have alot of happy time But I would only like to share one.”). The response presents three days’ events in a list-like fashion, without any elaboration. The closure is simplistic. The writer exhibits inconsistent control of the Content domain.

**Style: 2**

The writer uses mostly general and simplistic vocabulary (“...set up camp and Road are Bickes...set around the campfire and went tobead...whene we got Back we went to bead...we packed up and went home”). Tone and voice are present but very dim. Inconsistent control of the Style domain is demonstrated.

**Sentence Formation: 3**

The writer uses a couple of complex sentences (“I have alot of happy time But I would only like to share one. On Jun 10th 2003 I went to the Buffalo River four my Granys Family Reunuen.”). But, most sentences are simple and there is a run-on. The writer displays reasonable control of the Sentence Formation domain.

**Usage: 3**

The response shows some weakness in grammar skills. The writer uses some wrong words (“set” for sat; “bead” for bed; “four” instead of for; “road” for rode) and has some inflectional errors. This response demonstrates reasonable control of the Usage domain.

**Mechanics: 2**

There are a number of spelling errors in this response (“alot”; “Jun”; “Grany”; “Reunuen”; “Bickes”; “thene”; “canous”; “whene”; “Thise”; “happyest”) and a missing apostrophe. This response demonstrates inconsistent control of the Mechanics domain.

I have alot of happy time but I would only like to share one. On Jun 10th 2003 I went to the Buffalo River for my Granys Family Reunion. The first day we set up camp and had our bikes. Then we set around the camp fire and went to bed. The second day we ate at my granys family Reunion there that after noon we took canoes to Tyler Bend and floated to Gilbert. When we got back we went to bed. The next day we packed up and went home! These will be the happiest time that I will always remember.



# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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