



Arkansas Comprehensive Testing, Assessment, and Accountability Program

TEACHER HANDBOOK

AUGMENTED BENCHMARK EXAMINATION GRADE 8

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 8 students. It consists of multiple-choice and open-response items that directly assess student knowledge relative to math, reading, and writing. The Arkansas Curriculum Frameworks are the basis for development of the Augmented Benchmark Examinations.

In April 2011, eighth-grade students participated in the *Grade 8 Augmented Benchmark Examination*. Results of this examination will be provided to all students, schools, and districts to be used as the basis for instructional change.

This handbook provides information about the scoring of student responses to three open-response items in math, two open-response items in reading, and to one direct writing prompt. It describes the scoring procedures and the scoring criteria (rubrics) used to assess student responses. Copies of actual student responses are provided, along with scores given to those responses, to illustrate how the scoring criteria were applied in each content area.

Additional information about the *Grade 8 Augmented Benchmark Examination* is available through the Arkansas Department of Education. Questions can be addressed to the Assessment Office at 501-682-4558.

SCORING STUDENT RESPONSES TO OPEN-RESPONSE ITEMS

The multiple-choice and open-response test items for the Math, Reading, and Writing components of the *Grade 8 Augmented Benchmark Examination* are developed with the assistance and approval of Content Advisory Committees. All passages and items on the *Grade 8 Augmented Benchmark Examination* are based on the Arkansas Curriculum Frameworks and developed with the assistance and approval of Content Advisory Committees and Bias Review Committees. These committees comprise active Arkansas educators with expertise in math, English, and/or language arts education.

While multiple-choice items are scored by machine to determine if the student chose the correct answer from four options, responses to open-response items must be scored by trained “readers” using a pre-established set of scoring criteria.

Reader Training

Readers are trained to score only one content area. Qualified readers for Arkansas scoring will be those with a four-year college degree in math, English, language arts, education, or related fields.

Before readers are allowed to begin assigning scores to any student responses, they go through intensive training. The first step in that training is for the readers to read the writing prompt, the math open-response item, or the reading passage and its open-response item as it appeared in the test booklet and to respond—just as the student test takers are required to do. This step gives the readers some insight into how the students might have responded. The next step is the readers’ introduction to the scoring rubric. All of the specific requirements of the rubric are explained by the Scoring Director who has been specifically trained to lead the scoring group. Then responses (anchor papers) that illustrate the score points of the rubric are presented to the readers and discussed. The goal of this discussion is for the readers to understand why a particular response (or type of response) receives a particular score. After discussion of the rubric and anchor papers, readers practice scoring sets of responses that have been pre-scored and selected for use as training papers. Detailed discussion of the responses and the scores they receive follows.

After three or four of these practice sets, readers are given “qualifying rounds.” These are additional sets of pre-scored papers, and, in order to qualify, each reader must score in exact agreement on at least 80% of the responses and have no more than 5% non-adjacent agreement on the responses. Readers who do not score within the required rate of agreement are not allowed to score the *Grade 8 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 8 Augmented Benchmark Examination* open-response test items are scored independently by two readers. Those two scores are compared, and responses that receive scores that are non-adjacent (a “1” and a “3,” for example) are scored a third time by a Team Leader or the Scoring Director for resolution.

This Teacher Handbook includes the math open-response items, reading passages with their open-response items, and a writing prompt as they appeared in this year’s test. The specific scoring rubric for each item and annotated response for each score point of the rubric follows. The goal is for classroom teachers and their students to understand how responses are scored. It is hoped that this understanding will help students see what kind of performance is expected of them on the *Grade 8 Augmented Benchmark Examination*.

MATH RESPONSES

A A pizza parlor uses the expression $0.75s + 6.75$ to calculate the price, in dollars, for a small pizza that has s toppings.

1. How many toppings are on a small pizza that has a price of \$10.50? Show your work and/or explain your answer.
2. The pizza parlor uses the expression $1.35t + 13.65$ to calculate the price for a large pizza that has t toppings. What is the price of a large pizza that has the same number of toppings you found in Part 1? Show your work and/or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Math Item A Scoring Rubric—2011 Grade 8
--

Score	Description
4	The student earns 4 points. The response contains no incorrect work. "\$" included in Part 2.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, 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: 5 and Correct and complete procedure. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $0.75s + 6.75 = \\$10.50$ $0.75s = 10.5 - 6.75$ $s = \frac{3.75}{.75}$ • $6.75 + .75 = 7.50$ (1 topping) $7.50 + .75 = 8.25$ (2 toppings) $8.25 + .75 = 9.00$ (3 toppings) $9.00 + .75 = 9.75$ (4 toppings) $9.75 + .75 = 10.50$ (5 toppings) • A correct and complete table up to at least 5 toppings. <table border="1" data-bbox="483 915 1150 999"> <tr> <td>Nbr of toppings</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Price of pizza</td> <td>7.50</td> <td>8.25</td> <td>9.00</td> <td>9.75</td> <td>10.50</td> </tr> </table> <ul style="list-style-type: none"> • Guess & Check showing at least one value that doesn't 'check', and showing that value 5 does. $0.75 \cdot (3) + 6.75 = 9 \neq 10.5$ $0.75 \cdot (5) + 6.75 = 10.5$ <p>OR 1 point: Correct answer: 5 Procedure is missing, incomplete, or incorrect. or Incorrect answer due to one copy, calculation, or rounding error, with correct and complete procedure.</p>	Nbr of toppings	1	2	3	4	5	Price of pizza	7.50	8.25	9.00	9.75	10.50
Nbr of toppings	1	2	3	4	5								
Price of pizza	7.50	8.25	9.00	9.75	10.50								
2	<p>2 points possible 2 points: Correct answer: \$20.40 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"> • $1.35 \cdot (5) + 13.65 = 6.75 + 13.65 = 20.40$ • $13.65 + 1.35 + 1.35 + 1.35 + 1.35 + 1.35 = 20.40$ <p>OR 1 point: Correct answer: 20.40 Procedure missing, incomplete, or incorrect. Answer may be based on an incorrect answer in Part 1. or An incorrect answer due to one copy, calculation, or rounding error with correct and complete procedure.</p>												

SCORE: 4

<u>Part 1</u>		Points
Correct Answer: and Correct Procedure:	5 toppings Guess & Check $.75 (3) + 6.75 = 9.00$ (crossed out) $.75 (5) + 6.75 = 10.50$	2

<u>Part 2</u>		Points
Correct Answer: and Correct Procedure:	\$20.40 $1.35 (5) + 13.65 =$	2
Total Points		4

1 5 toppings

2 \$20.40

work 1
 $.75 + 6.75 = 7.5$
 ~~$.75(3) + 6.75 = 9.00$~~
 $.75(5) + 6.75 = 10.50$

2 $1.35(5) + 13.65 = 20.40$

SCORE: 3

<u>Part 1</u>		Points
Correct Answer: and Correct Procedure:	5 toppings $10.5 = 0.75 S + 6.75$ $\frac{3.75}{0.75} = \frac{0.75 S}{0.75}$	2
<u>Part 2</u>		
Incorrect Answer: and Correct Procedure (with calculation error):	14.65 $C = 1.35 (5) + 13.65$ $C = 6.75 + 13.65$ $C = 14.65$ (calculation error)	1
Total Points		3

1. $C = \text{cost}$

$10.50 = 0.75(S) + 6.75$
 $-6.75 \quad -6.75$
 $3.75 = 0.75S$
 $\frac{3.75}{0.75} = \frac{0.75S}{0.75}$
 $5 = S$
 They had 5 toppings

2.

$C = 1.35(5) + 13.65$
 $C = 6.75 + 13.65$
 $C = 14.65$
 The cost will be 14.65 for a large 5 topping pizza

SCORE: 2

<u>Part 1</u>		Points
Correct Answer: and Correct Procedure:	S=5, 5 toppings $0.75S + 6.75 = 10.50$ $0.75S = 3.75$	2
<u>Part 2</u>		
Incorrect Answer: and Incorrect Procedure:	\$13.50 $1.35 \cdot 5 + 6.75$ (mixing Part 2 and Part 1 expressions)	-
Total Points		2

① $0.75S + 6.75 = 10.50$
 $0.75S + 6.75 - 6.75 = 10.50 - 6.75$
 $0.75S = 3.75$
 $S = 5$
 the small pizza has 5 toppings.

