



Arkansas Comprehensive Testing, Assessment, and Accountability Program

TEACHER HANDBOOK

AUGMENTED BENCHMARK EXAMINATION GRADE 4

APRIL 2012 ADMINISTRATION

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Arkansas Department of Education

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INTRODUCTION—2012 GRADE 4 AUGMENTED BENCHMARK EXAMINATION

The Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) includes an Augmented Benchmark Examination for grade 4 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, fourth-grade students participated in the *Grade 4 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 4 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 4 Augmented Benchmark Examination* are developed with the assistance and approval of Content Advisory Committees. All passages and items on the *Grade 4 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 4 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 4 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 4 Augmented Benchmark Examination*.

READING RESPONSES

Sierra's Triathlon*

by Sue Mozena

It wasn't as if I had plans. But if I did, they wouldn't be to watch my little brother, Spence, and three of his buddies.

"Just give the boys a snack after school. I'll be home in time to handle the sleepover." That's what Mom had said this morning.

I was making peanut-butter-and-jelly sandwiches when the phone rang.

Now Mom was saying, "Sierra, the meeting is taking longer than I thought. Just let them play soccer in the backyard."

The boardroom in Mom's office building must not have windows. Otherwise she would have known that it was pouring down rain.

If only I could turn Spence and his friends into ducks and send them out anyway. Actually, they'd probably *want* to play soccer in the rain. I needed a plan.

First, I hid the soccer ball before Spence decided to play with it in the house.

Next, I needed some kind of entertainment to help them burn up their peanut-butter-and-jelly energy. No way were they going to sit still for a board game.

Hmmm. Maybe I *could* turn them into ducks.

"Mom will be mad that you're moving the furniture," Spence pointed out as I pushed a chair to the edge of the carpet.

"I'm just making room for the arena," I said.

"Yeah, right," Spence said. He wasn't buying my air of mystery.

But his three friends seemed interested.

"What's the arena for?" Danny asked.

"The Duck Derby." I moved a lamp to a safe corner.

Spence rolled his eyes. "We don't have any ducks."

"Sure we do," I said. "Ben, say *quack*."

Ben showed me his best duck impression, flapping elbow wings and all.

"Congratulations," I said to him. "You're a duck."

* a race that includes racing, swimming, and running

Danny and Kevin began quacking and flapping, too. They were definitely eager to compete.

Spence seemed annoyed that his friends were playing along, but that didn't stop him from wanting to be in the derby.

"The rules are simple," I said. "Squat and grab your ankles, then waddle around the arena as fast as you can. Whoever goes longest without tipping over wins."

"What does the winner get?" asked Kevin.

24 Uh-oh. "It's a surprise," I said. *Even to me*, I thought.

Danny managed four squat-steps, then turned too fast and tipped over. If the others had his luck, this derby would end way too soon.

"Don't worry, Danny," I said.

"That's only one strike. It takes three to put a duck out of the game."

"You didn't tell us that before," Spence griped.

"Everybody knows three strikes and you're out," Ben bragged, nudging Spence. This made Ben lose his balance, and he rolled onto the floor. The boys started laughing and kept going.

I watched the front door while the boys duck-jogged around the arena. They tried to stay clear of one another, but they bumped shoulders constantly, giggling if they didn't fall over, groaning if they did.

"That's two, Spence. One more and you're gone!" claimed Ben.

"Kevin's out! Kevin's out!" Danny crowed.

The derby was winding up pretty fast, and there was no sign of Mom. I had to come up with a prize—or maybe another event.

Ben was the last duck standing. Before he stopped celebrating, I yelled, "Spider Sprint!"

All four boys promptly sat on the floor, then lifted themselves, stomachs up, on their hands and feet. Even Spence didn't question me this time.

"Go down the hallway into the kitchen, left into the family room, left again through the living room, and back into the hallway," I said. "The spider who completes three loops first is the champ."

The boys took off. Just as I started feeling good about my keeping-them-entertained plot, they finished their first loop. Who would think seven-year-olds could move so fast, upside down and on all fours?

I needed a third event—quickly.

After Kevin claimed his victory, I gave each boy five pairs of rolled-up socks. Even though the socks were clean, Spence dubbed the game Stink Dodge.

"All legal strikes must be on the back and below the neck," I ruled. "Stay inside the arena. Balls that go out of bounds stay there." I hoped that would keep the boys from throwing too wildly. "And *five* strikes before anyone is out!" This game had to last.



Though the socks didn't melt and the boys didn't get cold, Stink Dodge was looking a lot like a snowball fight. Keeping score took all my concentration, which is why I didn't notice when Mom came in.

"Pizza!" she called, and all my dodging spider-ducks hurried over to her.

"Great prize!" said Kevin, biting into a huge slice of pizza.

The next time Spence has a sleepover, I hope Mom's meeting ends as scheduled. But if it doesn't, I can handle things. I wonder how the boys would feel about a Crazy Caterpillar Crawl.

- A** How did Sierra keep the boys entertained? Use at least three details from the passage to support your answer.

Reading Item A Scoring Rubric—2012 Grade 4

| Score | Description |
|-------|---|
| 4 | The response tells how Sierra kept the boys entertained and uses three details from the passage in support. |
| 3 | The response tells how Sierra kept the boys entertained and uses two details from the passage in support. |
| 2 | The response tells how Sierra kept the boys entertained and uses one detail from the passage in support. OR The response gives at least two details from the passage but does not tell how Sierra kept the boys entertained. |
| 1 | The response tells how Sierra kept the boys entertained. OR The response gives one detail but does not tell how Sierra kept the boys entertained. 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 explains how Sierra keeps the boys entertained (“she had them to Have a Duck Derby”) and gives at least three details as support (“‘The rules are simple,’ I said, ‘Squat and grab your ankles, then waddle around the arena as fast as you can,’” “They tried to stay clear of one another, but they bumped shoulders constantly giggling if they didn’t fall over, groaning if they did,” and Ben was the last one standing”). The response demonstrates a thorough understanding of the task.

1. Sierra keep them entertained because she had them to Have a Duck Derby. The rules are simple, "I said, "Squat and grab your ankles, then waddle around the arena as fast as you can. They tried to stay clear of one another, but they bumped shoulders constantly giggling if they didn't fall over, groaning if they did. Ben was the last one standing.

