ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Teacher Handbook

Augmented Benchmark Examination
Grade 6

April 2012 Administration

Arkansas Department of Education

Acknowledgments

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The Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) includes an Augmented Benchmark Examination for grade 6 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, sixth-grade students participated in the *Grade 6 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 6 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.

The multiple-choice and open-response test items for the Reading, Writing, and Math components of the *Grade 6 Augmented Benchmark Examination* are developed with the assistance and approval of Content Advisory Committees. All passages and items on the *Grade 6 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 6 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 6 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 6 Augmented Benchmark Examination*.

READING RESPONSES

Rattlesnake Rescue

by Marilyn Kratz

In 1873, the U.S. government passed the Timber Culture Act. Anyone who planted 40 acres of trees would receive 160 acres of land.

Rebecca straightened up and stretched her tired back. "That's the last seedling, Pa. Have we planted enough?"

Pa walked to the end of the row of cottonwood seedlings. "Nope," he said. "We have to plant trees all the way to that rock over there to fill the requirements for our tree claim. We'll need about twenty more seedlings."

Rebecca's twin brother, William, patted the dirt around a seedling he had just planted. "Seems like an awful lot of work just to get some land."

"Not just 'some land,' son," said Pa. "The government will give us one hundred sixty acres free, just for planting trees on these forty acres and it's fine land. It'll produce the best wheat and corn I've ever grown.

"I'll get the seedlings," offered Rebecca. She longed to cool her feet in the shallow river running through the cottonwood grove.

"You'd better let me go, Miss Petticoats," teased William. "There are dangers all over this prairie."

7 Rebecca bristled. "I can take care of myself. And don't forget—I'm two minutes older than you!"

"You may both go," said Pa. "But hurry back. I'd like to finish before sundown."

"Race you!" shouted William, dashing off toward the river. "Don't trip on your petticoat!"

10 *My petticoat won't slow me down*, thought Rebecca. She lifted her long skirt and petticoat up to her knees, then raced after her brother.

William was sitting on the sandy riverbank, splashing his bare feet in the water, when Rebecca plopped down beside him. She stuck her feet in beside his.

"I'd like to sit here all afternoon and cool off," she said. She pushed off her bonnet and let it hang down her back. "But Pa is waiting. Come on. Let's get those seedlings."

They waded to a sandbar where small cottonwood seedlings grew. Gently, they pulled the seedlings from the moist sand.

"There! That's twenty, with a few to spare," said Rebecca.

"I'll carry them," said William. He led the way to the riverbank, then stopped. "Look! There's the dugout[1] we lived in when we moved here last year." He pointed to a hole in the grassy bank.

"I'm glad Pa built the sod house last spring," said Rebecca. "I hated living in that cave."

"I liked it!" declared William. "Come on—let's go inside."

"No," Rebecca said. "Pa is waiting. Besides, it's hard telling what's in there."

"Then you start back, scaredy-cat," said William, handing the seedlings to Rebecca. "I'll catch up." He ran to the dugout and stepped inside.

Rebecca tied the seedlings into her long apron and began to walk. Suddenly she froze in her tracks.

A huge prairie rattlesnake slithered along the riverbank. It stopped right in front of the dugout and lay still, coiled up on the warm sunny bank.

"William!" Rebecca shouted. "Don't come out!"

[1]dugout: a shelter dug into the hillside

"Huh?" William's face appeared at a tiny window beside the door of the dugout.

Rebecca pointed toward the rattler. William's face paled when he saw the snake blocking the doorway. He turned desperate eyes toward Rebecca, then he glanced behind himself. Rebecca knew what he was thinking: Were there more snakes lurking in the shadowy corners of the dugout?

Rebecca's mind raced, trying to think of a way to get William out of there. An idea popped into her head. It was risky, but it was their only hope.

"Don't move," she said to William in a soft voice. "When I say 'now,' you run out of there as fast as you can."

Rebecca removed the skirt-like petticoat from beneath her dress, then dipped it into the river. She squeezed out some of the water, then climbed to the top of the bank, directly above the dugout's opening.

"Get ready to run, William," she said, keeping an eye on the motionless snake.

Rebecca opened the dripping petticoat as much as she could. Her hands shook as she leaned over the bank. With one swift movement, she dropped the heavy garment on top of the snake.

"Now!" she shouted to William as the snake writhed under the petticoat.

William jumped over the covered snake and ran halfway back to the tree claim before he stopped and turned around. Rebecca was right behind him.

"Are you OK?" he asked, gasping.

Rebecca nodded. She was glad her long skirt hid her shaking knees.

They both took a minute to catch their breath and steady themselves. Rebecca checked her apron to make sure that the seedlings were still safe.

Then William reached over and gave one of Rebecca's braids a playful tug. "Thanks, sister. I'd have done the same for you back there."

Rebecca managed a grin. "You couldn't have," she said. "You don't wear petticoats!"

Laughing, they raced back to the tree claim.

A Describe the kind of relationship Rebecca and William have with each other. Use at least three specific details from the passage to support your answer.

Reading Item A Scoring Rubric—2012 Grade 6

Score	Description
4	The response describes the kind of relationship Rebecca and William have with each other and uses at least three specific details from the passage to support the response.
3	The response describes the kind of relationship Rebecca and William have with each other and uses two specific details from the passage to support the response.
2	The response describes the kind of relationship Rebecca and William have with each other and uses one specific detail from the passage to support the response.
1	The response describes the kind of relationship Rebecca and William have with each other. **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 the kind of relationship Rebecca and William have with each other ("They have the normal brother and sister relationship. They fight with each other, they help each other, and they love each other.") and uses at least three specific details from the passage as support (" 'I'll get the seedlings,' offered Rebecca. 'You'd better let me go, Miss Petticoats,' Teased William. 'There are dangers all over this prairie.', " " 'William!' Rebecca shouted. 'Don't come out!'…'When I say ' now,' you run out of there as fast as you can.' " " 'Thanks sister. I'd have done that same thing for you.' "). The response demonstrates a thorough understanding of the task.

1. Describe- They have the normal brother and sister relationship. They fight with eachother, they help eachother, and they love eachother.

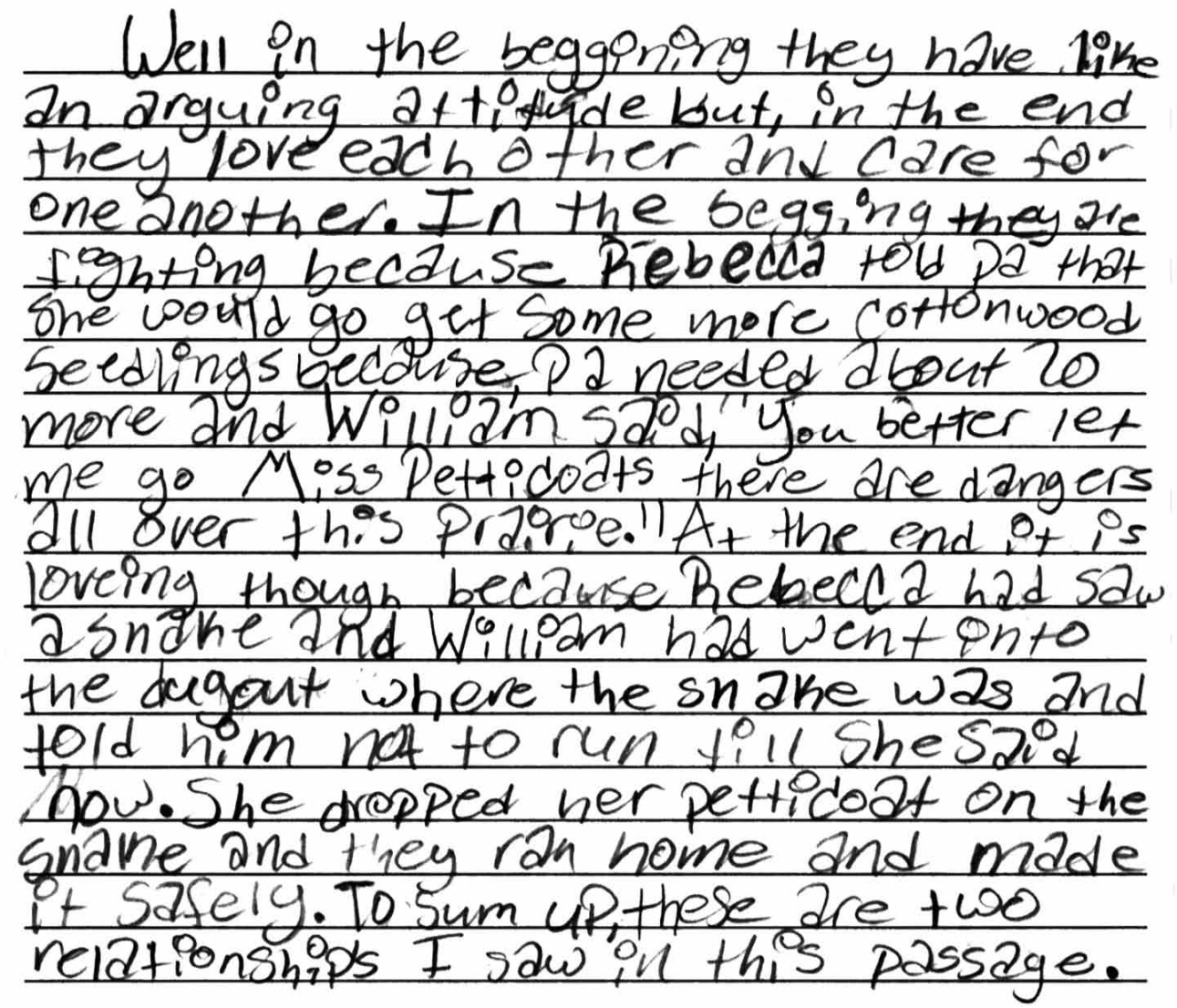
2. Detail- "I'll get the seedlings," offered Rebecca. "You'd better let me go, Miss Petticoats," Teased William. "There are dangers all over this prairie." Rebecca bristled. "I can take care of myself. And don't forget—I'm 2 minutes older than you!"

3. Detail- "William!" Rebecca shouted. "Don't come out!" "Huh?" Williams face appeared at a tiny window beside the door of the dugout. "Don't move she said to William in a soft voice. "When I say "now," you run out of there as fast as you can"

4. Detail- William reached over and gave one of Rebeccas braids a tug. "Thanks sister. I'd have done that same thing for you."

SCORE POINT: 3

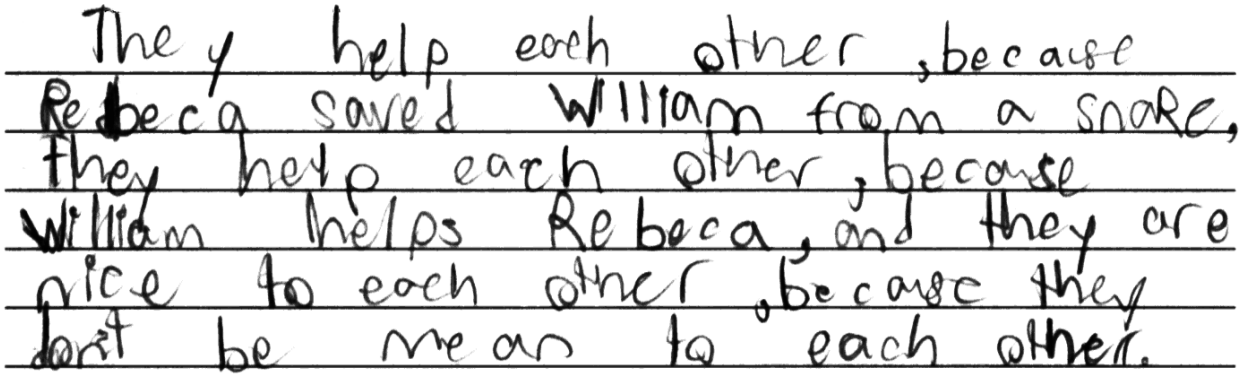
The response describes the kind of relationship Rebecca and William have with each other ("in the beginning they have like an arguing attitude but, in the end they love each other and care for one another.") and uses two specific details from the passage as support ("they are fighting because Rebecca told Pa that she would go get some more cottonwood seedlings…and William said, 'You better let me go Miss Petticoats there are dangers all over this Prairie.' " and "Rebecca had saw a snake and William had went into the dugout where the snake was and told him not to run till she said now. She dropped the petticoat on the snake and they ran home…."). The response shows evidence of a general, but not a comprehensive, understanding of the task.



Well in the beggoning they have like an arguing attitude but, in the end they love each other and care for one another. In the begg.ng they are fighting because Rebecca told Pa that she would go get some more cottonwood seedlings because, Pa needed about 20 more and William said "You better let me go Miss Petticoats there are dangers all over this Prairie." At the end it is loveing though because Rebecca had saw a snake and William has went onto the dugout where the snake was and told him not to run till She said now. She dropped her petticoat on the snake and they ran home and made it safely. To Sum up, these are two relationships I saw in this passage.

