



Arkansas Comprehensive Testing, Assessment, and Accountability Program

TEACHER HANDBOOK

AUGMENTED BENCHMARK EXAMINATION GRADE 7

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 an Augmented Benchmark Examination for grade 7 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, seventh-grade students participated in the *Grade 7 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 7 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 Science, Math, Reading, and Writing components of the *Grade 7 Augmented Benchmark Examination* are developed with the assistance and approval of Content Advisory Committees. All passages and items on the *Grade 7 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 7 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 7 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 7 Augmented Benchmark Examination*.

SCIENCE RESPONSES

A Dennis and Mark obtain two medium-sized containers. They fill both containers with soil, and plant one bean seed in each container. After planting, one container is watered with fertilizer and the other container is watered with plain water. Both containers are placed on a sunny windowsill. Every day for three weeks, Dennis and Mark observe the containers and record their observations.

1. Write a testable hypothesis for Dennis and Mark’s experiment.
2. What variable is changed in Dennis and Mark’s experiment?
3. List one way Dennis and Mark could improve their experiment.
4. List one more way Dennis and Mark could improve their experiment.

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

Science Item A Scoring Rubric—2011 Grade 7

Score	Description
4	The student earns 4 points. The response shows a complete understanding of analyzing components of experimental design used to produce empirical evidence. The response correctly addresses four out of four tasks with no errors.
3	The student earns 3 points. The response shows a nearly complete understanding of analyzing components of experimental design used to produce empirical evidence. The response correctly addresses three out of the four tasks.
2	The student earns 2 points. The response shows a limited understanding of analyzing components of experimental design used to produce empirical evidence. The response correctly addresses two out of the four tasks.
1	The student earns 1 point. The response shows a minimum understanding of analyzing components of experimental design used to produce empirical evidence. The response correctly addresses one out of the four tasks.
0	The student earns 0 points. The response shows insufficient understanding of analyzing components of experimental design used to produce empirical 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>1 point possible 1 point: Writing a valid testable hypothesis for this experiment. Correct Hypothesis:</p> <ul style="list-style-type: none"> • If the bean plants are given fertilizer then they will grow taller. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • The bean plant that received only water will grow taller.
2	<p>1 point possible 1 point: Correctly identifying the variable being changed in this experiment. Correct Variable:</p> <ul style="list-style-type: none"> • One plant is given fertilizer and the other is not. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • What the plant is watered with.
3 and 4	<p>2 points possible 1 point: Correctly identifying a way to improve this experiment, AND 1 point: Correctly identifying a second way to improve this experiment. Possible Improvements:</p> <ul style="list-style-type: none"> • Use a larger sample size. (More plants/seeds) <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • Measure the amount of water given to each plant. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • The same size pots should be used. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • Measure plant growth instead of observing it. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • The same type of bean seed should be used. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • The same type of soil should be used. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • Increase the length of the experiment. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • Other acceptable responses.

SCORE: 4

<u>Part 1</u>		Points
Correct Answer:	“If we use fertilizer on one plant and just plain water on the other plant then the plant that is watered by fertilizer will grow faster.” (Response contains both an independent and dependent variable and is testable.)	1
<u>Part 2</u>		
Correct Answer:	“What the plants are being watered with.”	1
<u>Part 3</u>		
Correct Answer:	“Measure how tall the plants are”	1
<u>Part 4</u>		
Correct Answer:	“Measure how much fertilizer or water”	1
Total Points		4

1. If we use fertilizer on one plant and just plain water on the other plant then the plant that is watered by fertilizer will grow faster.

2. What the plants are being watered with.

3. Measure how tall the plants are over this 3 week period.

4. Measure how much fertilizer or water is put in it.

SCORE: 3

<u>Part 1</u>		Points
Incorrect Answer:	“Which one will grow faster: the one with fertilizer or the one with just plain water.”	-
<u>Part 2</u>		
Correct Answer:	“One is watered with fertilizer, and the other one with water.”	1
<u>Part 3</u>		
Correct Answer:	“put more than just one bean seed in each container”	1
<u>Part 4</u>		
Correct Answer:	“do the experiment longer than 3 weeks”	1
Total Points		3

1 Which one will grow faster: the one with fertilizer or the one with just plain water.

2 One is watered with fertilizer, and the other one with water.

3 They should put more than just one bean seed in each container.

4 They should do the experiment longer than 3 weeks

SCORE: 2

<u>Part 1</u>		Points
Correct Answer:	"I think that the bean with the plain water will grow faster." (Response contains both an independent and dependent variable and is testable.)	1
<u>Part 2</u>		
Correct Answer:	"one bean is watered with plain water and the other is watered with fertilizer"	1
<u>Part 3</u>		
Incorrect Answer:	"by watering multiple seeds with different fertilizers"	-
<u>Part 4</u>		
Incorrect Answer:	"having different types of seeds"	-
Total Points		2

1-
I think that the bean with the plain water will grow faster.

2-
The variable changed is that one bean is watered with plain water and the other is watered with fertilizer.

3- They could improve their experiment by watering multiple seeds with different fertilizers.

4- They could also improve their experiment by having different types of seeds.

SCORE: 1

<u>Part 1</u>		Points
Incorrect Answer:	See table drawn in Part 1.	-
<u>Part 2</u>		
Correct Answer:	“one is watered with fertilizer one without”	1
<u>Part 3</u>		
Incorrect Answer:	“put one plant in dark and 1 in the sun”	-
<u>Part 4</u>		
Incorrect Answer:	“Skip watering fertilized one for 1 day.”	-
Total Points		1

2)

	Week 1	Week 2	Week 3
Fertil	3in.	6in.	12in.
no fert	1in.	3in.	6in.

2) one is watered with fertilizer one without

3) put one plant in dark and 1 in the sun

4) Skip watering fertilized one for 1 day.

SCORE: 0

<u>Part 1</u>		Points
Incorrect Answer:	"Which plant will show the first sign of growth?"	-
<u>Part 2</u>		
Incorrect Answer:	"will watch wich one show's sign's of growth"	-
<u>Part 3</u>		
Incorrect Answer:	"Place one in The window seel and on outside"	-
<u>Part 4</u>		
Incorrect Answer:	"give one plant more fertilizer"	-
Total Points		0

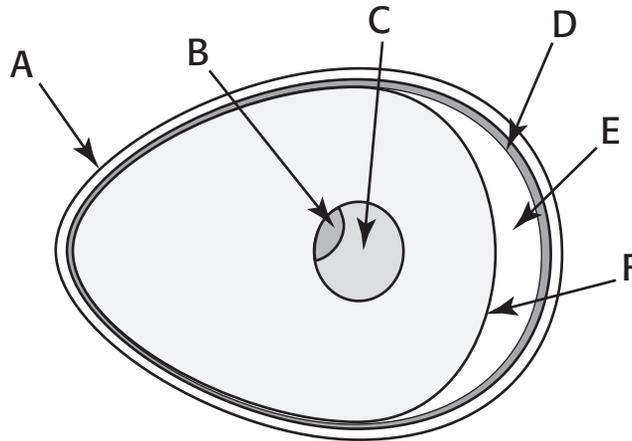
1. Which plant will show the first sign of growth?

2. They will watch wich one show's sign's of growth so they can test that photosis

3. Place one into The window seel and on out side

4. give one plant more fert!lizer

B The picture shows a dissected chicken egg with label lines to different structures.



1. Identify structures A and C on the egg.
2. What is the function of structure A?
3. What is the function of structure C?

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

Science Item B Scoring Rubric—2011 Grade 7

Score	Description
4	The student earns 4 points. The response shows a complete understanding of analyzing the structure of a poultry egg. The response correctly addresses four out of four tasks with no errors.
3	The student earns 3 points. The response shows a nearly complete understanding of analyzing the structure of a poultry egg. The response correctly addresses three out of the four tasks.
2	The student earns 2 points. The response shows a limited understanding of analyzing the structure of a poultry egg. The response correctly addresses two out of the four tasks.
1	The student earns 1 point. The response shows a minimum understanding of analyzing the structure of a poultry egg. The response correctly addresses one out of the four tasks.
0	The student earns 0 points. The response shows insufficient understanding of analyzing the structure of a poultry egg. 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	2 points possible 1 point: Correctly identifying Structure A. Correct Answer: <ul style="list-style-type: none">• Structure A is the shell. AND 1 point: Correctly identifying Structure C. Correct Answer: <ul style="list-style-type: none">• Structure C is the yolk.
2	1 point possible 1 point: A correct function of Structure A. Correct Function: <ul style="list-style-type: none">• The shell protects the egg.
3	1 point possible 1 point: A correct function of Structure C. Correct Function: <ul style="list-style-type: none">• The yolk feeds the chick prior to hatching.

SCORE: 4

<u>Part 1</u>		Points
Correct Answer:	"Structure A Shell"	1
Correct Answer:	"Structure C Yolk"	1
<u>Part 2</u>		
Correct Answer:	"Provides protection"	1
<u>Part 3</u>		
Correct Answer:	"feeds the embryo"	1
Total Points		4

structure A	structure C
Shell	Yolk
Provides Protection; acts as a Shield	Feeds the Embryo

SCORE: 3

<u>Part 1</u>		Points
Correct Answer:	"A is the shell"	1
Incorrect Answer:	"C is what feeds the imbreo"	-

<u>Part 2</u>		Points
Correct Answer:	"to protect"	1

<u>Part 3</u>		Points
Correct Answer:	"to feed the imbreo"	1
Total Points		3

1. A is the shell the outer layer that protects the inside
C is what feeds the imbreo

2. A function is to protect the inside of the egg.

3. C function is to feed the imbreo

SCORE: 2

<u>Part 1</u>		Points
Correct Answer:	"Structure A = shell"	1
Incorrect Answer:	"Structure C = germ spot"	-
<u>Part 2</u>		
Correct Answer:	"to protect the offspring"	1
<u>Part 3</u>		
Incorrect Answer:	"turns in to the chick/offspring"	-
Total Points		2

① structure A = shell
 structure C = germ spot

② structure A, shell, function:
 to protect the offspring inside
 the egg.