SCORE POINT: 3

The response explains how Sierra keeps the boys entertained (“by letting them play games”) and gives two details as support (“she made them an arena to be ducks” and “she made them play spider sprint”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

Sierra entertained the boys by letting them play games my 3 examples are.....

1. let them play soccer in the back yard

2. She made them an arena to be ducks

3. An she made them play spider sprint

SCORE POINT: 2

The response does not explain how Sierra keeps the boys entertained, but gives three details as support (“she turned the boys into ducks,” “she made them crawl like creepy creatures all around the house,” and “she made them throw socks at each other”). The response shows evidence of only a basic understanding of the task.

1.) First, she turned the boys into ducks. Second, she made them crawl like creepy creatures all around the house. Third, she made them throw socks at each other, then mom came with the pizza to eat for supper.

SCORE POINT: 1

The response gives one detail (“All four boys Promptly sat on the floor, then Lifted themselves, stomach up, on their hands and feet”) but does not specifically explain how Sierra keeps the boys entertained. The response provides evidence of minimal understanding.

1. The three details about how Sierra keep the boys entertained are...
that first, I hid the soccer ball before spence dicided to play with it in the house.
Next, Sierra needed some kind of entertainment to help them burn down UP their Peanut butter- and Jelly Energy.
Now Sierra mom was saying, "Sierra, the meeting is taking to longer than I thought just let them play soccer in the backyard." That's how Sierra entertained the boys.
All four boys Promptly sat on the floor, then Lifted themselves, Stomach up, On their hands' and feet.

SCORE POINT: 0

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

- ① She kept them entertained by taking them outside in the snow
- ② She gave them some socks so they feet would not get cold in the snow.
- ③ She gave them some pizza to eat so they won't be Hungry and starving.

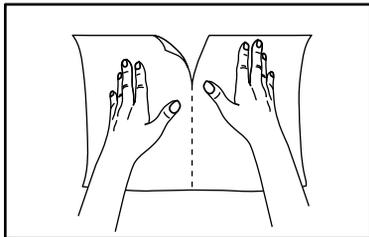
WING IT!

by Peter Price

What keeps an airplane up in the air? This experiment will show you.

How to Do It

1. Take a thin sheet of paper—like a page from a notebook—and fold down the top edge to make a strip about four inches wide. Make the crease sharp so the strip will tear off easily. Then tear it off.



2. With your thumbs and fingertips, hold one end of the strip flat and level, right under your lower lip. The free end will hang like a tongue.



3. Now, blow straight out, steadily and hard. You'd think the paper would press against your chin, but instead, the droopy end of the paper actually rises!



Why It Works

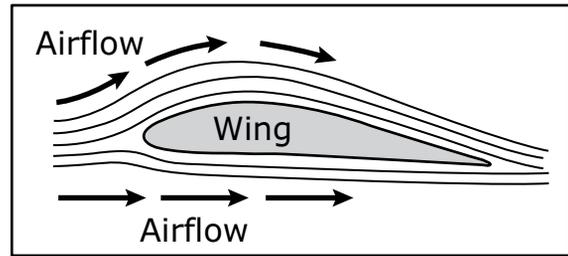
When air speeds up to form a moving airstream, it pushes with lower pressure on whatever surrounds it. The airstream you create above the paper has less pressure than the still air underneath. The paper is lifted by the push of the greater air pressure underneath.

If you could cut across an airplane's wing, you'd see that the top surface bulges. It curves steeply up and then gently down to the back edge. The

bottom is much flatter. When the plane moves forward, air meeting the front edge of the wing splits into two streams. Because of the bulge, the air going over the top has to travel a greater distance, and it speeds up to rejoin the air that has passed across the bottom.

What about the airplane?

From your experiment you already know what happens. The faster airstream rushing over the top has less pressure. Just like your paper strip, the wing—and the whole airplane—is “lifted.” (Your piece of paper may flap a bit, but that’s only because it isn’t as stiff as an airplane’s wing.)



The air you puff out lowers the pressure enough to lift up a piece of paper. So imagine the enormous “lift” that develops when a plane races along at more than five hundred miles an hour, and tons of air every second flow over and under the huge wings.

- B** Explain why “*WING IT!*” is or is not a good title for the passage. Use three details from the passage to support your answer.

Reading Item B Scoring Rubric—2012 Grade 4

| Score | Description |
|-------|--|
| 4 | The response explains why “ <i>WING IT!</i> ” is or is not a good title for the passage and provides three accurate and relevant details from the passage explaining why. |
| 3 | The response explains why “ <i>WING IT!</i> ” is or is not a good title for the passage and provides two accurate and relevant details from the passage explaining why. |
| 2 | The response explains why “ <i>WING IT!</i> ” is or is not a good title for the passage and provides one accurate and relevant detail from the passage explaining why. OR The response states whether “ <i>WING IT!</i> ” is or is not a good title for the passage and provides at least two related details from the passage. |
| 1 | The response explains why “ <i>WING IT!</i> ” is or is not a good title for the passage but does not provide any details from the passage explaining why. 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 explains why “WING IT!” is not a good title for the passage (“because it talks about air pressure. And how to make a paper airplane fly.”) and uses three details as support (“Air you puff out lowers the pressure enough to lift a piece of paper,” “The faster air stream rushing over the top has less pressure,” and “When the plane moves forward, air meeting the front edge of the wing splits into two streams”). The response demonstrates a thorough understanding of the task.

“WING IT!” is not a good title because it talks about air pressure. And how to make a paper airplane fly. (Here’s one detail) Air you puff out lowers the pressure enough to lift a piece of paper. (2nd detail) The faster air stream rushing over the top has less pressure. (3rd detail) When the plane moves forward, air meeting the front edge of the wing splits into two streams.

SCORE POINT: 3

The response explains why “*WING IT!*” is a good title for the passage (“Wing it is a good name for the passage because it is talking about air plane wings.”) and uses two details as support (“At more than five hundred miles an hour, and tons of air every second flow over and under the huge wings.” and “Just like your paper strip, the wing – and the whole airplane – is ‘lifted.’”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

I think Wing it is a good name for the passage because it is talking about air plane wings.

At more than five hundred miles an hour, and tons of air every second flow over and under the huge wings.

Just like your paper strip, the Wing- and the whole airplane - is “lifted.”