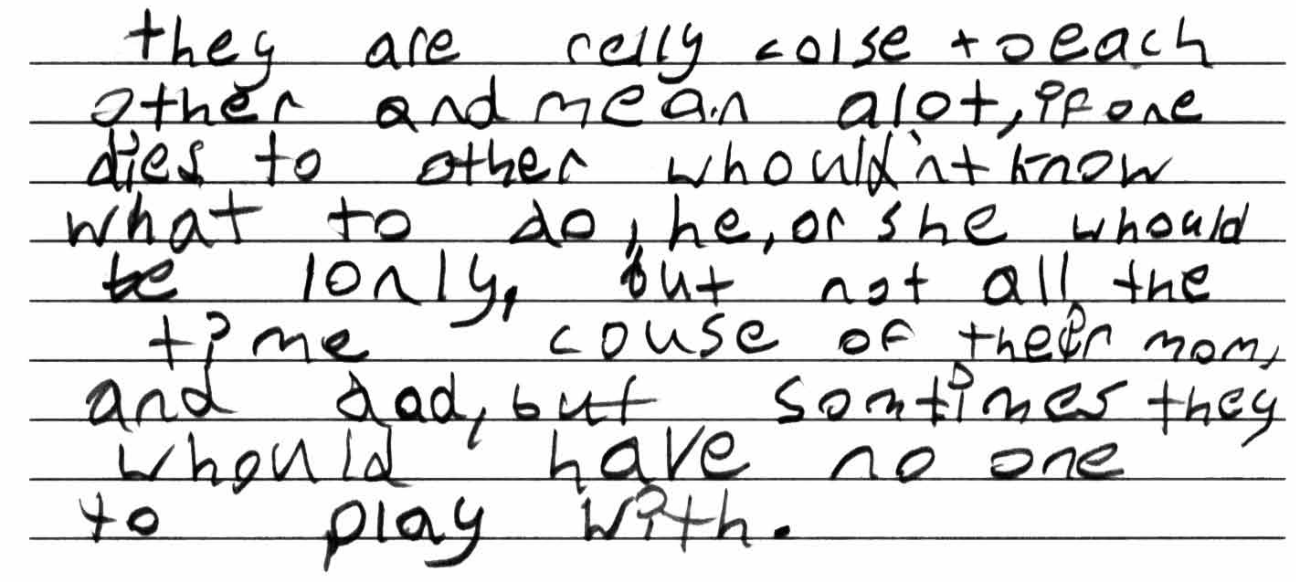
SCORE POINT: 2

The response describes the kind of relationship Rebecca and William have with each other ("help each other; nice to each other") and uses one specific detail from the passage as support ("Rebeca saved William from a snake"). The response shows evidence of only a basic understanding of the task.


They help each other, because Rebeca saved William from a snake, they help each other, because William helps Rebeca, and they are nice to each other, because they don't be mean to each other.

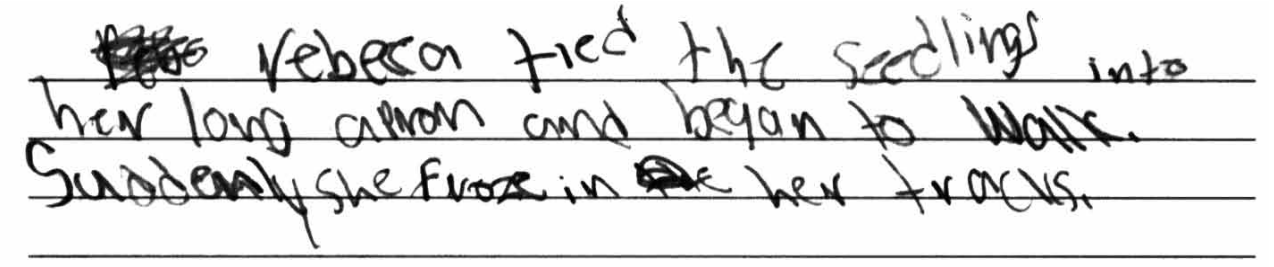
SCORE POINT: 1

The response describes the kind of relationship Rebecca and William have with each other ("they are really colse [close] to each other"). However, there are no specific details used from the passage as support. The response provides evidence of minimal understanding.


they are really colse to each other and mean alot, if one dies to other whould'nt know what to do, he, or she whould be lonly, but not all the time couse of their mom, and dad, but sometimes they whould have no one to play with.

SCORE POINT: 0

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



Make a Stack of Blueberry Pancakes

by Ken Haedrich

It'd be a shame to let blueberry season pass without serving up at least one delectable fruit-filled breakfast, so here's our favorite recipe for blueberry pancakes along with some tips to help you griddle them to perfection. Just remember, hot pancakes wait for no one. So have everything else (juice, milk, softened butter, and syrup) ready to go so you can enjoy them right out of the skillet.

1 Place a sifter or sieve in a large mixing bowl and measure the flour, sugar, baking powder, baking soda, salt, and nutmeg into it. Sift the ingredients into the bowl.

2 In a separate large bowl, lightly whisk the eggs. Add the milk, sour cream, melted butter (or oil), and vanilla extract and whisk to blend.

3 Make a well in the dry ingredients and pour the liquid mixture into it. Vigorously whisk the ingredients just until blended (about 10 seconds).

4 Add the lemon zest and the blueberries and gently fold them into the batter with a rubber spatula.

INGREDIENTS

- 1¾ cups flour
- 2 tablespoons sugar
- 1 teaspoon baking powder
- ½ teaspoon baking soda
- ½ teaspoon salt
- ¼ teaspoon ground nutmeg
- 2 large eggs
- 1 cup milk
- 1 cup sour cream
- ¼ cup melted butter or vegetable oil, plus extra oil for the pan
- ½ teaspoon vanilla extract
- ½ teaspoon finely grated lemon zest
- 1½ cups fresh blueberries, rinsed

5 Heat a large, heavy skillet over medium heat for 3 to 4 minutes. Then pour in enough cooking oil to coat the surface. Using a pot holder to grasp the pan handle with both hands, gently swirl the skillet around to evenly distribute the oil.

6 For each pancake, ladle about ¼ cup of batter onto the hot skillet. You should be able to cook 3 or 4 pancakes at a time.

7 Cook the pancakes for about 1¼ to 1½ minutes on the first side. Then flip and cook them about half as long, until the second side is golden brown.

8 Serve the pancakes at once, preferably on warm plates. Top with butter and maple syrup or homemade blueberry syrup. Makes about 12 pancakes.

Pancake Pointers

Make sure your pancakes stack up every time

The Batter: It should flow thickly from your ladle, but not so thickly that it falls in lumps. If it needs thinning, gently stir in 2 tablespoons of milk.

The All-important Flip: Wait too long and your pancakes will be dry and rubbery. Flip too soon and they'll be pale and undercooked. The time to flip is when you notice these 3 things simultaneously:

1 the little air bubbles that have appeared on the surface begin to burst

2 the perimeter of the pancake looks a bit dry

3 the underside is golden brown

The Cooking Surface: A heavy cast iron skillet is ideal because it heats evenly and gives pancakes a slightly crisp, golden brown surface. Nonstick skillets are good too, but the dark coating sometimes browns pancakes too deeply. If that happens, turn the heat down a little. Electric griddles are convenient because you can preset the temperature and cook up to 6 pancakes at a time.

The Technique: Remember that a pancake is not like a steak on the grill. Tempting as it may be, don't poke it or press down on it as it cooks. Just allow the pancake to cook undisturbed until it's ready to flip. It is okay, however, to lift an edge to check the browning underneath.

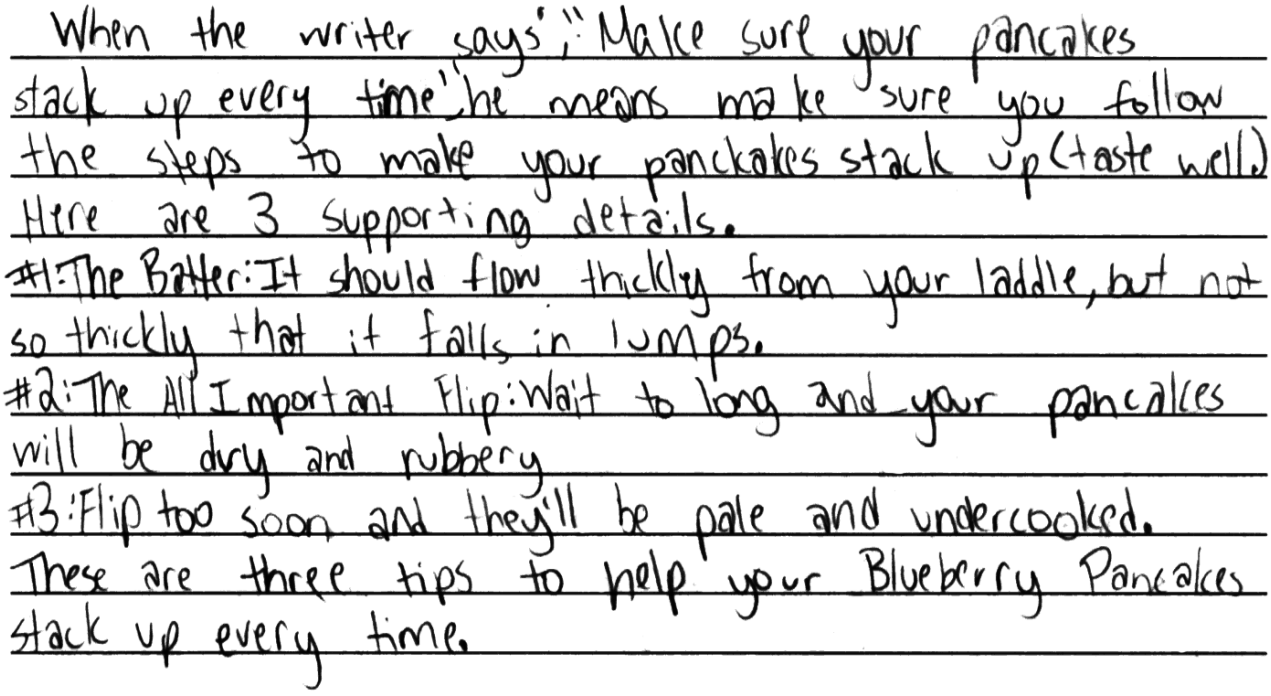
B In "Pancake Pointers," what does the writer mean by "Make sure your pancakes stack up every time"? Based on information from the passage, describe at least three details that support your response.

Reading Item B Scoring Rubric—2012 Grade 6

Score	Description
4	The response describes what the writer means by the statement and uses at least three details from the passage to support the response.
3	The response describes what the writer means by the statement and uses two details from the passage to support the response.
2	The response describes what the writer means by the statement and uses one detail from the passage to support the response.
1	The response describes what the writer means by the statement. **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

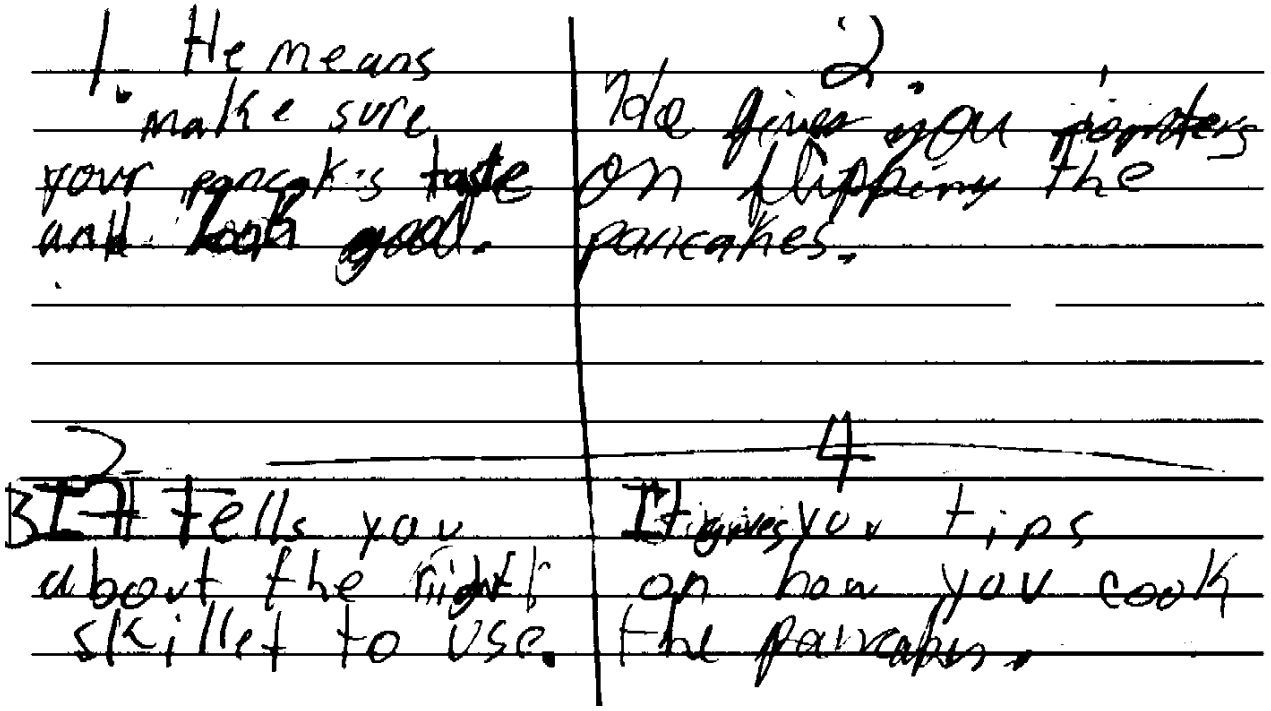
The response describes what the writer means by "Make sure your pancakes stack up every time" ("he means make sure you follow the steps to make your pancakes stack up (taste well)") and uses at least three details from the passage as support ("The Batter: It should flow thickly from your laddle, but not so thickly that it falls in lumps," "The All Important Flip: Wait to long and your pancakes will be dry and rubbery," and "Flip too soon and they'll be pale and undercooked."). The response demonstrates a thorough understanding of the task.