③ structure C, germ spot, function:
 when fertilized, turns in to the
 chick/offspring.



SCORE: 1

<u>Part 1</u>		Points
Incorrect Answer:	“eggwhite”	-
Correct Answer:	“yolk”	1

<u>Part 2</u>		Points
Incorrect Answer:	“A”	-

<u>Part 3</u>		Points
Incorrect Answer:	“Chicken”	-
Total Points		1

1. A, eggwhite c. yolk

2. A

3. Chicken

SCORE: 0

<u>Part 1</u>		Points
Incorrect Answer:	“outer core of the egg”	-
Incorrect Answer:	“where the baby is in the egg”	-
<u>Part 2</u>		
Incorrect Answer:	“keeps it from getting cold”	-
<u>Part 3</u>		
Incorrect Answer:	“keeps it warm”	-
Total Points		0

1. Structure 2 is the outer core of the egg. And structure C is where the baby is in the egg.

2. Structure A keeps it from getting cold on the inside of the egg.

3. Structure C keeps it warm so the baby won't die or be too cold.

MATH RESPONSES

A A rental company uses the equation $d = 10h + 30$ to determine the cost in dollars, d , to charge customers to rent a canoe for h hours.

1. In your Student Answer Document, copy and complete the table to determine the cost of renting a canoe for each of five hours. Show your work and/or explain your answer.

Canoe Rental Costs

Time (in hours)	1	2	3	4	5
Cost (in dollars)					

2. On the grid provided in your Student Answer Document, draw a graph of the canoe rental cost for the first five hours. Title the graph “Canoe Rental Costs.” Be sure to label and scale the axes.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Math Item A Scoring Rubric—2011 Grade 7
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Score	Description
4	The student earns 4 points. The response contains no incorrect work. Graph is correctly titled.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding is shown. Ex. Correct values of 40, 50, 60, 70, 80 either shown or plotted.
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.)

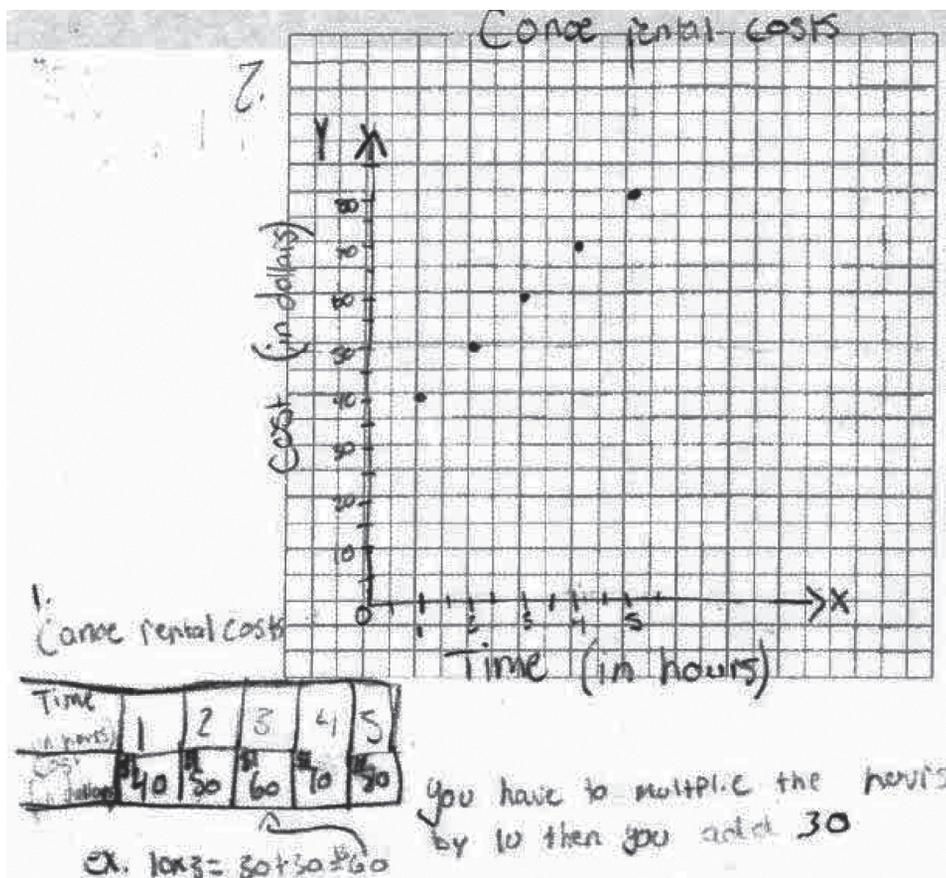
SOLUTION AND SCORING

Part	Points												
1	<p>2 points possible 2 points: A correct and complete Canoe Rental Costs table with correct work shown or explained:</p> <p style="text-align: center;">Canoe Rental Costs</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Time (in hours)</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <th>Cost (in dollars)</th> <td>40</td> <td>50</td> <td>60</td> <td>70</td> <td>80</td> </tr> </tbody> </table> <p>Give credit for the following or equivalent: (Need to show calculation of at least 1 value, and/or explain.) $10(1) + 30 = 40$; $10(2) + 30 = 50$; $10(3) + 30 = 60$; $10(4) + 30 = 70$; $10(5) + 30 = 80$</p> <p style="text-align: center;">or</p> <p>“I multiplied the hours by 10 and added 30”</p> <p>OR</p> <p>1 point: A correct and complete Canoe Rental Costs table with missing or incomplete work or explanation.</p> <p style="text-align: center;">or</p> <p>Missing table with correct work shown.</p> <p style="text-align: center;">or</p> <p>A Canoe Rental Costs table with one missing value or one incorrect value with work shown or explained. Work may contain one copy or calculation error.</p> <p style="text-align: center;">or</p> <p>A copy error of the formula with values in the Canoe Rental Costs reflecting the new formula. Work shown may be missing or incomplete.</p>	Time (in hours)	1	2	3	4	5	Cost (in dollars)	40	50	60	70	80
Time (in hours)	1	2	3	4	5								
Cost (in dollars)	40	50	60	70	80								

Part	Points												
2	<p>2 points possible</p> <p>2 points: Correct and complete graph as shown.</p> <p>The graph must include the following:</p> <ul style="list-style-type: none"> • labels on both the x-axis and y-axis • consistent intervals within the x-axis and within the y-axis • plotted points or line segment or bar graph equivalent <p>The graph can be any of the following:</p> <ul style="list-style-type: none"> • the 5 points correctly plotted • a line graph from either hour 0 or hour 1 through at least hour 5 • a bar graph <div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <caption>Canoe Rental Costs Data</caption> <thead> <tr> <th>Time (in hours)</th> <th>Cost (in dollars)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>40</td> </tr> <tr> <td>2</td> <td>50</td> </tr> <tr> <td>3</td> <td>60</td> </tr> <tr> <td>4</td> <td>70</td> </tr> <tr> <td>5</td> <td>80</td> </tr> </tbody> </table> </div> <p>OR</p> <p>1 point: Graph contains one or two errors:</p> <ul style="list-style-type: none"> Ex. A correct graph with consistent intervals with one or both labels missing Ex. A correct graph with correct labeling with inconsistent intervals on one or both axes Ex. A graph with correct labeling and consistent intervals with one or two points missing or plotted incorrectly Ex. A line graph with correct labeling, consistent intervals, and a correctly plotted line segment that extends back into negative hours Ex. A correct graph with inconsistent intervals on one axis and one label missing Ex. A graph with one point missing or incorrect and one label missing Ex. A graph with one point missing or incorrect and inconsistent intervals on one axis 	Time (in hours)	Cost (in dollars)	1	40	2	50	3	60	4	70	5	80
Time (in hours)	Cost (in dollars)												
1	40												
2	50												
3	60												
4	70												
5	80												

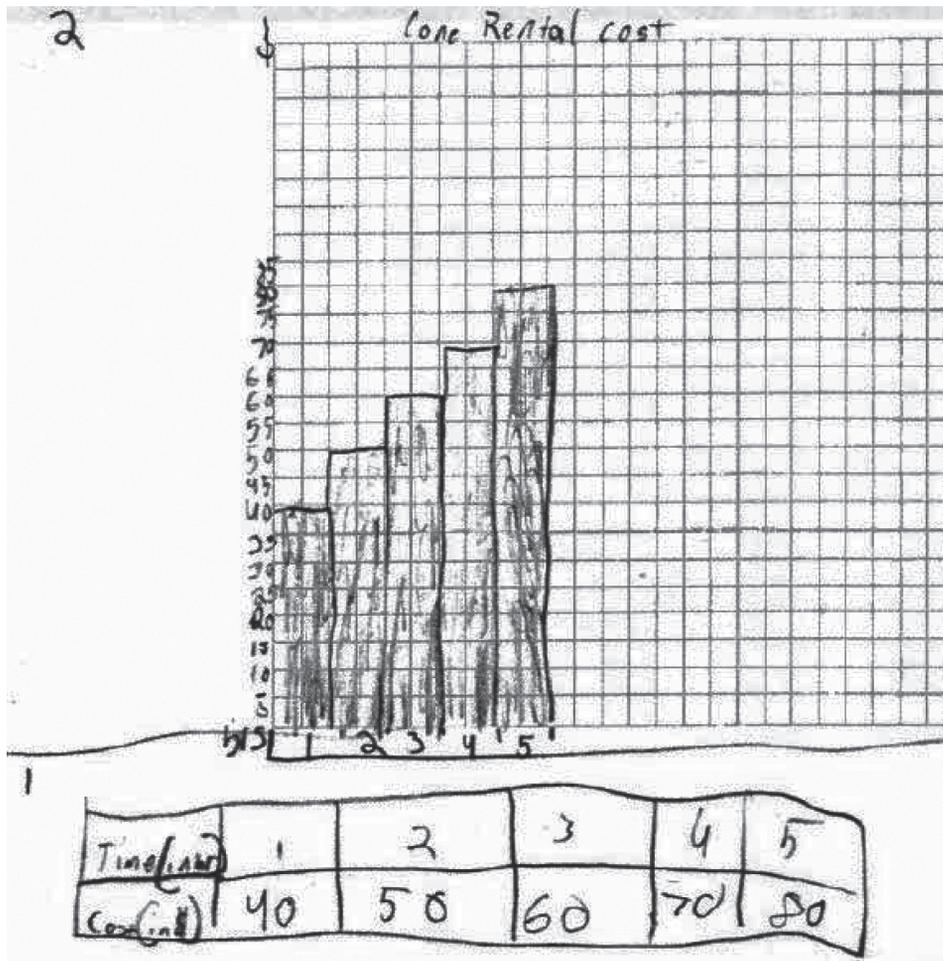
SCORE: 4

<u>Part 1</u>		Points
Correct table: and Correct procedure:	All values correct. Explanation: “multplie the hours by 10 then you add 30” Note that the “running equal signs” are acceptable $10 \times 3 = 30 + 30 = 60$	2
<u>Part 2</u>		
Correct graph:	Plotted points graph with: <ul style="list-style-type: none"> • both axes correctly labeled • consistent intervals on both axes • all values correctly plotted • title (required for Score 4) 	2
Total Points		4



