



Arkansas Comprehensive Testing, Assessment, and Accountability Program

TEACHER HANDBOOK

AUGMENTED BENCHMARK EXAMINATION GRADE 5

APRIL 2012 ADMINISTRATION

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Arkansas Department of Education

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INTRODUCTION—2012 GRADE 5 AUGMENTED BENCHMARK EXAMINATION

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

In April 2012, fifth-grade students participated in the *Grade 5 Augmented Benchmark Examination*. Results of this examination will be provided to all students, schools, and districts to be used as the basis for instructional change.

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

Additional information about the *Grade 5 Augmented Benchmark Examination* is available through the Arkansas Department of Education. Questions can be addressed to the 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, Math, and Science components of the *Grade 5 Augmented Benchmark Examination* are developed with the assistance and approval of Content Advisory Committees. All passages and items on the *Grade 5 Augmented Benchmark Examination* are based on the Arkansas Curriculum Frameworks and developed with the assistance and approval of Content Advisory Committees and Bias Review Committees. These committees comprise active Arkansas educators with expertise in science, math, English, and/or language arts education.

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

Reader Training

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

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

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

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

Scoring Procedures

All student responses to the *Grade 5 Augmented Benchmark Examination* open-response test items are scored independently by two readers. Those two scores are compared, and responses that receive scores that are non-adjacent (a “1” and a “3,” for example) are scored a third time by a Team Leader or the Scoring Director for resolution.

This Teacher Handbook includes the science open-response items, the math open-response items, reading passages with their open-response items, and a writing prompt as they appeared in this year’s test. The specific scoring rubric for each item and annotated response for each score point of the rubric follows. The goal is for classroom teachers and their students to understand how responses are scored. It is hoped that this understanding will help students see what kind of performance is expected of them on the *Grade 5 Augmented Benchmark Examination*.

READING RESPONSES

Spider Man

by Sy Montgomery

“C’mon, Sweetie!” says scientist Sam Marshall. He’s lying on his belly in a South American jungle. His face is just inches away from a burrow with a fist-sized opening, and he’s calling to the creature that lives inside it.

Sam has come to the jungle to study the biggest, hairiest, and (most people think) scariest spiders on Earth: tarantulas. And now he’s found a burrow belonging to what may be the largest species of all—the Goliath birdeater tarantula.

Is he crazy?

“Come out!” Sam says. “I want to meet you!” He wiggles a twig in front of the burrow. Then he sees something fuzzy start to move. He whispers, “Here she comes!”

A huge tarantula races from the hole. And she’s not even full grown. A big Goliath can weigh a quarter pound. With its long legs, it can cover a Frisbee™.

Yet Sam doesn’t flinch when the giant races toward his face. “The last thing it wants to do is bite me,” he says. Tarantula fangs are full of venom for killing its prey. But no tarantula’s venom is strong enough to kill a human.

“Everybody ‘knows’ about tarantulas,” Sam says. “But most of what they ‘know’ is wrong!”

Very little actually is known about tarantulas. So Sam has come to the jungle to learn all he can about these super spiders.



SHE'S OUT!

Scientist Sam Marshall eyes a Goliath birdeater tarantula as it races out of its burrow. This may very well be the largest spider species on Earth.



“FANGS” A LOT

A tarantula rears up to show its fangs, and hisses. That’s usually enough to scare away most enemies.

IN THE SPIDER LAB

Sometimes, Sam scoops up tarantulas in the jungle and takes them back with him to his lab in Ohio. There, he looks into other tarantula mysteries—like, why are they so hairy?

Tarantula hairs are mighty handy weapons. North and South American tarantulas don’t defend themselves by biting. Instead, they kick clouds of hairs into the air. Each hair is covered with tiny, itchy barbs. The hairs are light enough to float on air—and into a predator’s eyes, onto its skin, or even up its nose. *Yowch!*

In his lab, Sam watches the female spiders using these irritating hairs in a different way. They cover their silken egg sacs with them. Sam thinks that helps to keep away predators, such as spiders and wasps.

12 Other tarantulas shed hairs on a special mat. Then they lie on the mat when it’s time to shed their “skin” or exoskeleton (EX-oh-SKEL-uh-tun). (Because spiders wear their skeletons on the outside, they must shed them as they grow.) The barbed hairs probably keep pests away while the spiders’ new exoskeletons are hardening.

Sam discovered that Goliath birdeaters have toothed hairs on their front legs. By rubbing the legs together, the spiders make a sound like a hissing cat! The sound helps scare away enemies.

WEIRD AND WONDERFUL

Tarantulas are big and strong and hairy. But they also might be in danger. People capture many thousands each year and sell them as tourist souvenirs.

Pesticides and pollution kill tarantulas—and many other kinds of spiders. Lots of people are afraid of spiders and kill them. Yet, while there are many laws protecting big animals such as tigers and polar bears, there are almost no laws anywhere protecting spiders.

SPREAD THE WORD

So, while Sam is studying tarantulas, he also keeps an eye on their future. “We need young people to care about tarantulas,” he says, “and to make sure there’s always a place for tarantulas in this world.”

That’s why Sam loves to share tarantulas with kids. Some wild tarantulas are so gentle that Sam even lets the kids hold them. After all, the spiders’ future really is in their hands.

FAST FACTS

- Some tarantulas can live 30 years. (Most garden spiders live a year or less.)
- Tarantulas make silk but don’t weave webs. Instead, they use the silk to wrap their eggs and line their burrows.
- Tarantulas grab their prey with their front legs, bite it, inject it with venom, and then grind it up with teeth behind their fangs.
- Goliath birdeater tarantulas don’t eat birds. Like most tarantulas, they eat whatever they can find and grab—including worms, insects, and other small animals.
- If a tarantula injures a leg, it might pull it off and eat it—and then grow a new one.

- A** Describe two ways North and South American tarantulas protect themselves. Use information from the passage to support each answer.

Reading Item A Scoring Rubric—2012 Grade 5

Score	Description
4	The response describes two ways North and South American tarantulas protect themselves and provides two accurate and relevant details from the passage to support each way.
3	The response describes two ways North and South American tarantulas protect themselves and provides one accurate and relevant detail from the passage supporting one of these ways.
2	The response describes two ways that North and South American tarantulas protect themselves. OR The response describes one way North and South American tarantulas protect themselves and provides one accurate and relevant detail from the passage for support.
1	The response describes one way that North and South American tarantulas protect themselves. 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 describes two ways North and South American tarantulas protect themselves (“they kick up clouds of hairs into the air,” “tarantulas shed hairs on a special mat,” and “Goliath Birdeaters have toothed hairs on their legs. By rubbing their legs together...”) and uses information from the passage to support each answer (“Each hair is covered with tiny itchy barbs. The hairs are light enough to float into a predators eyes, ear, or nose.” “they lie down on the mat when it’s time to shed their exoskeleton. The barbed hairs probably keep pests away while the spiders’ new exoskeleton hardens,” and “the spiders make a sound that helps scare of predators”). This response describes three ways with support and demonstrates a thorough understanding of the task.

There are a couple ways north and south american tarantulas protect themselves. First, tarantulas have little hairs all over their body. North and South American tarantulas don't defend themselves by biting. Instead they kick up clouds of hairs into the air. Each hair is covered with tiny itchy barbs. The hairs are light enough to float into a predators eyes, ear, or nose. Second, other tarantulas shed hairs on a special mat. Then they lie down on the mat when it's time to shed their exoskeleton. The barbed hairs probably keep pests away while the spiders' new exoskeleton hardens. Last, the Goliath birdeaters have toothed hairs on their legs. By rubbing the legs together the spiders make a sound that helps scare of predators.

SCORE POINT: 3

The response describes two ways North and South American tarantulas protect themselves (“They both kick clouds of hair in the air,” and “female spiders put hairs to cover the egg sacs”), but uses information from the passage to support only one answer (“so that it would keep away predators such as spiders and wasps”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

They both kick clouds of hairs in the air, female spiders put hairs to cover the egg sacs so that it would keep away predators such as spiders and wasps.

SCORE POINT: 2

The response describes one way North and South American tarantulas protect themselves (“they kick clouds of hairs into the air”), and uses information from the passage to support that answer (“Each hair is covered with tiny, itchy barbs. The hairs are light enough to float on air – and onto a predator’s eyes, onto it’s skin, or even up it’s nose. Yowch!!”). The response shows evidence of only a basic understanding of the task.

North and South American tarantulas protect themselves by? First, North and South American tarantulas don't protect themselves from biting. Instead, they kick clouds of hairs into the air. Each hair is covered with tiny, itchy barbs. The hairs are light enough to float on air - and onto a predator's eyes, onto it's skin, or even up it's nose. Yowch!!

SCORE POINT: 1

The response describes one way North and South American tarantulas protect themselves (“they kick clouds of hairs into the air”). However, the response does not use information from the passage to support that answer. The response provides evidence of minimal understanding.