When the writer says "Make sure your pancakes stack up every time" he means make sure you follow the steps to make your panckakes stack up (taste well) Here are 3 supporting details.
#1: The Batter: It should flow thickly from your laddle, but not so thickly that it falls in lumps.
#2: The All Important Flip: Wait to long and your pancakes will be dry and rubbery
#3: Flip too soon and they'll be pale and undercooked.
These are three tips to help your Blueberry Pancakes stack up every time.

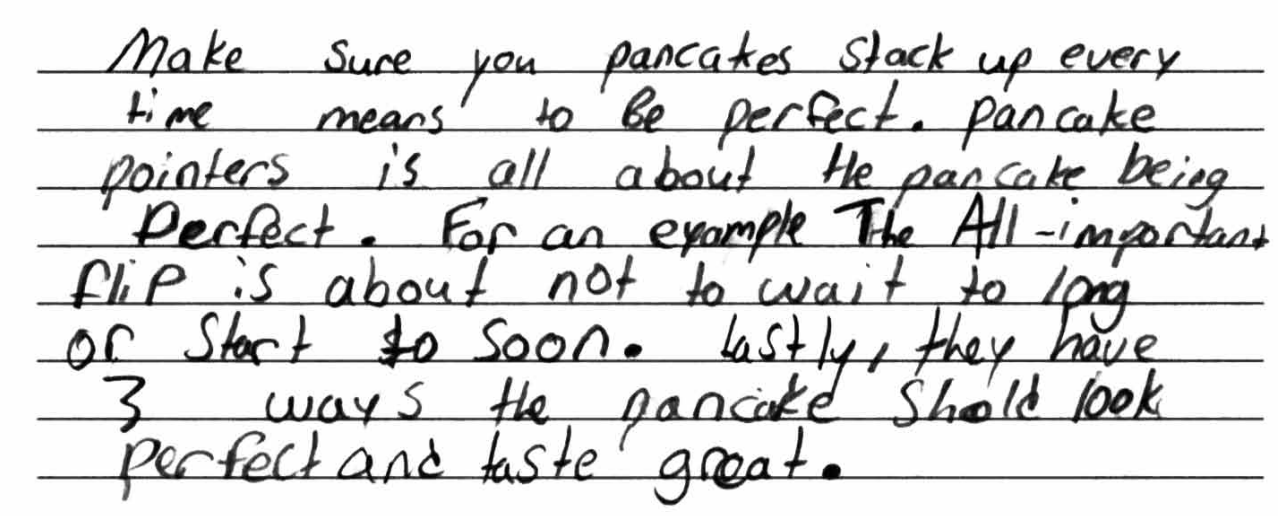
SCORE POINT: 3

The response describes what the writer means by "Make sure your pancakes stack up every time" ("make sure your pancakes taste and look good") and uses two details from the passage as support ("He gives you pointers on flipping the pancakes" and "It tells you about the right skillet to use"). The response shows evidence of a general, but not a comprehensive, understanding of the task.



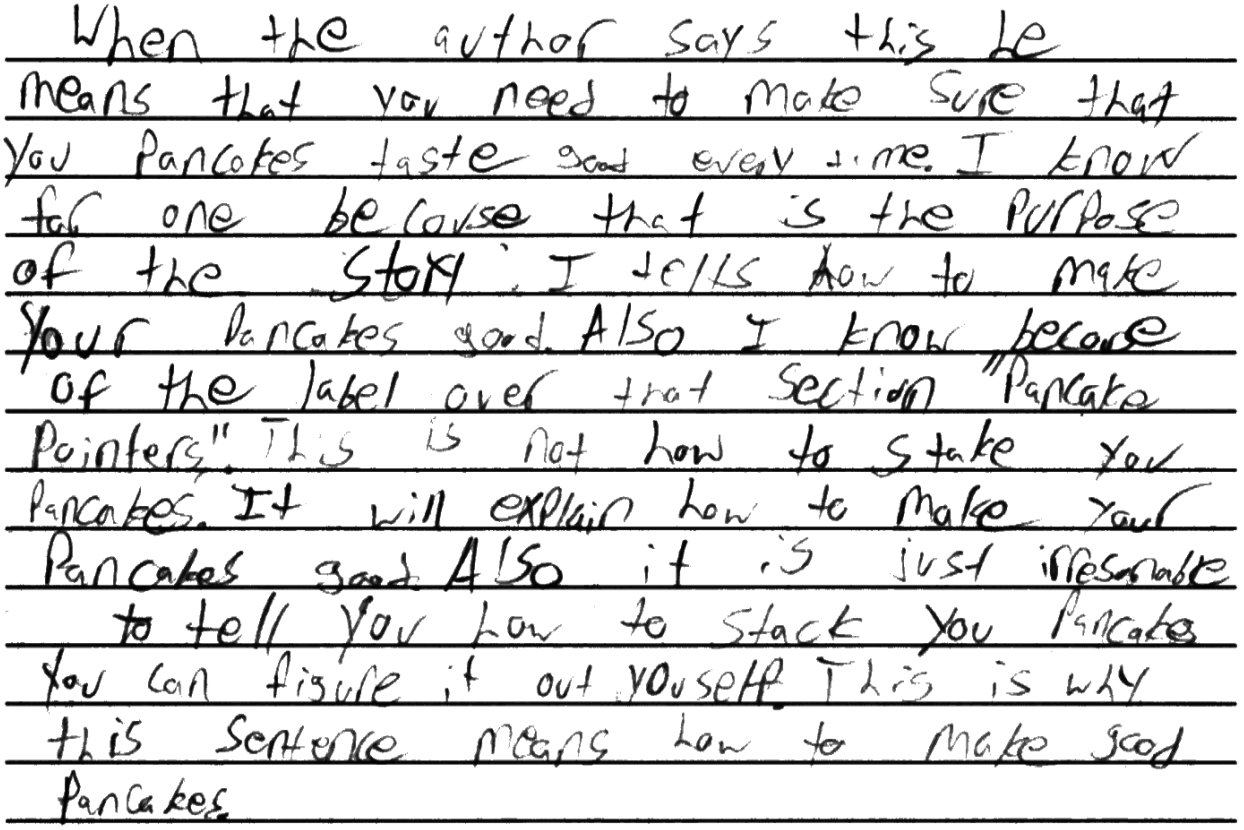
SCORE POINT: 2

The response describes what the writer means by "Make sure you pancakes stack up every time" ("means to Be perfect. pancake pointers is all about the pancake being perfect") and uses one detail from the passage as support ("The All-important flip is about not to wait to long or start to soon."). The response shows evidence of only a basic understanding of the task.


Make Sure you pancakes Stack up every time means to Be perfect. pancake pointers is all about the pancake being Perfect. For an example The All-important flip is about not to wait to long or Start to Soon. lastly, they have 3 ways the pancake Should look perfect and taste great.

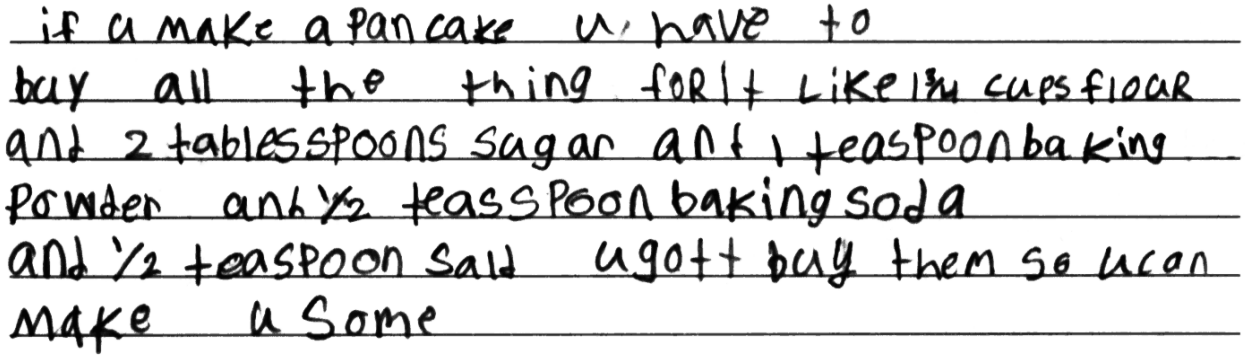
SCORE POINT: 1

The response describes what the writer means by "Make sure your pancakes stack up every time" ("he means that you need to make sure that you Pancakes taste good every time"). However, there are no details from the passage used as support. The response provides evidence of minimal understanding.


When the author says this he means that you need to make sure that you Pancakes taste good every time. I know for one because that is the purpose of the story. It tells how to make your pancakes good. Also I know because of the label over that section "Pancake Pointers". This is not how to stake your Pancakes. It will explain how to make your Pancakes good. Also it is just irresonable to tell you how to stack you pancake you can figure it out yourself. This is why this sentence means how to make good Pancakes

SCORE POINT: 0

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


if u make a pancake u have to buy all the thing for it like 1½ cups flour and 2 tablesspoons sugar and 1 teaspoon baking powder and ½ teassPoon baking soda and ½ teaspoon salt ugott buy them so ucan make u some

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 6 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 6 students in April 2012.

Prompt

Your teacher has asked you to write about what you like about summer.

Before you begin to write, think about what you do in the summer. Maybe you play sports or earn money by cutting the grass. Maybe you visit another city. **Why** do you like summer?

Now write an essay for your teacher explaining why you like summer. Give enough detail so that your teacher will understand.

WRITER'S CHECKLIST

1. Look at the ideas in your response.
   - _____ Have you focused on one main idea?
   - _____ Have you used enough detail to explain yourself?
   - _____ Have you put your thoughts in order?
   - _____ Can others understand what you are saying?
2. Think about what you want others to know and feel after reading your paper.
   - _____ Will others understand how you think or feel about an idea?
   - _____ Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper's subject.)
   - _____ Do you have sentences of different lengths? (Hint: Be sure you have a variety of sentence lengths.)
   - _____ Are your sentences alike? (Hint: Use different kinds of sentences.)
3. Look at the words you have used.
   - _____ Have you described things, places and people the way they are? (Hint: Use enough detail.)
   - _____ Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)
   - _____ Have you used the right words in the right places?
4. Look at your handwriting.
   - _____ Can others read your handwriting with no trouble?

WRITING SAMPLE RESPONSE 1

Content: 4
This response shows consistent control of the Content domain. There is a clear central idea to the response ("My three favorite parts of summer"), which is adhered to throughout the piece. Each of the three main ideas is evenly elaborated with clear and specific details, which develop them enough to provide a clear picture of the writer's enjoyment ("I can dive really well, cartwheel off the diving board, and do the splits in mid-air above the swimming pool"). There is an evident organizational plan and a clear progression of ideas throughout the response. The consistent point of view is maintained from the opening of the response ("Mmm! Aaah! I love summer!") to the clear ending, which brings the entire response to a clear close ("What's your favorite things about summer? I just told you about mine.").

Style: 4
This response demonstrates consistent control of Style. A clear tone of joy and excitement is present and maintained, and this tone is strengthened by the voice of the writer throughout ("I have to have it," "It was a blast," "It felt like I was falling right out of the sky," "Cool!"). The information presented is vivid and specific, and the vocabulary is selected to affect the reader, whether through exclamations of joy ("Mmm! Aaah!" "So awesome!") or precise and specific detail ("migrains when I'm stressed"). The writer also uses a variety of sentence constructions to produce a response which reads fluently and smoothly.

Sentence Formation: 4
This writer successfully constructs a variety of sentences. These vary from fragments used for effect, to simple, short sentences, to longer, compound sentences. All of the sentences in the response are correctly formed, and the writer demonstrates consistent control of Sentence Formation features.

Usage: 4
Although the response contains a few errors in Usage ("something that comes natural with summer," "what's your favorite things"), there are not many errors in a long and complex piece. There would need to be a higher density of errors for control to be considered only reasonable.

