



Arkansas Comprehensive Testing, Assessment, and Accountability Program

# TEACHER HANDBOOK

## AUGMENTED BENCHMARK EXAMINATION GRADE 7

### APRIL 2012 ADMINISTRATION

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**Arkansas Department of Education**

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## INTRODUCTION—2012 GRADE 7 AUGMENTED BENCHMARK EXAMINATION

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The Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) includes an Augmented Benchmark Examination for grade 7 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, seventh-grade students participated in the *Grade 7 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 7 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 7 Augmented Benchmark Examination* are developed with the assistance and approval of Content Advisory Committees. All passages and items on the *Grade 7 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 7 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 7 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 7 Augmented Benchmark Examination*.

# **READING RESPONSES**

## Gifford Pinchot: Walrus of the Forest

by Sandra Weber

Gifford Pinchot wanted to be a forester. He was smart, hardworking, and wealthy. He could have studied law, medicine, or banking, but he chose forestry.

It was an odd choice, since there were no U.S. foresters at that time. In the 1870s and 1880s, it was thought that American forests were big enough to last forever. There seemed to be no need to save trees or replant for the future. Wooded hillsides were cut bare.

Pinchot realized that America’s forests would not last forever, and he worked hard to change what was happening. He was so successful that he was appointed head of the U.S. Forest Service and was often called the Father of Forestry.

### Love of the Outdoors

What made Gifford Pinchot so interested in forestry? It started with his boyhood love of the outdoors, mostly at his family home in Pennsylvania. He liked to ice-skate where no one else had skated before. He enjoyed walking in snow where only animals had traveled. And in the summer, he loved to catch fish in places where others had had no luck.

In the late 1870s, when Gifford was 13 years old, his parents took him to the Adirondack Mountains in northern New York State. Gifford poked about in a little brook, hunting for turtles. Instead, he spotted a seven-inch trout. He carefully backed away without scaring the fish and ran to the hotel.

After finding a rod and line, he went in pursuit of bait. Gifford caught a grasshopper, put it on the fishing hook, and then dropped it into the pool. “The trout was just as eager as the boy,” recalled Pinchot. “He bit, I jerked, and the result was wholly satisfactory to me, whatever the trout may have thought about it.”



Chief Forester Pinchot (center) and his forest rangers

Gifford showed his prize to his family. They admired it and then cooked it for dinner. A few days later, Gifford’s father gave him his first fly rod and taught him how to cast. Then he invited his son to come along on a trip into the wild woods.

8 Gifford eagerly joined the excursion. He spent every day fishing with his new rod. At night, he enjoyed campfire stories, the croaking of bullfrogs, and the scream of a panther. “What a thrill!” he wrote. “The impression it made upon me was as lasting as a footstep in wet cement.”

9 The trip gave Gifford a taste of wilderness and had much to do with making him a forester, he said.

### **Forests as a Way of Life**

Gifford went on to study at Yale College and then at forestry schools in Europe. When he returned to the United States, landowners hired him to manage their large timberlands, making him the first American-born professional forester.

Gifford Pinchot often disagreed with others about the goal of forestry. Some people wanted to preserve all the forests. “They hated to see a tree cut down,” wrote Pinchot. “So do I, and the chances are that you do too. But you cannot practice Forestry without it.”

Pinchot believed that some forests should be preserved for the future but other forests should be cut and used to fill practical needs, like supplying timber. He realized that the same thinking could be applied to rivers, mineral deposits, soil, and wildlife. “Conservation” was his name for this idea, and he said the goal of conservation was the use of the Earth for “the greatest good, for the greatest number, for the longest run.”

When New York State governor Theodore Roosevelt needed advice about the state’s forests in 1899, he called Pinchot. The two men talked forestry, and then they enjoyed two of Roosevelt’s favorite activities: wrestling and boxing. Roosevelt won the wrestling match but was knocked down in the boxing contest. Pinchot remarked that he “had the honor of knocking down the future President of the United States off his very solid pins.”

### **Snowy Woods**

After his visit with Roosevelt, Pinchot headed to the cold and snowy Adirondack woods. He decided to climb Mount Marcy, the highest mountain in New York State. Pinchot later called the trip “foolish.” The wind was so strong that he had to crawl up the icy slopes on his hands and knees. But he pushed on and became one of the few men to stand alone atop Mount Marcy in winter. When he returned from the mountaintop, his friend looked at him and laughed. Icicles hung about his eyelashes, and his beard was coated with ice. His friend thought Pinchot looked like a walrus—a walrus who loved the forest.