① North and south American tarantulas don't defend themselves by biting.

② Instead, they kick clouds of hairs into the air.

SCORE POINT: 0

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

The tarantulas is bad. Ereyer ey bad do not thach.

The Year of Miss Agnes

by Kirkpatrick Hill

Frederika and Bertha have seen many teachers come and go from their small Alaskan fishing village. Sometimes there is no school at all because they have no teacher. Then one day, a new teacher arrives.

I ran to the Nickoli house to see if Bertha was there. She was in the back of the house, helping her mother with a moose skin. They were twisting it and twisting it with a long spruce stick so it could get really soft. Good enough to sew.

“Bertha, we got a new teacher.” Bertha’s eyes got big and worried.

“Is she nice?”

“I don’t know. Sam said she was strict.”

Bertha dropped the stick and we ran.

We ran to the teacher’s cabin and then stopped short in the dusty road. There was a skinny woman whacking the dust out of a rug on the side of the cabin porch.

She was wearing pants. We never saw a woman wear pants. Our moms always wore dresses, with thick socks and moccasins. And us girls, too. Sometimes if it was really cold, we’d have pants under our skirts. But never just pants.

We looked hard at her to see what we could find out.

9 She was strong, that was for sure. The way she whacked that rug. The dust was just flying. She was making an ugly face to keep the dust out of her eyes. Then she dropped the rug in the dead grass by the door and went back inside.

We walked to her door and peeked in. She didn’t even hardly look up, but she saw us.

“Good, just what I need. Two girls to give me a hand,” she said. She didn’t ask our names or nothing. Didn’t even smile or tell us what a pretty village we had or any of the other teacher stuff. She just handed the slop bucket to Bertha and told her to dump it out back. And then she stripped the blankets off the bed and told me to hang them out back on the line.

We did what she told us for a while, and then she stopped and said, “We need some tea.” Just like we were grown women.

She took the kettle off the back of the stove and poured water into a fat little brown teapot. I wanted to put my hands around that pot, it was so round.

She got three cups down from the shelf and three saucers, and took three spoons out of the jar on the table. Then she took a little silver thing and poured the tea through that so the tea leaves wouldn't get in our cups. I never saw that before.

And that tea was good. She put as much sugar in hers as we put in ours. Then she opened a can of milk and put some of that in her tea. Bertha and I looked surprised at each other. We didn't know you could put milk in tea. She saw us look and said, "Try it."

Bertha shook her head no. She never liked to do anything new. But I tried it. The tea was even better with milk than without.

The new teacher drank her tea straight down and then poured herself another cup.

"Thank heavens for tea," she said. She looked at us carefully. "Now then, who are you?" She had a funny way of talking, not like us. More short like. Like each letter made a hard sound.

"You talk funny," I said.

"That's because I'm English," she said.

I thought about that for a minute. English was what we talked. Mamma said she couldn't talk English until she was married, because then they got a radio and she learned it from the radio. So it didn't make sense, the teacher saying she was English.

The new teacher went to the shelf over her bed and took down a big book. She showed us a map. She put her finger on one part and said, "This is Alaska, where we are." And then she put her finger on the map on the other side. "This is England, where I come from." Her finger covered the place, it was so small. She looked at me and said, "The people from England are English."

"Oh," I said.

"And the language we speak is called English as well."

"Oh," I said again.

I think she could tell I was still a little mixed up, because she said, "The English that we speak in England sounds different from the way you speak English here. But it's the same language."

"Oh, yeah," I said, and this time I knew what she meant. Like how you can tell when someone is from Nulato or Hughes just because they say their words different.

"My name is Agnes Sutterfield," she said. "What are your names?"

- B** Explain two ways Miss Agnes tries to help Frederika and Bertha feel comfortable in her cabin. Use information from the passage to support each answer.

Reading Item B Scoring Rubric—2012 Grade 5

Score	Description
4	The response explains two ways Miss Agnes tries to help Frederika and Bertha feel comfortable in her cabin and uses information from the passage to support each way.
3	The response explains two ways Miss Agnes tries to help Frederika and Bertha feel comfortable in her cabin and uses information from the passage to support one of the ways.
2	The response explains one way Miss Agnes tries to help Frederika and Bertha feel comfortable in her cabin and uses information from the passage to support it. OR The response explains two ways Miss Agnes tries to help Frederika and Bertha feel comfortable in her cabin.
1	The response explains one way Miss Agnes tries to help Frederika and Bertha feel comfortable in her cabin. 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 two ways Miss Agnes tries to help Frederika and Bertha feel comfortable in her cabin (“she treats them like grown-ups,” “she showed them where she lived,” and “she told them her name”) and uses information from the passage to support each answer (“‘We need some tea,’ and ‘She took a little took a little silver thing and poured the tea through that so the tea leaves wouldn’t get in our cup,’” “She put her finger on the map on the other side. ‘This is England, where I come from,’” and “‘My name is Anges Sutterfield.’”). This response describes three ways with support and demonstrates a thorough understanding of the task.

One way Miss Agnes tried to help Fredrika and Bertha feel more comfortable at her cabin was that she treats them like grown-ups. I know because it says in the passage, "We need some tea," and, "She took a little took a little silver thing and poured the tea through that so the tea leaves wouldn't get in our cup. The second thing Miss Anges did to make them feel more comfortable was that she showed them where she lived and told them her name. I know because in the passage it says, "She put her finger on the map on the other side. 'This is England, where I come from,'" and then she said, "My name is Anges Sutterfield." That's how Miss Anges made Fredrika and Bertha feel more comfortable at her cabin.

SCORE POINT: 3

The response explains two ways Miss Agnes tries to help Frederika and Bertha feel comfortable in her cabin (“Miss Agnes treated the two girls like they were grown women” and “explaining to the two girls one language can be spoken differently”), but uses information from the passage to support only one answer (“serving them tea like Frederika and Bertha were grown women”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

1. The first way Miss Agnes tried to make Frederika and Bertha feel comfortable was when Miss Agnes treated the two girls like they were grown women. By serving them tea like Frederika and Bertha were grown women.

2. The second way Miss Agnes tried to make Frederika and Bertha feel comfortable, was by letting them feel at home, and explaining to the two girls one language can be spoken differently.

SCORE POINT: 2

The response explains one way Miss Agnes tries to help Frederika and Bertha feel comfortable in her cabin (“She fixes them a cup of tea”) and uses information from the passage to support that answer (“ ‘We did what she told us to do for a while, and then she stopped and said, ‘We need some tea.’ Just like we were grown women.”). The response shows evidence of only a basic understanding of the task.

Two ways Miss Agnes tries to help Frederika and Bertha feel comfortable in her cabin is. She fixes them a cup of tea. A detail from the passage to support that is “We did what she told us to do for a while, and then she stopped and said, “We need some tea.” Just like we were grown women. Another thing is Miss Agnes told them that she didn't talk English until she was married. A supporting detail to support that is she learned it from the radio.

SCORE POINT: 1

The response explains one way Miss Agnes tries to help Frederika and Bertha feel comfortable in her cabin (“by getting them tea.”). However, there is no information from the passage to support this answer. The response provides evidence of minimal understanding.

① She Help Frederika and Bertha get comfortable by getting them tea.

② Bertha and Frederika said they like the house. So Miss Agnes said make your self at home.

SCORE POINT: 0

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

Cause when the saw a teacher with part they start to weery

And they didnt want no teacher.

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 5 AUGMENTED BENCHMARK EXAMINATION**

Content (C)

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

- Central idea
- Unity
- Elaboration
- Organization

Style (S)

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

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

Sentence Formation (F)

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

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

Usage (U)

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

- Standard inflections
- Word meaning
- Agreement
- Conventions

Mechanics (M)

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

- Capitalization
- Formatting
- Punctuation
- Spelling

This is one of the two writing prompts administered to all grade 5 students in April 2012.

Prompt

Your teacher has asked you to write about this topic:

What are you most thankful for?

Before you begin to write, think about what you are most thankful for. For example, it could be your good health, your friends, or your family. What are you thankful for and **why**?

Now write about what you are most thankful for. Give enough reasons so that your teacher will understand.

WRITER'S CHECKLIST

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

WRITING SAMPLE RESPONSE 1

Content: 4

The essay is focused upon the central idea that family is the one thing for which the student is most thankful. The writer then goes on to elaborate evenly upon the ideas that family provides the student opportunities to play, seek advice, share, and offer help. The student offers specific information about playing with younger siblings and pets, asking for advice on a math problem, sharing conversation at dinner, and helping a sister learn to swim. All elaboration is focused upon the benefits of family and is clearly organized for the reader. The piece is closed with the idea that family life may have ups and downs, but the student is still most thankful for family. All features of Content are consistently controlled.