Mechanics: 4
This response has a few errors in Mechanics. There are a few comma errors, a missing apostrophe ("theres"), and two misspellings ("definetly," "migrains"). The misspelled words are more difficult ones, and overall there are few errors relative to the length and complexity of the piece. The response demonstrates consistent control of Mechanics features.

Mmm! Aaah! I love summer! I mean, who couldn't. There's sunshine, sleeping in, and tons of fun. My three favorite parts of summer are swimming, summer trips, and of course no school.

I love swimming and the best time to swim is definetly Summer. It's so hot and humid, you need something to cool you off. Plus, I'm pretty good at swimming. Well, I guess it helps to be good at something to like it, but anyway I can dive really well, cartwheel off the diving board, and do the splits in mid-air above the swimming pool. Swimming is just something that comes natural with summer, and I have to have it.

Another one of my absolutely, positively favorite things about summer is definetly taking summer trips. In the Summer, on a summer trip last year my family took a trip to Branson, Missouri. It was epic! We got to go to Silver Dollar City two days, and on the night of the last day at Silver Dollar City my family went to Night Water. Night water is well, White Water at night. The next day we also went to White water. It was a blast! I slid down the

huge slide twice. It felt like I was falling right out of the sky. So awesome!

One of the best things about summer is, no school! If there's no school that means no homework. Which means, I get to be lazy. Also, I get really bad migraines when I'm stressed. If there's no school, that means less migraines. Plus I get to stay up late and sleep in. Cool!

I'm really loving summer. It gets better and better all the time. Do you like summer? What's your favorite things about summer? I just told you about mine.

WRITING SAMPLE RESPONSE 2

Content: 3
This response demonstrates reasonable control of the features of the Content domain. The writer presents a clear central idea ("In my summertime, I like to do alot of exciting things") which is maintained throughout the piece. Although there are details added for elaboration in the first half of the response ("watch alot of exciting movies," "pretend that there are mysterious people chasing us," "eat chocolate so we will stay awake and be hyper"), the following ideas remain unelaborated. Although there is an organizational plan evident, and ideas are grouped together appropriately, the uneven elaboration limits the effective progression of ideas. More even elaboration would be needed for the response to achieve a higher score.

Style: 3
This response demonstrates reasonable control of the Style domain. Although some vocabulary is precise ("flashlight tag," "eat chocolate," "be hyper") other sections of the response demonstrate more general word choice ("alot of time," "alot of fun"). At times the response presents selected information which affects the reader ("pretend that there are mysterious people chasing us"), but this is not sustained. At other times, the information presented is more general ("see all of the different fish," "we go out and eat"). The general information obscures the writer's voice in the later sections of the response. Although the writer does vary sentences, which promotes a smooth and interesting reading of the response, more precise and specific word choice and information would be necessary for a higher score in Style.

Sentence Formation: 4
The writer successfully uses compound sentences and subordinates ideas using temporal clauses. There are no fragments, instances of word omission, or run-on sentences present. With no construction errors and clear control of more advanced sentence forms demonstrated, the response demonstrates consistent control of the features of Sentence Formation.

Usage: 4
This response shows consistent control of the features of the Usage domain. There are no errors in grammar or usage present.

Mechanics: 4
This response shows consistent control of Mechanics. Although there are a few errors in spelling ("alot," "partys") and one in capitalization ("Panama city beach"), the density of errors in the piece is very low. Punctuation is applied correctly, and the response is correctly formatted.

In my Summertime, I like to do alot of exciting things.

I like to go to the beach with a couple of friends. One of my favorite things is the long car rides. You have alot of time to talk to eachother, and watch alot of fantastic movies!

I also like to have partys! When I have partys, we play flashlight tag, and pretend that there are mysterious people chasing us. It is scary, but alot of fun! At night when it is time to go to bed, we hang out and eat chocolate so we will stay awake and be hyper!

In the summer, when I go to Panama city beach, we like to go out into the ocean and see all of the different fish!

I also like to play basketball. Most of the time, after I play basketball, we go out and eat.

My Summer is an extraordinary Summer. I wish it would happen over and over again.

WRITING SAMPLE RESPONSE 3

Content: 2
This response demonstrates inconsistent control of the Content domain. The response maintains a central idea throughout ("This is why I think summer is the best"). However, although the writer has presented a number of main supporting ideas, most of these ideas lack elaboration. A few of the main ideas are extended ("cool places like branson & lakes to innertube on"), but most are presented without extension, and the response largely reads like a list of reasons the writer likes summer. The lack of elaboration limits the progression of ideas, and the use of simple transitions between main points ("Another reason" "Then") leads to little sense of an organizational plan. More elaboration would lead to the clarity and development of ideas, and the progression of ideas that would allow for a higher Content score.

Style: 2
This response demonstrates inconsistent control of the features of the Style domain. Most of the vocabulary in the response is general ("cool places," "do whatever I want," "really fun"), with little evidence of purposefully selected, effective word choice. While there is occasional specificity of detail ("branson," "jump off the diving board") the majority of the information presented is general, and does not create clear images for the reader. The sentences lack a strong sense of variety, and the tone is generally flat throughout the response. Clearer, more specific word choice and information would be needed for this response to achieve a higher score in Style.

Sentence Formation: 4
Although there is not a lot of variety in the sentences in the response, the sentences used are generally correct. The writer is not over-reliant on short, simple sentences and shows that she can correctly and effectively control more complex sentences. The response shows consistent control of Sentence Formation.

Usage: 4
There are no errors in Usage in this response.

Mechanics: 4
There are some errors in punctuation (comma use and a lack of apostrophes where needed) and one error in capitalization ("branson"). However, the spelling in the response is correct, and other capitalization and end punctuation are correct, and the response is formatted. The use of the ampersand (&) symbol in place of "and" is considered a spelling error, but the density of errors in the response is low. There is enough correct in this response to consider it an example of consistent control.

I like the summer because there is no school so I get to sleep in as long as I want.

Another reason is that I always get to go on trips to cool places like branson & lakes to innertube on.

Third, I get to do whatever I want and dont get in trouble by teachers.

Then, I like it because I get to go swimming and I get to jump off the diving board.

Last, I like it because I get to go to the skatepark as much as I want. Its always really fun.

This is why I think summer is the best.

MATH RESPONSES

A Cheyenne counted the eggs the chickens laid on her aunt's farm last week. The numbers are shown below.

14, 18, 11, 1, 13, 16, 18

1. Find the mean, median, mode, and range of the data set. Which of these measures is the greatest for the set of data? Show your work or explain your answer.

2. Cheyenne noticed that the day she counted 1 egg it was very cold. If she deleted that number from the data set, which measure would change the most? Show your work or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Math Item A Scoring Rubric—2012 Grade 6

Score	Description
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 - 3½ points.
2	The student earns 2 - 2½ points.
1	The student earns ½ - 1½ points, or 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

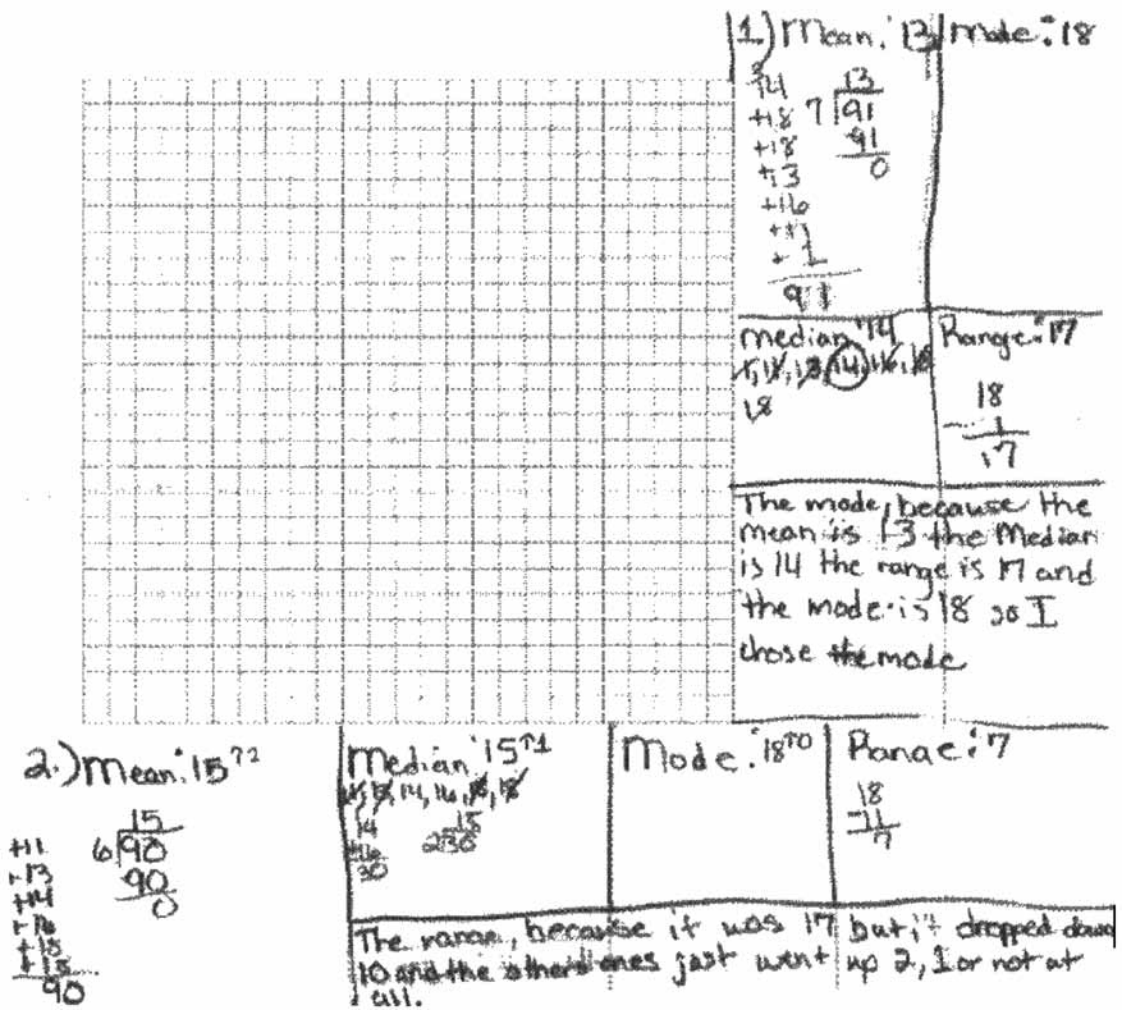
Part	Points
1	**2 points possible:** 2 points: Correct answers: mean 13, mode 18, range 17, median 14 Correctly selects greatest: mode is greatest Correct procedure shown and/or explained for at least 2 answers. Give credit for the following or equivalent: Ex: mean = 13 14+18+11+1+13+16+18=91 91÷7=13 Mode = 18 1,11,13,14,16,18,18 18 occurs the most Range=17 18-1=17 Median= 14 ~~1,11,13~~,14,~~16,18,18~~ 14 is the middle value **OR** 1 1/2 points: 2-3 correct answers, greatest value named based on these answers Correct procedure shown and/or explained for at least 2 answers. **OR** 1 point: 2-3 correct answers, greatest value named based on these answers Procedure is incomplete, incorrect or missing. or 2-3 correct answers, greatest value is not named Correct procedure shown and/or explained for at least 2 answers. or Less than 2 correct answers, greatest value is named Correct procedure shown and/or explained for at least 2 answers. **OR** 1/2 point: 2-3 correct answers, greatest value is not named Procedure is incomplete, incorrect or missing. or Less than 2 correct answers, greatest value is named Procedure is incomplete, incorrect or missing.

Part	Points
2	**2 points possible:** 2 points: Correct answer: Range Correct and complete procedure shown and/or explained. Give credit for the following or equivalent: Ex: mean = 15 14+18+11+13+16+18=90 90÷6=15 Mode = 18 11,13,14,16,18,18 18 occurs the most Range=7 18-11=7 Median= 15 ~~11,13~~,14,16~~,18,18~~ 14+16=30 30/2=15 15 is the middle value Mean changed 2, mode stayed the same, rangechanged 10, And median changed 2. Range had the greatest change. or Correct answer based on an incorrect answer in part 1. Correct procedure shown and/or explained. **OR** $1\frac{1}{2}$ points: Correct answer: Range Partial correct procedure shown and/or explained. or Correct answer: Range 4 correct values no procedure shown and/or explained. or Correct answer based on an incorrect answer in part 1. Partial correct procedure shown and/or explained. **OR** 1 point: Correct answer: Range Procedure is incorrect or missing or Incorrect or missing answer 4 correct values no procedure shown and/or explained. or Correct answer based on an incorrect answer in part 1. Procedure is incorrect or missing. **OR** $\frac{1}{2}$ point: Incorrect or missing answer Partial correct procedure shown and/or explained.