② $1.35 \cdot 5 + 6.75$
 $6.75 + 6.75$
 $\$13.50$

SCORE: 1

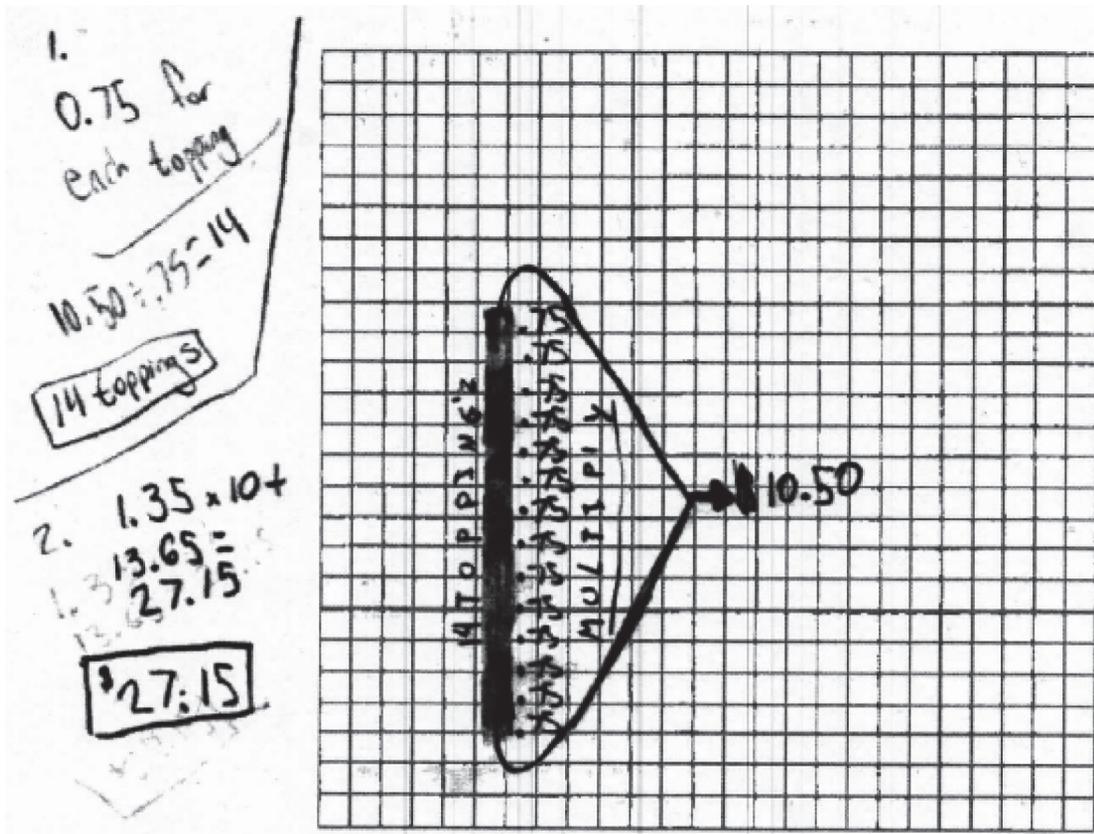
<u>Part 1</u>		Points
Incorrect Answer: and Correct Procedure with one calculation error:	$S = 5.1$ $0.75S + 6.75 = 10.50$ $10.50 - 6.75 = 3.80$ (calc. err.) $3.80 \div 0.75$	1
<u>Part 2</u>		
Incorrect Answer: and Correct Procedure (with 2 rounding errors):	$\$20.60$. Using 5.1, answer would be $\$20.54$. $1.35t + 13.65$ $1.35(5.1) + 13.65$ 6.9 (rounding err.) + 13.65 $\$20.60$ (rounding err.)	-
Total Points		1

① $0.75s + 6.75 = 10.50$
 $-6.75 - 6.75$
 $0.75s = 3.80$
 $\frac{0.75}{0.75} \frac{0.75}{0.75}$
 $S = 5.1$

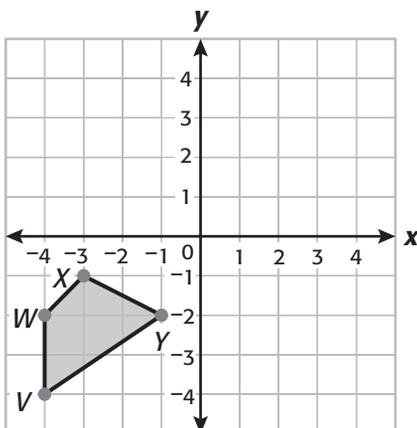
② $1.35t + 13.65$
 $1.35(5.1) + 13.65$
 $6.9 + 13.65$
 $\$20.60$

SCORE: 0

<u>Part 1</u>		Points
Incorrect Answer: and Incorrect Procedure:	14 toppings $10.50 \div .75 = 14$	-
<u>Part 2</u>		
Incorrect Answer: and Incorrect Procedure:	\$27.15 $1.35 \times 10 + 13.65 =$ Using an incorrect value (10) that is not from Part 1.	-
Total Points		0



B The picture below shows figure $VWXY$ drawn on a coordinate plane.



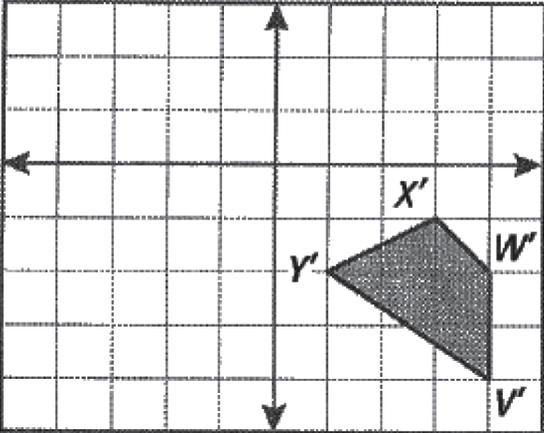
1. On the grid in your Student Answer Document draw a coordinate plane. On the coordinate plane, reflect figure $VWXY$ over the y -axis and label your new figure $V'W'X'Y'$.
2. On the coordinate plane, rotate the original figure $VWXY$ 90° clockwise about the origin and label this new figure $PQRS$.

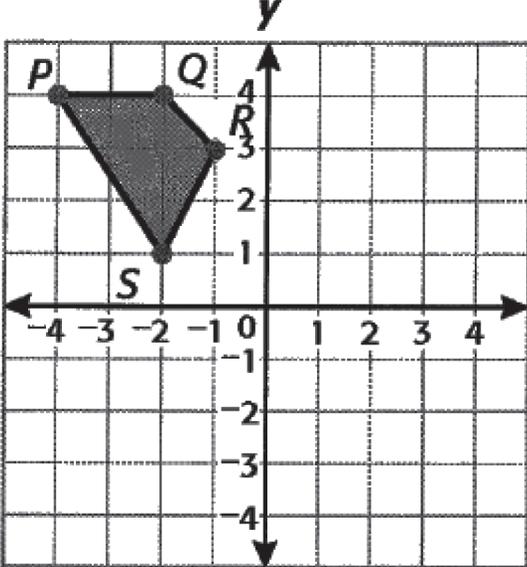
BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Math Item B Scoring Rubric—2011 Grade 8

Score	Description
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3–3½ points.
2	The student earns 2–2½ points.
1	The student earns ½–1½ points, or minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

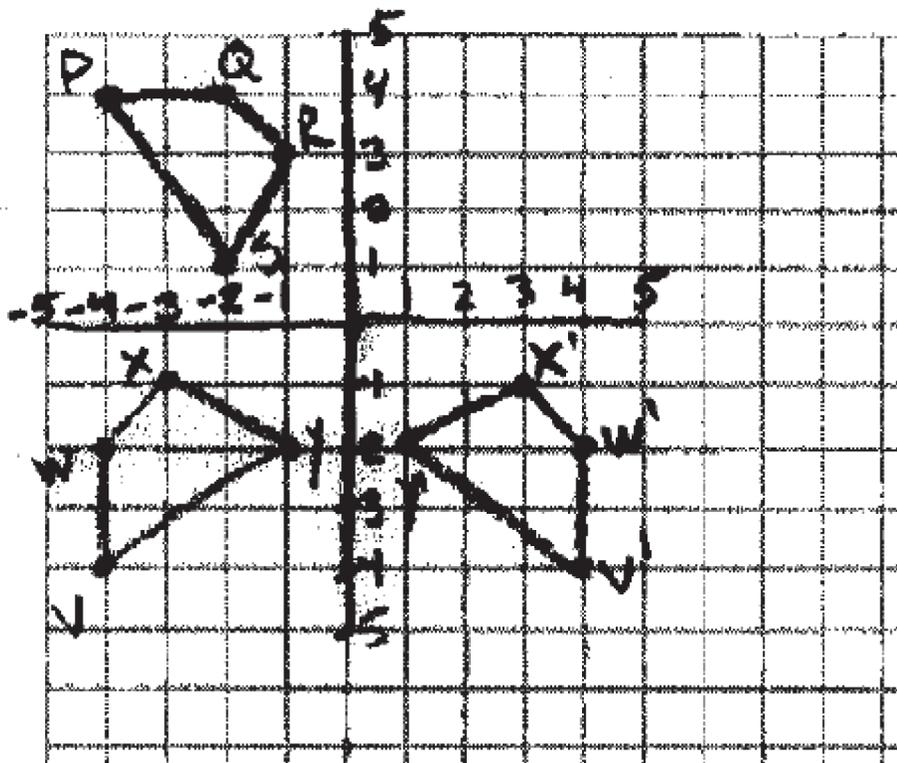
SOLUTION AND SCORING

Part	Points
1	<p>2 points possible</p> <p>2 points: Figure $V'W'X'Y'$ correctly labeled with coordinates at:</p> <p style="margin-left: 40px;">V' (4, -4)</p> <p style="margin-left: 40px;">W' (4, -2)</p> <p style="margin-left: 40px;">X' (3, -1)</p> <p style="margin-left: 40px;">Y' (1, -2)</p> <p style="margin-left: 40px;">Grid units may be used without numbering.</p> <p style="margin-left: 40px;">Both axes must have consistent intervals, if numbered.</p> <p>Note: If the prime (') is missing from one label, full credit is given.</p> <div style="text-align: center;">  </div> <p>OR</p> <p>1 point: Correct figure with incorrect or missing labels</p> <p style="margin-left: 40px;">or</p> <p style="margin-left: 40px;">Correctly labeled with one incorrect vertex</p> <p style="margin-left: 40px;">or</p> <p style="margin-left: 40px;">Correct figure with correct labels with inconsistent intervals on one or both axes.</p>