SCORE POINT: 2

The response provides an opinion that “*WING IT!*” is a good title for the passage (“It is a good title”), but does not explain why. However, the response uses three details as support (“It says when air speeds up to form a moving airstream, it pushes with lower pressure on whatever surrounds it,” “The air you puff out lowers the pressure enough to lift a piece of paper,” and “The faster airstream rushing over the top has less pressure”). The response shows evidence of only a basic understanding of the task.

It is a good title. It says when air speeds up to form a moving airstream, it pushes with lower pressure on whatever surrounds it. The air you puff out lowers the pressure enough to lift a piece of paper. The faster airstream rushing over the top has less pressure.

SCORE POINT: 1

The response explains why “*WING IT!*” is not a good title for the passage (“it doesn’t go with a passage that explains how airplanes stay in the air. Also the name only goes with one part of the passage. Last the name Wing It usually means you will improvise”). However, there are no details used as support. The response provides evidence of minimal understanding.

“Wing It” is not a good name for the passage because it doesn’t go with a passage that explains how air planes stay in the air. Also the name only goes with one part of the passage. Last the name Wing It usually means you will improvise.

SCORE POINT: 0

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

Because, It' a sheet of Paper
that you is wetting with
your Mouth.

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 4 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

WRITING PROMPT—2012 GRADE 4

This is one of the two writing prompts administered to all grade 4 students in April 2012.

Prompt

Your school principal has asked students for ideas about how to make the playground more fun.

Before you begin to write, think about ways to make the playground a more fun place to play.

Now write about how to make the playground more fun. Be sure to give enough detail so that the principal will understand.

WRITER'S CHECKLIST

- | | |
|--|---|
| <p>1. Look at the ideas in your response.</p> <ul style="list-style-type: none"><input type="checkbox"/> Have you focused on one main idea?<input type="checkbox"/> Have you used enough detail to explain yourself?<input type="checkbox"/> Have you put your thoughts in order?<input type="checkbox"/> Can others understand what you are saying? | <p><input type="checkbox"/> Are your sentences alike? (Hint: Use different kinds of sentences.)</p> |
| <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.) | <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 student opens the essay with the idea that making the playground more fun requires it to be “very, very big” and “the bigger the better.” This is followed by detailed, even development about the additions needed for each part of the playground. There is a clear progression as the writer leads us geographically through the playground. The writer does close the piece by indicating that “this will be a very fun playground” and that this is a summary of his/her ideas. This writer has demonstrated consistent control of Content features.

Style: 4

Specific details about the items needed to improve the playground create vivid images for the reader. In addition, we get a picture of the writer when reasons are included for these choices (“It’s fun when it’s bumpy” and “Wood gives you splinters”). The consistent and sustained use of selected vocabulary and information, appropriate tone, and display of voice all contribute to a score of “4” in Style.

Sentence Formation: 4

Consistent and accurate construction of a variety of simple, compound, and more complex sentences is demonstrated in this essay. An omission of a single word at the beginning of the essay (“My ideas on how to make the more fun...”) does not prevent this essay from achieving a “4” in Sentence Formation.

Usage: 4

Highly accurate use of inflections, tenses, agreement, and conventions indicate this student has consistent control of Usage.

Mechanics: 4

In this essay, the student demonstrates consistent control of capitalization, punctuation, formatting, and spelling. A few spelling errors (“ther,” “shovles,” and “soccor”) do not affect the score. Perfection is not required for a “4.”

My Ideas On How To Make The Playground More Fun

My ideas on how to make the more fun is to make it very very big. The bigger the better. You should have atleast three slides. One should be a regular slide. It has to be very big. Another slide should be a curly slide. It should be long and curly. The last slide has to be bumpy. It's fun when it's bumpy.

Leading to the slides should be a tower. To go up to the tower ther should be ropes, nets, and stairs. At the bottom there should be a one rope, and one net. You could climb up those or you could take the stairs to the top.

Right next to the tower with slides should be a swing set. The swing set will be red and blue and it should have three swings on it. It should be long.

Next to the swing set should be a huge sand box. There should be shovles and pails in it so the kids can make sand castles.

Nex to that should be see saws. the seesaws have to be red. They should be made out of metal. Wood gives you splinters. There should be three

seesaws in that area.

Next to that there should be a monkey bar set. It should be blue. In it there should be monkey bars, weeners, balance beams, and uneven bars. Remember they have to be made out of metal not wood.

All around those playground sets (the seesaws, swing sets, sandbox, monkey bars, and the tower with slides) should be a field where everyone can play soccer, jump rope, play basketball, football, and whatever they like.

I am sure this will be a very fun playground if you make it. This is my playground idea.

WRITING SAMPLE RESPONSE 2

Content: 3

This essay focuses on three improvements the writer would like to make the playground “more fun.” Some elaboration is provided detailing what the improvements should be and why they are needed. The student provides transitions between ideas, as well as an introduction and conclusion, to demonstrate the clear organization and progression of ideas. While more elaboration would be desirable for a higher score, this is a reasonable demonstration of Content features.

Style: 3

The selection of details in this essay is somewhat uneven. As the essay progresses, the reader is provided with more details and a greater demonstration of voice. The tone is appropriate for the task, and the variety of sentence structures makes this more interesting to read. However, the slightly uneven nature of the selected details and a voice that occasionally fades when more general information is used make this essay more reasonable than consistent in its demonstration of Style.

Sentence Formation: 4

Despite one run-on sentence, the student consistently demonstrates the ability to form age-appropriate sentences. (The occasional missed periods are actually part of the Mechanics domain as the writer has indicated the start of new sentences with capital letters.)

Usage: 4

Consistent control of all features of Usage, including inflections, tense, and agreement, is demonstrated in this essay.

Mechanics: 4

As noted earlier in the Sentence Formation annotation, there are some missed periods which are errors in Mechanics. Because the control of spelling, capitalization, and formatting is highly accurate, the essay is still considered to be consistently controlled in this domain.

I think the playground is already fun but I have some ideas to make it more fun.

I think there should be more slides. I think that because I'm kind of getting tired of the old ones.

I also think there should be some more room to play. People are always pushing and shoving their way through. Sometimes they hurt you.

This is a crazy idea and I know we already have one but I want a built in basketball court in the playground that way some people could play on the old one and some on the new one.

Well those are my ideas to make the playground more fun.

WRITING SAMPLE RESPONSE 3

Content: 2

Most of this essay is composed of a brief list of items the student would like to see added to the playground with no real development offered for any of the ideas presented. The essay does stay focused on the playground but the lack of elaboration prevents a higher score.