SCORE: 4

Part 1		**Points**
Correct answers, selects greatest with correct procedures:	Mean:13 Mode:18 Median:14 Range:17 "The mode." "…91÷7=13, 18-1=17…"	2

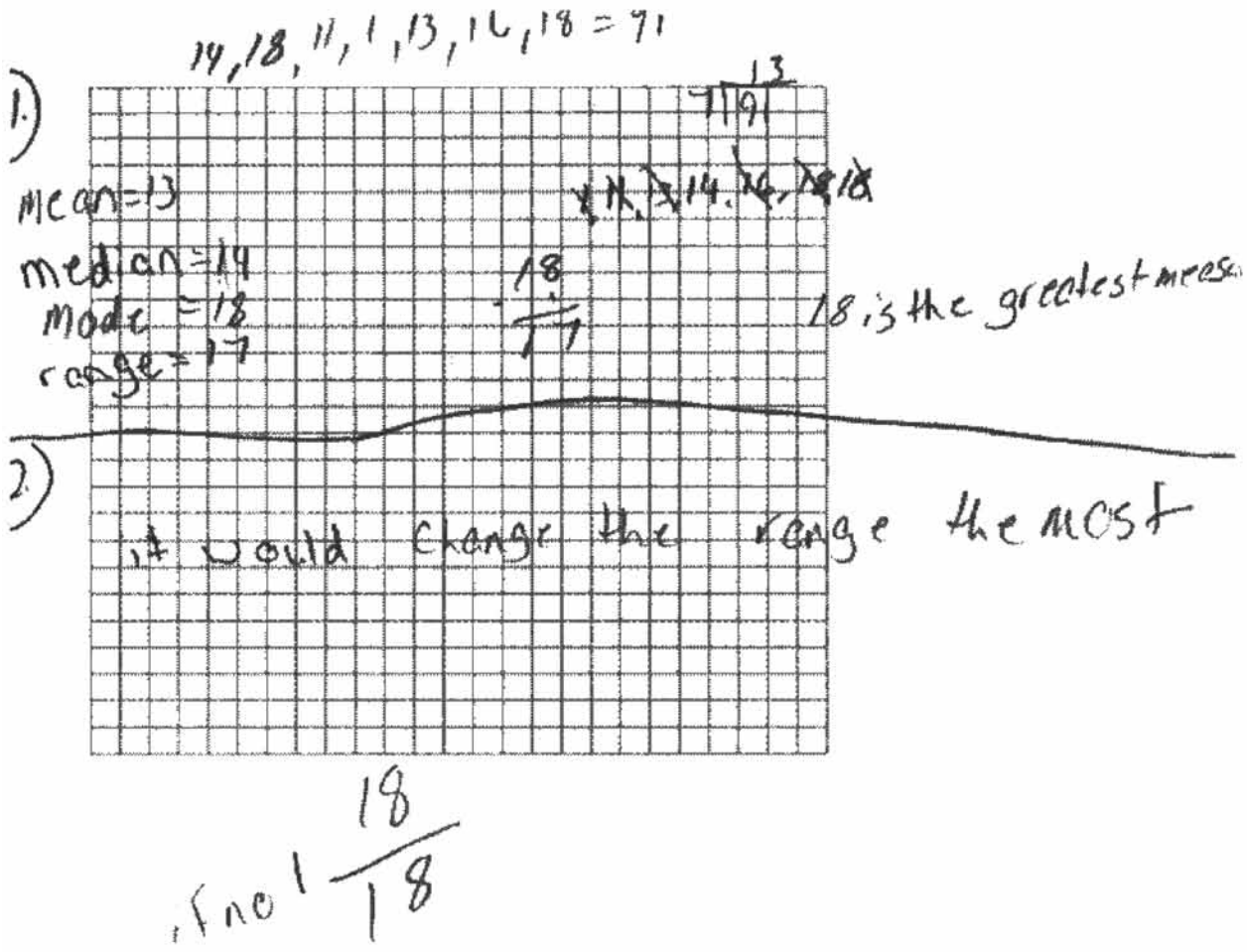
Part 2		**Points**
Correct answer with correct procedure:	The range Correctly recalculates values and selects the one with the greatest change	2
	Total Points	**4**



SCORE: 3

Part 1		**Points**
Correct answers, selects greatest with correct procedures:	Mean=13 Median=14 Mode=18 Range=17 "18 is the greatest measure" "…91÷7=13, 18-1=17…"	2

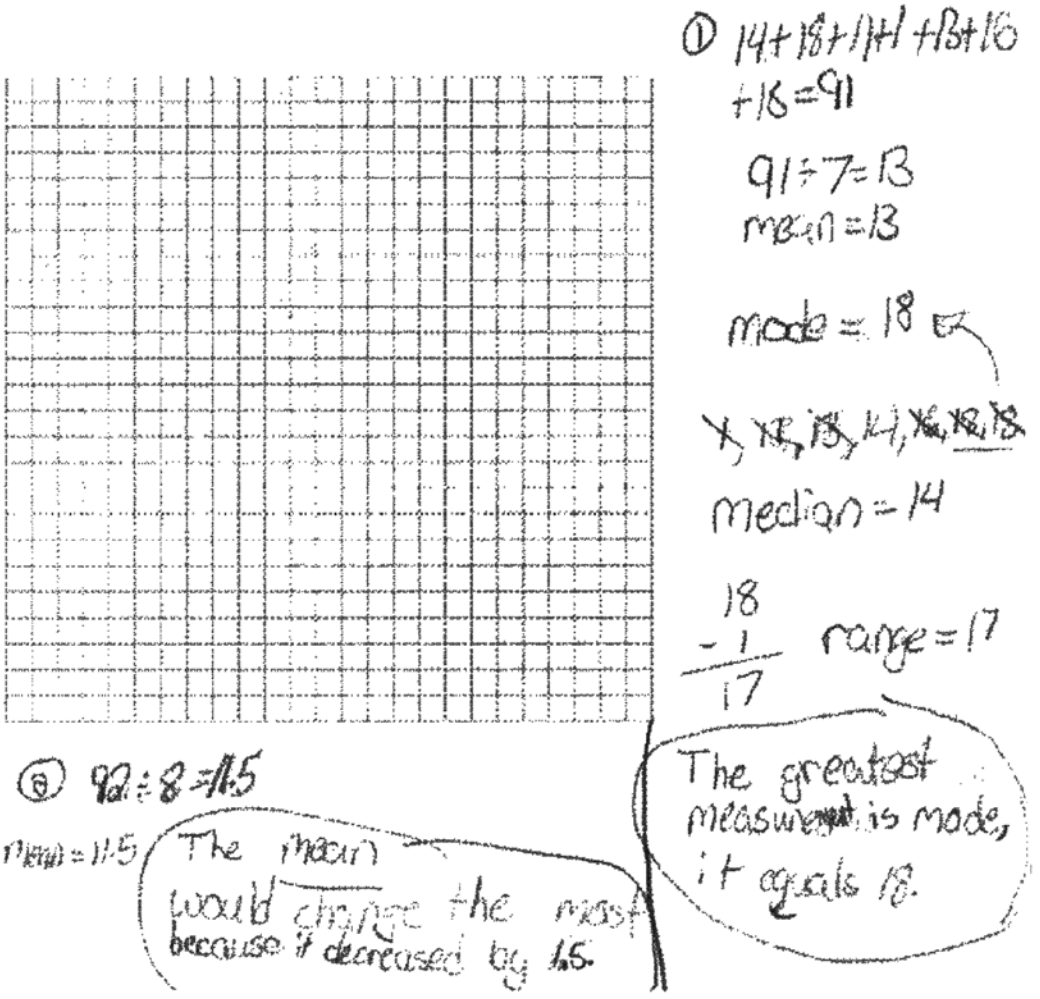
Part 2		**Points**
Correct answer with missing procedure:	"it would change the range the most"	1
	Total Points	**3**



SCORE: 2

Part 1		**Points**
Correct answers, selects greatest with correct procedures:	Mean=13 Median=14 Mode=18 Range=17 "…measurement is mode..." "…91÷7=13, 18-1=17…"	2

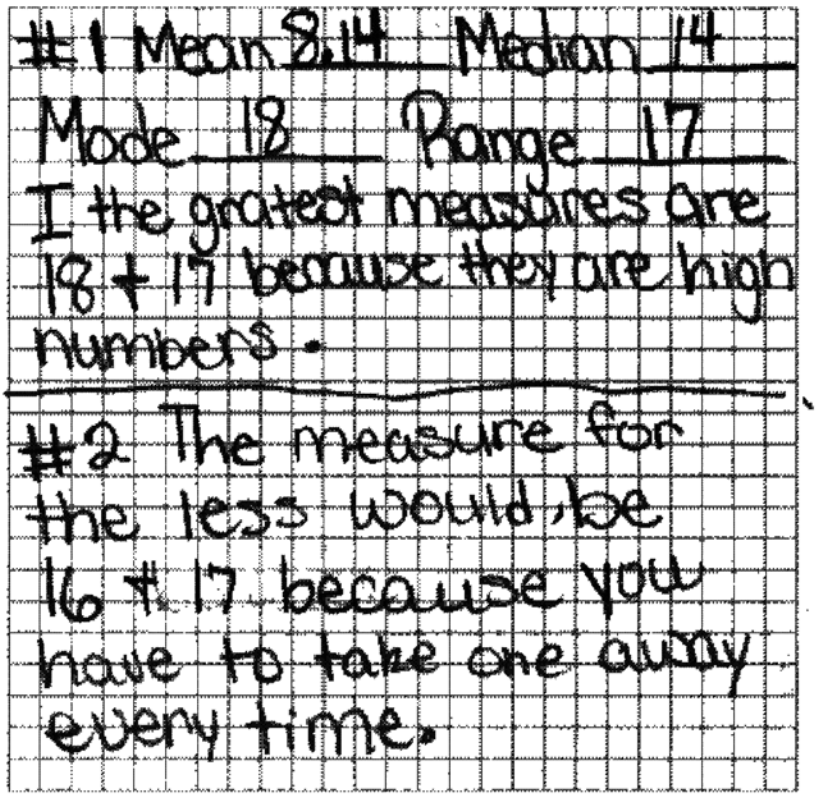
Part 2		**Points**
Incorrect answer with incorrect procedure:	"The mean…" "92÷8=11.5"	-
	Total Points	**2**

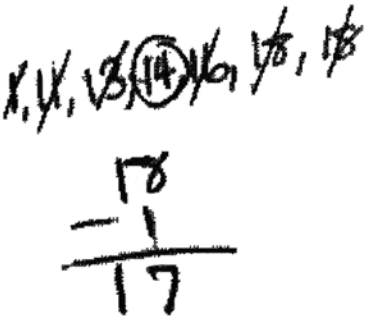


SCORE: 1

Part 1		**Points**
3 Correct answers, incorrect greatest with correct procedures:	"Median 14, Mode 18, Range 17" "…measures are 18 + 17…" "…18-1=17…"	1

Part 2		**Points**
Incorrect answer with incorrect procedure:	"….would be 16 + 17…" "…have to take one away every time."	-
	Total Points	**1**

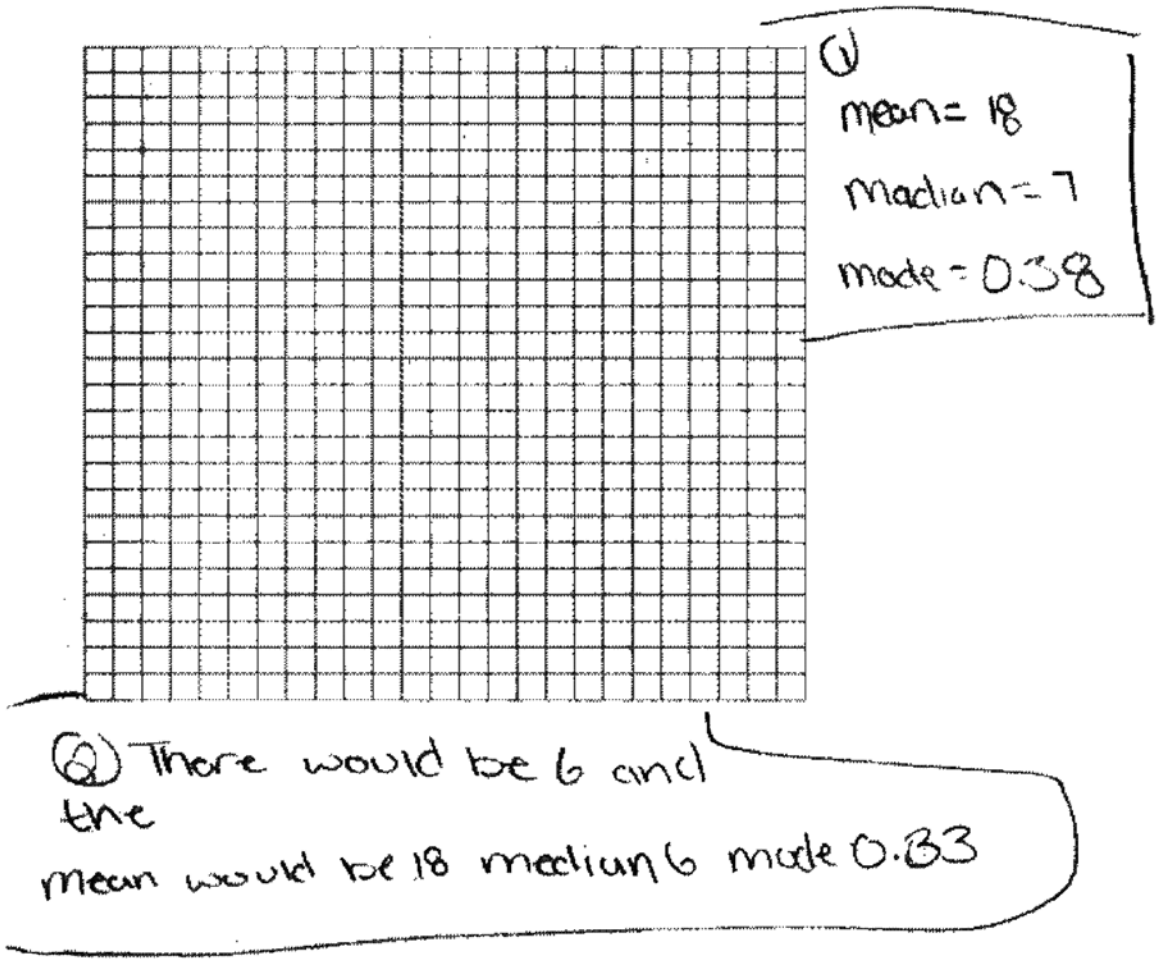




SCORE: 0

Part 1		**Points**
Incorrect answers, missing greatest with missing procedures:	"mean=18, madian=7, mode=0.38"	-

Part 2		**Points**
Incorrect answer with missing procedure:	"There would be 6…"	-
	Total Points	**0**



B Rick sells slices of homemade bread at a fundraiser. Each loaf of bread is cut into 8 equal slices. Rick wants to have at least 150 slices of bread available for sale.

