



Arkansas Comprehensive Testing, Assessment, and Accountability Program

TEACHER HANDBOOK

AUGMENTED BENCHMARK EXAMINATION GRADE 3

APRIL 2012 ADMINISTRATION

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Arkansas Department of Education

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INTRODUCTION—2012 GRADE 3 AUGMENTED BENCHMARK EXAMINATION

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

In April 2012, third-grade students participated in the *Grade 3 Augmented Benchmark Examination*. Results of this examination will be provided to all students, schools, and districts to be used as the basis for instructional change.

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

Additional information about the *Grade 3 Augmented Benchmark Examination* is available through the Arkansas Department of Education. Questions can be addressed to the Office of Student Assessment at 501-682-4558.

SCORING STUDENT RESPONSES TO OPEN-RESPONSE ITEMS

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

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

Reader Training

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

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

After three or four of these practice sets, readers are given “qualifying rounds.” These are additional sets of pre-scored papers, and, in order to qualify, each reader must score in exact agreement on at least 80% of the responses and have no more than 5% non-adjacent agreement on the responses. Readers who do not score within the required rate of agreement are not allowed to score the *Grade 3 Augmented Benchmark Examination* responses.

Once scoring of the actual student responses begins, readers are monitored constantly throughout the project to ensure that they are scoring according to the criteria. Daily and cumulative statistics are posted and analyzed, and the Scoring Director or Team Leaders reread selected responses scored by the readers. These procedures promote reliable and consistent scoring. Any reader who does not maintain an acceptable level of agreement is dismissed from the project.

Scoring Procedures

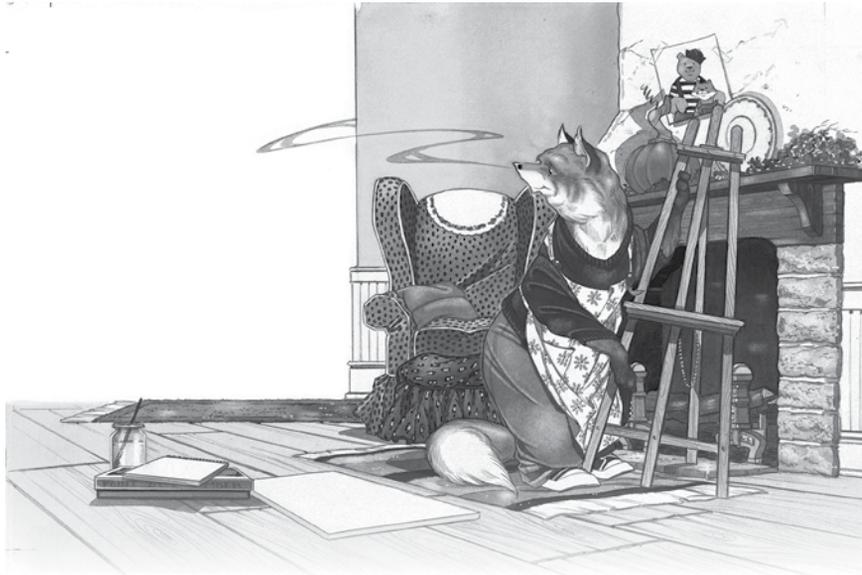
All student responses to the *Grade 3 Augmented Benchmark Examination* open-response test items are scored independently by two readers. Those two scores are compared, and responses that receive scores that are non-adjacent (a “1” and a “3,” for example) are scored a third time by a Team Leader or the Scoring Director for resolution.

This Teacher Handbook includes the math open-response items, reading passages with their open-response items, and a writing prompt as they appeared in this year’s test. The specific scoring rubric for each item and annotated response for each score point of the rubric follows. The goal is for classroom teachers and their students to understand how responses are scored. It is hoped that this understanding will help students see what kind of performance is expected of them on the *Grade 3 Augmented Benchmark Examination*.

READING RESPONSES

Fox Makes Lunch

by Barbara Owen



Fox hummed as he poured lemonade into molds for ice pops. He had invited Bear for lunch.

“Bear will be surprised,” Fox said to himself. “He doesn’t know what a great cook I am.”

Fox looked at his cookbook. “This cookie recipe looks easy,” he thought. He read further. *You may double the recipe for more cookies.* “Yes!” said Fox. “We need lots of cookies.”

Fox got out one stick of butter, then one more. He measured one-half cup of sugar, then another half cup. He used two of everything the recipe called for.

Soon the batter was ready. Fox looked at the cookbook:

Oven temperature: 300 degrees Fahrenheit.

“I’ll double that to 600 degrees,” said Fox. But the dial on his oven only went to 500 degrees. That would have to do.

Baking time: 10 minutes.

“I’ll double that to 20 minutes,” said Fox. He put the cookies in the oven.

Next he put eggs in a pan of water on the stove. Egg-salad sandwiches were Bear’s favorite.

Fox got out the paint-by-number picture of a beehive he had started. It was going to be a present for Bear. But Fox would have to work fast to finish the painting before Bear arrived.