Part	Points
2	<p>2 points possible 2 points: Figure PQRS correctly labeled with coordinates at: P (-4, 4) Q (-2, 4) R (-1, 3) S (-2, 1)</p>  <p>OR 1 point: Correct figure with incorrect or missing labels or Correctly labeled with one incorrect vertex or 90° clockwise rotation of Part 1 with correct labels and vertices P (-4, -4) Q (-2, -4) R (-1, -3) S (-2, -1)</p> <p>Note: If one or both axes have inconsistent intervals, deduct only once.</p>

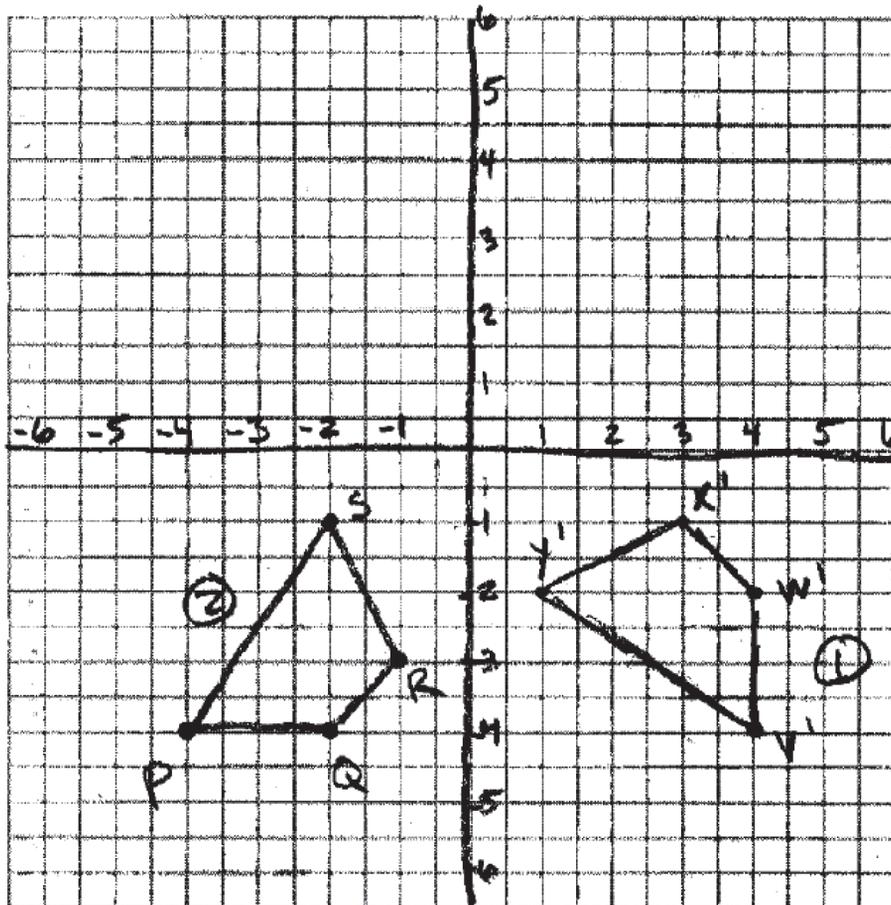
SCORE: 4

<u>Part 1</u>		Points
Correct Figure V'W'X'Y':	Figure drawn with: <ul style="list-style-type: none"> • consistent intervals on both axes • vertices correctly labeled • vertices correctly reflected over y-axis 	2
<u>Part 2</u>		
Correct Figure PQRS:	Figure drawn with: <ul style="list-style-type: none"> • vertices correctly labeled • vertices correctly rotated 90° clockwise 	2
Total Points		4



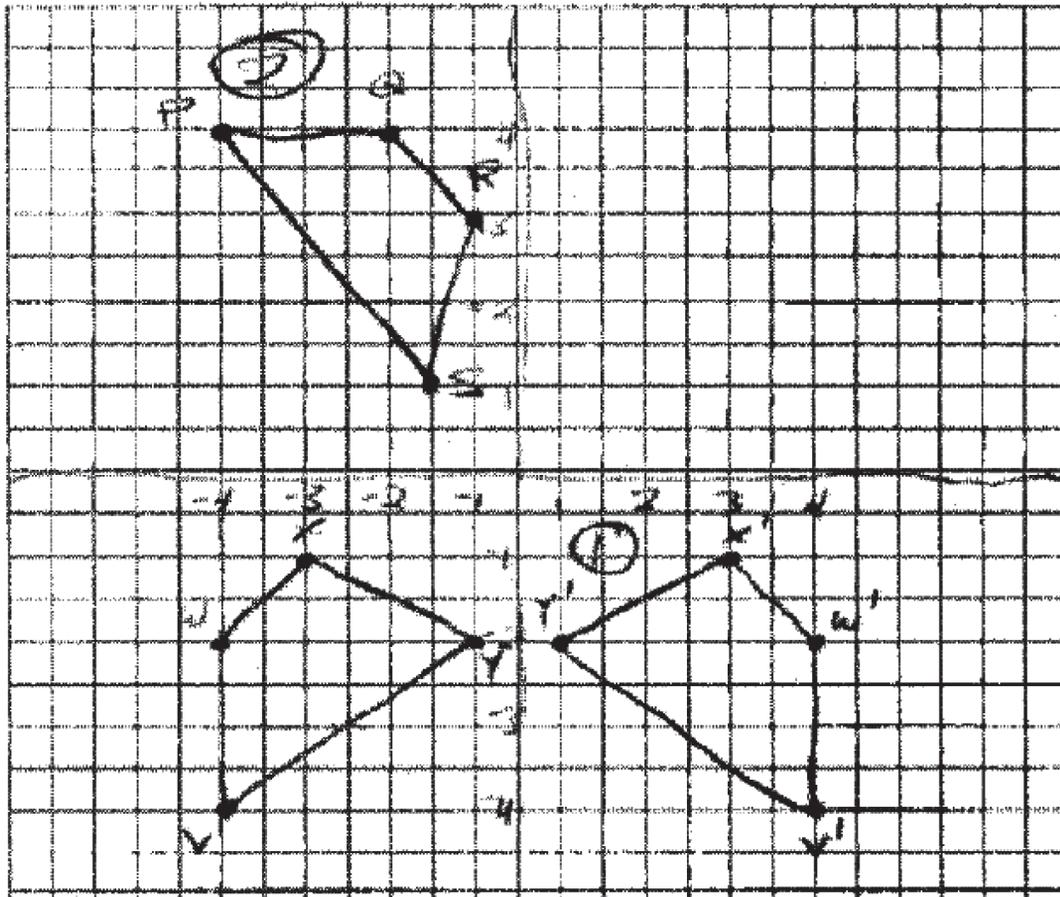
SCORE: 3

<u>Part 1</u>		Points
Correct Figure V'W'X'Y':	Figure drawn with: <ul style="list-style-type: none"> • consistent intervals on both axes • vertices correctly labeled • vertices correctly reflected over y-axis 	2
<u>Part 2</u>		
Partially correct Figure PQRS:	Figure drawn with: <ul style="list-style-type: none"> • vertices correctly labeled • vertices of Figure V'W'X'Y' rotated 90° clockwise (rotation of Part 1) 	1
Total Points		3