### **The Forest's Friend**

In 1905, President Theodore Roosevelt created the U.S. Forest Service and appointed Pinchot the first Chief Forester. During Pinchot's five years in that position, millions of acres became national forests. Pinchot later served as governor of Pennsylvania from 1923 to 1927 and 1931 to 1935. Shortly after his death in 1946, the Columbia National Forest in Washington was renamed the Gifford Pinchot National Forest. Pennsylvania also honored Pinchot by creating the Gifford Pinchot State Park near Harrisburg.

- A** Gifford Pinchot made a positive impact on conservation in the United States. Do you agree or disagree? Use at least three details from the passage to support your answer.

**Reading Item A Scoring Rubric—2012 Grade 7**

Score	Description
4	The response argues whether Gifford Pinchot made a positive impact on conservation in the United States and uses at least three details from the passage for support.
3	The response argues whether Gifford Pinchot made a positive impact on conservation in the United States and uses two details from the passage for support.
2	The response argues whether Gifford Pinchot made a positive impact on conservation in the United States and uses one detail from the passage for support.
1	The response argues whether Gifford Pinchot made a positive impact on conservation in the United States and makes some reference to the passage.  <b>OR</b>  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 agreement or disagreement with the statement “Gifford Pinchot made a positive impact on conservation in the United States” (“I agree...because, he realized that American forests would not last forever”) and uses at least three details from the passage as support (“he worked hard to change what was happening. He even climbed...,” “appointed Pinchot the first Chief Forester,” and “the Columbia National Forest was renamed the Gifford Pinchot National Forest”). The response demonstrates a thorough understanding of the task.

I agree that Gifford Pinchot made a positive impact on conservation in the U.S. because, he realized that American forests would not last forever, and he worked hard to change what was happening. He even climbed Mount Marcy in bad weather to show how determined and brave he was. In 1905, President Theodore Roosevelt created the U.S. Forest Service and appointed Pinchot the first Chief Forester. But what really makes me believe he had a positive impact is that the Columbia National Forest was renamed the Gifford Pinchot National Forest after Gifford Pinchot. If he did good enough to get a Forest named after him I think he must have made a pretty positive impact.

**SCORE POINT: 3**

The response agrees with the statement “Gifford Pinchot made a positive impact on conservation in the United States” (“I agree...”) and uses two details from the passage as support (“realized that America’s Forrest wouldn’t last Forever, and he worked hard to change that” and “believed that some Forest should be preserved for the future”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

<p>① I agree that Gifford Pinchot made a positive impact on Conservation in the United States.</p>	<p>② Pinchot realized that America's Forrest wouldn't last Forever, and he worked hard to change that. My pawpaw is works with the U.S Forestry Service and I have seen Proof of this.</p>
<p>③ His passion to be a Forester started with his boyhood love of the outdoors. I think he followed his dream of what he loves and I thank him for that.</p>	<p>④ Pinchot believed that some Forest should be preserved for the future. This is exactly how we live today.</p>

**SCORE POINT: 2**

The response agrees with the statement “Gifford Pinchot made a positive impact on conservation in the United States” (“I agree...”) and includes one detail from the passage as support (“appointed to...First Chief forester”). The response shows evidence of only a basic understanding of the task.

I agree that Gifford Pinchot made a positive impact on conservation in the United States. Because in 1905, President Roosevelt created the U.S Forest Service and appointed to Pinchot First Chief Forester. And also he went to the Mount Marcy to climb the mountain, also went to Europe and manage their lands.

**SCORE POINT: 1**

The response agrees with the statement “Gifford Pinchot made a positive impact on conservation in the United States” (“I agree because...They talked forestry”). However, there are no details from the passage to support the response. The response provides evidence of minimal understanding.

I agree because

- 1 They talked forestry
- 2 Roosevelt won boxing match but knocked down in boxing match
- 3 Pinchot remarked that he “had the honor of knocking down the future President of the US off his very solid pins.”

**SCORE POINT: 0**

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

Pinchet headed to the cold and snowy Adirondack.  
 The wind was so strong that he had to  
 crawl up.  
 When he return from the mountain top  
 his friend looked at him and laughed.  
 in 1946 the Columbia National forest  
 in Washington.