“Somebody’s burning something,” Fox thought as he set up his easel. “Yikes! My cookies!”

He ran to the stove. The cookies were hard black rocks. “There must be something wrong with that recipe,” thought Fox as he dumped the cookies into the garbage can.

14 The water with the eggs was bubbling. Fox went back to the painting. *Let one color dry before starting the next color*, said the directions. But Fox didn’t have time for that. He painted all the number-three spaces sunset orange. When he had finished the threes, he painted the fours midnight black.

Fox looked at the clock and painted faster. When he had finished the fives, he stood back and looked at his picture. Something was wrong. All the colors were running together and becoming mud brown!

Fox smelled something burning again. He ran to the kitchen. The egg pan was dry. The eggs were turning black. Then he noticed the ice pops on the counter. “Oh no!” he said. “I forgot to put them in the freezer.”

Ding! Fox ran to open the door.

“I’m here,” said Bear cheerfully.

“Oh, dear—I mean, hello!” said Fox. He was trying to stand in front of the painting.

“What are you hiding?” Bear asked.

“Well, uh, it’s a surprise.” Fox moved away.

“It’s a picture of me!” said Bear. “A big brown bear.”

Fox looked at his painting. The beehive did sort of look like a big brown bear now.

“What a surprise!” said Bear, hugging his friend.

“Yes, it is,” said Fox. “And we’re having lemonade and bread-and-mayonnaise sandwiches for our lunch.”

“Sounds interesting,” said Bear.

Fox grinned. “I knew you’d like my cooking,” he said.

- A** How does Fox feel about Bear coming for lunch? Give three examples from the passage to support your answer.

Reading Item A Scoring Rubric—2012 Grade 3

Score	Description
4	The response tells how Fox feels about Bear coming for lunch and includes at least three examples for support.
3	The response tells how Fox feels about Bear coming for lunch and includes two examples for support.
2	The response tells how Fox feels about Bear coming for lunch and includes one example for support.
1	<p>The response tells how Fox feels about Bear coming for lunch but fails to provide an example for support.</p> <p style="text-align: center;">OR</p> <p>The response demonstrates minimal understanding of the question.</p>
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of "B" will be reported as "NA." (No attempt to answer the item. Score of "0" is assigned for the item.)

SCORE POINT: 4

The response explains how Fox feels about Bear coming for lunch (“exited – (Fox) wants to be a good host”) and gives three examples from the passage as support (“he wants to make lots of cookies for him and bear to share,” “he also wants to make egg salad sandwiches because they are bears favorite food,” and “fox wanted to make a paint by numbers for bear as a present”). The response demonstrates a thorough understanding of the task.

Fox feels very exited about bear coming to lunch and wants to be a good host. I know that because he wants to make lots of cookies for him and bear to share he also wants to make egg salad sandwiches because they are bears favorite food and fox wanted to make a paint by numbers for bear as a present.

SCORE POINT: 3

The response explains how Fox feels about Bear coming for lunch (“scared/nervous”) and gives two examples from the passage as support (“when bear walked in he held the painting behind his back. He did that because he messed up on it” and “he forgot to put the ice pops in the freezer”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

<p>1 Fox fills scared and nervous about bear coming.</p>	<p>1 One way I know that is because it said when bear walked in he held the painting behind his back. He did that because he messed up on it</p>
<p>2 Another way I know that is because he forgot to put the ice pops in the freezer.</p>	<p>2 The last way I know that is because he is 'was' messing up on every thing.</p>

SCORE POINT: 2

The response explains how Fox feels about Bear coming for lunch (“happy/glad”) and gives one example from the passage as support (“He was trying to make cookies it said ‘Double the cookies for more.’”). The response shows evidence of only a basic understanding of the task.

Fox feels happy and glad
 when Bear comes for lunch.
 1. At first, He was trying to make
 cookies, it said "Double the cookies
 for more."
 2 Then, his egg were Dryed and not Cook
 3 finally, his Ice Pops melted and
 His Panting was ruin.

SCORE POINT: 1

The response explains how Fox feels about Bear coming for lunch (“excited/worried/reulieved”). However there are no examples from the passage to support the response. The response provides evidence of minimal understanding.

A, fox feels excited about having
 bear over for lunch at first
 B, Then, fox feels worried.
 C, Finally, He feels reulieved

SCORE POINT: 0

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

Fox feel like eating the
Bear.

Fox feel like eating cookies
with him.

Fox Feel like Bear was
going to eat him.

Good Times

by Jean Patrick

Suppose you are at a football game. You're having a great time. What will you save?

- a) the football program
- b) the ticket stub
- c) the popcorn bag with the team's name

If you said "yes" to all three, you're a collector of ephemera.

Ephemera (E-FE-MEH-RAH) is a fancy name for paper items that are used only for a short time. There's no limit to what you can collect. If you take a trip, you can collect maps, postcards, brochures, campground passes, or even napkins from restaurants. If you go to a concert or a play, you can collect programs, tickets, and playbills.

Now What?

You've returned from your game, your trip, or wherever else you had a good time. You have a huge bag of ephemera that you've collected. How will you display your collection?