SCORE: 2

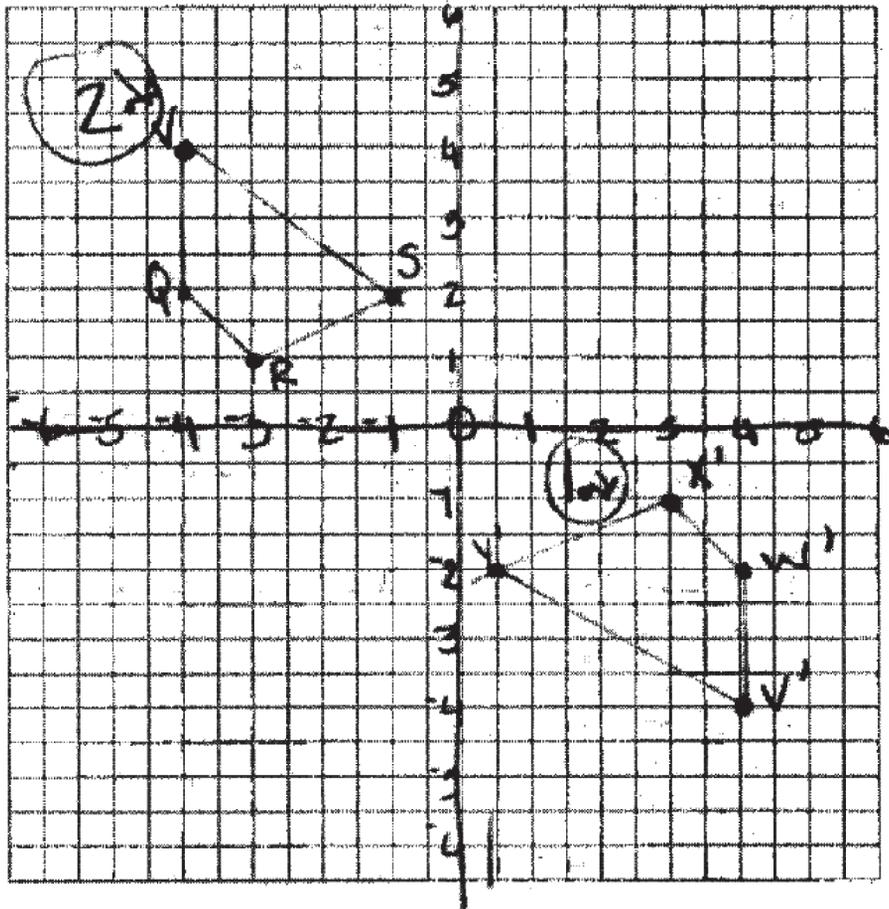
<u>Part 1</u>		Points
Partially correct Figure V'W'X'Y':	Figure drawn with: <ul style="list-style-type: none"> • inconsistent intervals on x-axis • vertices correctly labeled • vertices correctly reflected over y-axis 	1
<u>Part 2</u>		
Partially correct Figure PQRS:	Figure drawn with: <ul style="list-style-type: none"> • vertices correctly labeled • 3 vertices correctly rotated 90° clockwise; S(-1½,1) incorrect 	1
Total Points		2



SCORE: 1

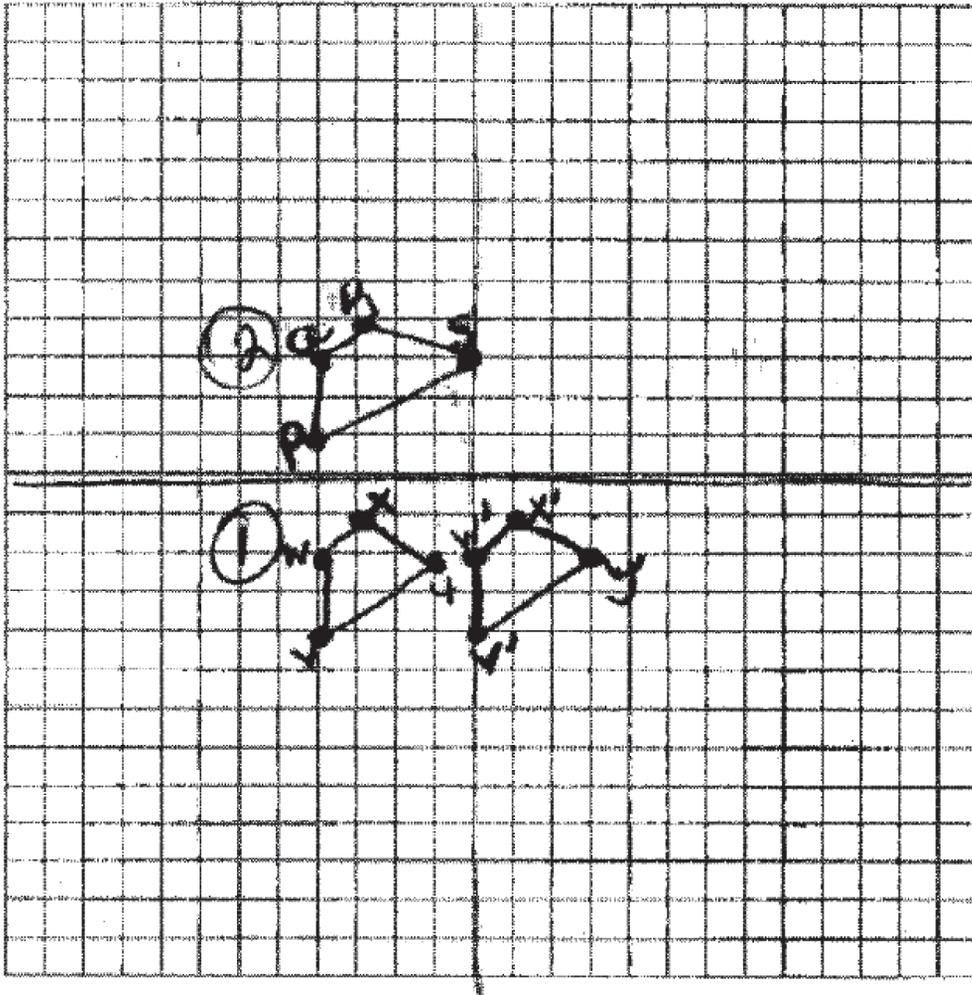
<u>Part 1</u>		Points
Partially correct Figure V'W'X'Y':	Figure drawn with: <ul style="list-style-type: none"> • consistent intervals on both axes • vertices correctly labeled • 3 vertices correctly reflected over y-axis; Y'(½,-2) incorrect 	1

<u>Part 2</u>		Points
Incorrect Figure PQRS:	Original figure is reflected over the x-axis.	-
Total Points		1

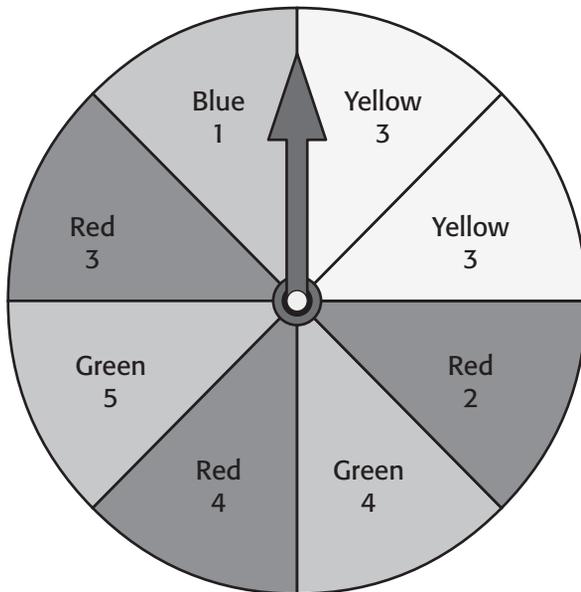


SCORE: 0

<u>Part 1</u>		Points
Incorrect Figure V'W'X'Y':	Figure drawn with: <ul style="list-style-type: none"> • vertices correctly labeled • vertices translated 4 units to the right 	-
<u>Part 2</u>		
Incorrect Figure PQRS:	Figure drawn with: <ul style="list-style-type: none"> • vertices correctly labeled PQRS • 3 vertices translated 5 units up 	-
Total Points		0



C Each section of the spinner below is the same size.



1. What is the probability that the next time the arrow is spun it will land on a section labeled Red? Show your work or explain how you got your answer.
2. If the arrow is spun 100 times, how many times can it be expected to land on a section labeled 3 or Green? Show your work or explain how you got your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Math Item C Scoring Rubric—2011 Grade 8

Score	Description
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3–3½ points.
2	The student earns 2–2½ points.
1	The student earns ½–1½ points, or minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SOLUTION AND SCORING

Part	Points
1	<p>2 points possible</p> <p>1 point: Correct answer: $\frac{3}{8}$, 3:8, .375, 37.5%, or equivalent</p> <p>OR</p> <p>½ point: Rounded or truncated answer: .37, .38, 37%, 38%, or equivalent</p> <p>AND</p> <p>1 point: Correct explanation: Give credit for the following or equivalent.</p> <ul style="list-style-type: none"> • There are 8 total sections and 3 are red.
2	<p>2 points possible</p> <p>1 point: Correct answer:</p> <ul style="list-style-type: none"> • 62.5 <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • 62 <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • 63 <p>AND</p> <p>1 point: Correct explanation: Give credit for the following or equivalent.</p> <ul style="list-style-type: none"> • There are 8 total sections and 5 of them are either 3 or green. So the probability is $\frac{5}{8}$. Then multiply $\frac{5}{8}$ times 100. • The probability of 3 or green is $\frac{5}{8}$ because there are 3 “3’s” and 2 greens and 8 altogether. $\frac{5}{8} = \frac{x}{100}$ $x = \frac{500}{8}$ $x = 62.5$ <ul style="list-style-type: none"> • $\frac{5}{8} \cdot 100 = 62.5$ <p>OR</p> <p>½ point: Incomplete explanation: Give credit for the following or equivalent.</p> <ul style="list-style-type: none"> • An incomplete but not incorrect explanation that shows the probability is $\frac{5}{8}$. “5 of the 8 sections are 3 or green.”