Style: 4

The writer selects some interesting information to share with the reader such as the fact that the student’s family “is big enough that there’d always be someone to play with” and “Sometimes sharing isn’t fun (toywise)” to help create some images for the reader. The student is able to employ a variety of sentence structures to create an interesting reading for the audience. The somewhat light-hearted tone is certainly appropriate for the subject and we are given a picture of this student through the voice that emerges. This essay is given a “4” for its consistent control of Style features.

Sentence Formation: 4

The student accurately constructs a wide variety of sentences, including both compound and complex constructions. The consistent control of Sentence Formation is displayed.

Usage: 4

Although the student makes a wrong choice in tense (“there’d” for “there’s”) and another wrong choice of words (“there’s” instead of “they’re”), the essay is still considered a “4” in Usage. An essay requires consistent, not necessarily perfect, control to achieve the highest score.

Mechanics: 4

The writer provides consistent control of capitalization, formatting, punctuation, and spelling. The few spelling errors (“a lot,” “apart,” and “definitely”) do not prevent this from receiving a “4” for Mechanics.

My Family

My big family is the thing I'm most thankful for in my life and should be in every one's. Family is a part of you. If you or I didn't have family we'd be lost. I have 4 other siblings, a mom and dad, and a puppy so family means a lot to me.

My family is big enough that there'd always be someone to play with. It's a big deal to do stuff with younger siblings in my family. Playing with my puppy always helps me when I don't feel like playing with my younger sibling anymore. Some people think that pets aren't a part of your family and they may be right but in my family my puppy is definitely included.

Family is somebody I can go to for advice on things. If I'm stuck on a Math problem or I want to get better at something there's always there for me. I'm thankful wouldn't you be?

Sometimes sharing isn't fun (toy wise) but that's what family's about. You're supposed to give them your old stuff and it

will be new to them. Another type of sharing is talking. At the dinner table my family will always sit down together and talk about our day. Some kids never get to talk about anything to their parents but at dinner we get to do it. I think that's really cool!

I can also help them with things. Like if they need some help on their homework and I've already covered that it's fun to sit down and teach them new tricks. I once helped my sister learn how to swim. She really liked it and it was fun!

There are ups and downs in the road of life for me and my family but they're the thing I'm most thankful for.

WRITING SAMPLE RESPONSE 2

Content: 3

The student introduces the essay by stating that the essay will focus on being thankful for family, good health, and friends. The writer develops a paragraph about each of these ideas. Although the essay is well-organized, the development is lacking specific details and is occasionally repetitive. For instance in the paragraph about being thankful for good health, the student writes that “it is dangerous if you are not heathy” and in the next sentence writes that “you are not in a danger zone like you would be if you were not heathy.” The essay is closed very simply with “there are a lot of things to be thankful for.” Despite the lack of specific detail, repetition, and simple close, this essay is scored as reasonable.

Style: 3

Reasonable control of Style is demonstrated. The writing contains a mix of specific (“a roof over my head when it rains” and “danger zone”) and general information (“something is wrong” and “a lot of things”). This mix of specific and general information and vocabulary causes the writer’s voice to fade during the more general portions of the writing. However, the tone is appropriate, and the writer is able to employ a variety of sentence constructions to enhance the reading of the response.

Sentence Formation: 3

The student is able to write a variety of compound and complex sentences but has a pattern of writing some run-on sentences. In addition, there is an occasional missing word in a sentence. The student has shown some good skills in sentence formation but is not quite consistent enough in the demonstration given to achieve a “4” in this domain.

Usage: 4

The student has consistently controlled all features of Usage including inflections, tenses, agreement, and conventions for a score of “4.”

Mechanics: 4

The student consistently controls the features of Mechanics which include capitalization, punctuation, formatting, and spelling. Although the student makes a few spelling errors (“heath,” “all ways,” and “especially”), perfection is not required to merit a “4.”

Have you ever thought of why you're thankful, well I have and I can name three of them my family, my good health, and my friends.

I am thankful for my family and here are some reasons why. One is that they take care of me. Second is that they buy me food and toys. Third is the most important they keep a roof over my head when it rains. I love my family.

I am also thankful for my great health. One reason is because it is dangerous if you were not healthy it is hard to stay alive. Another reason is to be healthy means that you are not in a danger zone like you would be if you were not healthy.

Friends are really important to. Friends will all ways be there for you when something is wrong. They will also listen to you when you need someone to talk to especially if something went

wrong. Your friends don't judge you and like you because of your clothes or things you own they will like you for who you are.

There are a lot of things to be thankful for and just write about three of them.

WRITING SAMPLE RESPONSE 3

Content: 2

The essay contains a brief introduction and closing. In addition, the body of the essay is a brief list of three things for which the writer is thankful. This is scored as inconsistent due to a failure to elaborate and the very brief introduction and the simple closing. It is not, however, an example of little or no control of content features due to the focus of the piece and the organization of what is present.

Style: 2

This brief essay provides mostly general information and vocabulary with only an occasional flash of interesting information (“I play guitar” and “they are trustworthy”). The tone is flat and the voice is dim, which also contribute to a score of “2.” Inconsistent control of Style features.

Sentence Formation: 4

The writer accurately forms a variety of sentences. Occasional missing punctuation marks are part of Mechanics, not Sentence Formation.

Usage: 4

All features of Usage are well-controlled, including inflections, conventions, tenses, and agreement.

Mechanics: 4

Although the essay contains the missing punctuation cited earlier (comma after introductory words or phrases) and a failure to capitalize the word “Christian,” spelling and formatting are carefully controlled. Although this is a brief response, the writer has offered enough evidence to evaluate this response as achieving a “4” in this domain.

I'm thankful for a lot of things. But there are three I will be sharing with you. First off one thing I'm thankful for is music because I play the guitar and I like to play music all the time. Second I am thankful for my youth group at church I'm a christian and my youth group is cool and fun. Third I'm thankful for having lots of friends because they are fun to hang out with and they are trustworthy. In conclusion I am thankful for these three really exciting and important things.

MATH RESPONSES

A Four schools participated in a bowling tournament. The number of players on each team is: Central, 6; Northern, 8; Southern, 5; Western, 6.

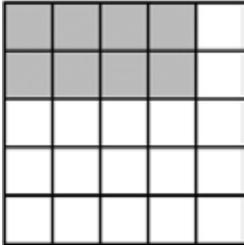
1. Draw or describe a fraction model to represent the total number of players on the Northern team to the total number of players in the tournament. If you draw a model on the grid in your answer document, use shading to represent the number of Northern players.
2. Write a ratio of the total number of Central and Northern players to the total number of Southern and Western players.
3. Write a ratio of Central and Northern players to all the players in the tournament.

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

Math Item A Scoring Rubric—2012 Grade 5
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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>2 points: Correct fraction model is drawn and/or described. Give credit for the following or equivalent:</p> <div style="text-align: center;">  </div> <p>Ex:</p> <p>Ex: A 25 square grid with 8 parts shaded.</p> <p>Ex: $\frac{8}{25}$</p> <p>OR</p> <p>1 point: Correctly shading or describing 8 parts to represent the numerator.</p> <p>or</p> <p>Correctly drawing or describing 25 parts to represent the denominator.</p>
2	<p>1 point possible:</p> <p>1 point: Correct answer: 14 to 11, 14:11, or $\frac{14}{11}$</p> <p>or</p> <p>Correct answer based on an incorrect Part 1.</p>
3	<p>1 point possible:</p> <p>1 point: Correct answer: 14 to 25, 14:25, or $\frac{14}{25}$</p> <p>or</p> <p>Correct answer based on an incorrect Part 1 or 2.</p>

SCORE: 4

<u>Part 1</u>		Points
Correct answer:	Correct fraction model drawn	2
<u>Part 2</u>		Points
Correct ratio:	14 to 11	1
<u>Part 3</u>		Points
Correct ratio:	14 to 25	1
Total Points		4