You'll need poster board, scissors, markers, and a glue stick (or glue). Next, dump all your ephemera on a table. Cut out pictures from brochures or programs. Cut out the names of museums or descriptions of exhibits. Clip sections from a road map.

Finally, glue everything on a poster board. If you have room, put a title on the top. You also can try these ideas:

- Outline your pictures, postcards, or ticket stubs with bright markers.
- Laminate your poster with plastic. (Most office stores can do this.)
- Glue small objects (rocks, shells, souvenir pencils) to your poster.
- When the glue is dry, attach a plastic hanger to the poster. Your collection can hang on the wall!

The Future

You can also save ephemera in a scrapbook. However, as time goes by, your paper pictures may fade or turn brown. The paper may also become brittle and turn to dust!

To prevent this, use “archival quality” (material that helps protect paper) scrapbook pages and supplies. (This is very important if you add photographs to your scrapbook.)

You can find scrapbook supplies at most craft stores. With proper care, you’ll have ephemera that lasts a long time!



An ephemera collection is a memory collection. This ephemera collection is ready to hang on a wall. Shea Patrick holds his ephemera collection.

- B** Name two places described in the passage where a person can collect ephemera. Describe one thing that could be collected from each place.

Reading Item B Scoring Rubric—2012 Grade 3

Score	Description
4	The response describes two places in the passage where a person can collect ephemera and describes one thing that can be collected from each place.
3	The response describes two places in the passage where a person can collect ephemera and describes one thing that can be collected from one of those places.
2	The response describes one place in the passage where a person can collect ephemera and describes one thing that can be collected from that place. OR The response describes two places in the passage where a person can collect ephemera.
1	The response describes one place in the passage where a person can collect ephemera. OR The response demonstrates minimal understanding of the question.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of "B" will be reported as "NA." (No attempt to answer the item. Score of "0" is assigned for the item.)

SCORE POINT: 4

The response names two places described in the passage where a person can collect ephemera (“football game” and “a play”) and gives an example of one thing that could be collected from each place (“popcorn bag with the team’s name on it” and “your tickets”). The response demonstrates a thorough understanding of the task.

(1) One place you can collect ephemera would be at a football game. Another place you could collect ephemera would be at a play.

(3) One thing that could be collect from a football game would be the popcorn bag with the team's name on it, and one thing that could be collect from a play would be your tickets.

SCORE POINT: 3

The response names two places described in the passage where a person can collect ephemera (“football game” and “a trip to South Dakota”) and gives an example of one thing that could be collected from one of the places (“a map” to support the trip). The response shows evidence of a general, but not a comprehensive, understanding of the task.

You could collect ephemera from a...
 football game, and the ephemera would be
 an autographed glove. You could collect
 ephemera from a... trip to South Dakota and
 the ephemera would be a map.

SCORE POINT: 2

The response names two places described in the passage where a person can collect ephemera (“football game” and “a trip”). However, the response does not include examples of things that could be collected from either of the places. The response shows evidence of only a basic understanding of the task.

I think one of the two places is a football game. Also, I think a trip that you have never been there before. From a football game you can collect some ephemera at a football game. From a trip that you have never been to you can collect some more ephemera and some shells, rocks, souvenir pencils.

SCORE POINT: 1

The response only names one place described in the passage where a person can collect ephemera (“a trip”) and does not include any examples of things that could be collected from that place. The response provides evidence of minimal understanding.

A trip is a place where a person can collect ephemera.

Brochures are a place where someone can collect ephemera.

You can collect sea shells from Brochures. When you go on a trip you can find museums.

SCORE POINT: 0

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

You can collect pirate swords from the bottom of the ocean. You can collect dinosaur bones from the big rock a sand. You can collect sea shells from the bottom of the ocean. You can collect human hair. You can collect shark teeth from the bottom of the ocean. You can collect war world guns. You can collect pets from the pound. You can collect markers from wallmart. You can collect a lot of thing. You can collect dead fish. You can collect hats from the store.

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—
2012 GRADE 3 AUGMENTED BENCHMARK EXAMINATION**

Content (C)

The Content domain includes the focusing, structuring, and elaborating that a writer does to construct an effective message for a reader. It is the creation of a product, the building of a composition intended to be read. The writer crafts his/her message for the reader by focusing on a central idea, providing elaboration of the central idea, and delivering the central idea and its elaboration in an organized text. Features are:

- Central idea
- Unity
- Elaboration
- Organization

Style (S)

The Style domain comprises those features that show the writer is purposefully shaping and controlling language to affect readers. This domain focuses on the vividness, specificity, and rhythm of the piece and the writer’s attitude and presence. Features are:

- Selected vocabulary
- Selected information
- Sentence variety
- Tone
- Voice

Sentence Formation (F)

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

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

Usage (U)

The Usage domain comprises the writer’s use of word-level features that cause written language to be acceptable and effective for standard discourse. Features are:

- Standard inflections
- Word meaning
- Agreement
- Conventions

Mechanics (M)

The Mechanics domain includes the system of symbols and cueing devices a writer uses to help readers make meaning. Features are:

- Capitalization
- Formatting
- Punctuation
- Spelling

This is one of the two writing prompts administered to all grade 3 students in April 2012.