SCORE: 4

<u>Part 1</u>		Points
Correct Answer:	$\frac{3}{8}$	1
Correct Explanation:	“3 - # of red” “8 - total #”	1
<u>Part 2</u>		
Correct Answer:	“62 - times”	1
Correct Explanation:	$\frac{3}{8} + \frac{2}{8} = \frac{5}{8}$ $\frac{5}{8} \times 100$ spins	1
Total Points		4

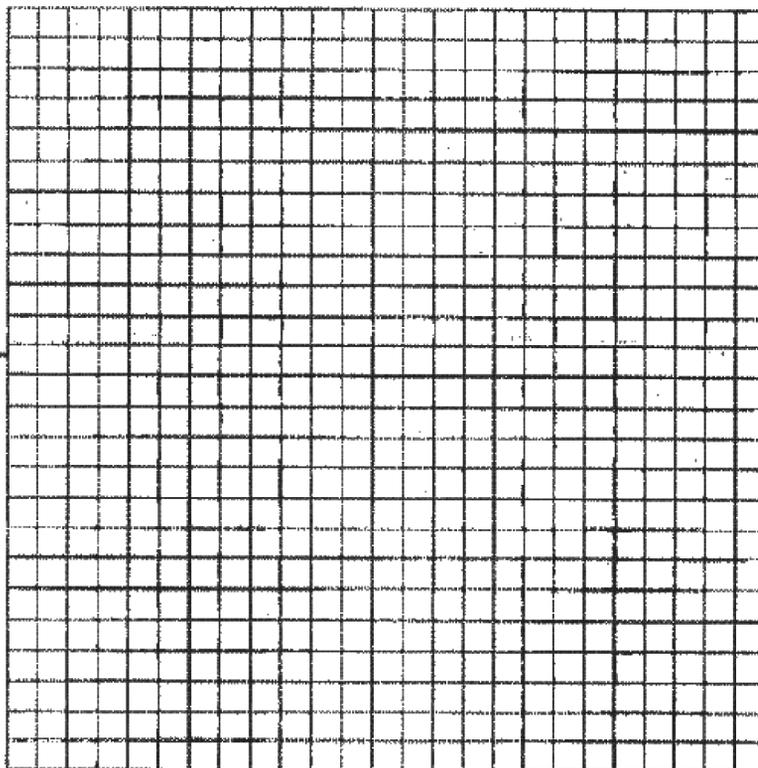
① $\frac{3}{8}$ - # of red
8 - total #

The probability that the spinner will land on red is $\frac{3}{8}$.

② $\frac{3}{8}$ - labeled 3
+ $\frac{2}{8}$ - total
 $\frac{2}{8}$ - green
 $\frac{2}{8}$ - total

 $\frac{5}{8}$
 $\times 100$ - spins

62 - times



You would expect the spinner to land on a section labeled 3 or a green section about 62 times.

SCORE: 3

<u>Part 1</u>		Points
Correct Answer:	$\frac{3}{8}$	1
Correct Explanation:	"There are 8 different sections...and there are 3 reds."	1
<u>Part 2</u>		
Incorrect Answer:	"the answer is 62% or $\frac{62}{100}$ "	-
Correct Explanation:	"There are three 3's, and 2 green" $\frac{5}{8} = \frac{x}{100}$	1
Total Points		3

1. The probability that the next time the arrow is spun it will land on a red is $\frac{3}{8}$. There are 8 different sections for it to land on, and there are 3 reds. So the probability is $\frac{3}{8}$.

2 If the arrow is spun 100 times the probability that it will land on a 3 or green is $\frac{62}{100}$ or 62%.

$$\frac{5}{8} = \frac{x}{100} \quad \frac{8x = 500}{8} \quad x = 62$$

There are three 3's, and 2 green so that would be $\frac{5}{8}$ and you put it in an equation and the answer is 62% or $\frac{62}{100}$.

SCORE: 2

Part 1		Points
Correct Answer:	$\frac{3}{8}$	1
Correct Explanation:	"Blue=1 Yellow=2 Red=3 Green=2" $1+2+3+2=8$	1

Part 2		Points
Incorrect Answer:	$\frac{5}{8}$	-
Incomplete Explanation:	Calculates probability and stops.	$\frac{1}{2}$
Total Points		$2\frac{1}{2}$

1)

Blue=1
 yellow=2
 Red=3
 Green=2

$\frac{3}{8}$

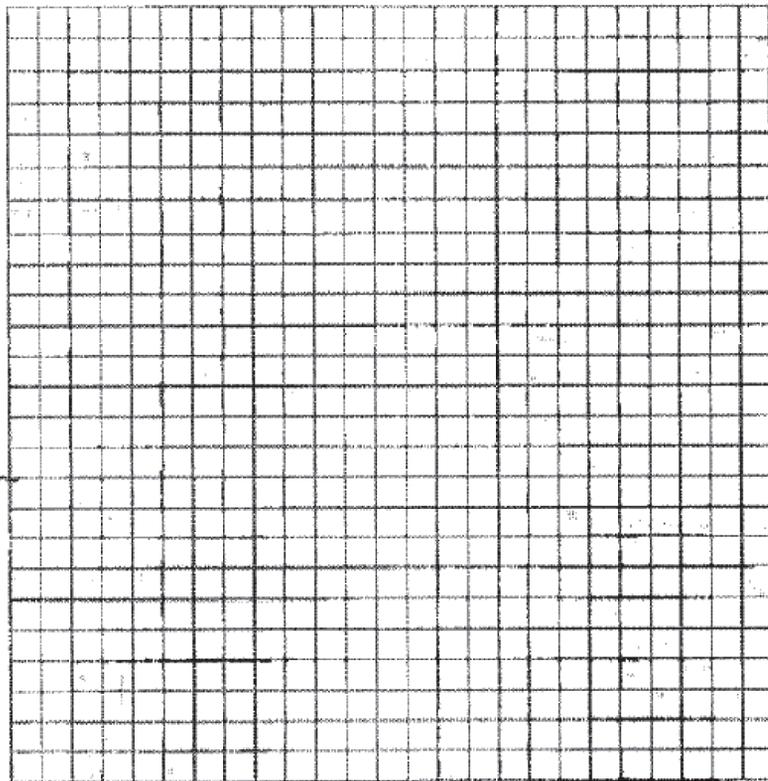
$P(R) = \frac{3}{8}$

2)