SCORE: 3

<u>Part 1</u>		Points
Correct table: and Missing procedure:	All values correct.	1
<u>Part 2</u>		
Correct graph:	Bar graph with: <ul style="list-style-type: none"> • both axes correctly labeled (“\$” and “hrs” sufficient) • consistent intervals on y-axis • bars of equal width on x-axis • values correctly graphed 	2
Total Points		3

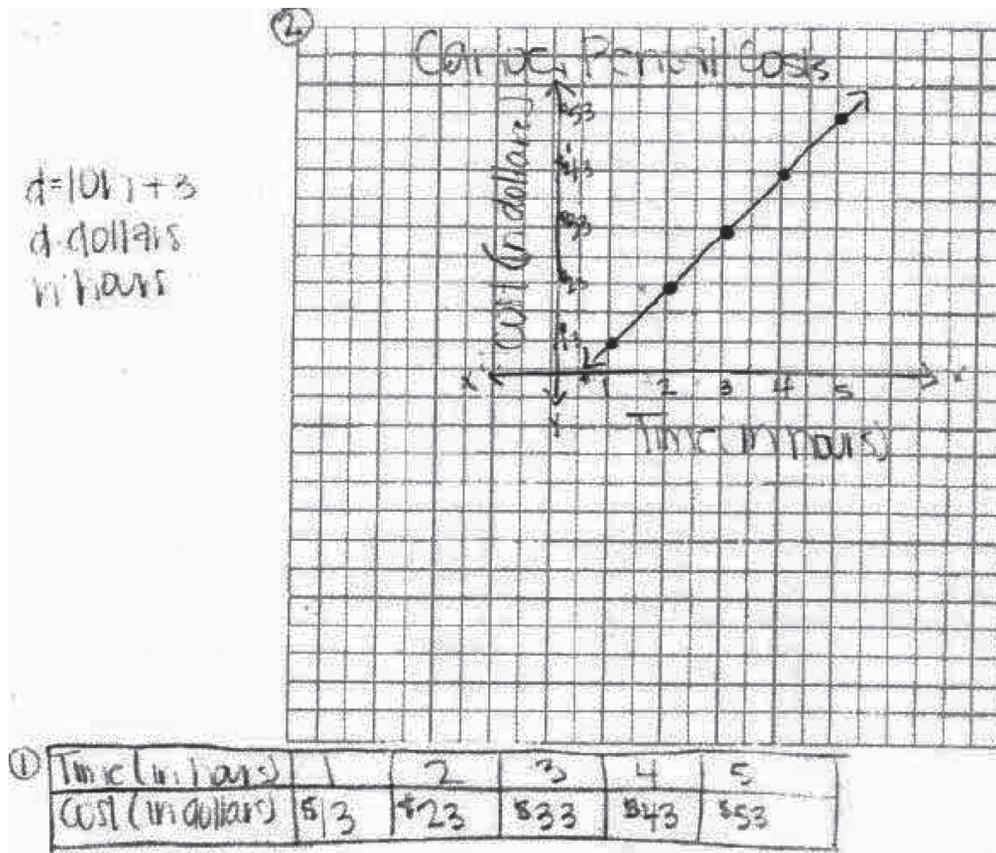


SCORE: 2

<u>Part 1</u>		Points
Incorrect table: and Incomplete procedure:	A copy error of the formula with values in the Canoe Rental Costs reflecting the new formula. The formula was incorrectly copied as "d=10h+3." The incorrect table values resulted from one copy error.	1

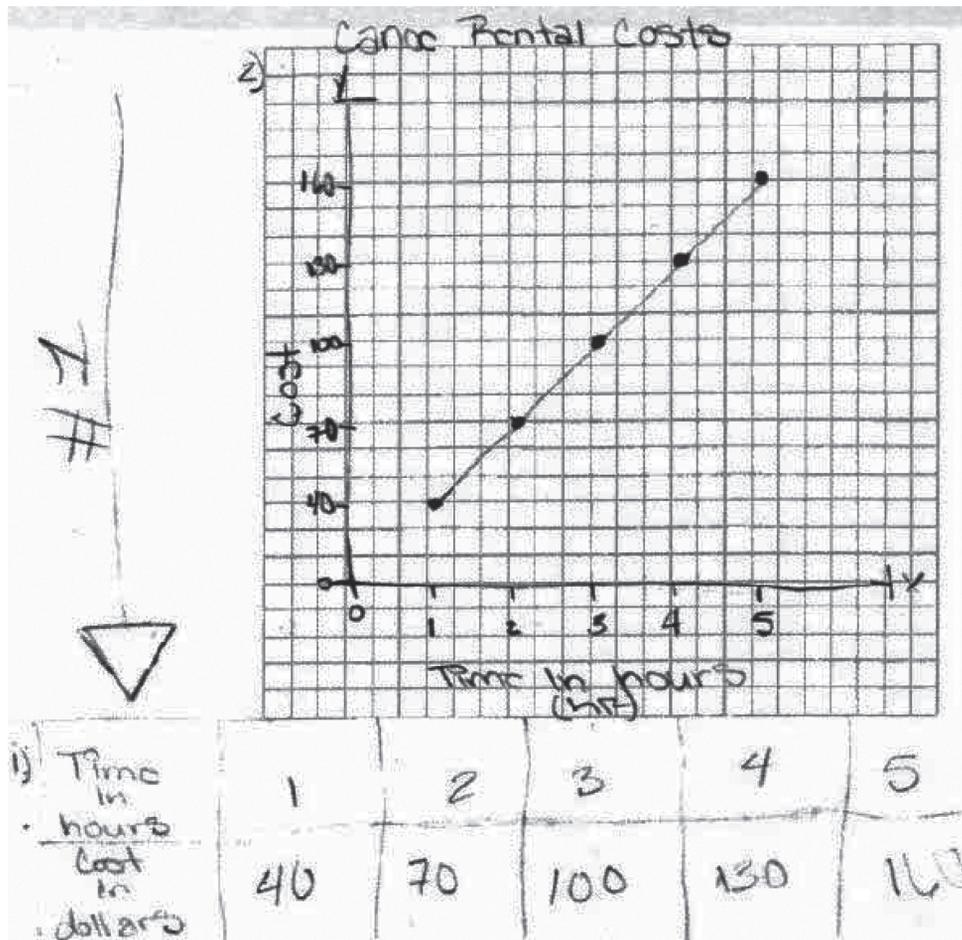
<u>Part 2</u>		Points
Partially correct graph:	Line graph drawn with: <ul style="list-style-type: none"> • both axes correctly labeled • inconsistent intervals on y-axis • extension of the line segment to negative hours 	1

Total Points 2



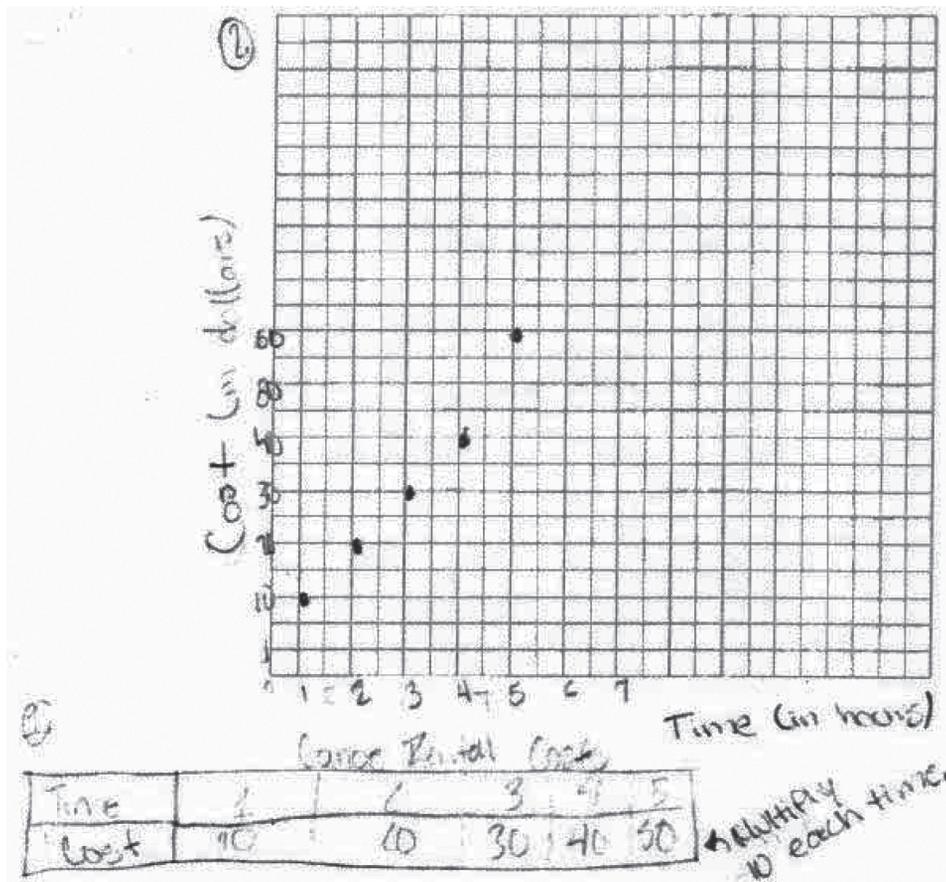
SCORE: 1

<u>Part 1</u>		Points
Incorrect table: and Missing procedure:	Only one value is correct. Four are incorrect.	-
<u>Part 2</u>		
Partially correct graph:	Line graph with: <ul style="list-style-type: none"> • both axes correctly labeled • consistent intervals on x-axis • inconsistent intervals on y-axis • values (from Part 1) correctly graphed 	1
Total Points		1