Prompt

Read this sentence and write a story about what happened next.

One day a kangaroo hopped into my yard!

Now write a story about what happened next. Give enough detail so that your teacher will understand what happened when the kangaroo hopped into your yard.

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

The writer develops the central idea (a baby kangaroo in the yard) with details about the events of the day presented in chronological order. There is a logical progression of ideas, consistent point of view, and a skillful conclusion. Consistent control of Content features is demonstrated.

Style: 4

The writer’s use of specific and thoughtfully selected vocabulary (“hopping joyfully,” “offered,” “polite way”) and information (“somehow got in my treehouse,” “a little scary,” “visit every now and then”) create an excited, playful tone. The variety in sentence lengths and beginnings produces an interesting reading. The writer’s voice is very apparent. All features of Style are under this writer’s control.

Sentence Formation: 4

The writer demonstrates the ability to form a variety of compound and complex sentences. Expanding and embedding ideas using coordinating conjunctions and subordinate clauses (“It was a little scary, but I got over it,” “After the kangaroo let me ride, we hopped...”) are skillfully controlled.

Usage: 4

All features of Usage are consistently controlled. Agreement, inflections, conventions, and word choice are handled well. The writer does not display weaknesses in this domain.

Mechanics: 4

Capitalization, punctuation, spelling, and formatting are consistently controlled by this writer.

One sunny day in the summer, I looked out of my bedroom window, and what did I see? A baby kangaroo hopping joyfully outside in my yard! I laughed and laughed until I fell off my bed. Then I ran down stairs and outside into my treehouse. I started laughing again. I started laughing again because the kangaroo just jumped up and somehow got in my treehouse. It was a little scary, but I got over it. The kangaroo offered to let me ride on its back. I said "Yes" in a very polite way. After the kangaroo let me ride, we hopped up on the roof and then on my deck. Just then I noticed my cat looking at us from the kitchen window. She was jumping high, so high that she almost hit her head on the ceiling. Finally, a zoo keeper came by with a white suit on

and said "The baby kangaroo has to come back to the zoo now, but you can visit every now and then." So the next day that's just what I did!

WRITING SAMPLE RESPONSE 2

Content: 3

The writer adheres to the central idea of seeing the kangaroo in her yard. Beginning with a description of the kangaroo, the writer then moves to a narrative, but there are some details missing: why was she making a trail of cookies, where was the LOST KANGAROO sign and what did it say? When the reader has questions, it is a signal that the writer has not conveyed a complete message. However, the writing is unified and there is presence of closure. The writer’s control of Content features is reasonable.

Style: 3

The writer attempts to include vivid vocabulary and information selected to affect the reader but does not sustain this throughout the piece. There are missed opportunities to affect the reader. Descriptions of “the mess,” the attempts to lure the kangaroo back to the yard, and the cookie trail were necessary as part of the purposeful selection of information needed to achieve a more consistent style. The writer does create a tone of excitement. Style features are reasonably controlled.

Sentence Formation: 4

Although there are many sentences in this piece that should be combined, the writer does demonstrate the ability to construct more than simple sentences (“When I looked back she was gone,” “I tried to get her back but she was to big,” “I got some cookies and made a trail”). Despite an instance of incorrect word order (“The kangaroo scared me to death and my dog”), a contact run-on (“Geuss what it was to huge...”), and a fragment (“Or I would of been a dead girl walking”), the writer displays consistent, though not perfect, control of Sentence Formation features.

Usage: 4

Consistent control of Usage features is shown in this response. The writer uses the incorrect word in “I would of,” but displays correct inflections, agreement, and conventions in the rest of the essay.

Mechanics: 4

Despite several spelling errors, this writer skillfully controls the features of Mechanics. With so many opportunities to err in this domain, a few misspellings are not enough to lower the score.

One day a kangaroo hopped into my tiny backyard!
 The kangaroo scared me to death and my dog. The kangaroo
 was 6 feet tall. It had purple and blue stripes.
 It had vast feet! Guess what it was to huge
 for my back yard. I couldn't tell my mom
 about her. She would go nuts! I had to find
 a place for her to live. When I looked
 back she was gone! I went to go look for
 her. She was in my nabor's yard. Good thing
 he was asleep. Or I could of been a
 dead girl walking. The kangaroo made a mess
 in my nabor's yard. I tried to get her
 back but she was to big. I ran inside as
 fast as I could. I got some cookies and
 made a tril. When I was making the
 tril I found a shigh that said LOST
 KANGAROO. I brought her back to the
 zoo and got \$100 for finding her.
 The End

WRITING SAMPLE RESPONSE 3

Content: 2

Although this brief essay remains focused upon the idea of a kangaroo hopping into the backyard, very few details are given to elaborate the narrative. The minimal amount of information shared does not lend itself to any real demonstration of progression of ideas. The essay abruptly ends when the writer gives the kangaroo back to its mother. Inconsistent control of Content features is demonstrated.