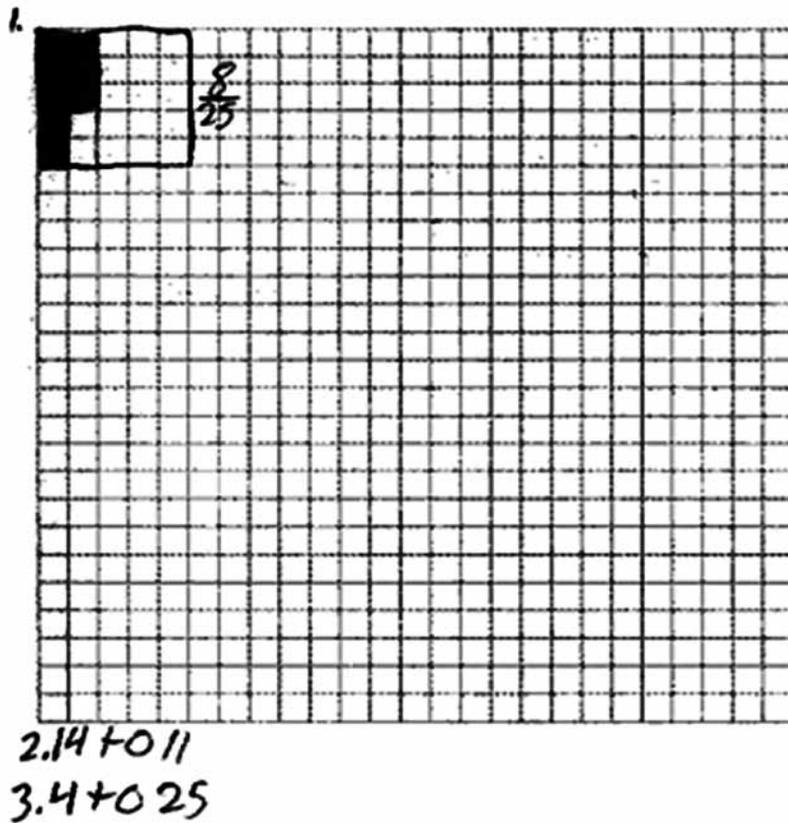
1. $\frac{8}{25}$

2. $6+8=14$ players
 $5+6=11$ players
 14 to 11
 The total number of Central and Northern players is 14. The total number of Southern and Western is 11.

3. $6+8=14$ players
 $6+8+5+6=25$ players
 14 to 25

SCORE: 3

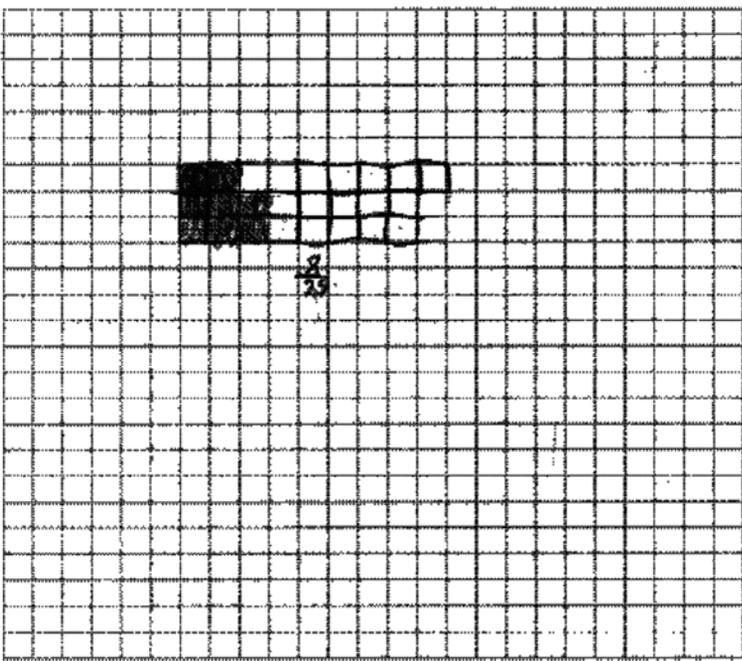
<u>Part 1</u>		Points
Correct answer:	Correct fraction model drawn	2
<u>Part 2</u>		Points
Correct ratio:	14 to 11	1
<u>Part 3</u>		Points
Incorrect ratio:	4 to 25	-
Total Points		3



SCORE: 2

<u>Part 1</u>		Points
Correct answer:	Correct fraction model drawn	2
<u>Part 2</u>		Points
Incorrect ratio:	The ratio is 154	-
<u>Part 3</u>		Points
Incorrect ratio:	The ratio is 350	-
Total Points		2

1.



2.

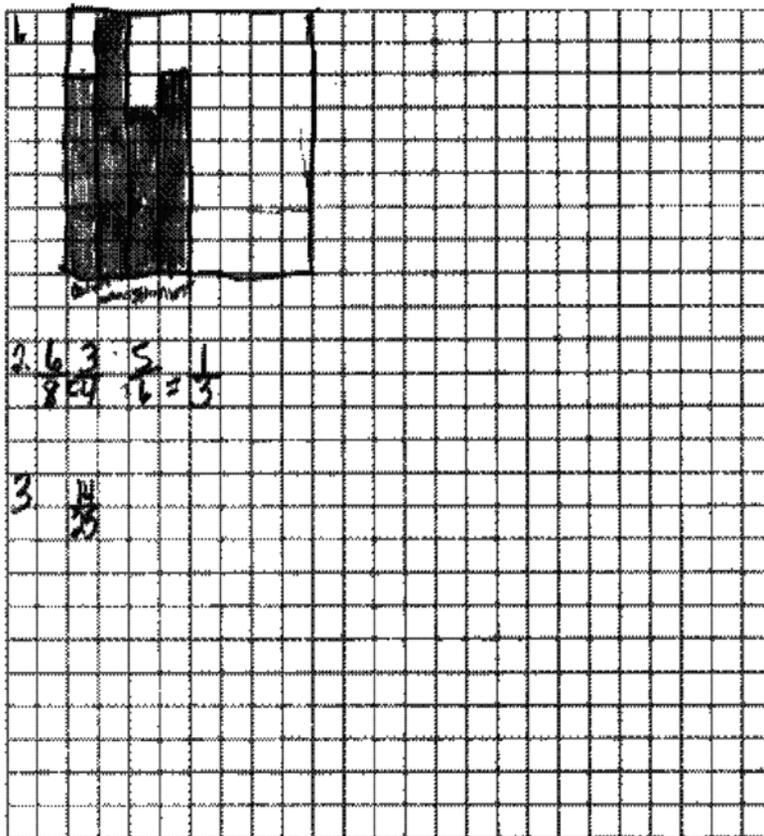
the ratio is 154

3.

The ratio is 350

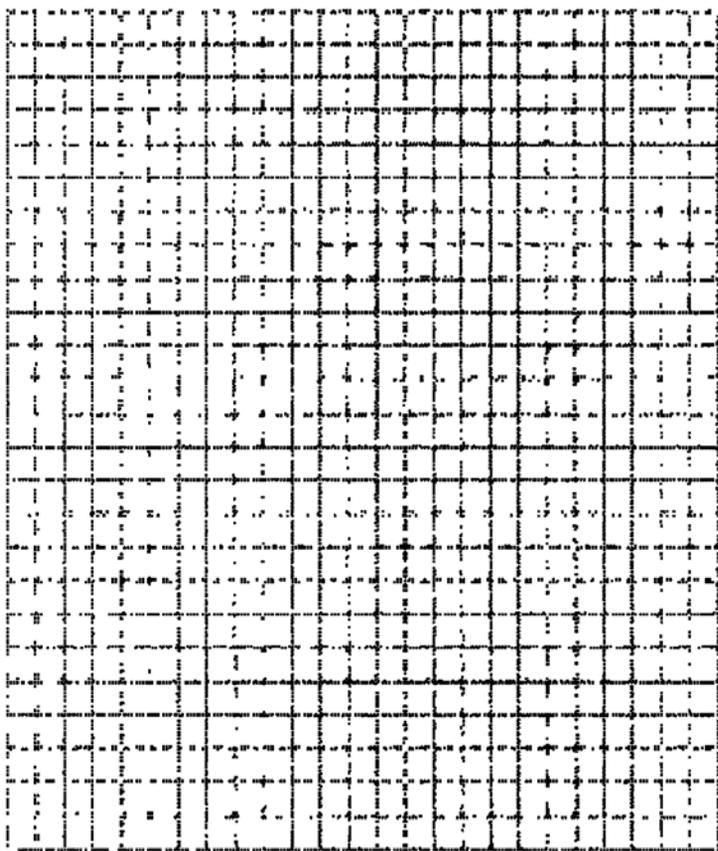
SCORE: 1

<u>Part 1</u>		Points
Incorrect answer:	Drew a bar graph	-
<u>Part 2</u>		Points
Incorrect ratios:	$\frac{6}{8} = \frac{3}{4}$ $\frac{5}{6} = \frac{1}{3}$	-
<u>Part 3</u>		Points
Correct ratio:	$\frac{14}{25}$	1
Total Points		1



SCORE: 0

<u>Part 1</u>		Points
Incorrect answer:	One's answer is 19	-
<u>Part 2</u>		Points
Incorrect ratio:	Two's answer is 3	-
<u>Part 3</u>		Points
Incorrect ratio:	Three's answer is 11	-
Total Points		0



①
$$\begin{array}{r} 25 \\ - 6 \\ \hline 19 \end{array}$$

②
$$\begin{array}{r} 5 \quad 6 \\ + 2 \quad + 8 \\ \hline 11 \quad 14 \\ - 14 \\ \hline 3 \end{array}$$

③
$$\begin{array}{r} 25 \\ - 14 \\ \hline 11 \end{array}$$

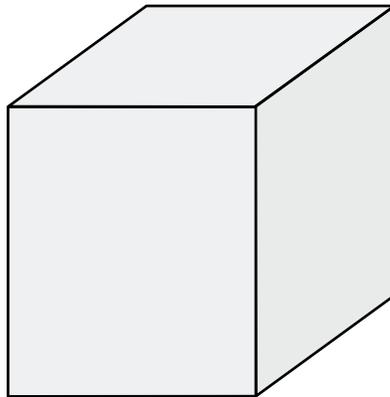
$$\begin{array}{r} 25 \\ - 14 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 6 \quad 6 \\ + 8 \quad + 6 \\ \hline 14 \quad 12 \end{array}$$

① one's answer is 19
 ② two's answer is 3
 ③ three's answer is 11

① 19
 ② 3
 ③ 11

B Liam has a cardboard box shaped like the one shown.