Style: 2

The student’s voice emerges in a few instances where the student employs more vivid vocabulary and descriptive information (“suily slids” and “run and play untile our heads explod”), but most of this brief essay is just a list of general items for the playground. It is a demonstration of inconsistent control of Style features.

Sentence Formation: 3

Although the sentences are well-written, they are primarily simple constructions. In addition, there is a fragment (“So we can run and play untile our heads explod”), and the second sentence contains an unnecessary word, “and.” An accurate demonstration of more complex sentences would be required to attain a higher score.

Usage: 4

The student displays strong control of all features of Usage including inflections, tenses, agreement, and standard language conventions.

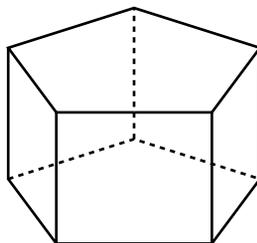
Mechanics: 2

This brief writing sample contains many spelling errors (“frist,” “biger,” “nobity”). The density of spelling errors given the amount of writing makes this inconsistent with what is expected for this domain and is scored as a “2.”

I think that this is what we need on our play grounds. First, we need a bigger Kickball field and where nobody will interrupt us. Secondly, we need more toler, fun, and suilty slides. Third, we need about a miduem size football field. So we can run and play until our heads explode. This is the stuf that we need for our play grounds.

MATH RESPONSES

A Earl is making the figure shown below for a school play.



1. Earl will paint each face a different color. How many colors will he need?
2. When the paint is dry, Earl will tape the edges together. Each edge is 6 inches long. How many inches of tape will Earl need? Show your work and/or explain your answer.
3. Earl will glue a shiny ball to each vertex when all of the edges are taped. How many shiny balls will he use?

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

| |
|--|
| Math Item A Scoring Rubric—2012 Grade 4 |
|--|

| 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>1 point possible:</p> <p>1 point: Correct answer. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • 7 (colors) |
| 2 | <p>2 points possible:</p> <p>1 point: Correct answer. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • 90 (inches) <p>AND</p> <p>1 point: Correct and complete procedure shown and/or explained. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $15 \times 6 =$ • $15 + 15 + 15 + 15 + 15 + 15 =$ |
| 3 | <p>1 point possible:</p> <p>1 point: Correct answer. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • 10 (shiny balls) |

SCORE: 4

| <u>Part 1</u> | | Points |
|-----------------|-------------------------------|--------|
| Correct answer: | Earl needs 7 different colors | 1 |

| <u>Part 2</u> | | Points |
|--------------------|--------------------------------|--------|
| Correct answer: | Earl will need 90 inc. of tape | 1 |
| Correct procedure: | 15 edges \times 6 inc long = | 1 |

| <u>Part 3</u> | | Points |
|-----------------|-------------------------|--------|
| Correct answer: | Earl will need 10 balls | 1 |
| Total Points | | 4 |

the problem said he will paint each side a different color and the figure had 7 sides.

Earl needs 7 different colors.

15 edges
6 inc long
 \times
90 inc. long
Earl will need 90 inc. of tape.

10 vertices
1 ball per vertex
 $\underline{\hspace{1cm}}$
10 balls

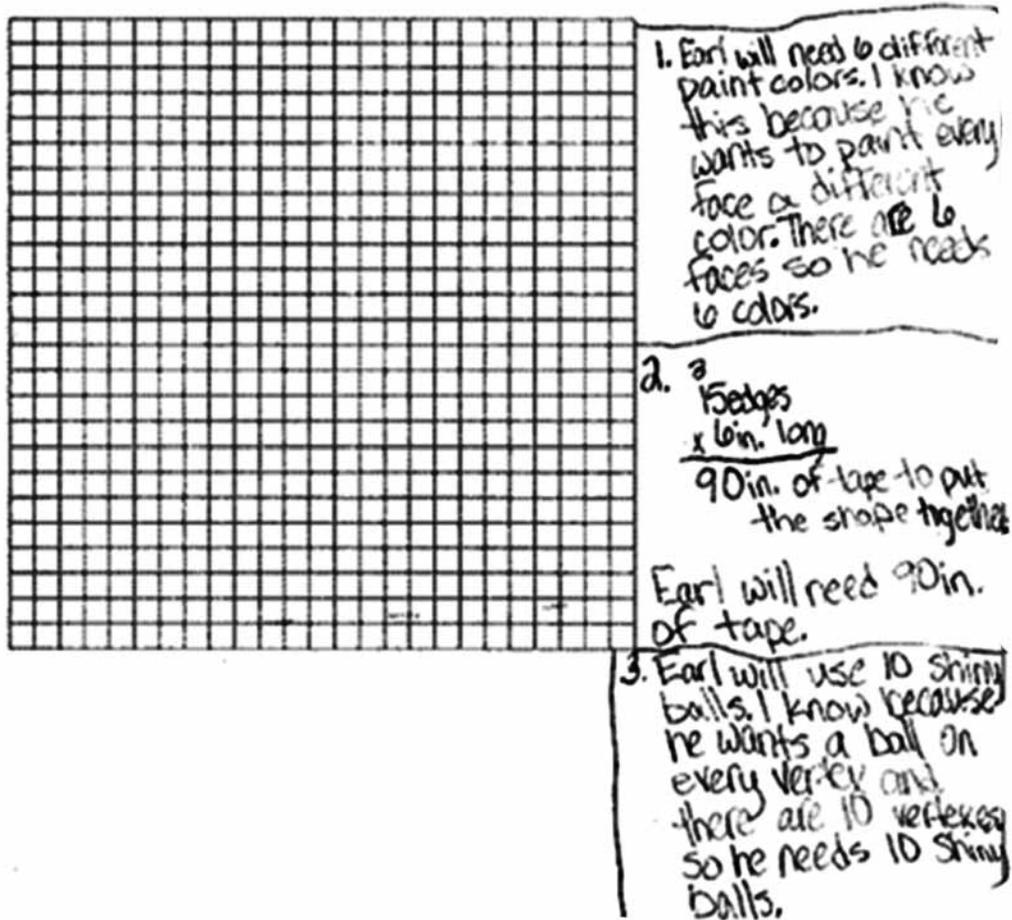
Earl will need 10 balls.