Style: 2

The writer uses very basic vocabulary and general information which lead to a flat tone and dim voice. In addition, the over-coordinated sentences detract from Style. This response is an example of inconsistent control of Style features.

Sentence Formation: 1

The writer fails to construct a single accurate sentence, which demonstrates no control of Sentence Formation features.

Usage: 3

The student makes several errors in Usage (“seen,” “feid,” for “me and my mom,” “he’s”). There are also many displays of appropriate Usage. However, the errors in this brief essay demonstrate that the writer has a weakness in this domain.

Mechanics: 2

Capitalization, punctuation, spelling, and formatting errors lead to the determination of a “2” in Mechanics. The brief demonstration of writing makes a few errors more significant than in a longer demonstration where more opportunities to assess the writer’s skill are displayed.

one day a kangaroo hopped into my yard
me and my mom seen it we ~~and when~~ outside
and the kangaroo hopped to us and when
I tried to pick it up it hopped in my hands
and i feid it ~~and~~ he's mother came and i gave
her baby kangaroo back and told her what
i did.

MATH RESPONSES

- A** Mary Ellen has 8 packs of beads. Four packs contain 100 beads each. Three packs contain 10 beads each. One pack has only 5 beads left in it.
1. How many beads does Mary Ellen have in all? Explain your answer using words and/or numbers.
 2. Mary Ellen’s aunt plans to give her 4 packs of beads for her birthday. Two packs contain 100 beads each, and 2 packs contain 10 beads each. After her aunt gives her the new beads, how many beads will Mary Ellen have in all? Explain your answer using words and/or numbers.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Math Item A Scoring Rubric—2012 Grade 3
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Score	Description
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank – No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SOLUTION AND SCORING

Part	Points
1	<p>2 points possible:</p> <p>1 point: Correct answer: 435</p> <p>AND</p> <p>1 point: Correct and complete procedure shown and/or explained. <i>Work may contain a calculation or copy error.</i> Give credit for the following or equivalent: <ul style="list-style-type: none"> • $100 + 100 + 100 + 100 + 10 + 10 + 10 + 5 = \#$ • $400 + 30 + 5 = 435$ • “I added 4 (100’s), 3 (10’s) and 5(1’s) to get my answer.” </p>
2	<p>2 points possible:</p> <p>1 point: Correct answer: 655 (or correct answer based on incorrect answer in Part 1)</p> <p>AND</p> <p>1 point: Correct and complete procedure shown and/or explained. <i>Work may contain a calculation or copy error.</i> Give credit for the following or equivalent: <ul style="list-style-type: none"> • $435 + 100 + 100 + 10 + 10 = 655$ • $435 + 220 = \#$ • “She already had 435 beads. If she adds 220 more beads, she will have 655 beads.” • “I added my answer in Part 1 to 220 to get the # of beads she has now.” </p>

SCORE: 4

Part 1		Points
Correct answer:	435	1
Correct procedure:	$100 + 100 + 100 + 100 + 10 + 10 + 10 + 5 =$	1
Part 2		Points
Correct answer:	655 beads in all	1
Correct procedure:	$435 + 100 + 100 + 10 + 10 =$	1
Total Points		4

①

$$\begin{array}{r}
 100 \\
 100 \\
 100 \\
 100 \\
 + 10 \\
 + 10 \\
 + 10 \\
 + 5 \\
 \hline
 435
 \end{array}$$

435 beads in all

②

$$\begin{array}{r}
 435 \\
 100 \\
 100 \\
 + 10 \\
 + 10 \\
 \hline
 655
 \end{array}$$

655 beads in all

SCORE: 3

<u>Part 1</u>		Points
Correct answer:	435 beads	1
Missing procedure:		-
<u>Part 2</u>		Points
Correct answer:	655	1
Correct procedure:	$220 + 435 =$	1
Total Points		3

1. 435 beads

$$\begin{array}{r}
 2. 655 \quad 220 \\
 + 435 \\
 \hline
 655
 \end{array}$$

SCORE: 2

<u>Part 1</u>		Points
Correct answer:	Mary has 435 beads in all.	1
Missing procedure:		-

<u>Part 2</u>		Points
Correct answer:	...655 beads in all.	1
Missing procedure:		-
Total Points		2

Mary Ellen has 435 beads in all.
 After Mary Ellen's Birthday Mary Ellen will have 655 beads in all.