1. Liam wants to cover each side of the box with a different colored piece of paper. How many pieces of paper will Liam need to cover all the sides of the box? Explain how you determined your answer.
2. Explain how covering the sides of the box differs from finding the volume of the box.
3. If the top of the box measures 6 inches wide and 8 inches long, what is the area of the top of the box? Show your work and/or explain your answer.

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

Math Item B Scoring Rubric—2012 Grade 5
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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 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: Correct answer: 6 Correct explanation shown and/or explained. Give credit for the following or equivalent: Ex: A cube has 6 sides Ex: A rectangular prism has 6 sides</p> <p>OR</p> <p>1 point: Correct answer: 6 Explanation is incomplete, incorrect or missing</p> <p>or</p> <p>Answer is incorrect due to a calculation, counting or copy error Correct explanation is shown and/or explained.</p>
2	<p>1 point possible:</p> <p>1 point: Correct explanation of how covering the sides differs from finding the volume of the box. Give credit for the following or equivalent: Ex: Volume is like filling the cube with water Ex: Volume is how much space there is inside the cube. Ex: Volume is how much it can hold. Ex: Covering the box is finding surface area, volume is filling the box. Ex: Area is the outside not inside.</p>
3	<p>2 points possible:</p> <p>2 points: Correct answer: 48 (sq. inches) Correct procedure shown and/or explained. Give credit for the following or equivalent Ex: $8 \times 6 = 48$</p> <p>OR</p> <p>1 point: Correct answer: 48 (sq. inches) Procedure is incomplete, incorrect or missing.</p> <p>or</p> <p>Answer is incorrect due to a calculation, counting or copy error Correct procedure is shown and/or explained.</p> <p><i>Note: At the 4 level, correct units of square inches must be included.</i></p>

SCORE: 4

<u>Part 1</u>		Points
Correct answer with correct explanation:	"Liam will need 6 peices of paper Because there are 6 faces on a cube."	2
<u>Part 2</u>		Points
Correct explanation:	"...because volume is how many will fill up..."	1
<u>Part 3</u>		Points
Correct answer with correct procedure:	48 in ² 6 x 8 = 48	2
Total Points		5

1) Liam will need 6 peices of paper because there are 6 faces on a cube/box.

2) It differs because volume is how many will fill up the box not the outside.

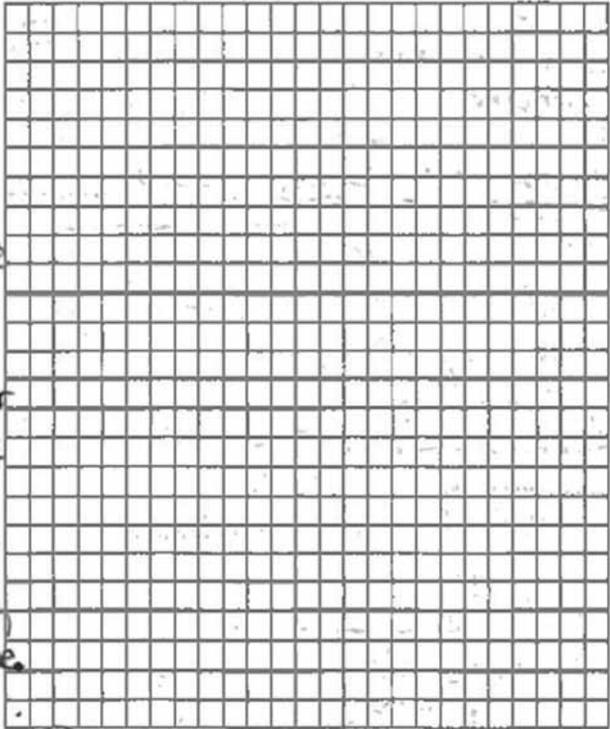
3) The area is 48 in² because area is LxW and 6x8=48

SCORE: 3

Part 1		Points
Correct answer with correct explanation:	“Liam needs to use 6...” “...there are 6 faces on a cube.”	2
Part 2		Points
Incorrect explanation:	“The paper really doesn’t weigh that much...”	-
Part 3		Points
Correct answer with correct procedure:	48 sq. in. $8 \times 6 = 48$	2
Total Points		4

① Liam needs to use 6 different color pieces of paper because there are 6 faces on a cube.

② The paper really doesn't weigh that much so the volume will pretty much be the same.



③ The area of the top of the box is 48 sq in.



8 in 6 in 8 in top of the box

Answer = $8 \times 6 = 48 \text{ sq in}$

SCORE: 2

Part 1		Points
Correct answer with correct explanation:	"6 different peaces of paper." Draws cube and counts	2
Part 2		Points
Incorrect explanation:	"It does not differ from fining the volume..."	-
Part 3		Points
Incorrect answer with incorrect procedure:	14 $8 + 6 = 14$	-
Total Points		2

1)

6 different peaces of paper



2) It does not differ from fining the volume of the box.

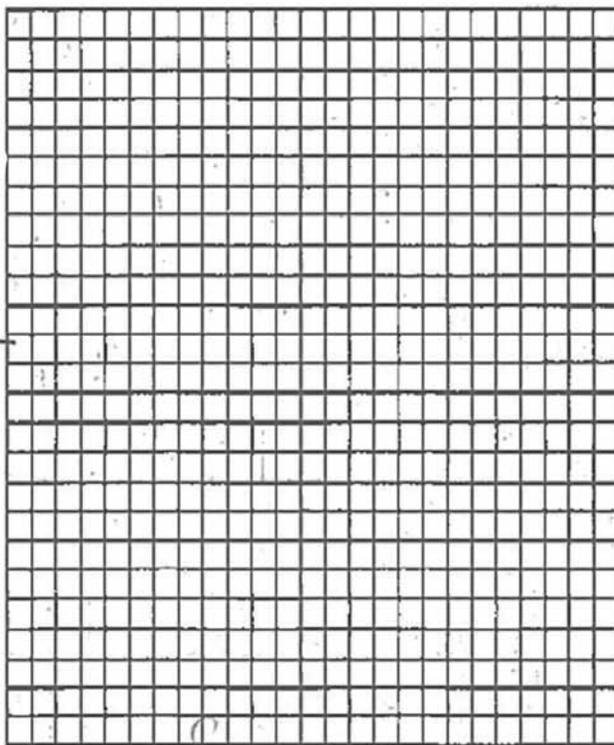
3)

8
+6

14

14 = area

Top of box
Len. width & fin. long.



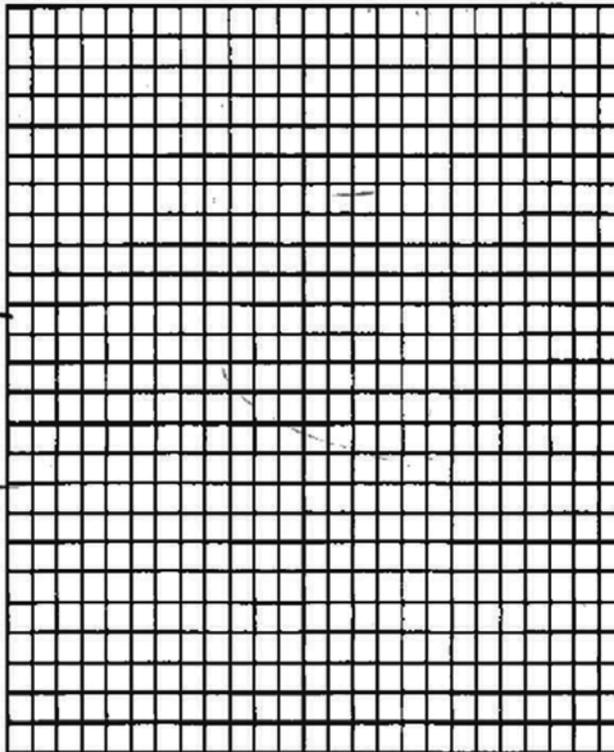
SCORE: 0

<u>Part 1</u>		Points
Incorrect answer with missing explanation:	"He will need 4 pecies..."	-
<u>Part 2</u>		Points
Incorrect explanation:	"because he has to cover the box."	-
<u>Part 3</u>		Points
Incorrect answer with incorrect procedure:	14 $6 + 8 = 14$	-
Total Points		0

① He will need $\frac{4}{3}$ pecies of paper to cover all the sides of the box!