SCORE: 3

| <u>Part 1</u> | | Points |
|-------------------|---|--------|
| Incorrect answer: | Earl will need 6 different paint colors | - |

| <u>Part 2</u> | | Points |
|--------------------|--------------------------------|--------|
| Correct answer: | Earl will need 90 in. of tape | 1 |
| Correct procedure: | 15 edges \times 6 in. long = | 1 |

| <u>Part 3</u> | | Points |
|-----------------|------------------------------|--------|
| Correct answer: | Earl will use 10 shiny balls | 1 |
| Total Points | | 3 |



1. Earl will need 6 different paint colors. I know this because he wants to paint every face a different color. There are 6 faces so he needs 6 colors.

2. $15 \text{ edges} \times 6 \text{ in. long} = 90 \text{ in. of tape to put the shape together}$
Earl will need 90 in. of tape.

3. Earl will use 10 shiny balls. I know because he wants a ball on every vertex and there are 10 vertices so he needs 10 shiny balls.

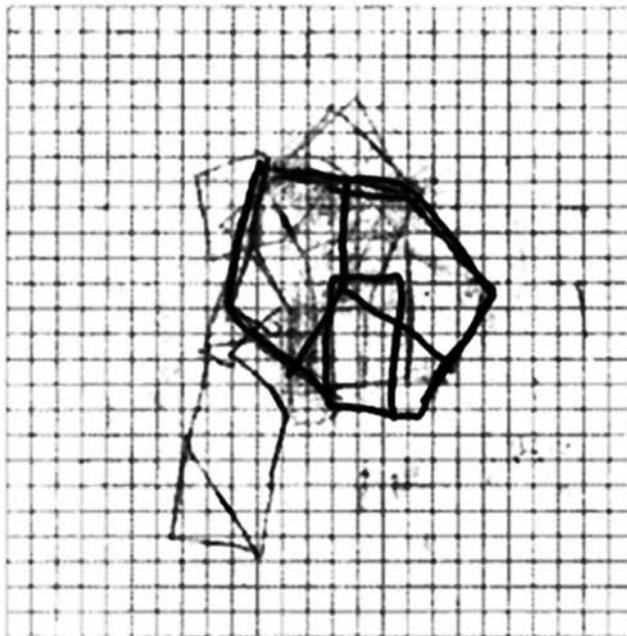
SCORE: 2

| Part 1 | | Points |
|----------------------|---|---------------|
| Correct answer: | I think seven because there are 5 sides, and 2 on top Earl will need 7 colors | 1 |
| Part 2 | | Points |
| Incorrect answer: | 42 inches of tape | - |
| Incorrect procedure: | 6 inches \times 7 sides = | - |
| Part 3 | | Points |
| Correct answer: | I got ten vertexes, so he will need ten shiny balls | 1 |
| Total Points | | 2 |



SCORE: 1

| <u>Part 1</u> | | Points |
|----------------------|----------------------------|--------|
| Incorrect answer: | He will need two colors... | - |
| <u>Part 2</u> | | Points |
| Incorrect answer: | Earl will need 24 of tape | - |
| Incorrect procedure: | $6 \times 4 =$ | - |
| <u>Part 3</u> | | Points |
| Correct answer: | He will use 10 shiny balls | 1 |
| Total Points | | 1 |



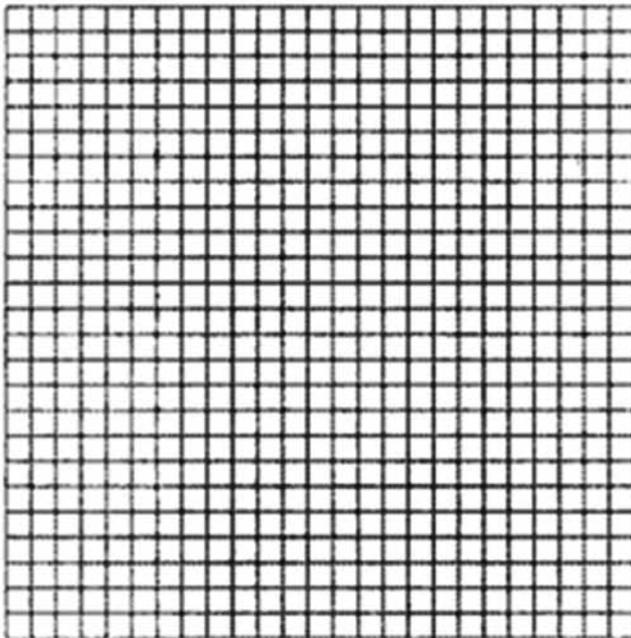
① He will need two colors to paint the shapes face.

② Earl will need need 24 of tape, $6 \times 4 = 24$

③ He will use 10 shiny balls.

SCORE: 0

| <u>Part 1</u> | | Points |
|---------------------|---------------|----------|
| Incorrect answer: | 6 colors | - |
| <u>Part 2</u> | | Points |
| Incorrect answer: | 5 tape | - |
| Missing procedure: | | - |
| <u>Part 3</u> | | Points |
| Incorrect answer: | 8 shiny balls | - |
| Total Points | | 0 |



1. 6 colors
2. 5 tape
3. 8 shiny balls

- B** There are 84 students going on a field trip. The same number of students will be on each of the 4 buses.
1. Write a number sentence to find the number of students on each bus. How many students were on each bus?
 2. If the most students that could ride on each bus is 35, what is the fewest number of buses needed for the field trip? Show your work and/or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