1. What is the minimum number of loaves of bread Rick must have available? Show your work and/or explain your answer.

2. Rick sells each slice of bread for $0.85. For how much money does Rick sell an entire loaf of bread? Show your work and/or explain your answer.

3. Rick calculates his profit as the amount he earns from selling the bread minus the amount he spends buying the ingredients for each loaf. Rick spends $1.15 buying ingredients to make each loaf of bread. If Rick sells all of the slices from the number of loaves found in Part 1, what will be Rick's amount of profit? 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 6

Score	Description
4	The student earns 6 points. The response contains no incorrect work.
3	The student earns 4 - 5 points.
2	The student earns 2 - 3 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	**2 points possible:** 2 points: Correct answer: 19 Correct and complete procedure shown and/or explained Give credit for the following or equivalent Ex: 150 ÷ 8 = 18.75 18.75 rounded to 19 whole loaves. Ex: The minimum number of loaves is 19 because 150 divided by 8 equals 18 with a remainder, so you need one more loaf or 19. **OR** 1 point: Correct answer: 19 Procedure is incomplete, incorrect or missing or Answer is incorrect due to a calculation, counting or copy error. Correct procedure shown and/or explained.
2	**2 points possible:** 2 points: Correct answer: $6.80 Correct and complete procedure shown and/or explained Give credit for the following or equivalent Ex: .85 x 8 = 6.80 Ex: Rick sells an entire loaf for $6.80 because $.85 times 8 equals $6.80. **OR** 1 point: Correct answer: $6.80 Procedure is incomplete, incorrect or missing or Incorrect answer due calculation or copy error. Correct procedure shown and/or explained.

Part	Points
3	**2 points possible:** 2 points: Correct answer: $107.35 Correct and complete procedure shown and/or explained Give credit for the following or equivalent Ex: 19 x 8 = 152 152 x .85 = 129.20 1.15 x 19 = 21.85 129.20 – 21.85 = 107.35 Ex: 19 x 6.80 = 129.20 1.15 x 19 = 21.85 129.20 – 21.85 = 107.35 Ex: 19 loaves times 8 slices equals 152 slices. 152 slices times .85 equals 129.20 in sales. 19 loaves times 1.15 equals 21.85 cost. 129.20 in sales minus 21.85 in cost equals 107.35 profit or Correct answer based on incorrect answer in Part 1 or Part 2. Correct procedure shown and/or explained. **OR** 1 point: Correct answer: $107.35 Procedure is incomplete, incorrect or missing or Correct answer based on incorrect answer in Part 1 or Part 2. Procedure is incomplete, incorrect or missing or Answer is incorrect due to a calculation, counting or copy error. Correct procedure shown and/or explained. *Note: At the 4 level, correct units of $ must be included in Parts 2 and 3.*

SCORE: 4

Part 1		**Points**
Correct answer with correct procedure:	"Rick will need a minimum of 19 …" "150 slices ÷ 8 slices per loaf = 18.75…"	2

Part 2		**Points**
Correct answer with correct procedure:	"Rick sells an entire loaf of bread for $6.80" "$0.85 for 1 slice x 8 slices per loaf = $6.80"	2

Part 3		**Points**
Correct answer with correct procedure:	"Rick's amount of profit = $107.35." "6.80 x 19 = 129.20 1.15 x 19 = 21.85 129.20 – 21.85 = 107.35"	2
	Total Points	**6**

1. Rich will need a minimum of 19 loaves of bread
150 slices ÷ 8 slices per loaf.
18.75 rounds to 19 whole loaves
of bread needed

2. $0.85 for 1 slice · 8 slices per loaf = $6.80
for 1 loaf of bread

Rick sells an entire loaf of bread for $6.80

3. $6.80 · 1 loaf of bread
19 loaves of bread
$129.20

$1.15 · ingredeients
19 loaves
$21.85

$129.20 - $21.85 = $107.35

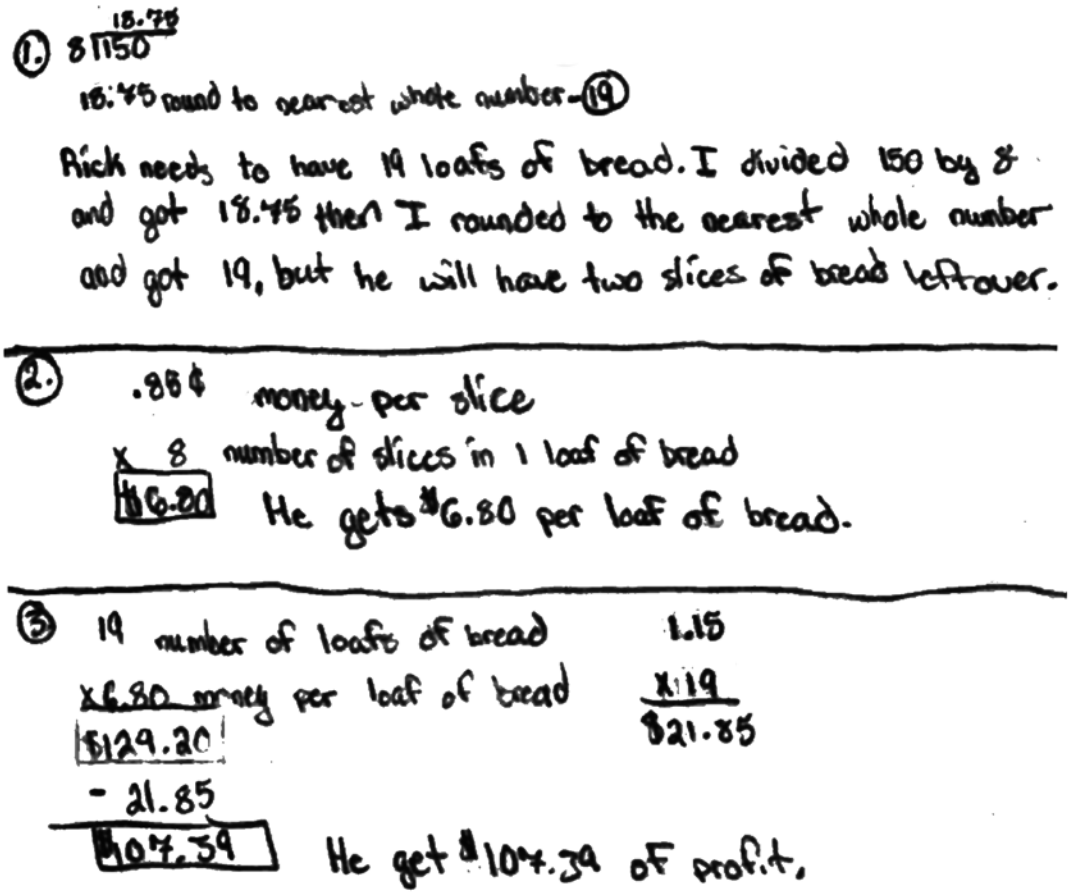
Rick's amount of profit = $107.35

SCORE: 3

Part 1		**Points**
Correct answer with correct procedure:	"Rick needs to have 19 loafs of bread" "150 ÷ 8 = 18.75"	2

Part 2		**Points**
Correct answer with correct procedure:	"He gets $6.80 per loaf of bread." ".85 x 8 = 6.80"	2

Part 3		**Points**
Incorrect answer with correct procedure:	"He gets $107.39 of profit." "6.80 x 19 = 129.20 1.15 x 19 = 21.85 129.20 – 21.85 = 107.39"	1
	Total Points	**5**

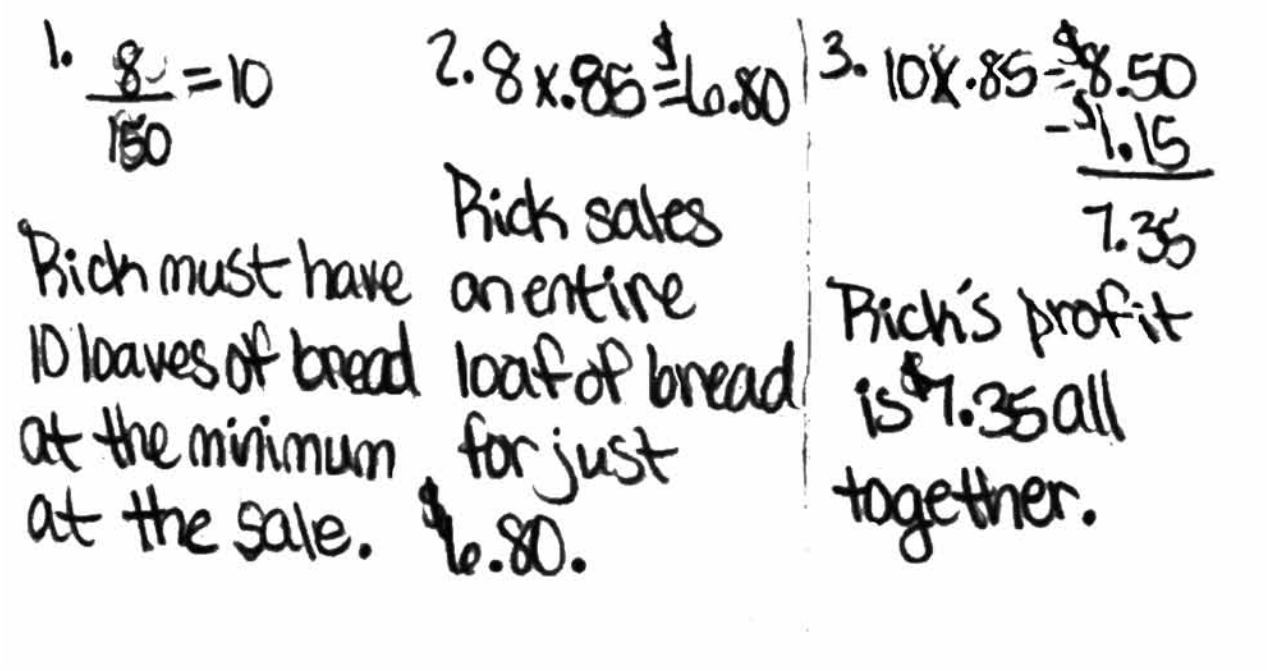


SCORE: 2

Part 1		**Points**
Incorrect answer with incorrect procedure:	"Rick must have 10 loaves…" "5 ÷ 150 = 10"	-

Part 2		**Points**
Correct answer with correct procedure:	"…$6.80." 8 x .85 = $6.80"	2

Part 3		**Points**
Incorrect answer with incorrect procedure:	"Rick's profit is $7.35" "10x.85=8.50-1.15=7.35"	-
	Total Points	**2**