SCORE: 0

<u>Part 1</u>		Points
Incorrect table: and Incorrect procedure:	All values are incorrect. Explanation: "Multiply 10 each time."	-
<u>Part 2</u>		Points
Incorrect graph:	Plotted points graph with: <ul style="list-style-type: none"> • both axes correctly labeled • inconsistent intervals on both axes • four values (from Part 1) correctly plotted • one value incorrectly plotted (5,50) 	-
Total Points		0



- B** Fran’s goal is to exercise for an average of 45 minutes per day for one week. She recorded the number of minutes she exercised each day for Monday through Saturday.

Weekly Exercise

Day	Time (in minutes)
Monday	35
Tuesday	40
Wednesday	110
Thursday	30
Friday	20
Saturday	25
Sunday	?

1. After Fran exercised Sunday, she met her goal for the week. What is the number of minutes Fran exercised Sunday? Show your work and/or explain your answer.
2. By how many minutes did the median number of minutes exercised for the week increase or decrease after Fran exercised on Sunday? Explain your answer using words, numbers, and/or pictures.
3. Which measure of central tendency or measure of spread best describes Fran’s daily exercise time for the week? Explain your reasoning.

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

Math Item B Scoring Rubric—2011 Grade 7

Score	Description
4	The student earns 6 points. The response contains no incorrect work.
3	The student earns 4 or 5 points.
2	The student earns 3 points.
1	The student earns 1 or 2 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 2 points: Correct answer: 55 and Correct and complete procedure: Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $\frac{35 + 40 + 110 + 30 + 20 + 25 + x}{7} = 45$ $260 + x = 45(7)$ $x = 315 - 260$ $x = 55$ <ul style="list-style-type: none"> • $7(45) = 315$ $315 - 35 - 40 - 110 - 20 - 25 = 55$ <p>OR 1 point: Correct answer: 55 Procedure is missing or incomplete. or Incorrect answer due to one copy or calculation error, with correct and complete procedure.</p>

Part	Points
<p>2</p>	<p>2 points possible 2 points: Correct answer: increase 2.5 (or equivalent) Answer may be based on an incorrect answer in Part 1. and Correct and complete procedure shown or explained: Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • 20, 25, 30, 35, 40, 110 $\frac{1}{2}(30 + 35) = 32.5$ <p>20, 25, 30, 35, 40, 55, 110 35 $35 - 32.5 = 2.5$</p> <ul style="list-style-type: none"> • To get 1st median, write the 6 values in ascending order, find the middle pair 30 & 35, add them, and divide by 2 to get 32.5. To get the 2nd median, put the 7 values in order and find the middle number, which is 35. Then subtract. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <ul style="list-style-type: none"> • 20 25 30] 35] 40 110 <ul style="list-style-type: none"> 20 25 30 35] 40 55 110 </div> <p>2.5 minute increase</p> <p>OR 1 point: Correct answer: increase 2.5 (or equivalent) Procedure missing or incomplete. Answer may be based on an incorrect answer in Part 1. or An incorrect answer due to one copy or calculation error with correct and complete procedure. or No answer given but both medians were found with correct and complete procedure.</p>
<p>3</p>	<p>2 points possible 2 points: Correct answer: median and Correct explanation: Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • “The data has an outlier” • “110 is an outlier” <p>OR 1 point: Correct answer with missing or incomplete explanation. or Correct explanation but answer is missing or incorrect.</p> <p>Note: It is not sufficient to describe how each measure (median, mean, mode) is calculated.</p>

SCORE: 4

<u>Part 1</u>		Points
Correct answer: and Correct procedure:	“55 mins.” Finds sum of 6 days is 260. Then $45(7)=315$ and $315-260=55$.	2
<u>Part 2</u>		
Correct answer: and Correct procedure:	“increased by 2.5 mins” Places numbers in ascending order and finds median of each set. Subtracts.	2
<u>Part 3</u>		
Correct answer: and Correct explanation:	“median” “better when there is an extreme value like 110 minutes”	2
Total Points		6

①

Mon	35 mins
Tues	40 mins
Wed	110 mins
Thurs	30 mins
Fri	20 mins
Sat	25 mins
Sun	260 mins

$45(7) = 315 \rightarrow$ total per week
 $- 260 \rightarrow$ Mon-Sat

 55 mins

answer = Sunday
 from exercised
 = for 55 mins

②

20, 25, 30, 35, 40, 110

32.5

20, 25, 30, 35, 40, 110

- 32.5

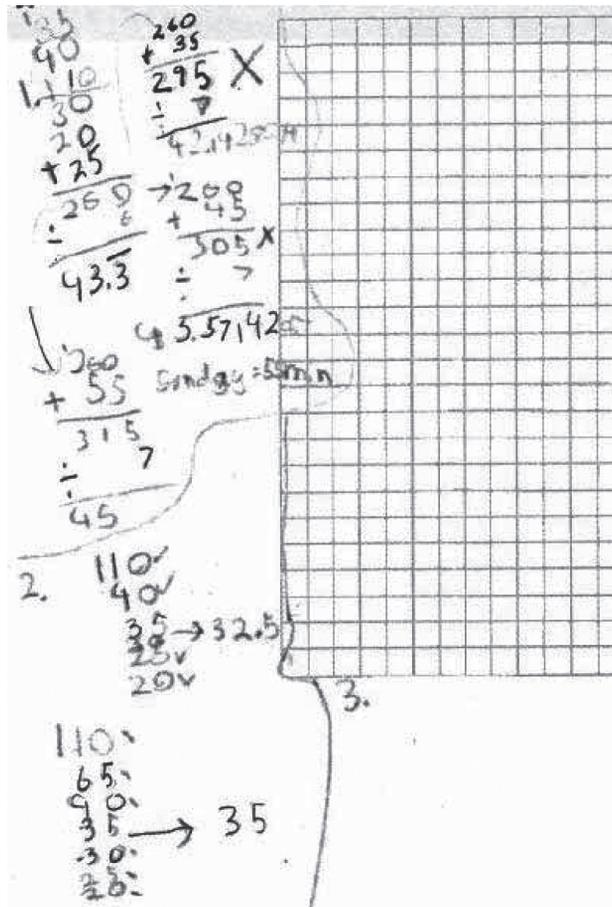
25

answer: the median number of mins exercised for the week increased by 2.5 mins after she exercised on Sunday

③ median is better when there is an extreme value like 110 minutes

SCORE: 2

<u>Part 1</u>		Points
Correct answer: and Correct procedure:	"55 min" Guess and check. Shows that 35 and 45 minutes do not work and 55 minutes does.	2
<u>Part 2</u>		
Missing answer: and Correct but incomplete procedure:	Finds the two medians. Doesn't subtract 32.5 from 35.	1
<u>Part 3</u>		
Missing answer: and Missing explanation:		-
Total Points		3



SCORE: 1

<u>Part 1</u>		Points
Incorrect answer: and Incorrect procedure:	“33 min.” Only works with 6 days – 45×6 and sum of six days = 260.	-
 <u>Part 2</u>		
Correct answer (based on Part 1): and Correct procedure:	“it increased $\frac{1}{2}$ ” Writes values in ascending order. Takes the mean of the middle pair (30,35) of the 6, and using the Part 1 value, finds the middle value (33) of the 7.	2
 <u>Part 3</u>		
Incorrect answer: and Incorrect explanation:	“baragraph” “number of minutes spent each day”	-
Total Points		2

1. Mon. 35
Tue. 40
Wed. 110
Thur. 30
Fri. 20
Sat. 25
Sun. ? 33 min.

$45 \cdot 6 = 270$
 $35 + 40 + 110 + 30 + 20 + 25 = 260$

$$\begin{array}{r} 270 \\ - 260 \\ \hline 010 \end{array}$$

2. 20, 25, 30, 35, 40, 40 Sat. 30

$\frac{20+30}{2} = 25$
 $\frac{25+35}{2} = 30$
 $\frac{30+40}{2} = 35$
 20, 25, 30, 33, 35, 40, 40 it (increased) $\frac{1}{2}$.

3. baragraph because it's mon. - Sun. and the number of minutes spent each day.

SCORE: 0

<u>Part 1</u>		Points
Incorrect answer: and Incorrect procedure:	"45 min." "she reached her goal"	-
<u>Part 2</u>		
Incorrect answer: and Incorrect procedure:	"increased 30 minutes" Adds 30+35 but does not divide by 2	-
<u>Part 3</u>		
Incorrect answer: and Incorrect explanation:	"Wednesday = 110 min" "The more letters the more minutes"	-
Total Points		0

① Fran exercised for 45 minutes on Sunday because she reached her goal of 45 min. Per day.