3=3
 4=2
 2=1
 1=1
 5=1

Blue=1
 yellow=2
 Red=3
 Green=2

$\frac{1}{8}$



$P(3) = \frac{3}{8}$
 $P(6) = \frac{3}{8}$

$P(3)(6) = \frac{5}{8}$

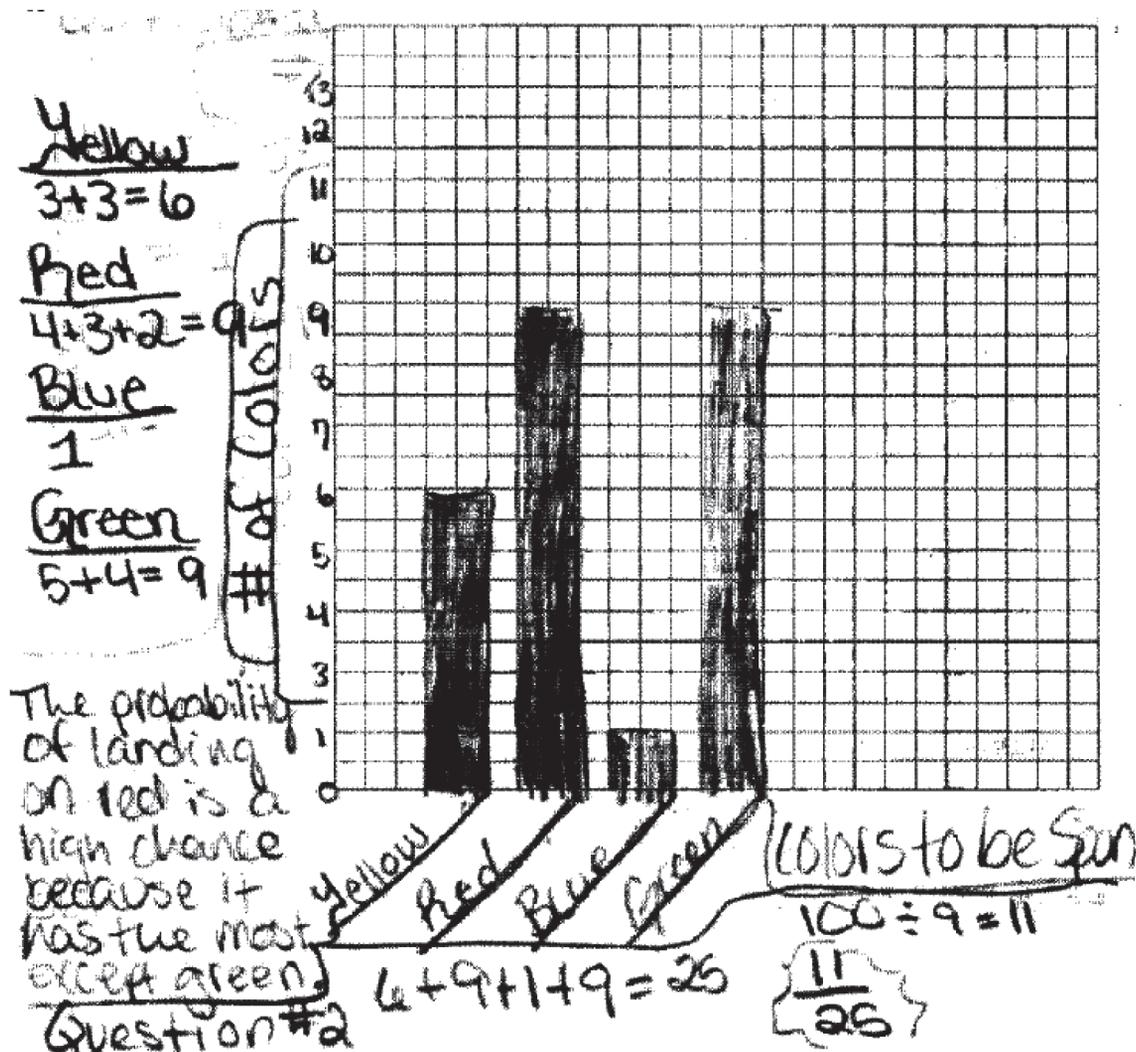
SCORE: 1

<u>Part 1</u>		Points
Correct Answer:	" $\frac{3}{8}$ chance"	1
Missing Explanation:		-
<u>Part 2</u>		
Incorrect Answer:	"50 Times At least"	-
Missing Explanation:		-
Total Points		1

1. Arrow has $\frac{3}{8}$ chance of landing on the red labels.
2. if the Arrow was spun 100 times it would land on the 3 or red labels 50 times at least

SCORE: 0

Part 1		Points
Incorrect Answer:	“high chance”	-
Incorrect Explanation:	“it has the most except green”	-
Part 2		Points
Incorrect Answer:	$\frac{11}{25}$	-
Incorrect Explanation:	Adds the 8 numbers on the wheel. $3+3=6$, $4+3+2=9$, $5+4=9$, $6+9+1+9=25$. Divides 100 by 9.	-
Total Points		0



READING RESPONSES

Tortilla History

by Rosa Gonzales

To tell the story of the tortilla, which is like a thin pancake made of ground corn (pronounced tor-TEE-yah, not tor-TILL-uh), I shall begin with the story of corn.

- 2 Corn is a New World food. The earliest Indians in what later became New Mexico were nomads who roamed around killing animals for food. But when they learned to grow corn and dry it so they would have food to last them through the winter, their way of life was changed. They could stay in one place and farm.

Later, when the Spanish *conquistadores* came to this land, corn was one of the first foods they found. The Indians taught the Spaniards how to grow corn. The Spaniards called this new food *maíz*, which is “maize” in English. There are many different kinds of corn. It even comes in colors, such as blue.



There were two ways to prepare corn for making tortillas. The first way, women cooked dry white corn in lime water until the hulls were loosened. This was called *nixtamal*. After they washed it to get rid of the lime, they spread the corn on a slab of volcanic rock, called a *metate*, and rolled a smaller rock shaped like a rolling pin, called a *mano*, back and forth over the *nixtamal*, grinding the corn into a paste called *masa*. It took about an hour to grind one gallon of *nixtamal* fine enough to make the *masa* used for making tortillas and tamales.

- 5 The second way, they ground dried corn into very fine cornmeal called *harina de maíz* that was sifted through a horsehair sieve. My great grandmother (who is 101 years old and lives in Taos) used to grind the corn for her tortillas this way. It is hard, tiring work. Cornmeal mixed with water was used to make tortillas, gorditas (like thick pancakes) and tamales. Today you can buy cornmeal at the supermarket.
- 6 In the old days the women used to make the tortillas by hand. They would flatten a lump of dough between their palms to make it round and very thin. Now you can make them in a tortilla press. Then you cook them on a *comal*, a flat frying pan without a rim. My father gave my mother a tortilla press for her birthday as a joke, but we buy our tortillas at the supermarket.

Here are six ways to eat corn tortillas:

1. Cut them in strips, fry them, and put them in soup.
2. Cut them in strips, fry them, and cook them with tomatoes and chile to make *chilaquiles*.
3. Fry them and cut them in triangles to make tostadas for dipping in salsa or *chile con queso*, which is melted cheese and chile.
4. Dip them in hot oil, fold them over, and fill them with meat and lettuce and tomatoes and hot sauce to make tacos.
5. Use them to make enchiladas or *huevos rancheros*.
6. Use them as a scoop for eating beans and other things.

Cornmeal is also used to make tamales. Spicy meat is wrapped in *masa*. The meat and dough are then wrapped in cornhusks called *hojas*, which have been soaked all night in a washtub. The tamales are steamed in a big pot. This is what my mother calls labor intensive.

Two things to remember about tamales:

1. Don't ever eat the *hoja*. Once President Gerald Ford tried to eat the cornhusk at a picnic in Texas and was very embarrassed when he found out that part isn't eaten.
2. Tamales means more than one. If you eat only one, it's called a *tamal*, not a "tamally."

In Mexico most people eat corn tortillas, but New Mexicans often prefer flour tortillas made from white flour, water, and shortening, rolled out with a rolling pin and baked on a *comal*. You eat them plain or make a burrito, a little donkey: wrap a flour tortilla around some kind of filling—meat or beans or scrambled eggs and bacon—and pour red or green chile over the top and sprinkle it with cheese. (My mother says there is too much fat in all of this food, but it is delicious.)

My father, who is from the Rio Grande Valley in South Texas, told me a story about a poor man who went to work for a rich man. The poor man bragged to the rich man that he was so wealthy he had a different spoon for every meal and never used the same spoon twice. The “spoon” he was talking about was a tortilla.

A What are the two different ways to prepare corn for making tortillas?

Give at least two examples from the passage of how tortillas can be used once they are made.

Reading Item A Scoring Rubric—2011 Grade 8

Score	Description
4	The response identifies the two different ways to prepare corn for making tortillas and gives at least two accurate and relevant examples of how tortillas are used.
3	The response identifies the two different ways to prepare corn for making tortillas and gives one accurate and relevant example of how tortillas are used. OR The student identifies one way to prepare corn for making tortillas and gives two accurate and relevant examples of how tortillas are used.
2	The response identifies the two different ways to prepare corn for making tortillas. OR The response gives two accurate and relevant examples of how tortillas are used. OR The response identifies one way to prepare corn for making tortillas and gives one accurate and relevant example of how tortillas are used.
1	The response identifies one way to prepare corn for making tortillas. OR The response gives one accurate and relevant example of how tortillas are used. OR The response displays minimal understanding of the question.
0	Response is incorrect or irrelevant.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SCORE POINT: 4

The response identifies the two different ways to prepare corn for making tortillas (“cooked dry white corn in lime water until the hulls were loosened”; “they grinded dried corn into very fine cornmeal called ‘harina de maiz’ that was shifted through a horsehair sieve”) and gives at least two accurate and relevant examples of how tortillas are used (“you can cut them in strips, fry them and put them in soup”; “use them as a scoop for eating, beans and ‘other things’”). The response demonstrates a thorough understanding of the passage.

There are two ways to prepare corn for making tortillas from the passage and they are... First, women cooked dry white corn in lime water until the hulls were loosened. Then they washed the lime off, then spread the corn on a volcanic rock called a "metate," then rolled a smaller rock over it called a "mano". They grinded it back and forth into a paste. Second, they grinded dried corn into very fine cornmeal called "harina de maiz" that was shifted through a horsehair sieve. Two ways tortillas can be used once they are made are... First, you can cut them in strips, fry them and put them in soup. Next, use them as a scoop for eating, beans and "other things."

SCORE POINT: 3

The student identifies one way to prepare corn for making tortillas (“cook dry white corn in lime water until the hulls are loosened then spread corn on volcanic rock then roll a mano back and forth over it”) and gives two accurate and relevant examples of how tortillas are used (“used to make enchaladias”; “use them as a scoop for eating beans and other things”). The response provides evidence of a general but not comprehensive understanding of the passage.

one way you can prepare corn for making tortillas is to cook dry white corn in lime water until the hulls are loosened then spread corn on volcanic rock then roll a mano back and forth over it. The second way is you cook it in a flat frying pan without a rim. Once they are made they can be used to make enchaladias and use them as a scoop for eating beans and other things.

SCORE POINT: 2

The response identifies the two different ways to prepare corn for making tortillas (“cook the white corn in lime water until the hulls were loosened”; “to sift it through a horsehair sieve”). This is an example of a basic understanding of the passage.

You could cook the white corn in lime water until the hulls were loosened, then they wash all the lime water off, then put it on a volcanic rock, metate, and roll a smaller rock shaped like a bowling pin, mano, back and forth over the nixtamal, grinding the corn into a paste called masa. Another way is to sift it through a horsehair sieve.