## Nsue and the Honeyguide

retold by Sharon Howard

Silently he crept through jagged thornbushes. Bare feet moved swiftly over hot, arid soil to the edge of a waterhole where the kudu<sup>1</sup> was drinking. The great animal suddenly looked up, spiral horns curving sharply into the endless African sky. Nsue (neh-SOO-ee) did not reach for his pouch of poisoned arrows. He had no heart for killing. This would not be the day he would change his childish boyhood name.

Nsue left the salt pan and climbed the barren hillside to the cool twilight of the rock caves. Tonight would be the Festival of the New Moon, and Nsue had nothing to contribute to the feast. His sister, Nandi, had found four plump tsama melons to share.

Nsue lay on his back and studied the ancient paintings that lined the rock walls. It reminded him of the many stories that Gao, the Old One, told about the San people of long ago. In this harsh desert climate, everyone must hunt for food to survive. Gao's stories honored the brave hunters. Nsue wanted to hide in the caves until the stories were over. It was there that his father found him.

Nsue's father knew the reason for the boy's unhappiness. He had often heard the older boys teasing his son about his name. Nsue means "ostrich egg." He was given this name because when he was a baby in a sling on his mother's back, his shiny oval head looked just like an ostrich egg gleaming in the sun.

"Nsue is a fine name," his father said. "Ostrich eggs are of great value to our people. One egg can feed 12 hungry men. The empty shells are used to carry and store water. Even the broken pieces become tools or jewelry. Be proud of your name!"

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<sup>1</sup>kudu: a type of African antelope

Nsue turned his head away. “It is the name of a child, not a hunter,” he cried. “I will never be a skilled hunter like you, Father. I do not wish to kill the beautiful animals of our desert.”

Nsue’s father squatted on his heels and surveyed the vast Kalahari beyond. “The spirit gods did not intend for all men to be hunters,” he said softly. “Some men tell stories around the cooking fires. Others paint our history on the walls of the rock caves. Men like Nxou are keepers of water. Without water, even the bravest hunters would soon die.”

Despite his anxiety, Nsue had to smile as he thought of skinny Nxou pressing a dry reed through the sand in just the right place, drawing water to fill 15 ostrich eggs for tonight’s celebration. “I will find something to share at the Festival of the New Moon,” Nsue promised as he left the cave and walked into the shimmering heat.

In time, Nsue grew tired and stopped to rest in the shade of a thornbush. At first he thought the wind was playing tricks on his ears, but there it was again: “Nta-ntanta-ntee!”

When he heard the excited cry of the honeyguide bird<sup>2</sup>, Nsue leaped up and began to answer with the grunts and growls of the honey badger. As he ran along, he remembered the stories of Gao, who told of the bird who seeks out other creatures to invade the combs of honeybees.

Nsue ran like the desert wind, and eventually the honeyguide led him to the base of a baobab tree, standing like a lonely giant against the setting sun. The hollow tree revealed an opening, with bees buzzing angrily around the excited bird.

Nsue quickly tore a piece of fibrous bark from the base of the tree and began to climb. Without hesitation, he reached into the hollow center and dipped his scoop into a great comb of golden honey. He returned to the ground so quickly that only a few bees were able to avenge the intrusion with angry stings.

Although Nsue was in a hurry, he remembered Gao’s words: “If you do not leave a portion of the comb for the honeyguide who brought you to this golden treasure, the next time it will lead you to a hungry lion instead of thick, sweet honey.”

It was dark when Nsue returned, and the Dance of the New Moon had already begun. His heart sang more loudly than the beautiful voices of the children. His face and arms were swollen from bee stings, but his lopsided grin was full of pride as he stepped forward and offered to share his golden prize.

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<sup>2</sup>honeyguide: a small, black-throated bird that lives in southern Africa. The little honeyguide can find bees’ hives on its own, but it lacks the strength to tear them apart, so it seeks the assistance of other honey-loving creatures. The bird coaxes its partners to the correct location with a series of calls; the pitch changes as it nears the hive.

As the music ended, his father announced, “From this day forward, my son shall be known to all as Ratel, the fierce and clever honey badger.”

*Sharon Howard (who tells this story) lived for two years with her family in Zimbabwe. She has traveled throughout southern Africa and especially enjoys the stark beauty of the Kalahari Desert. Today she makes her home near a magnificent redwood forest along the rugged northern coast of California.*

- B** Members of Nsue’s community make different contributions. Using details from the passage, identify two contributions people make and explain the value of each.