②

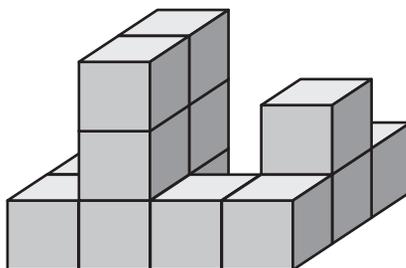
20	20
✓ 25	25
✓ 30	30
✓ 35	35
✓ 40	40
✓ 45	110
✓ 110	30
	+35
	65
	-35
	30

After exercising for Sunday

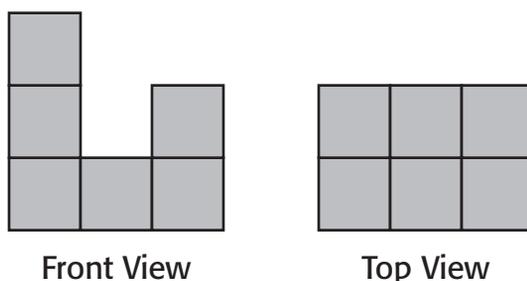
It increased 30 minutes after she reached her goal of 45 minutes Per day.

③ The more letters the more minutes she exercises.
example = Wednesday = 110 min
9 letters more minutes

C Uri builds a three-dimensional shape out of blocks.



1. Draw the front view and right view of Uri's shape. Label each drawing.
2. Uri draws the front view and top view of a new three-dimensional shape.



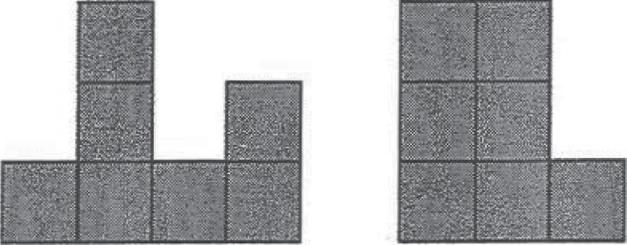
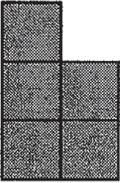
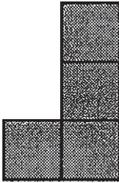
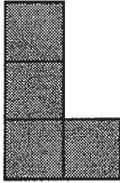
Draw 1 possible right view of Uri's new shape. Explain your answer using words, numbers, and/or pictures.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Math Item C Scoring Rubric—2011 Grade 7

Score	Description
4	The student earns 4 points. The response contains no incorrect work. Drawings in Part 1 correctly labeled.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding is shown. Ex. Two correct but mislabeled drawings. Ex. A correct drawing that did not receive credit because of space between the blocks.
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 2 points: Correctly labeled drawings showing the front view and right view of Uri's shape:</p> <div style="text-align: center;">  <p>Front View Right View</p> </div> <p>OR 1 point: A correctly labeled drawing of one of the above views. or A correct but unlabeled drawing of either the front view or right view, presented in the specified order (front view, right view).</p>
<p>2</p>	<p>2 points possible 1 point: A correct right view of Uri's new shape. Give credit for any of the following.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> <p>Fig. A</p>  </div> <div style="text-align: center;"> <p>Fig. B</p>  </div> <div style="text-align: center;"> <p>Fig. C</p>  </div> <div style="text-align: center;"> <p>Fig. D</p>  </div> <div style="text-align: center;"> <p>Fig. E</p>  </div> </div> <p>AND 1 point: A correct explanation: Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • Since the Top View has two rows, the Right View will have two columns. Based on the Front View, the number of blocks in one column must be three and the other column is 1, 2, or 3 blocks tall.

SCORE: 4

<u>Part 1</u>		Points
Correct Front View: and Correct Right View:	Labeled "Front" Labeled "Right"	2
<u>Part 2</u>		
Correct Right View: and Correct Explanation:	using Fig. D Used drawings to show 3 blocks in height and two blocks in width.	2
Total Points		4

① Front

Right

② Right

Front

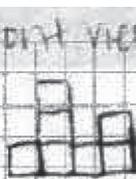
I would see...
it would look like this

I would see
it would look like this

SCORE: 3

<u>Part 1</u>		Points
Correct Front View: and Missing Right View:	Labeled "Front view of Uri's shape"	1
<u>Part 2</u>		
Correct Right View: and Correct Explanation:	using Fig. A Used a drawing to show "how many could be stacked"	2
Total Points		3

① Front view of Uri's shape



② Right view of 2nd shape:



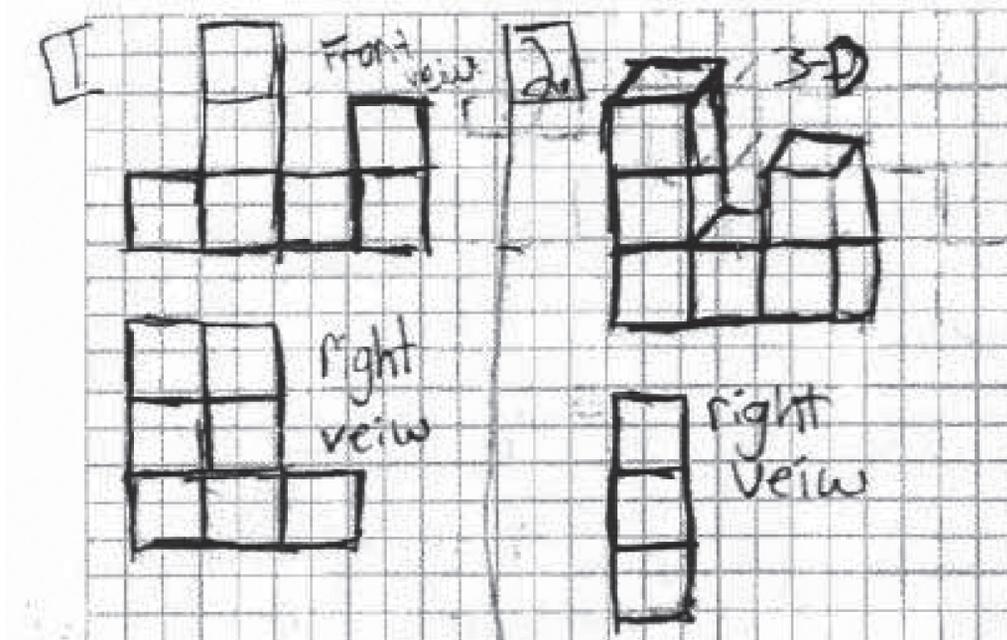
I know that this is a right view of the shape because from the top view, you know it looks like this:

1	1	2
3	1	1

and then I labeled it with how many could be stacked to give the front view. Then, the side view of that is the picture I drew.

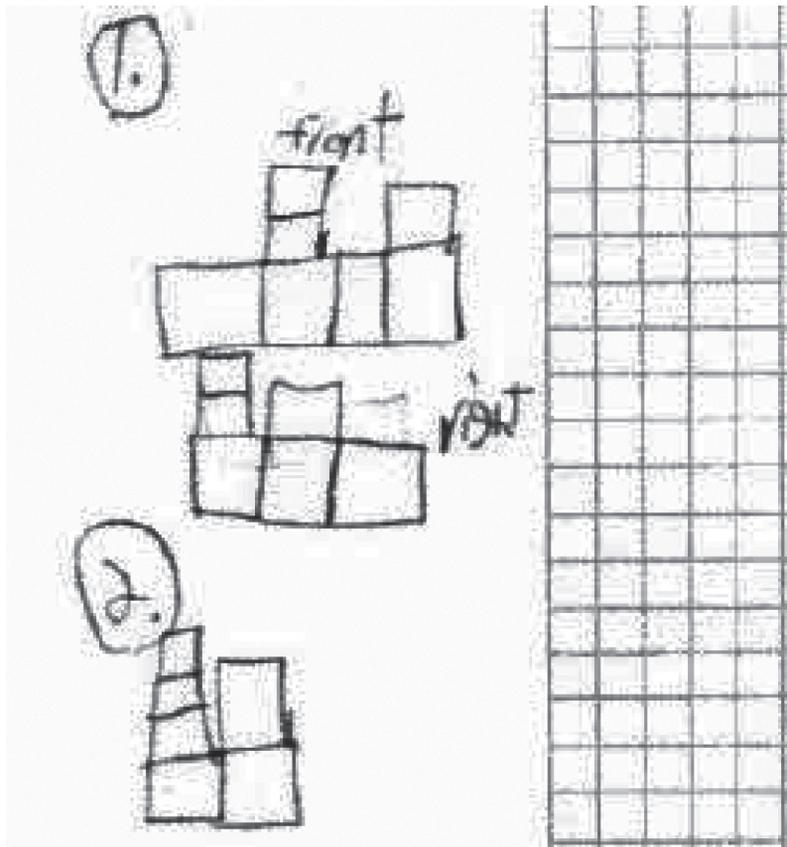
SCORE: 2

<u>Part 1</u>		Points
Correct Front View: and Correct Right View:	Labeled "Front veiw" Labeled "Right veiw"	2
<u>Part 2</u>		
Incorrect Right View: and Incorrect Explanation:	Attempts 3-D drawing	-
Total Points		2