SCORE: 1

<u>Part 1</u>		Points
Correct answer:	... 435 beads	1
Missing procedure:		-
<u>Part 2</u>		Points
Incorrect answer:	... 220 beads	-
Missing procedure:		-
Total Points		1

1. Mary Ellen only has 435 beads in all.

2. After Mary Ellen's Aunt gave her 4 packs of beads she has 220 beads in all.

SCORE: 0

<u>Part 1</u>		Points
Incorrect answer:	12,000	-
Incorrect procedure:	$100 \times 4 = 400, 400 \times 3 =$	-
<u>Part 2</u>		Points
Incorrect answer:	16,000	-
Incorrect procedure:	$12,000 + 4,000 =$	-
Total Points		0

$$\begin{array}{r}
 1. \quad 100 \\
 \times 4 \\
 \hline
 400 \\
 \times 3 \\
 \hline
 12,000
 \end{array}$$

$$\begin{array}{r}
 2. \quad 12,000 \\
 + 4,000 \\
 \hline
 16,000
 \end{array}$$

1. Mary has 12,000 beads in all.
 2. Once Mary Ellen's aunt gives her some beads she will have 16,000 beads in all.

- B** Jed is training for a race. He ran 3 miles a day for 11 days.
1. Write a number sentence to find the total number of miles Jed ran. Solve your number sentence.
 2. Jed’s friend, Pilar, is training for the same race. She ran 2 miles a day for 18 days. Write a number sentence to find the total number of miles Pilar ran.
 3. Write a number sentence using $<$, $>$, or $=$ to compare the number of miles Jed and Pilar ran.

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

Math Item B Scoring Rubric—2012 Grade 3
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Score	Description
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank – No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SOLUTION AND SCORING

Part	Points
1	<p>2 points possible:</p> <p>1 point: Correct number sentence. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $3 \times 11 =$ • $11 + 11 + 11 =$ <p>AND</p> <p>1 point: Correct solution. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • 33 (miles)
2	<p>1 point possible:</p> <p>1 point: Correct number sentence that correctly determines the total number of miles Pilar ran. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $2 \times 18 = 36$ • $18 + 18 = 36$
3	<p>1 point possible:</p> <p>1 point: Correct number sentence comparing the number of miles Jed and Pilar ran. <i>May be based on an incorrect Part 1, incorrect Part 2, or both.</i> Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $33 < 36$ • $36 > 33$ • $2 \times 18 > 3 \times 11$ • Jed 33 < Pilar 36

SCORE: 4

<u>Part 1</u>		Points
Correct number sentences:	$3 \times 11 =$, or $11 + 11 + 11 =$	1
Correct solution:	33	1
<u>Part 2</u>		Points
Correct number sentence:	$2 \times 18 = 36$	1
<u>Part 3</u>		Points
Correct number sentence:	$36 > 33$	1
Total Points		4

- ① Jed ran 33 miles in all.
 $3 \times 11 = 33$, or $11 + 11 + 11 = 33$.
- ② If you do $2 \times 18 = 36$. You could also do $18 + 18$ to get your answer. Jed's friend did 36 miles.
- ③ Jed ran 33 miles and Jed's friend did 36 miles. 36 is greater than 33.
 $36 > 33$
 ↖ Means greater than.

SCORE: 3

<u>Part 1</u>		Points
Correct number sentence:	$3 \times 11 =$	1
Correct solution:	33 miles	1
<u>Part 2</u>		Points
Correct number sentence:	$2 \times 18 = 36$	1
<u>Part 3</u>		Points
Incorrect number sentence:	$3 \times 12 < 2 \times 18$	-
Total Points		3

① $3 \times 11 = 33 \text{ miles}$

② $2 \times 18 = 36 \text{ miles}$

③ $3 \times 12 < 2 \times 18$

SCORE: 2

<u>Part 1</u>		Points
Incorrect number sentence:	$35 \times 3 - 105$	-
Incorrect solution:	... 105 miles.	-
<u>Part 2</u>		Points
Correct number sentence:	$2 \times 18 = 36$	1
<u>Part 3</u>		Points
Correct number sentence: (based on Part 1)	$105 > 36$	1
Total Points		2

① The total is 105 miles. Jed runs 105 miles for all day. $35 \times 3 = 105$

② $2 \times 18 = 36$ Pilar ran 36 miles for 18 days

③ Jed ran more miles than Pilar. $105 > 36$.

SCORE: 1

<u>Part 1</u>		Points
Incorrect number sentences:	I add all up...	-
Correct solution:	33	1
<u>Part 2</u>		Points
Incorrect number sentence:	I add all up 36	-
<u>Part 3</u>		Points
Incorrect number sentence:	$33 > 36$	-
Total Points		1

1. I add all up 33
2. I add all up 36
3. I set my thinking skills 33 > 36

SCORE: 0

Part 1		Points
Incorrect number sentences:	$11 + 3 =$	-
Incorrect solution:	14	-
Part 2		Points
Incorrect number sentence:	$18 + 2 = 20$	-
Part 3		Points
Incorrect number sentence: (based on Parts 1 & 2)	$11 < 14$	-
Total Points		0

1. $11 + 3 = 14$

$$\begin{array}{r} 11 \\ + 3 \\ \hline 14 \end{array}$$

2. $18 + 2 = 20$

$$\begin{array}{r} 18 \\ + 2 \\ \hline 20 \end{array}$$

3. $11 < 14$

C The clock below shows the time that Maya’s violin lesson began.