② because he has to cover the box!

③ The Area of the top of the box is 14.



$$\frac{16}{14}$$

C Ms. Krane’s class is working with function tables.

1. What is the rule for finding the output in the function table below?

Input (x)	Output (y)
2	6
3	9
A	12
5	B

2. Complete the function table in Part 1 by filling in the two missing values (A and B). Show all your work and/or explain your answer.
3. Ms. Krane asked the class to state a rule for the relationship of the numbers in the function table below. Jimmy said the rule was “subtract 12 from the input number to get the output number.” Is Jimmy correct? Explain your reasoning.

Input (x)	Output (y)
16	4
20	5
24	6
28	7

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

Math Item C Scoring Rubric—2012 Grade 5

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

SOLUTION AND SCORING

Part	Points								
1	<p>1 point possible:</p> <p>1 point: Correct rule is given. Give credit for the following or equivalent: Ex: Multiply the input by 3. Ex: Input $\times 3 =$ Output.</p>								
2	<p>2 points possible:</p> <p>2 points: Correct answers: A=4 and B=15 Correct procedure shown and/or explained Give credit for the following or equivalent Ex: "A = 4 $12 \div 3 = 4$, B=15 $5 \times 3 = 15$." Ex:</p> <table border="1" data-bbox="778 814 943 1031"> <tbody> <tr> <td>2</td> <td>6</td> </tr> <tr> <td>3</td> <td>9</td> </tr> <tr> <td>4</td> <td>12</td> </tr> <tr> <td>5</td> <td>15</td> </tr> </tbody> </table> <p>OR</p> <p>1 point: Correct answers: A=4 and B=15 Procedure is incomplete, incorrect or missing or 1 Correct answer: A=4 or B=15 Correct procedure shown and/or explained</p>	2	6	3	9	4	12	5	15
2	6								
3	9								
4	12								
5	15								
3	<p>1 point possible:</p> <p>1 point: Correct response: No Clear explanation of why it does not work. Give credit for the following or equivalent Ex: "No, Jimmy's rule works for the first one ($16-12=4$). His rule does not work for the others ($20-12=8$ not 5, $24-12=12$ not 6, and $28-12=16$ not 7)." Ex: "No the rule is divide by 4 not subtract 12."</p>								

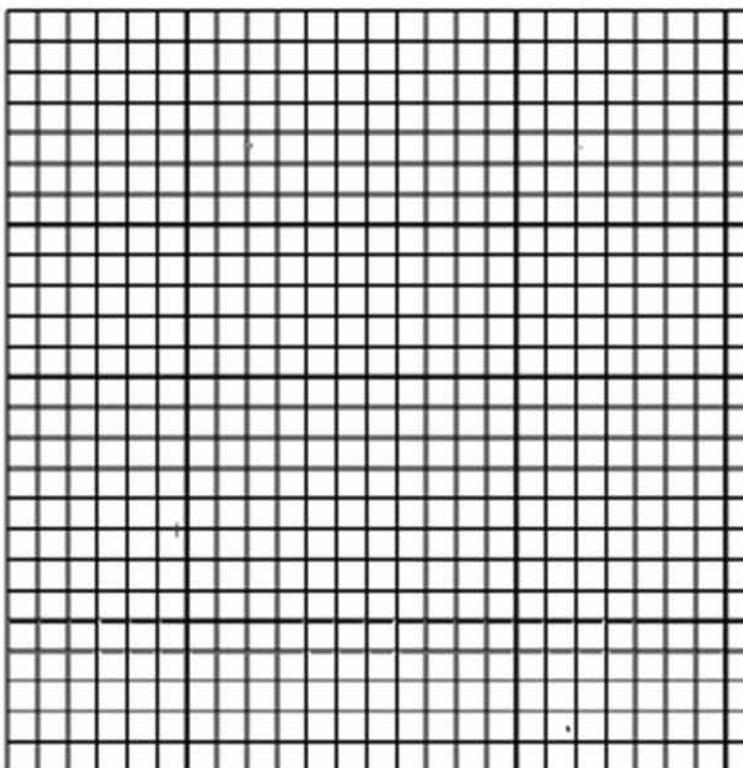
SCORE: 4

<u>Part 1</u>		Points
Correct answer:	"Multiply the input times 3 to get the output."	1
<u>Part 2</u>		Points
Correct answers with correct procedure:	A=4 and B=15 4x3=12 and 5x3=15	2
<u>Part 3</u>		Points
Correct answer with correct explanation:	"No, because 20-12 isn't 5 and 24-12 isn't 6..."	1
Total Points		4

① Multiply the input times 3 to get the output.

② A=4 because $4 \times 3 = 12$
B=15 because $5 \times 3 = 15$

③ NO, because 20-12 isn't 5 and 24-12 isn't 6 and 28-12 isn't 7.



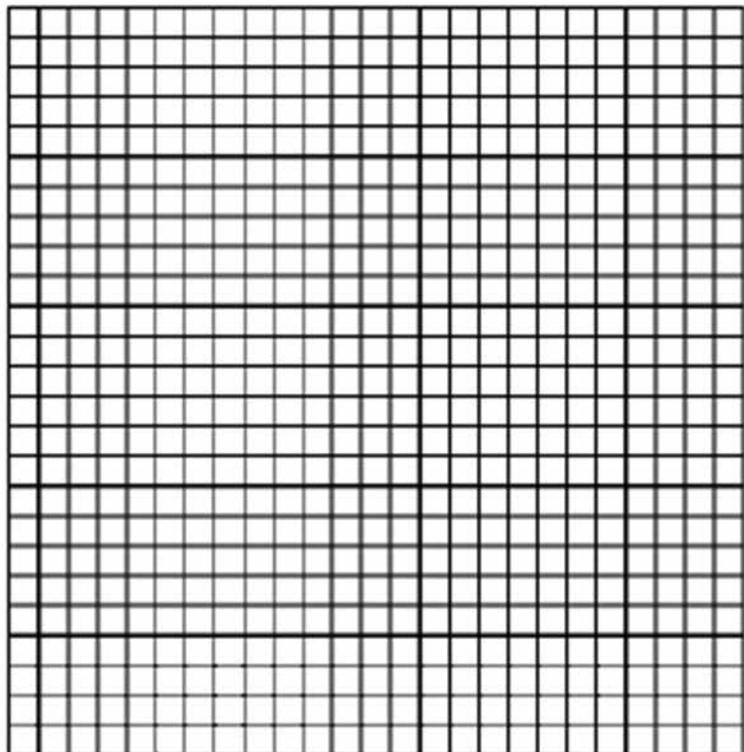
SCORE: 3

<u>Part 1</u>		Points
Correct answer:	"The rule for the function table is $\times 3$."	1
<u>Part 2</u>		Points
Correct answers with missing procedure:	"The value of "A" is 4 and the value of "B" is 15."	1
<u>Part 3</u>		Points
Correct answer with correct explanation:	"No, Jimmy is not right he is only right for the one ..."	1
Total Points		3

1) The rule for the function table is $\times 3$.

2) The value of "A" is 4 and the value of "B" is 15.

3) No, Jimmy is not right he is only right for the 1 one because $16 - 12 = 4$ but all the rest are wrong



SCORE: 2

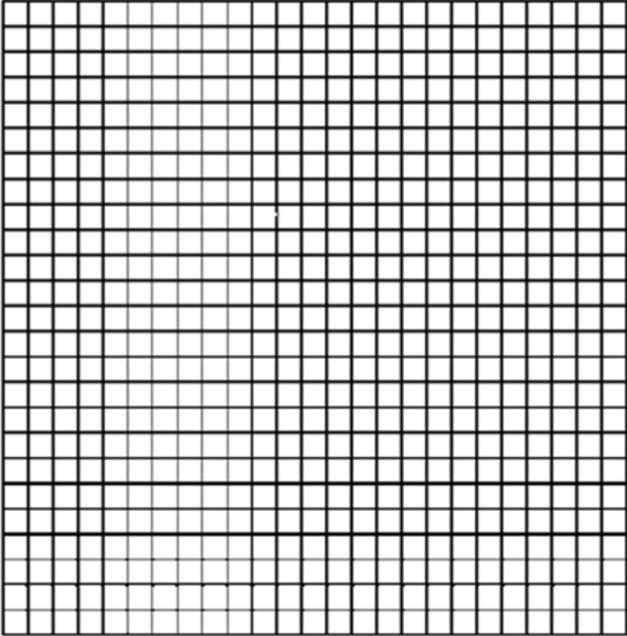
<u>Part 1</u>		Points
Correct answer:	"input x 3 = output"	1
<u>Part 2</u>		Points
Correct answers with missing procedure:	A = 4 and B = 15	1
<u>Part 3</u>		Points
Incorrect answer:	"Jimmy is correct..."	-
Total Points		2