SCORE POINT: 1

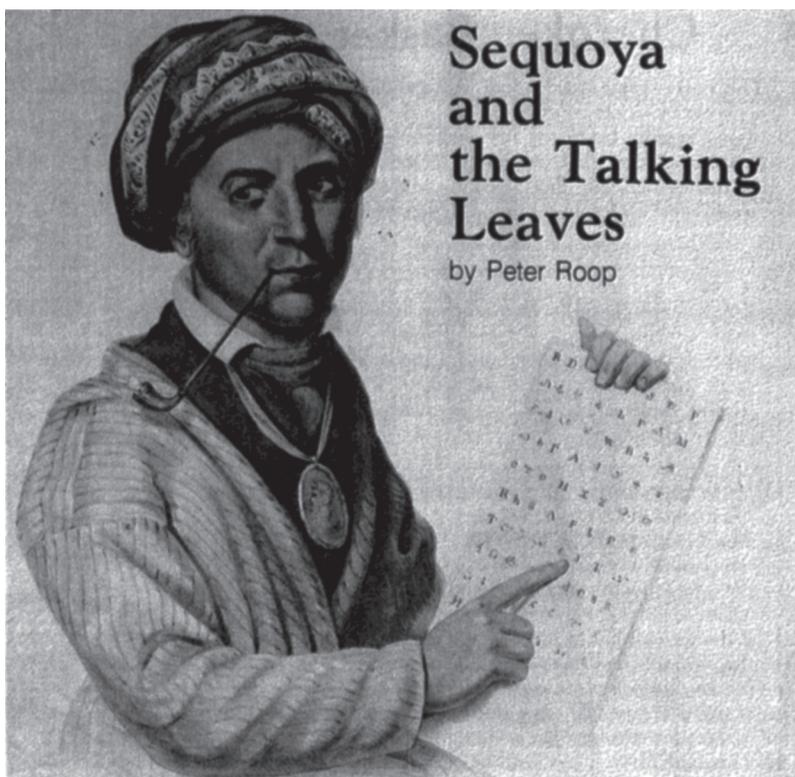
The response identifies one way to prepare corn for making tortillas (“ground dried corn into very fine cornmeal called harina de maiz that was sifted through a horsehair sieve”). The response is inadequate and provides evidence of minimal understanding.

<p>one way was spaniards.</p>	<p>one way was harina de maiz</p>
<p>"The spaniards called this new food maiz, which is 'maize' in English."</p>	<p>"they ground dried corn into very fine cornmeal called harina de maiz that was sifted through a horsehair sieve."</p>

SCORE POINT: 0

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

Tortillas can be use to make
cornmeal when they are done cooking.
You can make cornat out of tortillas.
Tortillas is really a big thick pancake.



1 Sequoyia and his daughter Ah-yoka stood before the Cherokee Tribal Council. They knew they had to convince the Council members that Sequoyia’s sound alphabet was not a trick; they had to persuade the council that with Sequoyia’s alphabet the Cherokee people could read and write in their own language.

Two warriors escorted Ah-yoka out of the room. The Cherokee chiefs then told Sequoyia messages which he wrote

down on a piece of paper, using the sound symbols he had created.

When Ah-yoka returned, she took the piece of paper and read the chiefs’ exact words to the astonished council. Sequoyia had indeed captured their words on paper!

4 Sequoyia’s success crowned many years of hard, lonely, and frustrating work. Yet with the completion of his alphabet, Sequoyia accomplished what no other person in history had done.

He had invented a written language from the spoken words of a people.

Sequoya was born in the hills of Tennessee around 1775, just before the American Revolution. Sequoya’s father, Nathaniel Guess, was a white trader and his mother, Wah-teh, was a Cherokee. Shortly after Sequoya was born, his father left the family to help General George Washington fight against the British.

Sometime in his youth one of Sequoya’s legs grew lame, either by a disease or by an accident. Because he could not run or hunt as well as his companions, Sequoya turned his energies to drawing and painting pictures of people and animals. Later he used his artistic skills to become one of the Cherokees’ finest silversmiths and blacksmiths.

As he grew up, Sequoya became puzzled by the white man’s “talking leaves,” pieces of paper crowded with black ink marks. He began to wonder how the “talking leaves” carried words that “spoke” to those who received them. Sequoya realized that if the Cherokee people had their own “talking leaves,” they could communicate with one another across long distances, and they could record their ancient lore and legends.

8 Sequoya decided to make Cherokee “talking leaves.” Using his talents as an artist, he first began drawing pictures for every word in the Cherokee language. Soon he had hundreds of pictures drawn on pieces of bark.

Sequoya continued to draw more and more words, often neglecting his farm and family. The pile of bark pictures grew so large that one day his wife—who was angry at him for wasting his time on the alphabet—threw all of the bark pictures into a fire and destroyed them.

Sequoya remained undaunted. Taking his young daughter Ah-yoka with him, Sequoya went to a cabin in the woods to continue his work.

One day Ah-yoka found an old English spelling book. Sequoya knew that the key to understanding the “talking leaves” was in this book. Although Sequoya could not speak or read English, he figured out that 26 characters were repeated over and over to make up the words.

This was the clue that Sequoya needed. He stopped drawing a picture for each word and instead began making symbols for every sound in the Cherokee language. He created 85 symbols, each of which represented a Cherokee syllable.

Then disaster struck again. Other Indians, thinking that Sequoya was making magic in his log cabin, came when he was away and burned his cabin to the ground. His work was ruined once more. Yet Sequoya remembered his syllable symbols, and with Ah-yoka’s help, he wrote them on a piece of buckskin.

By this time the Cherokee tribe lived in two areas far apart. Some of the tribe lived west of the Mississippi

River, while others remained in their ancestral homeland in the mountains of the Southeast. Sequoia lived in Arkansas, but he knew that if his alphabet was to be truly successful, he had to convince the Cherokee Tribal Council in the Southeast that his alphabet was valuable for all Cherokee peoples.

14 That was when Sequoia and Ah-yoka passed their crucial test before the Cherokee Tribal Council.

Sequoia’s alphabet—or syllabary, as it is more properly called—was easy to learn. Soon Cherokees of all ages were practicing writing the symbols. Sequoia’s alphabet appeared on rocks, fence posts, and even on the inside walls of homes.

16 Using the alphabet, the two groups of the Cherokee tribe communicated through letters, sharing news of family and friends. Within a few years the first Indian newspaper, the *Cherokee Phoenix*, was published. The newspaper was bilingual—everything

printed in Cherokee was also translated into English. A press began printing Bibles, pamphlets, and other materials using Sequoia’s alphabet for the Cherokees.

Sequoia became famous throughout the United States and Europe. His was a remarkable accomplishment. A special medal was made for him which he wore for the rest of his life. Sequoia was also given \$500 a year as a reward for his efforts. This was the first literary prize ever given in America.

Sequoia’s fascination with language continued all of his life. He died in Mexico while on an arduous journey attempting to discover if all Indian languages came from one language. While Sequoia’s gravesite is unknown, he will always be remembered as the man who gave “talking leaves” to the Cherokee Nation.

19 In honor of Sequoia’s contributions to his people, the giant sequoia trees were named for him. Sequoia National Park also bears the name of this quiet but determined man.

B What are two problems that Sequoya had to overcome to write the Cherokee alphabet?

Using details from the passage, explain how Sequoya overcame each problem.

Reading Item B Scoring Rubric—2011 Grade 8

Score	Description
4	The response provides two problems that Sequoya had to overcome to write the Cherokee alphabet and explains how he overcame each problem with accurate and relevant details from the passage.
3	The response provides two problems that Sequoya had to overcome to write the Cherokee alphabet and explains how he overcame one problem with accurate and relevant details from the passage.
2	The response provides two problems that Sequoya had to overcome to write the Cherokee alphabet, but fails to explain how he overcame either problem. OR The response provides one problem that Sequoya had to overcome to write the Cherokee alphabet and explains how he overcame the problem with accurate and relevant details from the passage.
1	The response provides one problem that Sequoya had to overcome to write the Cherokee alphabet. OR The response displays minimal understanding of the question.
0	Response is incorrect or irrelevant.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SCORE POINT: 4

The response provides two problems that Sequoia had to overcome to write the Cherokee alphabet (“cabin being burned down”; “had to convince the Tribal Council that his alphabet was valuable”) and explains how he overcame each problem with accurate and relevant details from the passage (“remembered all 85 symbols and wrote them down on buckskin”; “When Ah-yoka returned, she took the piece of paper and read the Chiefs’ exact words to the astonished council”). The response demonstrates a thorough understanding of the passage.

One problem Sequoia had to overcome was his cabin being burned down. All the symbols he had created for the syllables of the Cherokee had been burned. He overcame this with his daughter's help. Together they had remembered all 85 symbols and wrote them down on buckskin. The passage states: "Yet Sequoia remembered his syllable symbols, and with Ah-yoka's help, he wrote them on a piece of buckskin." Then he had to convince the Tribal Council that his alphabet was valuable for all Cherokee peoples. His daughter helped him overcome this one by being able to read the symbols. The passage states: "When Ah-yoka returned, she took the piece of paper and read the chiefs' exact words to the astonished council."

SCORE POINT: 3

The response provides two problems that Sequoyia had to overcome to write the Cherokee alphabet (“burned his cabin to the ground”; “Couldn’t speak or Read English”) and explains how he overcame one problem with accurate and relevant details from the passage (“he figured that 26 characters were repeated over and over to make words”). The response provides evidence of a general but not comprehensive understanding of the passage.