1. What time was it when Maya’s violin lesson began? Explain your answer using words, numbers, and/or pictures.
2. Maya’s violin lesson lasted for 30 minutes. What time was it when Maya’s lesson ended? Explain your answer using words, numbers, and/or pictures.
3. Maya told her dad to pick her up from her lesson at a quarter after the hour. Explain whether Maya told her dad the correct time. Explain your answer using words, numbers, and/or pictures.

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

Math Item C Scoring Rubric—2012 Grade 3
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Score	Description
4	The student earns 5 points. The response contains no incorrect work.
3	The student earns 3 - 4 points.
2	The student earns 1½ - 2½ points.
1	The student earns ½ - 1 point, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank – No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SOLUTION AND SCORING

Part	Points
1	<p>2 points possible:</p> <p>1 point: Correct answer. Give credit to the following or equivalent:</p> <ul style="list-style-type: none"> • 10:15 <p>AND</p> <p>1 point: Correct explanation. Give credit to the following or equivalent:</p> <ul style="list-style-type: none"> • The short hand is at the hour hand...it represents the hour, which is pointing at the 10. The long hand is the minute hand...it represents the minutes...it is pointing at the 3 which represents 15 minutes. <p>OR</p> <p>1 point: Correct explanation with arithmetic or minor procedural error.</p>

MATH ITEM C—2012 GRADE 3

Part	Points
2	<p>2 points possible:</p> <p>1 point: Correct answer. <i>Answer can be based on an incorrect Part 1</i> Give credit to the following or equivalent:</p> <ul style="list-style-type: none"> • 10:45 <p>AND</p> <p>1 point: Correct explanation. <i>(can be based on incorrect Part 1)</i></p> <ul style="list-style-type: none"> • $10:15 + 30 = 10:45$ <p>OR</p> <p>1 point: Correct explanation with arithmetic or minor procedural error.</p>
3	<p>1 point possible:</p> <p>1 point: Correct explanation. Give credit to the following or equivalent:</p> <ul style="list-style-type: none"> • Maya was not correct in her description. 10:45 is a quarter until 11:00 or 10:45. Her father will be there at 11:15...she will have to wait until 11:15, which is a half hour after she got out of the violin practice. <p>OR</p> <p>½ point: Evidence of a correct explanation based on an incorrect answer in Part 1.</p>

SCORE: 4

<u>Part 1</u>		Points
Correct answer:	10:15	1
Correct explanation:	because the hour hand is by the 10 and the minute hand is on the 3, which means 15 min	1
<u>Part 2</u>		Points
Correct answer:	10:45	1
Correct explanation:	because if you skip count by 5 from 10:15 and count to 30, you land on 10:45	1
<u>Part 3</u>		Points
Correct explanation:	Maya told her dad the wrong time because she said a quarter after the hour but her lesson ends at 10:45, a quarter before the hour	1
Total Points		5

① Maya's lesson began at 10:15 because the hour hand is by the 10 and the minute hand is on the 3, which means 15 min.

② Maya's lesson ended at 10:45 because if you skip count by 5 from 10:15 and count to 30, you land on 10:45.

③ Maya told her dad the wrong time because she said a quarter after the hour but her lesson ends at 10:45, a quarter before the hour.

SCORE: 3

Part 1		Points
Correct answer:	...ten 15...	1
Correct explanation:	"ten" points to 10 on the clock display and "5,10,15" to the 1, 2, and 3 on the display	1

Part 2		Points
Correct answer:	10:45	1
Correct explanation:	10:15 + 30 =	1

Part 3		Points
Incorrect explanation:	Maya didn't tell her dad the rite time, because it was sespoast to be a half after the hour.	-
Total Points		4

①

It was ten 15 when Maya's violin lesson began.

② 10:15 + 30 = 10:45 Maya's lesson ended 10:45.

③ Maya didn't tell her dad the rite time, because it was sespoast to be a half after the hour.

SCORE: 2

<u>Part 1</u>		Points
Correct answer:	...10:15	1
Missing explanation:		-
<u>Part 2</u>		Points
Correct answer:	... 10:45	1
Missing explanation:		-
<u>Part 3</u>		Points
Incomplete explanation:	Maya told her dad the wrong time because the clas ended at 10:45	-
Total Points		2