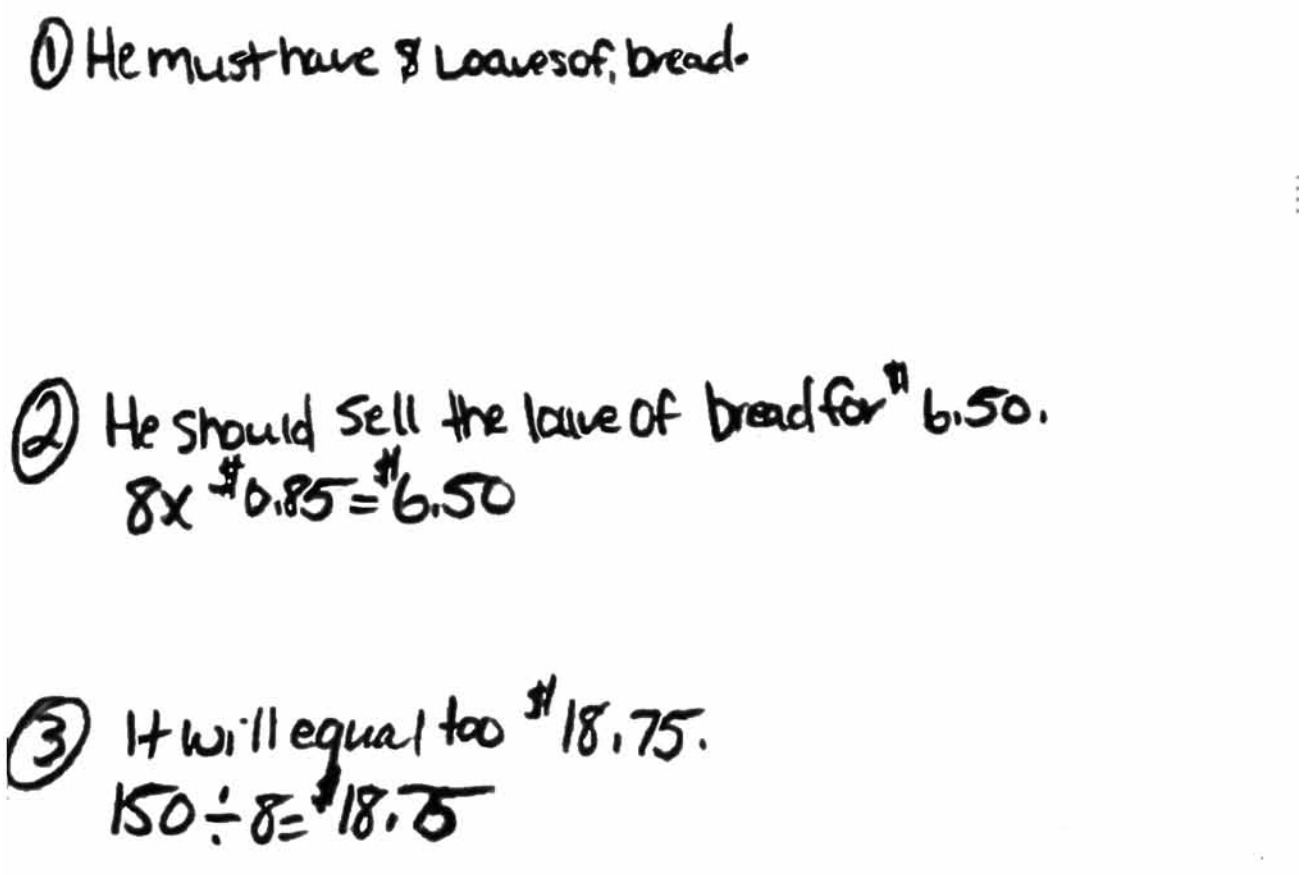


SCORE: 1

Part 1		**Points**
Incorrect answer with missing procedure:	"He must have 8 loaves of bread."	-

Part 2		**Points**
Incorrect answer with correct procedure:	"…$6.50." "8x.85=6.50"	1

Part 3		**Points**
Incorrect answer with incorrect procedure:	"It will equal to $18.75" "150÷8=18.75"	-
	Total Points	**1**

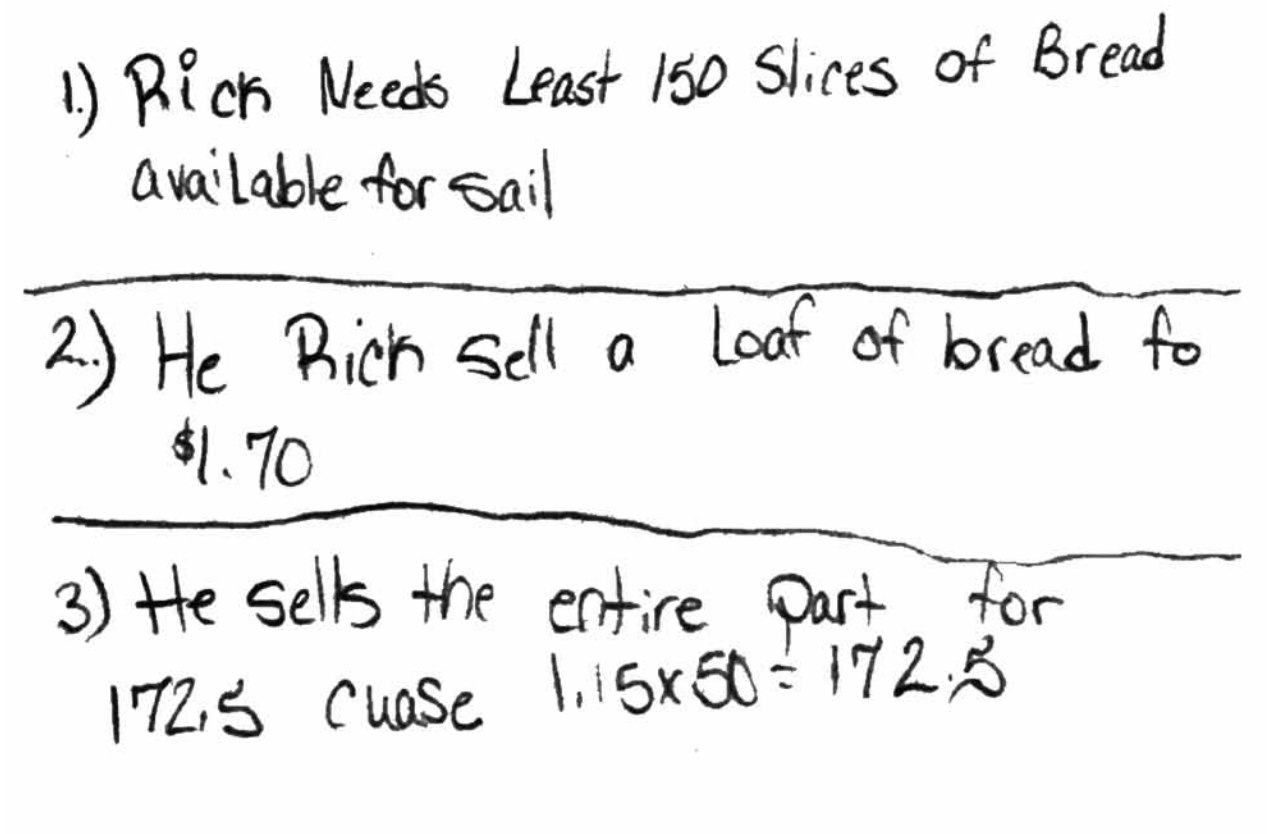


SCORE: 0

Part 1		**Points**
Incorrect answer with missing procedure:	Repeats prompt	-

Part 2		**Points**
Incorrect answer with missing procedure:	"He Rick sell a loaf of bread fo $1.70"	-

Part 3		**Points**
Incorrect answer with incorrect procedure:	"…172.5…" "1.15 x 50 = 172.5"	-
	Total Points	**0**



C For physical education class, students did timed runs.

1. Carol ran 2 miles in 16 minutes. How many feet is this? How many inches is this? Show your work or explain your answer.

2. Carol is training for a 5-mile race. She is going to practice on a 440-yard track. How many laps should she run to go the entire 5 miles? Show your work or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Math Item C Scoring Rubric—2012 Grade 6

Score	Description
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 - 3½ points.
2	The student earns 2 - 2½ points.
1	The student earns ½ - 1½ 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

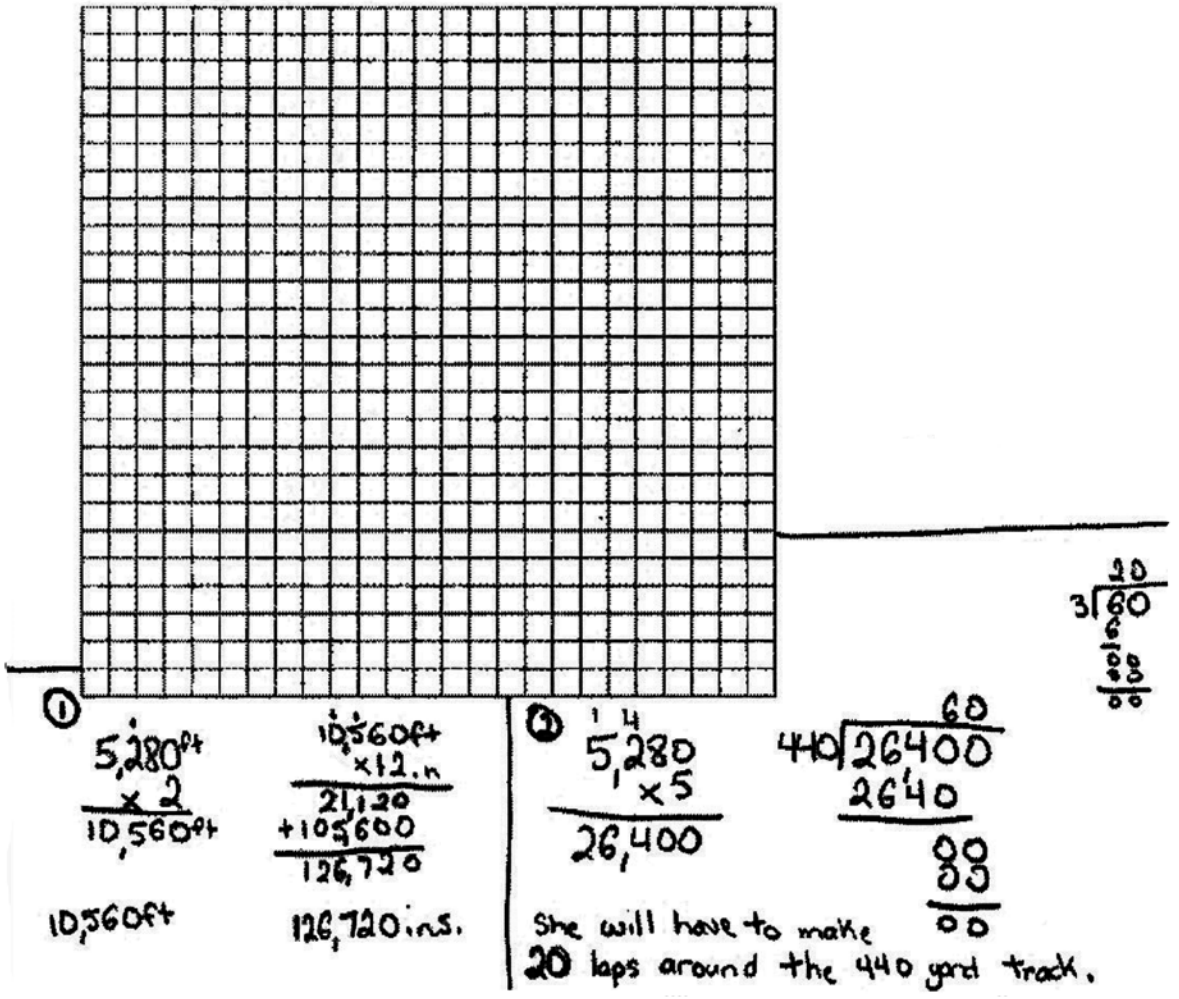
Part	Points
1	**2 points possible:** 2 points: Correct answers: 10,560 (ft.) & 126,720 (in.) Correct procedures shown and/or explained Give credit for the following or equivalent: Ex. 5280 x 2 = 10,560 10560 x 12 = 126,720 **OR** 1½ points: Correct answers: 10,560 (ft.) & 126,720 (in.) Correct procedure shown and/or explained for one answer. or One correct answer and 1 incorrect answer due to calculation or copy errors. Correct procedure shown and/or explained. *Note: Answer in inches can be based on an incorrect answer in feet.* **OR** 1 point: Correct answers: 10,560 (ft.) & 126,720 (in.) Procedures are incomplete, incorrect or missing. or One correct answer. Correct procedure shown and/or explained or Incorrect answers due to calculation or copy errors. Correct procedures shown and/or explained **OR** ½ point: One correct answers: 10,560 (ft.) or 126,720 (in.) Procedure is incomplete, incorrect or missing. or One incorrect answer due to calculation or copy errors Correct procedure shown and/or explained *Note: Units are not needed but at a 4 level must be correct.*