Two problems Sequoyia had to overcome are
Other Indians, and he couldn't speak or read english.

Problems	Examples
1. Other Indians	"Other Indians, thinking that Sequoyia was Making Magic in his log cabin, came when he was away and burned his cabin to the ground"
2. Couldn't speak or read English	"Although Sequoyia could not speak or read english he figured that 26 characters were repeated over and over to make words."

SCORE POINT: 2

The response provides one problem that Sequoya had to overcome to write the Cherokee alphabet (“Sequoya could not read English”) and explains how he overcame the problem with accurate and relevant details from the passage (“figured out that 26 characters were repeated to make up words”). This is an example of a basic understanding of the passage.

<p>Problem 1. Sequoya could not read English</p>	<p>problem 2. Sequoya's alphabet.</p>
<p>Detail 1. figured out that 26 characters were repeated to make up words</p>	<p>Detail 2. Put symbols on rocks, fence posts, and inside houses.</p>

SCORE POINT: 1

The response provides one problem that Sequoyia had to overcome to write the Cherokee alphabet (“his wife who was angry at him for wasting his time on the alphabet”). The response is inadequate and provides evidence of minimal understanding.

Two problems that Sequoyia had to overcome to write the Cherokee alphabet is first of his wife who was angry at him for wasting his time on the alphabet, but he didn't think he was wasting his time. Another problem Sequoyia had to overcome was the Tribal Council neglecting him of his work of the alphabet. They had no reason to do that and didn't have to. Those are the two problems that Sequoyia had to overcome to write the Cherokee alphabet.

SCORE POINT: 0

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

the problems that Sequoyia had was that he really didn't know all the Cherokee alphabet. A press began printing books, pamphlets and other materials using Sequoyia's alphabet for the Cherokees.

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 8 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 8 students in April 2011.

Prompt

A committee of students is creating a wall painting in your school that will feature people from your community. The committee is asking each student to choose one person to include in the painting.

Before you begin to write, think about people from your community. Choose one person to be featured in the painting. Why do you think this person should be included?

Now write an essay about the person from your community you think should be featured in the wall painting. Be sure to name the person and give reasons this person should be included. Give enough detail so that the committee 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

This response has a clear central idea (why Fireman B— should be chosen for the wall painting) and is fully and consistently elaborated with supporting details (“he risks his life going into an inferno”; “he’s a natural hero”; “From that day forth B— worked 24 hours a day”). There is clear organization and an effective closure that sums up and extends the ideas in the piece. This response demonstrates consistent control of the Content domain.

Style: 4

The writer of this response uses vivid, precise vocabulary (“blazing fire”; “inferno”; “idolizes”) and purposefully selected information (“A drunk driver t-boned her into a tree and she didn’t have her seatbelt on”) throughout the response. The variety in sentence beginnings and lengths creates interest. An adoring tone is maintained throughout, and the writer’s voice is strong. This response demonstrates consistent control of the Style domain.

Sentence Formation: 4

This response displays mature sentence structures, using expansion through coordination and embedding through subordination. Even though there is a sentence fragment (“Half of it at work, half on the baby.”) and a sentence with an extra word (“Soon later my parents were so grateful”), there are complex and varied sentences throughout. This response demonstrates consistent control of the Sentence Formation domain.

Usage: 4

Despite a few usage errors (“Hopefully now you see why B— would be great to have upon our painting”; “Whenever my mom was pregnant with me...”; “my parents were rushing to the hospital when they hear...”), the writer’s consistent use of correct inflections, tenses, and agreement throughout the response demonstrates consistent control of the Usage domain.

Mechanics: 4

Despite a few missing commas, this response demonstrates consistent control of the Mechanics domain.

At our school we're making a wall painting of people in our community. The person I chose is Fireman B. B is a hero to all of us and here are three reasons why I chose B the fireman as my person for the wall painting.

Have you ever seen a house on fire? Has it ever been your house? If not then you have no clue what type of bravery it takes to go inside a blazing fire. Just ask B how hard it is. I picked B the fireman because everyday he risks his life going into an inferno just to try to save one more life. He's one of the most courageous people I know. Hopefully we can all honor him on the wall. He's my hero.

The only reason I know of B is because he's my godfather. Whenever my mom was pregnant with me, my parents were rushing to the hospital when they hear, GUGUNGGUGUNG, the car broke down! Thankfully B was driving behind us and gave my parents a ride. Soon later my parents were so grateful they made him my godfather. See, he's not only a hero when someone asks him, he's a natural hero, and would be a great compliment to our painting.

B only does his work for one person, his six year old daughter, E. E was born on March 13th, 2001. E just entered kindergarten and into my mom's class. At the age of one and a half her mother (B wife) died in a car accident. A drunk driver t-boned her into a tree and she didn't have her seatbelt on. From that day forth B worked 24 hours a day. Half of it at work, half on the baby. My parents became E's godparents. See B not just a community hero, he's also a hero at home too taking care of his child E.

Hopefully now you see why B would be great to have upon our painting. He's courageous, really nice, and a loving and adoring father. B is a true idol to people everywhere and when E gets into our school she'll see that painting and know that someone out there idolizes her dad as much as she does.

WRITING SAMPLE RESPONSE 2

Content: 3

This response has a clear central idea (that a particular man, J—, should be chosen for the wall painting). Details support the central idea, but elaboration is not complete enough for a higher score. Ideas unfold logically, moving from discussion of ways the subject cares for people and animals, to discussion of his health problems, and finishing up with a closing discussion of the benefits of choosing this man for the painting. Overall, the response demonstrates reasonable control of the Content domain.

Style: 3

This response has purposefully selected, precise vocabulary in places (“beautiful hutch”; “loves that little old man to death”; “puncturing”), but in other places, word choice is general (“things”). There is some variety in beginnings and lengths of sentences. The writer’s tone of admiration is appropriate, and a voice is present that fades at times when the information becomes general. The response demonstrates reasonable control of the Style domain.

Sentence Formation: 2

The majority of this response is composed of fused sentences (“J— is like my insperation he gives back... and tell the story of old man J—.”). There are more sentences with errors than without, which demonstrates inconsistent control of the Sentence Formation domain.

Usage: 4

In this response, the writer has competently handled all features of this domain, including standard inflections, agreement, and word meaning. The response demonstrates consistent control of the Usage domain.

Mechanics: 3

Despite having misspelled a few more difficult or uncommon words (“widdles”; “insperation”; “comumunity”), this writer has demonstrated an overall competence in spelling. Although the response contains punctuation and capitalization errors at the beginnings and ends of sentences, the writer also demonstrates some knowledge of both punctuation and capitalization. The frequent comma splices present in much of the response are reflected in the Sentence Formation score, rather than in the Mechanics domain. The response demonstrates reasonable control of the Mechanics domain.

A man by the name of J lives on my street, he's a very kind old man who cares for all people and animals, he takes care of his wife, he often cooks but most of all he loves to build things. The things he builds are so beautiful, he made a beautiful hutch for his wife J with carvings in it, the woodwork was amazing, he also widdles small statues of things like horses and lighthouses, birdhouses, and wall hangers for coats or to put pictures on.

J is like my inspiration he gives back to the community by picking up trash and planting trees and flowers, he's the sweetest little old man I know, if you put J on that wall you won't be sorry, everyone on our block loves that little old man to death, but the thing is, he only has one more year to live, he has a tumor next to his lung

that is puncturing it, he could die any day now, and our community would love it if you put that sweet old man J

and maybe his wife too on that wall, he will be remembered forever as many childrens inspiration, we could show our children that wall and tell the story of old man J

But in the end you would be making an excellent choice putting him on the wall.

WRITING SAMPLE RESPONSE 3

Content: 2

This response has a central idea of a teacher the writer has chosen to be included in a community’s wall painting. The minimal elaboration of details creates 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

In this response, general information (“nease teacher”; “real bad”) and a functional vocabulary lead to a flat tone. Many sentences have similar beginnings (“The reason”; “The second reason”; “That is the reason”), and the voice is dim. The response demonstrates inconsistent control of the Style domain.

Sentence Formation: 2

This response has a fragment (“The reason that would like Ms. C—”), several missing words, and fused sentences (“The second reason I would like Her to be in paninteng she is the nease teacher she want even sed me to the also do something real bad.”). However, the student has formed several sentences correctly. This pattern of errors demonstrates inconsistent control of the Sentence Formation domain.

Usage: 2

This response has tense errors and several wrong words (“want” in place of the words one, would, and won’t; “allows” for always; “take” for talk; “ever” for every). These errors create a pattern and demonstrate an inconsistent control of the Usage domain.

Mechanics: 2

Along with a few capitalization errors, this response misspells many basic words that come close to interfering with meaning (“teacher”; “cept”; “nease”; “sed”; “elso”; “minuters”). There is inconsistent control of the Mechanics domain.

The person that I would want to be included would be want of my teachers.

The teacher want have to be Ms. C

The reason that would like Ms. C she allows help me cept a good grade in her class.

The second reason I would like Her to be in painting she is the nesse teacher she want even sed me to the also do something real bad. she loves leates take for about 5 minutes even day before class.

That is the reason that I would like for Ms. C to be in my school painting.

ACTAAP

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