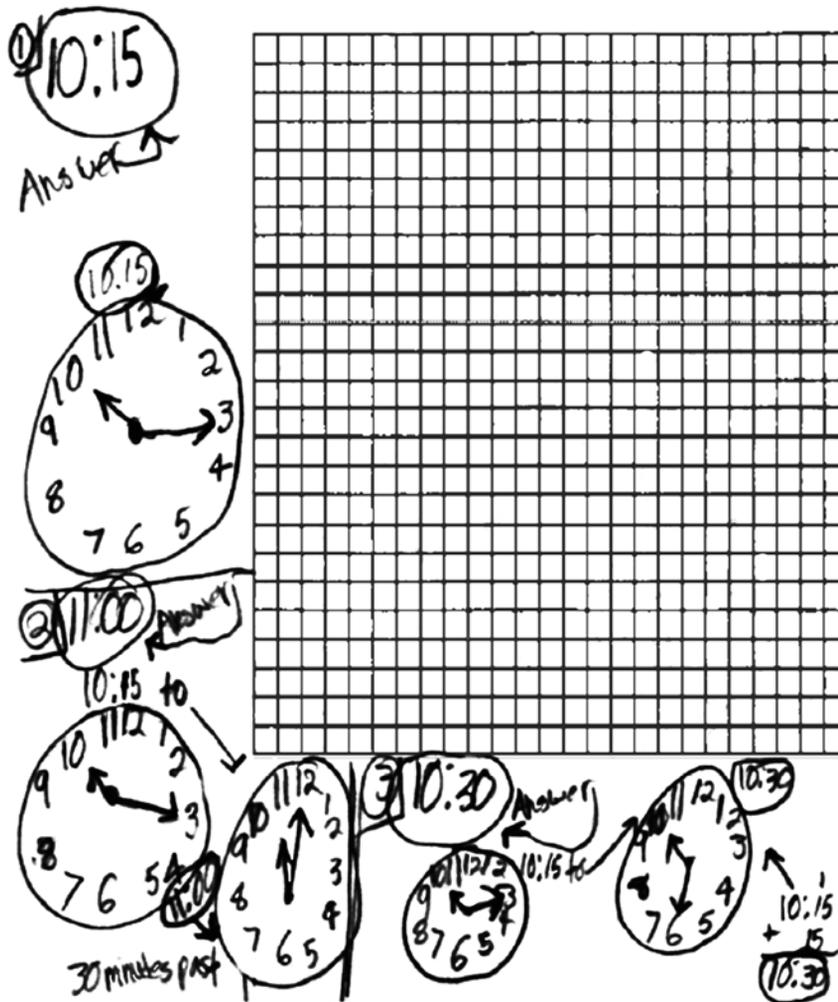
1. Maya's lesson began at 10:15

2. Maya's lesson ended at 10:45

3. Maya told her dad the wrong time because the clas ended at 10:45

SCORE: 1

Part 1		Points
Correct answer:	10:15	1
Incomplete explanation:	<i>The clock display from the prompt is redrawn.</i>	-
Part 2		Points
Incorrect answer:	11:00	-
Incorrect explanation:	<i>The original display and a clock display showing 11:00 are drawn</i>	-
Part 3		Points
Incorrect explanation:	10:30 ... $10:15 + 15 = 10:30$	-
Total Points		1



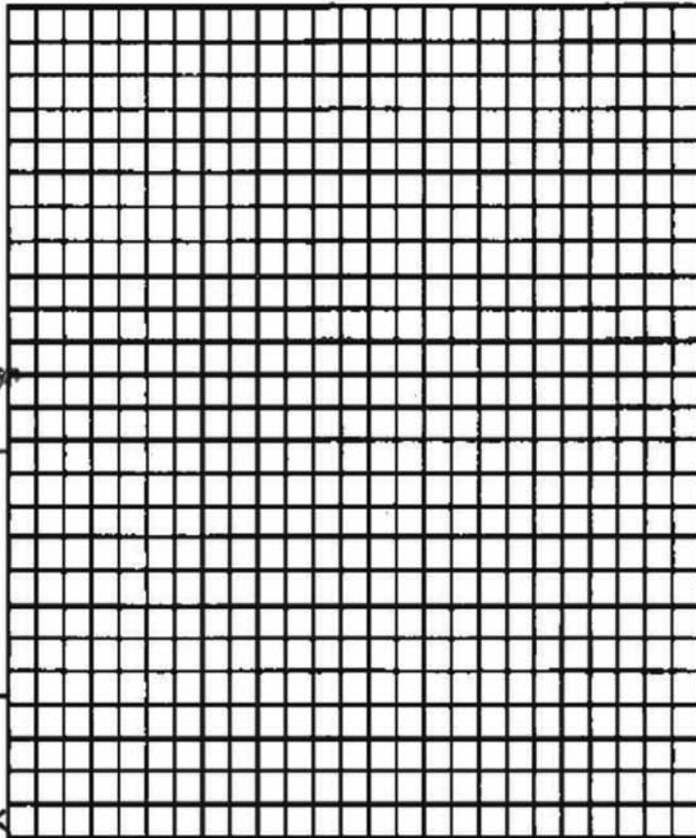
SCORE: 0

<u>Part 1</u>		Points
Incorrect answer:	...10:04...	-
Incorrect explanation:	Maya live home at 10:03 her lesson start 10:04 because she live home at 10:03 so that we her lesson at 10:03	-
<u>Part 2</u>		Points
Incorrect answer:	10:17	-
Missing explanation:		-
<u>Part 3</u>		Points
Incorrect explanation:	Yes Maya told her Dad to pick her up at the right time She will get home at 11:32	-
Total Points		0

① Maya live home at 10:03 her lesson start 10:04 because she live home at 10:03 so that we her lesson at 10:03

② Maya live her lesson at 10:17

③ Yes Maya told her Dad to pick her up at the right time She will get home at 11:32



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