| |
|--|
| Math Item B Scoring Rubric—2012 Grade 4 |
|--|

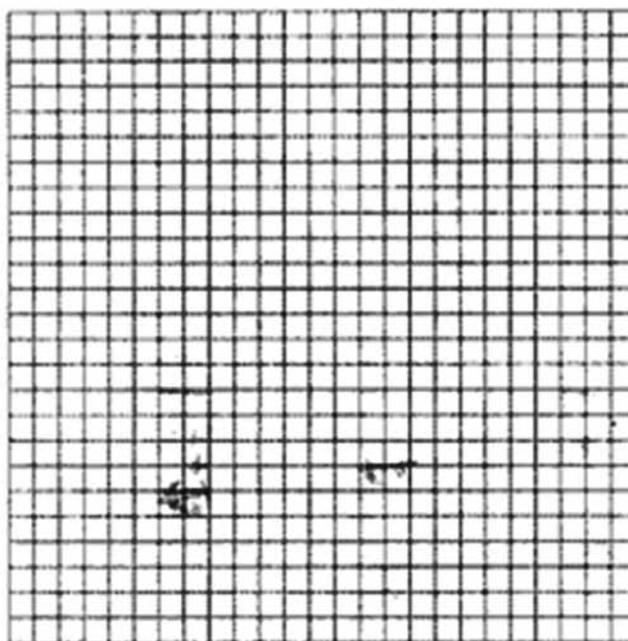
| Score | Description |
|----------|---|
| 4 | The student earns 4 points. The response contains no incorrect work. |
| 3 | The student earns 3 points. |
| 2 | The student earns 2 points. |
| 1 | The student earns 1 point, or some minimal understanding is shown. |
| 0 | The student earns 0 points. No 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. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • 21 <p>AND</p> <p>1 point: Correct number sentence. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $84 \div 4 =$ |
| 2 | <p>2 points possible:</p> <p>1 point: Correct answer. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • 3 (buses) <p>AND</p> <p>1 point: Correct work and/or explanation. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $84 \div 35 = 2.4$ • $84 - 35$ 1 bus, $49 - 35$ 2 bus, 14 1 bus • $84 \div 3 = 28$ (Guess and check) |

SCORE: 4

| <u>Part 1</u> | | Points |
|--------------------------|--|----------|
| Correct answer: | 21 student | 1 |
| Correct number sentence: | $84 \div 4 =$ | 1 |
| <u>Part 2</u> | | Points |
| Correct answer: | 3 buses | 1 |
| Correct work shown: | $84 \div 35 = 2 \text{ r}14$, "there is 14 left so there has to be 3 buses" | 1 |
| Total Points | | 4 |



① $84 \div 4 = 21 \text{ stud}$
 there will
 be 21 student
 in one bus.
 I divide 84
 by 4 to get 21.

② $84 \div 35 = 2 \text{ r}14$
 the will need
 2 buses but
 there is 14
 left so there
 has to be 3
 buses.

SCORE: 3

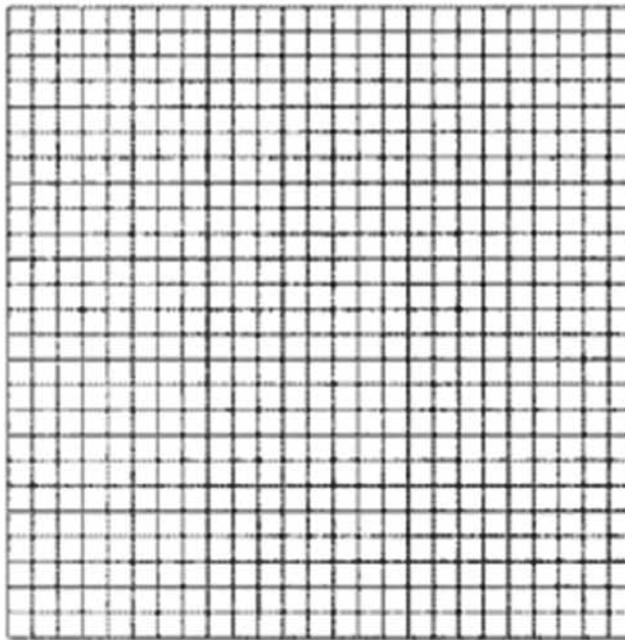
| <u>Part 1</u> | | Points |
|--------------------------|--|--------|
| Correct answer: | 21 | 1 |
| Correct number sentence: | $84 \div 4 =$ | 1 |
| <u>Part 2</u> | | Points |
| Correct answer: | 3 buses | 1 |
| Incomplete explanation: | "...because there is going to be 35 student on each bus" | - |
| Total Points | | 3 |

1) $84 \div 4 = 21$ is the number sentence I used

2) your going to need 3 buses because there is going to be 35 student on each bus

SCORE: 2

| <u>Part 1</u> | | Points |
|--------------------------|---------------|----------|
| Correct answer: | 21 students | 1 |
| Correct number sentence: | $84 \div 4 =$ | 1 |
| <u>Part 2</u> | | Points |
| Incorrect answer: | 31 | - |
| Incorrect work shown: | $35 - 4 = 31$ | - |
| Total Points | | 2 |



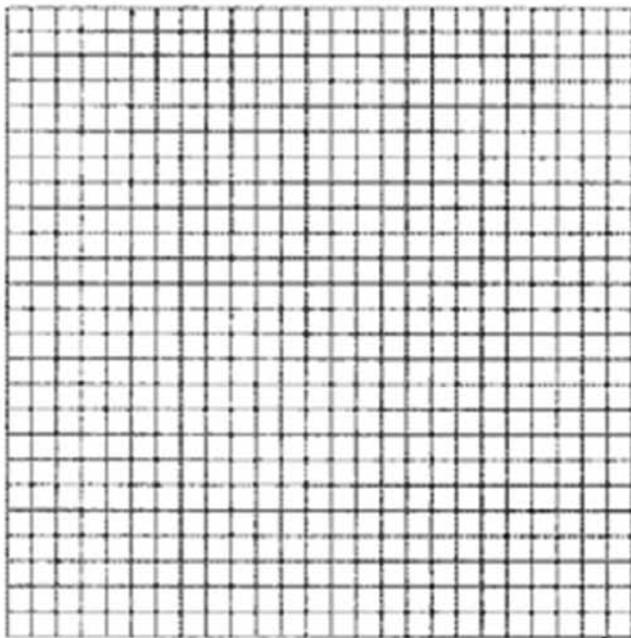
1. $84 \div 4 = 21$ students
 students bus
 there are 21
 student's on
 each bus.

2. $35 - 4 = 31$ students
 students
 the least number of student's on
 each bus is 31.

SCORE: 1

| <u>Part 1</u> | | Points |
|----------------------------|-----------------------------------|--------|
| Correct answer: | 21 students | 1 |
| Incorrect number sentence: | <i>Student does long division</i> | - |

| <u>Part 2</u> | | Points |
|------------------------|--------------------|--------|
| Incorrect answer: | 2 buses | - |
| Incomplete work shown: | $35 \times 2 = 70$ | - |
| Total Points | | 1 |



1.
$$\begin{array}{r} 21 \text{ students} \\ 4 \overline{)84} \\ \underline{-8} \\ 04 \\ \underline{-4} \\ 0 \end{array}$$

There is 21 students on each bus.