1. input x 3 = output

2. A = 4
B = 15

3. Jimmy is correct
for example

Input	output
16	4

$$\begin{array}{r} 16 \\ -12 \\ \hline 04 \end{array}$$


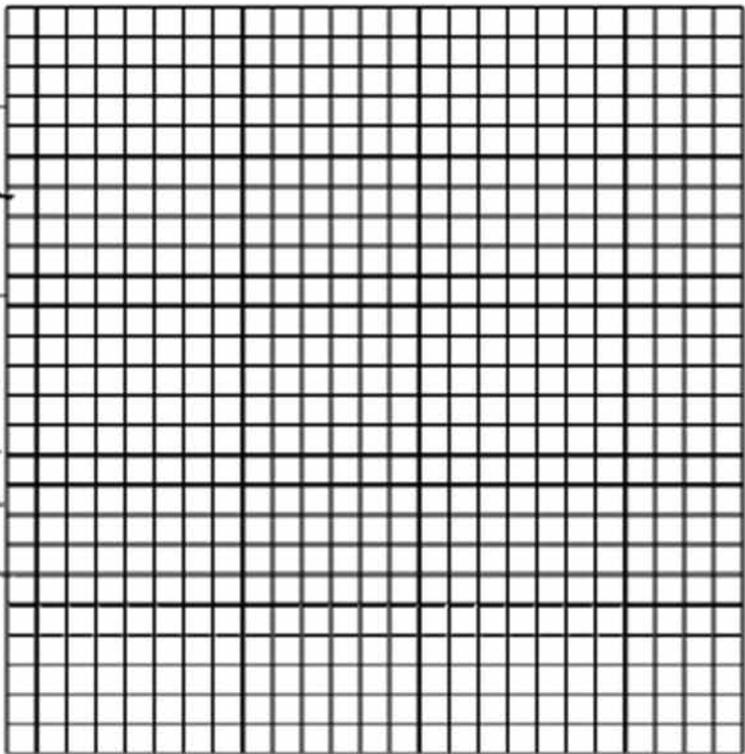
SCORE: 1

<u>Part 1</u>		Points
Incorrect answer:	"+4 +6"	-
<u>Part 2</u>		Points
Correct answers with missing procedure:	"The input is 4 and the output is 15"	1
<u>Part 3</u>		Points
Incorrect answer:	"he is correct"	-
Total Points		1

②
The input is 4 and the
output is 15

①
+4 +6

③
he is correct
because $16 - 12 = 4$



SCORE: 0

<u>Part 1</u>		Points
Incorrect answer:	"y x 12"	-
<u>Part 2</u>		Points
Incorrect answers with missing procedure:	X x 5 and Y x 12	-
<u>Part 3</u>		Points
Incorrect answer:	"Yes because 12 is an even number."	-
Total Points		0

① Y x 12

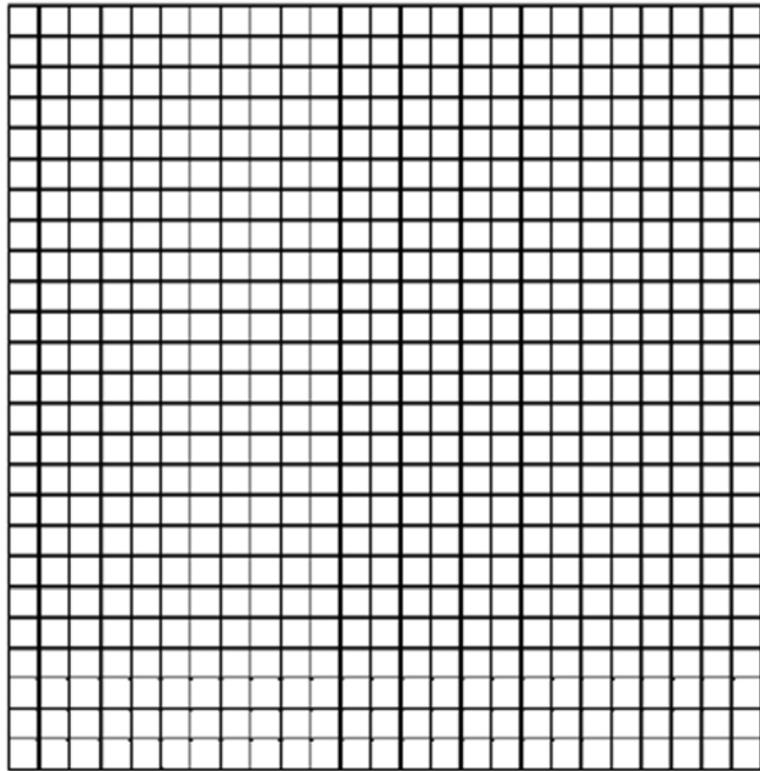
② Next output

2	8
3	12
5	18

A | B

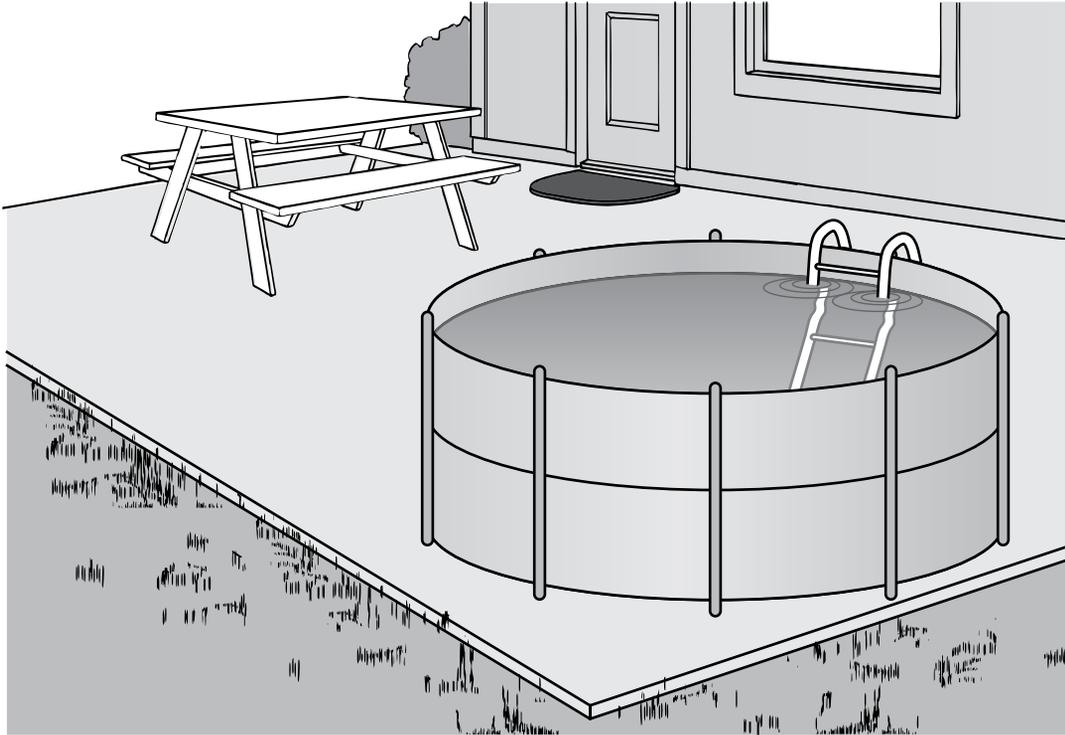
X x 5 | Y x 12

③ Yes, Because 12 is an even number.



SCIENCE RESPONSES

- A** Below is a picture of Joe’s deck. On the deck are a white picnic table, a swimming pool, and a black door mat. The sun is shining and light rays are hitting all three objects.



1. Name the process demonstrated by the light rays as they pass from the air into the water. Explain why the portion of the ladder that is in the water looks different than the portion of the ladder that is out of the water.
2. Explain what happens to the light rays as they hit the white picnic table.
3. Name the process demonstrated by the light rays as they hit the black door mat. Explain why the door mat might feel much warmer than the deck or the table.

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

Science Item A Scoring Rubric—2012 Grade 5

Score	Description
4	The student earns 4 points. The response shows a complete understanding of the interaction of light and matter. The response correctly addresses four out of the four tasks with no errors.
3	The student earns 3 points. The response shows a nearly complete understanding of the interaction of light and matter. The response correctly addresses three out of the four tasks.
2	The student earns 2 points. The response shows a limited understanding of the interaction of light and matter. The response correctly addresses two out of the four tasks.
1	The student earns 1 point. The response shows a minimal understanding of the interaction of light and matter. The response correctly addresses one out of the four tasks.
0	The student earns 0 points. Response shows insufficient understanding of the interaction of light and matter. The response, if any, contains major errors or may be entirely irrelevant or incoherent.
B	Blank—No response. A score of "B" will be reported as "NA." (No attempt to answer the item. Score of "0" is assigned for the item.)