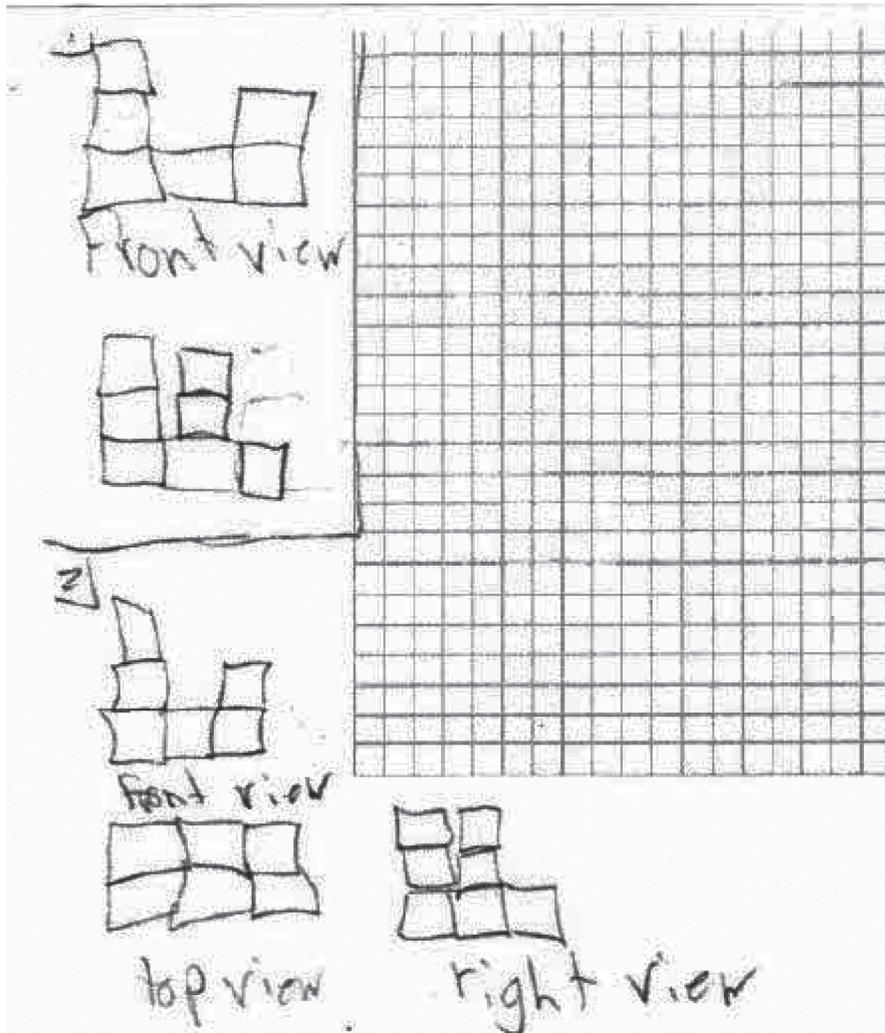
SCORE: 1

<u>Part 1</u>		Points
Correct Front View: and Incorrect Right View:	Labeled "front"	1
<u>Part 2</u>		
Incorrect Right View: and Missing Explanation:		-
Total Points		1



SCORE: 0

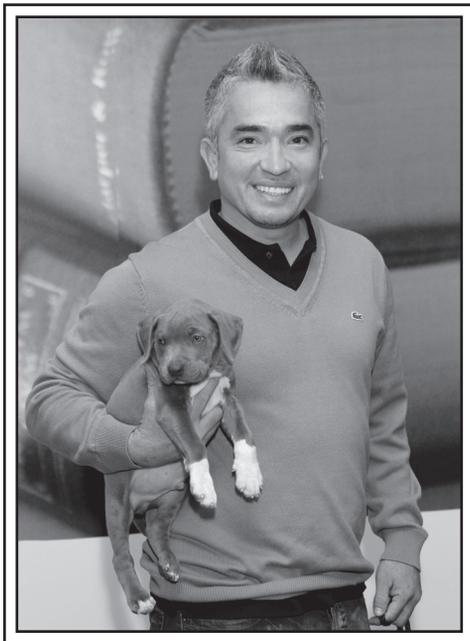
<u>Part 1</u>		Points
Incorrect Front View: and Incorrect Right View:	Though the correct number of blocks are shown in each column, the sizes of the blocks in the middle column are distinctly different and there is separation between the columns. No credit.	-
<u>Part 2</u>		
Incorrect Right View: and Missing Explanation:		-
Total Points		0



READING RESPONSES

Leader of the Pack

by Nancy Shepherdson



Cesar Millan, star of the television show “The Dog Whisperer,” knows what your dog is thinking. Millan has never met your dog. But ever since he was a young boy, he has studied dogs and their behavior. And he can tell you how to make your dog behave like a good dog.

All the time.

3 “Do you think your dog is happy because he jumps on you when you get home from school?” Millan asks. “Think again. He’s trying to be the leader of your ‘pack.’ That means he is trying to boss you around.”

When he jumps and barks, he’s telling you he wants to be fed, Millan says. And then he wants to drag you around the neighborhood at the end of his leash while he sniffs every rock and tree. After that, he might curl up on the couch and growl if he’s asked to move.

5 If your dog does any of these bossy things, he’s not really happy. If your dog lived in the wild, he would be a member of a pack and obey a pack leader. To him, you and your family are his pack. And he wants you to be his leader. He wants you to tell him what to do.

But “telling” doesn’t mean yelling or even talking. Dogs don’t talk to each other, do they? Yelling or talking

to a dog only confuses it, Millan says, because it doesn't know what you want. "Your dog needs to be calm and quiet when you feed it or take it for a walk. That means you have to be quiet, too," Millan says.

Secrets for Success

Millan learned the ways of dogs while he was growing up in Mexico. His family owned a lot of mutts when they lived on a farm, and young Cesar watched them for hours every day. He worked for a veterinarian when he was in high school. And after spending time watching trained dogs like Lassie on TV, he decided he wanted to be "the best dog trainer in the world."

His mother and father encouraged him to pursue his dream. His dad called him "The Champion" because he had won a lot of judo tournaments in grade school. And his mom said, "You can do whatever you think you can." So Cesar moved to California, where he soon became a dog trainer with a special talent—he could control almost any kind of dog, even the meanest ones.

Millan's secret?

"The most important thing to know about dogs is what makes them happy. What makes them happy is exercise, discipline and affection, in that order," Millan says.

11 Now he shows people all over the

country how to train their dogs on his TV show. Adults come to him for help with their rowdy pooches, and he transforms them into good dogs. But he prefers working with younger people.

"It's much easier to work with kids," he says. "They truly believe that they can be pack leaders."

Happy Dogs, Cesar's Way

Do you have what it takes to be the leader of the pack for your dog?

You do.

All you need is to follow a few simple rules, says Millan, to make your dog happy . . . and obedient.

- **Exercise every day.** Let him burn off energy with a walk or run every day. The best time to go is first thing in the morning. Go for at least a half-hour—longer if you can. Just playing is not enough. Your dog needs exercise.
- **Be quiet.** Before you put the leash on your dog, make sure he is calm and quiet. Don't speak to him or jump around. Don't shout, "Let's go for a walk, boy!" It will only excite him and make him hard to control.
- **Lead the way.** When you go for a walk, never let your dog go out the door before you do. If you want to be pack leader, you must lead him out. Keep a loose grip on his leash just above his collar so he must stay by your side. For at least 30 minutes, you

decide where he may stop and sniff. Don't let him make those decisions himself.

- **Stand tall and straight.** If you are walking proud, your dog will pick up on that and do the same thing. Keep it up, even if you see older neighborhood kids. You'll probably get more respect from them, too. This is your time to be a pack leader, not a follower.

- **Correct; don't punish.** Yelling and hitting don't work with kids. They don't work with dogs, either. You need to gently correct him, not punish him. If your dog is trying to be the pack leader, saying "tsssst" to him loudly usually works.

- **Make feeding time quiet time.** Feed him after you get back from your walk. Don't put the food bowl down unless he is calm. Patiently wait until he is. Calmly say "tsssst" if he tries to jump up or bark. He will get the idea that you want him to be quiet after you do this a couple of times. You might have to move his food bowl to a place away from the rest of the family

if it gets him too excited.

- **Be affectionate at the right time.** When you hug your dog or pet him, it's a reward. So when you hug or pet your dog when he's scared, what happens? He could actually become more nervous. Why? You are rewarding his nervous behavior with your affection.

- **Help your family understand.** Your family is your dog's pack. And every human in your family needs to be a pack leader. You need to train them to discipline your dog the right way. How do they stop your dog from jumping on people? How should he behave before feeding? When should they give affection? You know now. Teach them.

"If everybody practiced exercise, discipline and affection—in that order—with their dogs, there would be a lot more good dogs," Millan says.

Remember, your dog's deepest wish is to follow a pack leader.

Are you ready to be the leader of his pack?

- A** The passage “Leader of the Pack” tells how Cesar Millan came to be a great dog trainer.

Write a short biography of Cesar Millan that includes at least four details from the passage.

Reading Item A Scoring Rubric—2011 Grade 7

Score	Description
4	The response accurately summarizes Cesar Millan’s life to include at least four accurate and relevant details from the passage.
3	The response accurately summarizes Cesar Millan’s life to include three accurate and relevant details from the passage.
2	The response accurately summarizes Cesar Millan’s life to include two accurate and relevant details from the passage.
1	The response partially summarizes Cesar Millan’s life to include one accurate and relevant detail from the passage. OR 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 response accurately summarizes Cesar Millan’s life including more than four accurate and relevant details from the passage (“star of the television show ‘The Dog Whisperer’”; “since he was a little boy, he has studied dogs and their behavior”; “he can tell you how to make your dog behave like a good dog”; “His mother and father encouraged him to pursue his dream”; “He worked for a veterinarian when he was in high school”; “moved to California”). The response demonstrates a thorough understanding of the passage.

Cesar Millan is a successful dog trainer, and he is the star of the television show 'The Dog Whisperer'. Ever since he was a little boy, he has studied dogs and their behavior. And he can tell you how to make your dog behave like a good dog. His mother and father encouraged him to pursue his dream as a dog trainer. He worked for a veterinarian when he was in high school. Cesar moved to California, where he soon became a dog trainer with a special talent—he could control almost any kind of dog, even the meanest ones.

SCORE POINT: 3

The response accurately summarizes Cesar Millan’s life to include three accurate and relevant details from the passage (“since he was a young boy, he has studied dogs and their behavior”; “he worked for a veterinarian when he was in high school”; “his parents said ‘you can do whatever you think you can’”). The response provides evidence of general but not comprehensive understanding of the passage.

One is ever since he was a young boy, he has studied dogs and their behavior. The second one is watched the dog for hours every day. Another is he worked for a veterinarian when he was in high school. The last one is his parents said "you can do whatever you think you can."

SCORE POINT: 2

The response accurately summarizes Cesar Millan’s life to include two accurate and relevant details from the passage (“loved dogs and loved to studies them”). The rest of the answer is an elaboration of the two details stated in the first sentence. This is an example of basic understanding of the passage.