**Reading Item B Scoring Rubric—2012 Grade 7**

Score	Description
4	The response identifies two contributions people make and explains the value of each.
3	The response identifies two contributions people make and explains the value of one.
2	The response identifies one contribution a person makes and explains the value of it. <b>OR</b> The response identifies two contributions people make.
1	The response identifies one contribution a person makes. <b>OR</b> The response explains the value of one contribution. <b>OR</b> 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 identifies two contributions members of Nsue's community make ("some men tell stories" and "others paint our history on walls of rock caves") and explains the value of each contribution ("gives entertainment" and "explains their culture using pictures"). The response demonstrates a thorough understanding of the task.

Nsue's community make different contributions and they all have their own values. Some men tell stories around the cooking fire. That gives entertainment even when the stories are true. Talks about the history. Others paint our history on walls of rock caves. They just makes the caves unique and explains their culture using pictures. Another contribution are keepers of water. Without water, even the bravest hunters would soon die. People just do their part and if all join together and they each have a part even if it may be small because if it's done well it means a lot.

SCORE POINT: 3

The response identifies two contributions members of Nsue's community make ("some men tell stories around the cooking fires" and "keepers of water") and explains the value of one of these contributions ("without water, even the bravest hunters would soon die"). The response shows evidence of a general, but not a comprehensive, understanding of the task.

The Nsue people have a lot of different contributions. For example in the story it says "some men tell stories around the cooking fires, others paint our history on the walls of rock caves. It also said in the story that " Men like Nsue are keepers of water. Without water, even the bravest hunters would soon die. They also celebrate when ever there's a New Moon like how it says in the story " I will find some thing to share at the **FESTIVAL** of the **New Moon**." Like this people, other people got different contributions and contributions.

**SCORE POINT: 2**

The response identifies two contributions members of Nsue’s community make (“drawing water” and “tells wise stories”). However, the response does not explain the value of either of these contributions. The response shows evidence of only a basic understanding of the task.

There is many people who live it the tribe. Each one has a special job. Njou must press a dry need through the sand in just the right place, drawing water to fill to fill 15 ostrich eggs for the festival of the New Moon. Also another contribution is that Gao tells wise saying and also wise stories. All the people respect both, Njou and Gao, for all the water and wise sayings.

**SCORE POINT: 1**

The response identifies one contribution members of Nsue’s community make (“hunters”), but does not explain the value of this contribution. The response provides evidence of minimal understanding.

the way that they worship and believe that all of their family should be hunters.

And because when they all use different type of techniques then one other, NO one dose the same thing

**SCORE POINT: 0**

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

Silently he crept through jagged thornbushes. Bare feet moved swiftly over hot arid soil to the edge of a waterhole where the Kudu was drinking. The great animal Suddley looked up spiral horns curving sharply into the endless African sky.



# **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 7 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 7 students in April 2012.

**Prompt**

A community organization is sponsoring an essay contest that you have decided to enter. Essays must be written on this topic:

**Who is someone that you respect? Why do you respect this person?**

Before you begin to write, think about a person you respect. **Why** do you respect him or her?

Now write an essay for the contest about someone you respect. Be sure to name the person and give reasons you respect him or her. Give enough detail so that your readers will understand.

**WRITER'S CHECKLIST**

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

## WRITING SAMPLE RESPONSE 1

### **Content: 4**

This response demonstrates consistent control of the features of the Content domain. The clear central idea of the response (“Emma Watson is a young girl that I respect alot”) is maintained throughout. The response has a clear and effective organizational plan, and the use of the introductory and concluding paragraphs to highlight the main ideas of the piece strengthens the organization and gives the response a sense of unity. Each of the main ideas is evenly elaborated and clarified through the use of specific details (“There were millions of other girls just dying to get the coveted part...All Emma had to do was be herself, because she had star quality”). Overall, the organization and elaboration contribute to a well-developed response.

### **Style: 4**

This response demonstrates consistent control of the Style domain. The vocabulary selected is effective and precise (“portrayel,” “coveted,” “tiring and time consuming”), which helps create a clear image for the reader of why Emma Watson is worthy of respect. The writer uses a variety of sentence structures to create a fluent and interesting reading. The writer’s voice comes through in the specific word choice and selected, specific information chosen to illustrate the difficulties Watson has faced (“Some girls went to great lengths to get the part, like dressing up as a witch and trying to cast spells,” “She works on the set for fourteen hours an average day”). The information and vocabulary create a mature and respectful tone throughout the response.