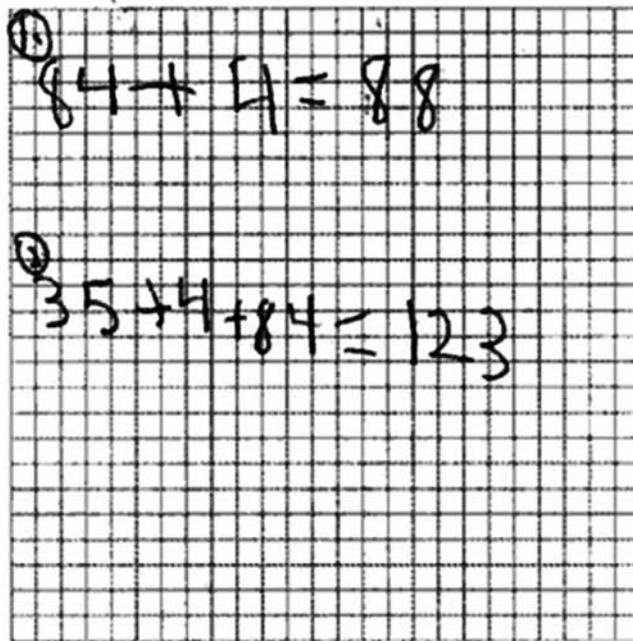
2.
$$\begin{array}{r} 1 \\ 35 \\ \times 2 \\ \hline 70 \end{array}$$

The fewest number of buses is 2 buses.

SCORE: 0

| <u>Part 1</u> | | Points |
|----------------------------|------------|--------|
| Incorrect answer: | 88 | - |
| Incorrect number sentence: | $84 + 4 =$ | - |

| <u>Part 2</u> | | Points |
|-----------------------|-----------------|----------|
| Incorrect answer: | 123 | - |
| Incorrect work shown: | $35 + 4 + 84 =$ | - |
| Total Points | | 0 |



- C** Leann went on a hike that lasted 2 hours and 20 minutes. The hike ended at 3:05.
1. How many total minutes was Leann on the hike? Show your work and/or explain your answer.
 2. What time did Leann begin her hike? Show your work and/or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

| |
|--|
| Math Item C Scoring Rubric—2012 Grade 4 |
|--|

| 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>2 points: The correct answer of 140 with correct explanation or work. Give credit for the following or equivalent:</p> <ul style="list-style-type: none"> • $2 \times 60 = 120$; $120 + 20 = 140$ <p>OR</p> <p>1 point: Correct answer with incomplete, incorrect, or no explanation or work.</p> <p>or</p> <p>Correct explanation or work with arithmetic or minor procedural error.</p> |
| 2 | <p>2 points possible:</p> <p>2 points: Correct answer of 12:45 with correct explanation or work. <i>(May be based on an incorrect answer in Part 1.)</i> Give credit to the following or equivalent:</p> <ul style="list-style-type: none"> • $3:05 - 2 \text{ hours} = 1:05$; $1:05 - 20 \text{ minutes} = 12:45$ <p>OR</p> <p>1 point: Correct answer with incomplete, incorrect or no explanation or work. <i>(May be based on an incorrect answer in Part 1.)</i></p> <p>or</p> <p>Correct explanation or work with arithmetic or minor procedural error. <i>(May be based on an incorrect answer in Part 1.)</i></p> |

SCORE: 4

| <u>Part 1</u> | | Points |
|----------------------|--|--------|
| Correct answer: | 140 | 1 |
| Correct explanation: | 1 hr = 60 min, 2 hr = 120 min, 2 hr 20 min = 140 min or $60 + 60 + 20 =$ | 1 |

| <u>Part 2</u> | | Points |
|----------------------|--|----------|
| Correct answer: | 12:45 | 1 |
| Correct explanation: | $3:05 - 2 \text{ hr} = 1:05$, $1:05 - 20 \text{ min} =$ | 1 |
| Total Points | | 4 |

①

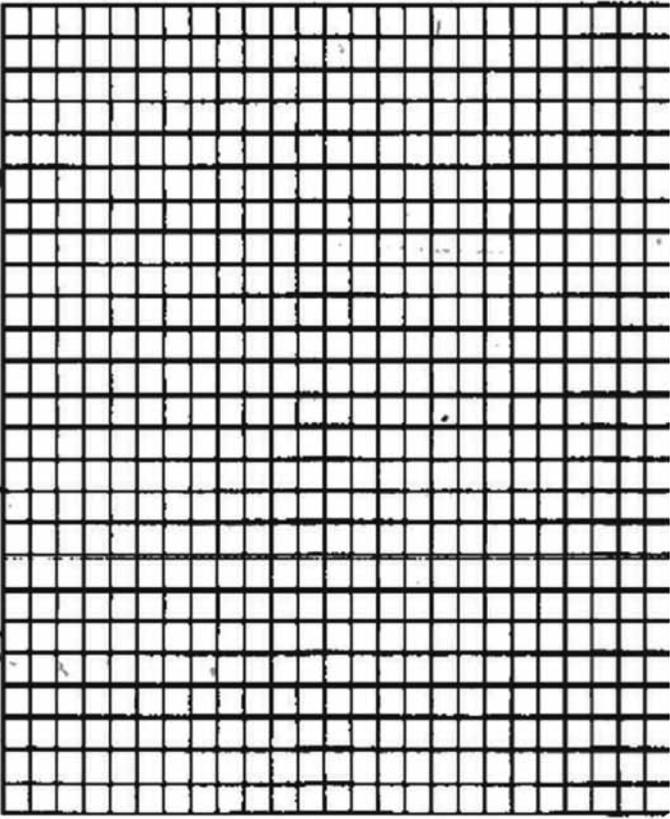
1 hr = 60 min
 2 hr = 120 min
 2 hr 20 min = 140 min
 or
 60
 60
 + 20