He loved dogs and loved to studies them. He learn how to train them by watching them. He gave example and detail He knows all the secret of dog. He can tell what the dog wants while watching it.

SCORE POINT: 1

The response partially summarizes Cesar Millan’s life to include one accurate and relevant detail from the passage (“he learn about dogs he said he use to watch his dogs to see what they do”). This response is inadequate and provides evidence of minimal understanding.

cesar millan was a kid when he learn about dogs he said he use to watch his dogs to see what they do

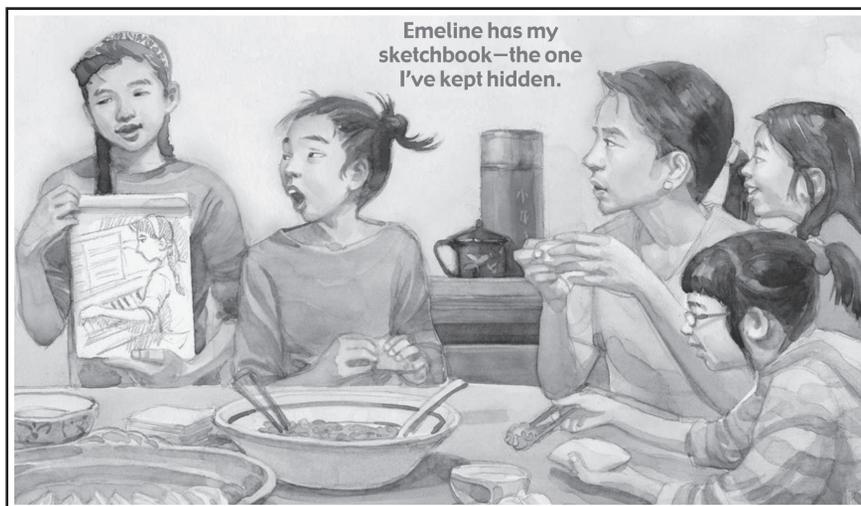
SCORE POINT: 0

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

secrets for success, Happy Dog's Cesar's way
 Make Feeding time quiet time
 well I would say that is a good
 prson and if he say he did all this
 dog's he is a really good trainer

Dumplings on Sundays

by Jennifer Kramer



“I have a problem,” says Auntie Mae as we gather around the table to make dumplings. I dip my fingers into the bowl. The egg mix is cool and wet.

Me, too, I think, but I am glad Auntie Mae has gone first. Her problem is small. She has beetles in her garden. My problem is big. I have decided to quit playing piano.

In my family, piano isn’t a hobby. It isn’t a choice. My *wai-po*, or grandmother, studied and taught master classes at the Shanghai Conservatory of Music. She was on tour with the Central Philharmonic Orchestra of Beijing when she first came to this country. And it was on that tour that she met my *wai-gung*, my grandfather.

Mama, my aunt, my cousins, my sister, me—we all play. We’ve played since before we could read, write, or ride a bike. It is our way of life—a tradition. Like dumplings on Sundays.

Until now.

“I want to quit piano.”

No one hears.

“I want to quit piano!” I say, a little louder, a little braver.

A quiet falls over the room, choking off all talk of gardens. I dab egg across the edges of my wrapper. Fold and pinch. Fold and pinch.

“You what?” asks Mama.

“What do you mean?” asks Auntie Mae.

“Ms. Swann gives drawing classes after school,” I say. “With school and homework, I can’t do both. I want to study art.”

“Piano can be frustrating,” says Mama.

“And hard,” agree my cousins.

“Practice, practice,” says Auntie Mae.

My sister, Emeline, leaves the table. Her dumplings sit there, like rows of fat little coin purses. Neat and tidy, never out of line—just like Emeline. If you look in the dictionary under *dutiful*, you’ll find Emeline’s picture.

I should know. I pasted it there myself.

“Emeline loves the piano,” I say. “No one has to remind her to keep her back straight, her feet flat, her fingers curved.”

“It’s not a competition,” says Mama. “Practice harder. You’ll get better.”

“I don’t want to get better,” I reply.

21 When Emeline plays, her heartbeat is there, in her music. When I play, my metronome¹ is the clock, counting the seconds until I’m done.

My family doesn’t understand. How could they? They, too, are like dumplings. Folded a bit differently on

the outside, but inside the same. And I’m the odd dumpling out.

“It was your wai-po’s wish,” says Mama. Other heads nod.

It’s what I expected, yet my eyes fill with tears.

25 “No, Mama,” says a voice.

The words are mine, but the voice is not. Mine would be angry, hot. This one is quiet and respectful, yet it silences the room.

“No, Mama,” Emeline repeats.

I hear Mama suck in a breath, as if she has eaten a dumpling that is too hot.

“The piano, it was Wai-Po’s dream. It is your dream. It is mine,” says Emeline.

“But Wai-Po’s wish—it was not for us to follow *her* dreams, but our own. As she did with Wai-Gung.”

“Anna’s drawings—” she says, “they’re good.”

Now we are all surprised. Me, because I didn’t know Emeline knew my secret; everyone else, because it’s Emeline. Dutiful Emeline.

There is more. Emeline has my sketchbook. The one I’ve kept hidden in my backpack for lunch periods and moments between classes. The one I’d shared only with Ms. Swann.

“Where did you get that?” I ask, wanting to grab it back.

“I found it one day,” Emeline says.

¹ metronome: a device used to mark a tempo in music

“When I borrowed your *dictionary*.”

The way she stresses the word, I know she has seen the picture I pasted there. Though the photo is small, the corner of the page is dog-eared, crinkled where I held it while waiting for the glue to dry. My face heats—and it has nothing to do with the bubbling pot nearby.

But there is no time to explain. My sketchbook is there on the table, open. Exposed.

Mama begins to flip through it.

38 My hands work faster. Scoop, *plop*. Scoop, *plop*.

39 Many of my sketches are rough. Others are drawn carefully, painstakingly. There is Auntie Mae in her garden, Emeline at the piano, Wai-Gung eating Wai-Po’s dumplings.

Yet, there is one drawing that pulls

me back to it, again and again. It is the scene before me now—all of us, making dumplings at the table. Mama returns to it also.

“These are . . .” She stops. “You have worked hard at this.”

“I’ve done piano for years,” I say. “Let me try something different.”

Mama is quiet now. She looks down again.

I pass the wrappers to Emeline. I smile. She mouths the word *dictionary*, but smiles back.

Then I pick up my chopsticks.

After all, this is just the beginning. My problem is out, there on the table. Now we must talk.

It’s a tradition. Like dumplings on Sundays.

B Explain how Mama’s opinion about Anna’s playing the piano changes from the beginning of the passage to the end.

Use at least three details from the passage to support your explanation.

Reading Item B Scoring Rubric—2011 Grade 7

Score	Description
4	The response explains how Mama’s opinion about playing the piano changes from the beginning to the end of the passage and provides at least three accurate and relevant details from the passage to support the explanation.
3	The response explains how Mama’s opinion about playing the piano changes from the beginning to the end of the passage and provides two accurate and relevant details from the passage to support the explanation.
2	The response explains how Mama’s opinion about playing the piano changes from the beginning to the end of the passage and provides one accurate and relevant detail from the passage to support the explanation. OR The response provides at least two accurate and relevant details from the passage from which Mama’s opinion about playing the piano from the beginning to the end of the passage can clearly be inferred.
1	The response explains how Mama’s opinion about playing the piano changes from the beginning to the end of the passage but provides no accurate and relevant details from the passage to support the explanation. OR The response provides one accurate and relevant detail from the passage from which Mama’s opinion about playing the piano from the beginning to the end of the passage can clearly be inferred. OR 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 response explains how Mama's opinion about playing the piano changes from the beginning to the end of the passage ("at the beginning Mama does not like the idea of Anna quitting piano at all, but as the end of the passage gets nearer Mama starts to realize Anna wants to draw not play the piano") and provides three accurate and relevant details from the passage to support the explanation ("Practice harder. You'll get better"; "It was your wai-po's wish"; "she is looking at Anna's drawings. 'Mama is quiet now she looks down again'"). The response demonstrates a thorough understanding of the passage.

★ Mama's opinion changes from the beginning to the end of the passage. At the beginning Mama does not like the idea of Anna quitting piano at all, but as the end of the passage gets nearer Mama starts to realize Anna wants to draw not play the piano.

- At the beginning mama seems surprised yet dissapointed to hear that Anna wants to quit piano. Mama starts to make coments in the passage such as "You what?" and "Practice harder. You'll get better." the passage states.

- Mama is still trying to motivate Anna into still doing piano towards the middle. "It was your wai-po's wish." says mama" states the passage.

- In the end Momma is having second thoughts, she is looking at Anna's drawings. "Mama is quiet now she looks down again." the passage stated.

SCORE POINT: 3

The response explains how Mama’s opinion about playing the piano changes from the beginning to the end of the passage (“Mama’s opinion about Anna’s playing the piano changes from disappointment about her quitting to understanding that she wants to do art more by the end”) and provides two accurate and relevant details from the passage to support the explanation (“Practice harder. You’ll get better”; “These are... she stops. ‘You have worked hard at this’”). The response provides evidence of a general but not comprehensive understanding of the passage.

Mama's opinion about Anna's playing the piano changes from disappointment about her quitting to understanding that she wants to do art more by the end of the passage. At first Mama wanted Anna to practice harder and she will get better, but what she didn't realize was that Anna didn't want to get better. "Practice harder. You'll get better" says Mama. "I don't want to get better" I reply. By the time that Mama saw Anna's drawings she realized that Anna was enjoying art more than piano. "These are... She stops. 'You have worked hard at this' 'I've done piano for years, let me try something different'" Finally Mama understands that Anna would not be happy playing piano instead of doing art.

SCORE POINT: 2

The response provides at least two accurate and relevant details from the passage (“it can be frustrating”; “its not a competition”) from which Mama’s opinion about playing the piano from the beginning to the end of the passage can clearly be inferred. This is an example of a basic understanding of the passage.