Part	Points
2	**2 points possible:** 2 points: Correct answers: 20 (laps) Correct procedure shown and/or explained Give credit for the following or equivalent: Ex: 1 mile = 1760 yards 1760 ÷ 440 = 4 laps in a mile 4 laps x 5 miles = 20 laps Ex: 5280 x 5 = 26,400 feet in 5 miles 26,400 ÷ 3 = 8800 yards in 5 miles 8800 ÷ 440 = 20 laps **OR** 1 point: Correct answers: 20 (laps) Procedure is incomplete, incorrect or missing. Or Incorrect answer due to calculation or copy errors Correct procedure shown and/or explained *Note: Laps is not needed but at a 4 level must be correct.*

SCORE: 4

Part 1		**Points**
Correct answers with correct procedure:	10,560ft 126,720ins. 5280x2=10,560 10,560x12=126,720	2

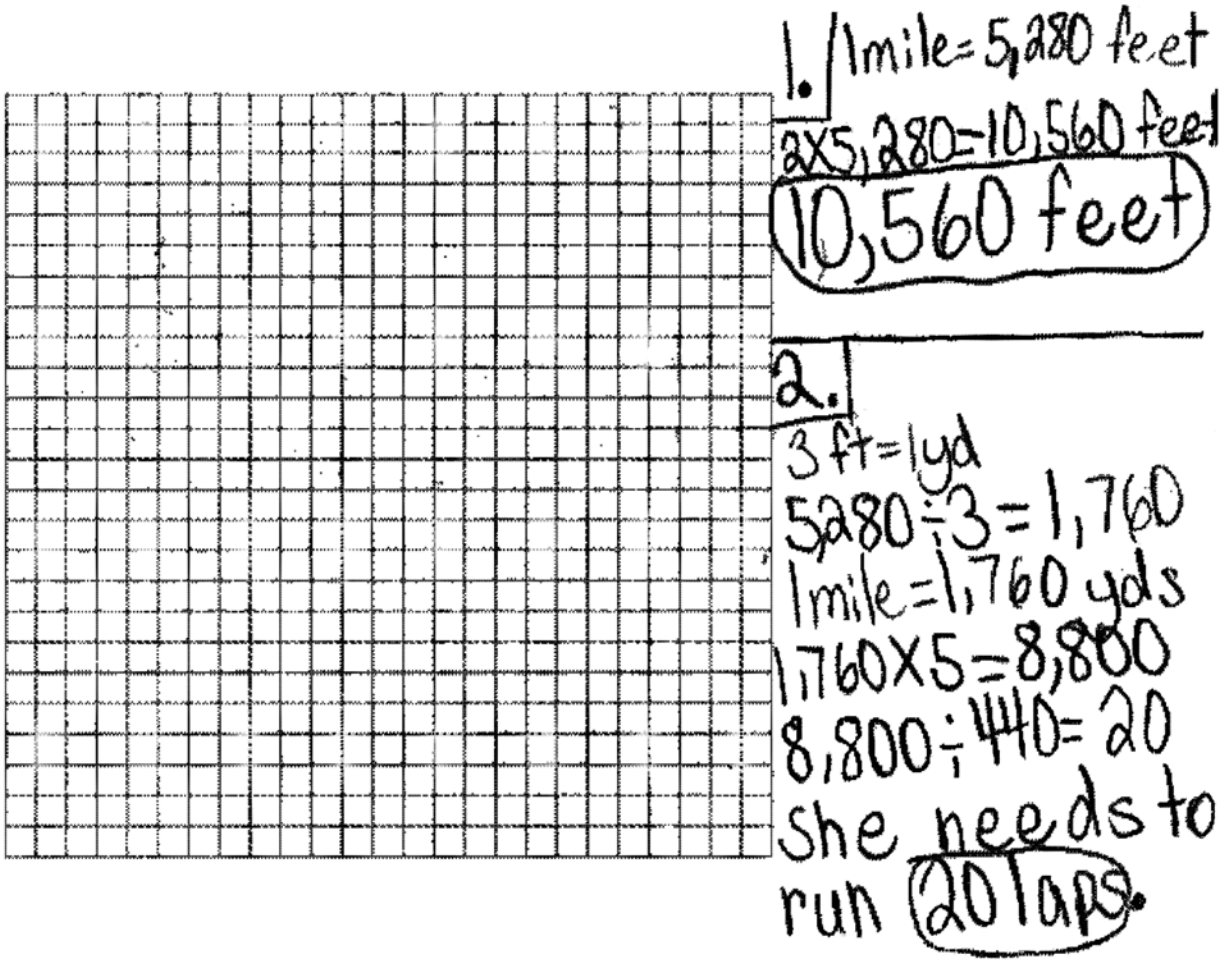
Part 2		**Points**
Correct answer with correct procedure:	"…20 laps…" 5280x5=26,400 26,400÷440=60 60÷3=20	2
	Total Points	**4**



SCORE: 3

Part 1		**Points**
1 Correct answer with correct procedure:	10,560 feet 2x5,280=10,560	1

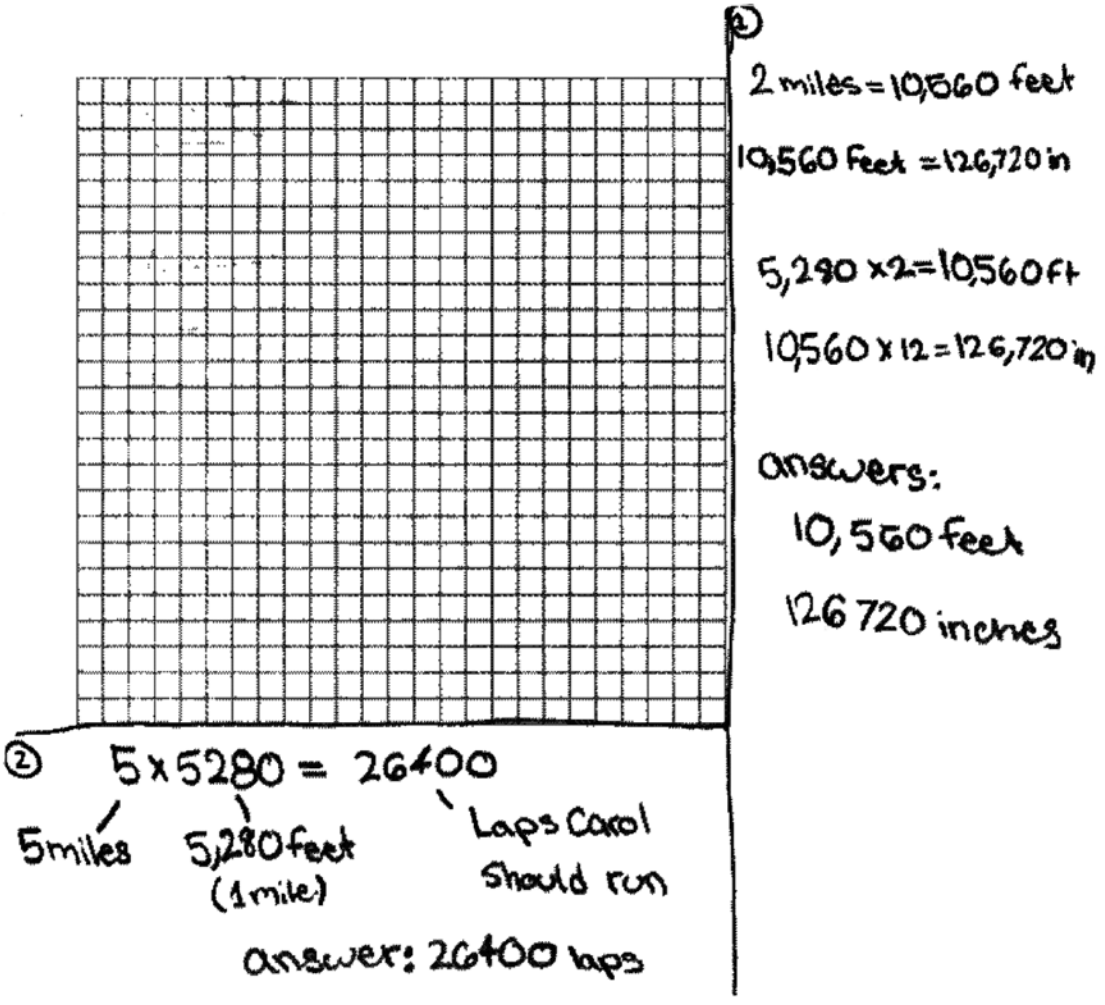
Part 2		**Points**
Correct answer with correct procedure:	"…20 laps." 5,280÷3=1,760 1,760x5=8,800 8,800÷440=20	2
	Total Points	**3**



SCORE: 2

Part 1		**Points**
Correct answers with correct procedure:	10,560feet 126,720inches 5280x2=10,560ft 10,560x12=126,720in	2

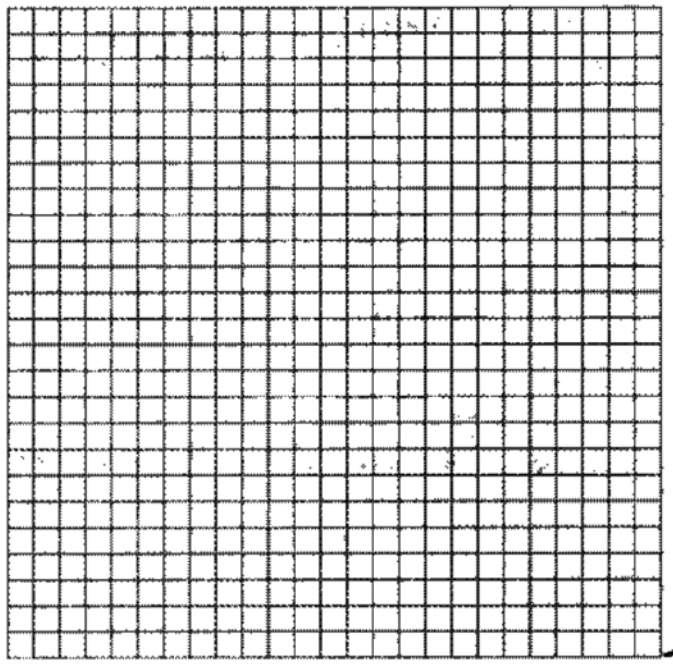
Part 2		**Points**
Incorrect answer with incorrect procedure:	26400 laps 5x5,280=26400	-
	Total Points	**2**



SCORE: 1

Part 1		**Points**
1 Correct answer with correct procedure:	10,560 feet 5,280x2=10,560	1

Part 2		**Points**
Incorrect answer with incorrect procedure:	"…60 times." 440x60=26,400	-
	Total Points	**1**



① Carol ran 10,560ft. I know this because 1mile 5,280 Ft. So 5,280 x 2 10,560ft.

1mi = 5,280ft.

5,280
x 2
10,560 ft.

2. Carol would have to run around the track 60 times. I know this because 440 x 60 = 26,400ft.

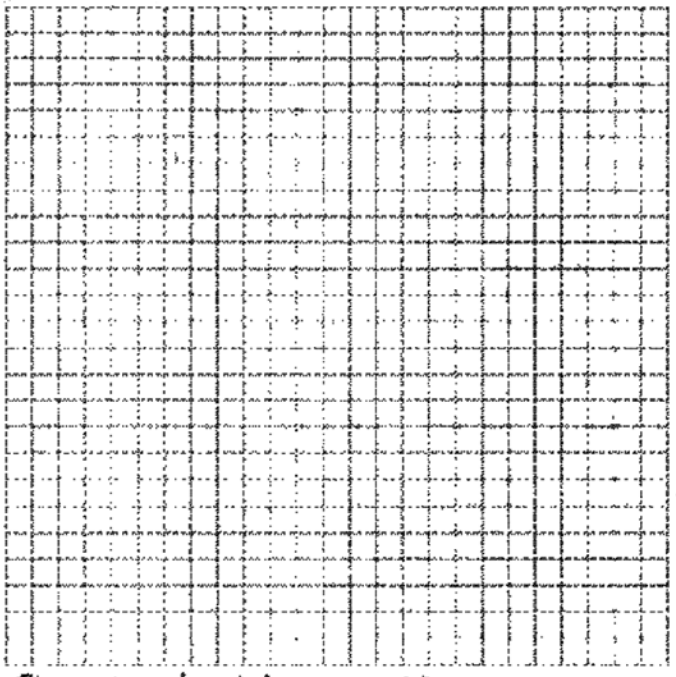
5mi = 26,400ft.

440
x 60
26,400ft.

SCORE: 0

Part 1		**Points**
Incorrect answers with incorrect procedure:	2,640 ft 220 in. 5280÷2=2640 2640÷12=220	-

Part 2		**Points**
Incorrect answer with incorrect procedure:	"…12 laps…" 5280÷440=12	-
	Total Points	**0**



(1) Carol ran 2,640 feet. I know this because, 5280 ÷ 2 = 2640 ft.

5280 ÷ 2 = 2640 ft

Carol ran 220 inches. I know this because, 2640 ÷ 12 in 220 in.

1 foot = 12 in

1 mile = 5280 = 2640

(2) Carol should run 12 laps to the entire 5 miles. I know this because, 5280 ÷ 440 = 12 laps.

5280 ÷ 440 = 12 laps

440 × 12 = 5280

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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