SOLUTION AND SCORING

Part	Points
1	1 ½ points possible: ½ point for identifying refraction 1 point for an adequate explanation
2	1 point possible: Identifies the phenomenon as reflection.
3	1 ½ points possible: ½ point for identifying absorption 1 point for an adequate explanation

SCORE: 4

<u>Part 1</u>		Points
Correct process:	"Refraction"	1/2
Correct explanation:	"...because the light rays are slowed down when they hit the water, making it look bent."	1
<u>Part 2</u>		Points
Correct explanation:	"All of the light rays are reflected..."	1
<u>Part 3</u>		Points
Correct process:	"Absorbtion"	1/2
Correct explanation:	"...because it's black and that makes it absorb all the light rays hitting it."	1
Total Points		4

1. Refraction. The portion of the ladder in the water looks different from the portion of the ladder out of the water because the light rays are slowed down when they hit the water making it look bent.

2. All of the light rays are reflected from the picnic table.

3. Absorbtion. The doormat would feel warmer than the picnic table and the deck because it's black and that makes it absorb all the light rays hitting it.

SCORE: 3

<u>Part 1</u>		Points
Correct process:	"refraction"	1/2
Correct explanation:	"...because of refraction it bends the light."	1
<u>Part 2</u>		Points
Correct explanation:	"...the white color is reflected..."	1
<u>Part 3</u>		Points
Incorrect process:	"Opage"	0
Correct procedure:	"...because the black door mat is absorbing every color there is."	1
Total Points		3 1/2

①	②	③
<p>The process is called refraction because the swimming pool water is like that because of refraction it bends the light.</p>	<p>The thing that happens when the light hits the picnic table is that white color is reflected and you see white.</p>	<p>The process is called Opage because the black door mat is absorbing every color there is. The sun is heating that up because of that that is why it feels much warmer.</p>

SCORE: 2

<u>Part 1</u>		Points
Correct process:	"refracting"	1/2
Correct explanation:	"The light rays are bending..."	1
<u>Part 2</u>		Points
Incorrect explanation:	"The light rays stop because the table is opaque."	0
<u>Part 3</u>		Points
Correct process:	"absorbed causing the <u>black</u> door mat to be hot."	1/2
Incorrect explanation:		0
Total Points		2

1. The light rays are bending, and the light going through the water is refracting.

2. The light rays stop, because the table is opaque,

3. The light rays are absorbed, causing the black door mat to be hot.

SCORE: 1

<u>Part 1</u>		Points
Correct process:	"refracts"	1/2
Incorrect explanation:		0
<u>Part 2</u>		Points
Incorrect explanation:	"...The white picnic table absorbs the light slowly."	0
<u>Part 3</u>		Points
Correct process:	"absorbs"	1/2
Incorrect explanation:		0
Total Points		1

1. The light hits the water the refracts the ladder.

2. The white picnic table absorbs the light slowly.

3. The black^{so} absorbs the light fast.

SCORE: 0

<u>Part 1</u>		Points
Incorrect process:	“reflect”	0
Incorrect explanation:		0
<u>Part 2</u>		Points
Incorrect explanation:	“The picnic table will fill warmer.”	0
<u>Part 3</u>		Points
Incorrect process:		0
Incorrect explanation:	“Because the door mat is black so it will feel a lot warmer.”	0
Total Points		0

1. Because the light rays reflect.

2.

The picnic table will fill warmer.

3. Because the door mat is black so it will feel a lot warmer.

B There are eight true planets in our solar system. There are two major groups of planets, the inner planets (Mercury, Venus, Earth, and Mars) and the outer planets (Jupiter, Saturn, Uranus, and Neptune).

1. List one property common to all the inner planets that is very different than the outer planets.
2. Describe how the property listed in Part 1 is different for the inner planets compared to the outer planets.
3. List another property common to all the inner planets that is very different than the outer planets.
4. Describe how the property listed in Part 3 is different for the inner planets compared to the outer planets.

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

Science Item B Scoring Rubric—2012 Grade 5

Score	Description
4	The student earns 4 points. The response shows a complete understanding of the properties of planets in our solar system. The response correctly addresses four out of the four tasks with no errors.
3	The student earns 3 points. The response shows a nearly complete understanding of the properties of planets in our solar system. The response correctly addresses three out of the four tasks.
2	The student earns 2 points. The response shows a limited understanding of the properties of planets in our solar system. The response correctly addresses two out of the four tasks.
1	The student earns 1 point. The response shows a minimal understanding of the properties of planets in our solar system. The response correctly addresses one out of the four tasks.
0	The student earns 0 points. Response shows insufficient understanding of the properties of planets in our solar system. The response, if any, contains major errors or may be entirely irrelevant or incoherent.
B	Blank—No response. A score of "B" will be reported as "NA." (No attempt to answer the item. Score of "0" is assigned for the item.)

SOLUTION AND SCORING

Part	Points
1	1 point possible: Lists a difference.
2	1 point possible: Describes the difference.
3	1 point possible Lists a difference.
4	1 point possible: Describes the difference.

SCORE: 4

<u>Part 1</u>		Points
Correct difference:	"Size"	1
<u>Part 2</u>		Points
Correct description:	"The circumference of the inner planets are smaller than the outer planets."	1
<u>Part 3</u>		Points
Correct difference:	"distance from the sun"	1
<u>Part 4</u>		Points
Correct description:	"The inner planets are closer to the sun than the outer planets."	1
Total Points		4

1) size

2) The circumference of the inner planets are smaller than the outer planets.

3) distance from the sun

4) The inner planets are closer to the sun than the outer planets.

SCORE: 3

<u>Part 1</u>		Points
Correct difference:	“density’s.”	1
<u>Part 2</u>		Points
Incorrect description:	“The inner planets have very low density’s while the outer planets have very high density’s.”	0
<u>Part 3</u>		Points
Correct difference:	“the texture of their surfaces.”	1
<u>Part 4</u>		Points
Correct description:	“The inner planets have very rocky surfaces while the outer planets do not...The outer planets are mostly made out of gas.”	1
Total Points		3

1. One property common to all the inner planets that is very different than the outer planets is their density's.

2. The inner planets have very low density's while the outer planets have very high density's.

3. Another property common to all the inner planets that is very different than the outer planet is the textures of their surfaces.

4. The inner planets have very rocky surfaces while the outer planets do not have rocky surface. The outer planets are mostly made out of gas. Some people call them gas giants.

SCORE: 2

<u>Part 1</u>		Points
Correct difference:	"moons"	1
<u>Part 2</u>		Points
Incorrect description:	"...the inner planets are bigger than the outer planets and the outer planets are smaller than the inner planets."	0
<u>Part 3</u>		Points
Correct difference:	"size of the planets."	1
<u>Part 4</u>		Points
Incorrect description:	"all of the out planets are small"	0
Total Points		2

- ① the moons that is on each planet.

- ② the inner planets are bigger than the outer planets and the outer planets are smaller than than the inner planets.

- ③ the size of the planets.

- ④ Mercury is medium size, Venus is a little bigger than mercury, Earth is bigger than all of them in the "inner planets" section and Mars is the second biggest and all of the out planets are small but not the same size.

SCORE: 1

<u>Part 1</u>		Points
Incorrect difference:	"The sun is a property common to all the inner planets..."	0
<u>Part 2</u>		Points
Incorrect description:	"The sun is very hot."	0
<u>Part 3</u>		Points
Correct difference:	"The atmosphere"	1
<u>Part 4</u>		Points
Incorrect description:	"The atmosphere is very common to all the inner planets."	0
Total Points		1

①
 • The sun is a property common to all the inner planets that is different than the water planets.

②
 • The sun is very hot.

③
 • The atmosphere

④
 • The atmosphere is very common to all the inner planets.

SCORE: 0

<u>Part 1</u>		Points
Incorrect difference:	"...they all orbit round the sun."	0
<u>Part 2</u>		Points
Incorrect description:	"...outer planets dont orbit sun and inner planets do."	0
<u>Part 3</u>		Points
Incorrect difference:	"...their are more inner planets than outer planets."	0
<u>Part 4</u>		Points
Incorrect description:	"...the outer planets usually dont have more planets"	0
Total Points		0

1. one property common to all the planets
is that they all
orbit round the sun.

2. the inner planets compared to the outer
planets is that outer planets dont orbit
sun and inner planets do.

3. another property common is that
there are more inner planets
than outer planets.

4. Because the property for the inner planets
are right and the outer planets usually
dont have more planets

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