In the beginning Ann has decided to quit playing piano. Her mom seems mad at first. She tries to talk her out of it. Like she says it can be frustrating. She says its not a competition. Her problem is out on the table to explain it.

SCORE POINT: 1

The response provides one accurate and relevant detail from the passage (“Mama know that playing the piano is her grandAMothers dream”) from which Mama’s opinion about playing the piano from the beginning to the end of the passage can clearly be inferred. The last sentence is partially incorrect (“Emeline her sister love playing the piano and she was dissaponted in her sister.”). Emeline does not express disappointment in the passage. The response is inadequate and provides evidence of minimal understanding.

Mamas Opion ON Anna playing the piano changes to do that is surprising to her. Mama know that playing the piano is her grandAMothers dream but Anna wanted to follow a dream of her own. Emeline her sister love playing the piano and she was dissaponted in her sister.

SCORE POINT: 0

The response is incorrect. The student has spoken in Anna’s voice, but the student has not correctly answered the question.

My problem is big. I have decided to quit playing piano. When Emeline plays, her heart beat is there, in her music. When I play, my metronome is the clock, counting the seconds until I'm done. "I've done piano for years." I say. "Let me try something different."

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 7 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 7 students in April 2011.

Prompt

For many people, certain foods bring particular memories. Ice cream reminds them of when they were young; turkey reminds them of Thanksgiving at Grandmother’s house. Your English teacher has asked you to write an essay on the following topic:

What food reminds you of a particular time or place?

Before you begin to write, think about food and memories. What food brings a particular memory for you?

Now write an essay for your English teacher about a food that reminds you of a particular time or place. Give enough detail so that your teacher will understand.

WRITER’S CHECKLIST

- | | |
|--|---|
| <p>1. Look at the ideas in your response.</p> <ul style="list-style-type: none"><input type="checkbox"/> Have you focused on one main idea?<input type="checkbox"/> Have you used enough detail to explain yourself?<input type="checkbox"/> Have you put your thoughts in order?<input type="checkbox"/> Can others understand what you are saying? <p>2. Think about what you want others to know and feel after reading your paper.</p> <ul style="list-style-type: none"><input type="checkbox"/> Will others understand how you think or feel about an idea?<input type="checkbox"/> 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.)<input type="checkbox"/> Do you have sentences of different lengths? (Hint: Be sure you have a variety of sentence lengths.) | <ul style="list-style-type: none"><input type="checkbox"/> Are your sentences alike? (Hint: Use different kinds of sentences.) <p>3. Look at the words you have used.</p> <ul style="list-style-type: none"><input type="checkbox"/> Have you described things, places and people the way they are? (Hint: Use enough detail.)<input type="checkbox"/> Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)<input type="checkbox"/> Have you used the right words in the right places? <p>4. Look at your handwriting.</p> <ul style="list-style-type: none"><input type="checkbox"/> Can others read your handwriting with no trouble? |
|--|---|

WRITING SAMPLE RESPONSE 1

Content: 4

This response has a clear central idea (memories associated with enchiladas). The writing is clearly organized around memories evoked by making, smelling, and tasting enchiladas. Each idea is fully elaborated, and there is a presence of closure. This response demonstrates consistent control of the Content domain.

Style: 4

The writer of this response uses vivid, precise vocabulary (“gigantic mess”; “smell would woft into the room”; “many stomachs grumbled in hunger”; “criticized”; “apologetic”) and selected information to affect the reader. Sentences vary in beginnings and lengths (“Everyone there got a handful of pork and flung it at someone else. Now that was a mess!”), which creates interest and results in the emergence of a strong voice. This response demonstrates consistent control of the Style domain.

Sentence Formation: 4

This response displays mature sentence structures, using expansion through coordination and embedding through subordination. Complex sentence structures throughout this response demonstrate consistent control of the Sentence Formation domain.

Usage: 4

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

Mechanics: 4

Capitalization, formatting, spelling, and punctuation are handled well. This response demonstrates consistent control of the Mechanics domain.

The smell of freshly made enchiladas always brings back fond memories.

Enchiladas always remind me of the Christmas Party at my house when I first met a very good friend of mine. There are three main things about this food that brings back the memory: the making of the enchiladas, the smell of them, and, of course, the taste.

The making of the enchiladas brings some of the most fond of the memories. We usually have a party for making them, and that reminds me of how some of the adults couldn't make them very well at the party. My parents invited their friends over to try to make them. Whenever my mother begins to prepare the dough, I am reminded of how messy the party was. Since the other adults could not make them very well, it was a gigantic mess. Whenever our family goes out to get the pork for the enchiladas, it reminds me of the meat fight we had on that night. Everyone there got a handful of pork and flung it at someone else. Now that was a mess! These are some fond memories of the Christmas party that making the enchiladas brings.

Whenever the smell of cooking enchiladas reaches my nose, I remember. At that party, the enchiladas were cooked as we conversed, and the smell would waft into the room. At that time, many stomachs grumbled in hunger. Usually the enchiladas are put on the table for us to eat whenever we like, so that reminds me of when I met my friend, the enchiladas that were cooked just sat on the table tempting us, so we snatched some of them for ourselves. The smell also brings fond memories of when my friend and I sat in front of the television and watched whatever was on. Whenever we had nothing else to do, that was what kept us occupied. The smell of freshly cooked enchiladas brings back these memories of the Christmas party.

After I put an enchilada in my mouth it reminds me of many things. For example, that Christmas party was the first time I ever tasted an enchilada. Ever since then, I have always loved them, although a few of them were not made exactly right. The taste also brings memories of my friend. For some reason unknown to me, he ate a good portion of the enchiladas as a whole. Of course, since every action has a consequence, he got a terrible stomach ache. He wasn't feeling well, so he had to go home, unfortunately. The taste also reminds me of how the food was criticized by the adults. The funny thing about that is that they forgot to take the corn husk off. They were all very apologetic and very embarrassed.

In conclusion, enchiladas always bring back fond memories of that one Christmas party. There, quite a few monumental things happened, which is why I remember and why the making, smell, and taste of an enchilada bring back those memories. This is how enchiladas bring back memories of the Christmas party.

WRITING SAMPLE RESPONSE 2

Content: 3

This response presents a clear central idea of different foods that can hold memories for people. Though details do support the central idea, elaboration is not complete. The response is organized into an introduction, three examples of edible treats (hot dogs, watermelons, and chocolate chip cookies), and a conclusion. This response demonstrates reasonable control of the Content domain.

Style: 3

This response features a mixture of precise (“fifth inning”; “blazing sun”; “fresh batch”) and general word choice (“A beef hotdog is a favorite at home”; “you could probly find them any where”; “a watermelon would taste real good”). There is some variety in sentence beginning and lengths. While the reader can hear the writer’s voice, it is not as pronounced as a 4-level response. This response demonstrates reasonable control of the Style domain.

Sentence Formation: 3

This response contains sentence fragments (“When you come home from along day in school...”; “Then thinking you’ll remember...”). Other sentences are awkward because words have been left out (“The long beefy hotdogs are a favorite when in fifth inning and you start to get hungry”). However, most sentences are formed correctly, and the student has displayed the ability to form complex sentence structures. Overall, this response demonstrates reasonable control of the Sentence Formation domain.

Usage: 4

Despite an error in word meaning (“my mean something to you”) and one in agreement (“real good”), this response consistently uses correct inflections, tenses, agreement, and conventions. This response demonstrates consistent control of the Usage domain.

Mechanics: 3

This response has some missing punctuation, a few spelling errors, and an under-capitalization (“american”). Overall, the response demonstrates reasonable control of the Mechanics domain.

There are many different kinds of food and the food may mean something to you. These are some of the foods people like to eat hotdogs, watermelon, and chocolate chip cookies.

First hotdogs are a food that almost everybody has tried. The long beef hotdogs are a favorite when in fifth inning and you start to get hungry. A beef hotdog is a favorite at home. Hotdogs are the American food and you could probably find them any where.

Second is the watermelons that you get in the summer time. After long day of hard work in the blazing sun a watermelon would taste real good. A big green juicy watermelon is almost always eaten in the summer time.

Third is a chocolate chip cookie has many memories. When you come home from a long day in school and your mother greets you with fresh batch of chocolate chip cookies. Then thinking you'll remember that forever.

In conclusion hotdogs, watermelon, and chocolate chip cookies hold many memories.

WRITING SAMPLE RESPONSE 3

Content: 2

This response has the central idea that a doughnut reminds the writer of an inner tube. Minimal elaboration of the details results in a list-like summary. Although the response is organized, the overall lack of elaboration and the simplistic closure demonstrate inconsistent control of the Content domain.

Style: 2

This brief response consists primarily of general and repetitive information (“a food that reminds me of something”; “they remind me of each other”; “A doughnut reminds me”). Sentence problems do not add to style. The voice is dim and the tone is generally flat. Overall, inconsistent control of the Style domain is demonstrated.

Sentence Formation: 2

This response has a number of run-on sentences (“The food is a doughnut...my whole family went to the store”), one of which is missing words (“Since the doughnut was round... they remind me of each other”). This pattern of errors demonstrates inconsistent control of the Sentence Formation domain.

Usage: 4

Although there is an agreement error (“a doughnut”), consistent control of the Usage domain is demonstrated.

Mechanics: 2

This response contains errors in formatting and punctuation. There are spelling errors throughout (“Their”; “reminds”; “doughnut”; “hole”; “went”; “doughnutting”; “grate”). This response demonstrates inconsistent control of the Mechanics domain.

There is a food that reminds me of something.

The food is a donut it reminds me of this time at my 11th birthday party, when my whole family went ~~entertubing~~.

I never had so much fun, (it was grate)

Since the ~~entertube~~ was round with ~~pocahontas~~ and the donuts they remind me of each other.

Now every time I get a donut, I call it an ~~entertube~~.

and now when I go swimming I ask for a donut.

So a donut reminds me of a ~~entertube~~.

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