 140

②

$3:05 - 2 \text{ hr} = 1:05$
 $1:05 - 20 \text{ min} = 12:45$

Answer
 12:45

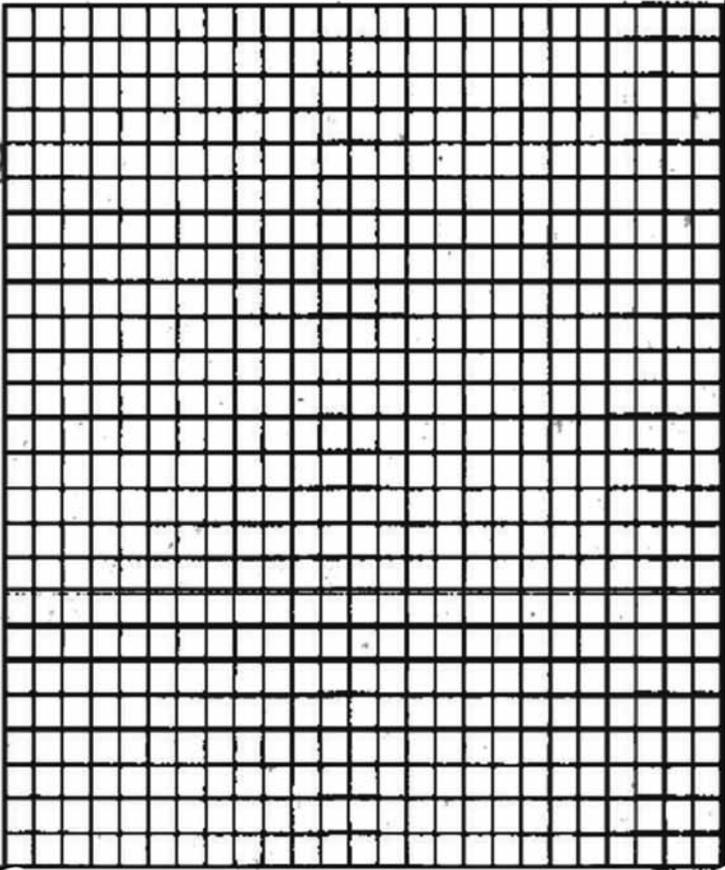


SCORE: 3

| <u>Part 1</u> | | Points |
|----------------------|--------------------------------|--------|
| Correct answer: | 140 total min | 1 |
| Correct explanation: | 2 hours = 120 min. + 20 min. = | 1 |
| <u>Part 2</u> | | Points |
| Correct answer: | 12:45 | 1 |
| Missing explanation: | | - |
| Total Points | | 3 |

140 min.

20 min
= 1 hour

$$\begin{array}{r}
 20 \\
 + 2 \\
 \hline
 120 \\
 + 20 \\
 \hline
 140
 \end{array}$$


12:45

SCORE: 2

| <u>Part 1</u> | | Points |
|----------------------|------------------|--------|
| Correct answer: | 140 min | 1 |
| Correct explanation: | $60 + 60 + 20 =$ | 1 |

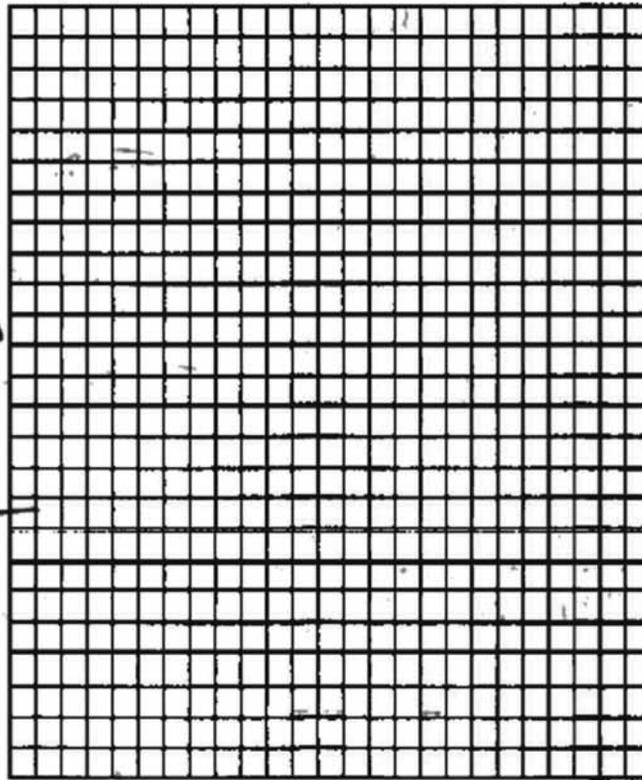
| <u>Part 2</u> | | Points |
|------------------------|---------------------------|--------|
| Incorrect answer: | 2:05 pm | - |
| Incorrect explanation: | $3:05 \text{ pm} - 140 =$ | - |

| | |
|---------------------|----------|
| Total Points | 2 |
|---------------------|----------|

$$\begin{array}{r}
 1 \text{ } 60 \\
 + 60 \\
 + 20 \\
 \hline
 140 \text{ min}
 \end{array}$$

2.

$$\begin{array}{r}
 2 \text{ } 3:05 \text{ pm} \\
 - 140 \\
 \hline
 2:05 \text{ pm}
 \end{array}$$



SCORE: 1

| Part 1 | | Points |
|--|--------------------------------------|---------------|
| Incorrect answer: | 200 | - |
| Correct explanation with arithmetic error: | $60 + 60 = 180(\text{error}) + 20 =$ | 1 |

| Part 2 | | Points |
|------------------------|------------------------|---------------|
| Incorrect answer: | 1:45 | - |
| Incorrect explanation: | $(1:45 - 2:45 - 3:05)$ | - |
| Total Points | | 1 |

1. 0 min.

$$\begin{array}{r} 60 + 60 = 180 \\ + 20 \\ \hline 200 \end{array}$$

2. 1:45. $(1:45 - 2:45 - 3:05)$

SCORE: 0

Part 1

Points

| | | |
|----------------------|--------------------|---|
| Incorrect answer: | ...for 145 minutes | - |
| Missing explanation: | | - |

Part 2

Points

| | | |
|------------------------|---------------|---|
| Incorrect answer: | ...at 1:15 | - |
| Incorrect explanation: | 2:20 - 3:05 = | - |

Total Points 0

①

Hike lasted
2 hours & 20 min
Ended at 3:05

Leann was
hiking for
145 minutes.

Leann began hiking at 1:15.

$$\begin{array}{r} 2:20 \\ - 3:05 \\ \hline (1:15) \end{array}$$

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

DEVELOPED FOR THE ARKANSAS DEPARTMENT OF EDUCATION, LITTLE ROCK, AR 72201

QAI 10486-AR1202-THB-GR4



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