### **Sentence Formation: 4**

The writer is able to control and correctly form a variety of sentence constructions. There are no errors in construction in a long and complex piece of writing apart from an omitted word. The response demonstrates consistent control of Sentence Formation.

### **Usage: 4**

There are no errors in Usage in the response. The response shows consistent control of Usage.

### **Mechanics: 4**

There are very few errors relative to the length and complexity of the piece of writing. One spelling error (“portrayel”) is of a difficult word, and there are few other weaknesses in the response. Capitalization, punctuation, and formatting are all generally correct. The response demonstrates consistent control of Mechanics.

"Wingardium Leviosa!" Emma Watson is a young girl that I respect a lot. She is known worldwide for her portrayal of Hermione Granger in the Harry Potter films. Things that I respect her for are her audition, her career, and her schooling. Those are all reasons that I respect Emma Watson.

Emma Watson started out her career just like all of the other cast members of the Harry Potter films, by waiting in line for an audition. There were millions of other girls just dying to get the coveted part of Hermione Granger. Some girls went to great lengths to get the part, like dressing up as a witch and trying to cast spells. All Emma had to do was be herself, because she had "star quality." That was how Emma won the part.

Emma's career is very tiring and time consuming. She works on the set for fourteen hours an average day. The rest of the time is spent studying lines, eating, bathing, and sleeping. The only time she can hang out is on the set with the other cast members. That is why she should be respected for her career.

Schooling is one thing that is never left out in an actor's or actress's life. The

time for schooling is set for two hours in the morning, and two hours in the afternoon. If these actors and actresses don't get their proper schooling, then they'll become numb to abc and 123. These children must keep their grades above Cs, or they are pulled from acting until the grade goes back up. That is why Emma should be respected for her schooling.

These three things are what make me respect Emma Watson. She beat all of the other million girls in the auditions. She keeps up with her acting and her social life. She even keeps a high grade in her schooling. These things are what make me respect Emma Watson.

## WRITING SAMPLE RESPONSE 2

### **Content: 3**

This response demonstrates reasonable control of the Content domain. There is a clear central idea (“I respect my mom because she cooks, cleans, takes care of me and never complains”) which is adhered to throughout the response. Elaboration in the response is uneven; while there is some elaboration on some of the main ideas (“a toothpick sized boy covered in dirty rags,” “last month when I got sick my mom was still there trying to make me feel better”), other ideas are presented without elaboration (“I think everyone should respect their moms”). There is a sense of an organizational plan, but the progression of ideas is limited at times by the lack of elaboration and tying ideas together. A stronger progression of ideas and more elaboration would help this response achieve a higher Content score.

### **Style: 3**

This response demonstrates reasonable control of the Style domain. Although there is some purposeful and effective vocabulary at times (“a toothpick sized boy covered in dirty rags that lives in a dump”), much of the word choice is general and basic (“trying to make me feel better,” “my mom will try to make me feel better no matter what happens,” “if there is something wrong she has and always will fix it”). The information presented in the response is a mix of general and more specific information. While there is some variety in sentence structures and beginnings, the generality of the word choice and information presented leads to a weakening of the writer’s individual voice. Stronger, more specific vocabulary and information would be necessary for this response to reach a score point of 4 in Style.

### **Sentence Formation: 4**

The response demonstrates consistent control of Sentence Formation. The writer successfully uses simple and more complex sentence structures. There are no errors in formation.

### **Usage: 4**

There are few errors in Usage in this response, relative to the length and complexity of the piece. A word choice error (“if she doesnt feel good”) and an extra word do not demonstrate enough of an issue with Usage to lower the score. The response demonstrates consistent control of Usage features.

### **Mechanics: 4**

In this response, apostrophes are consistently omitted. Despite this, the spelling is generally correct, with a few misspellings (“fourty,” “remember”). End punctuation, capitalization, and formatting are all correct as well. Despite the few errors present, the response does enough correctly to demonstrate consistent control of Mechanics features.

I respect my mom because she cooks, cleans, takes care of me and never complains. My mom does anything she can to make my life better. If my mom didn't cook and clean I would be a tooth-pick sized boy covered in dirty rags that lives in a dump.

I remember when I was little and didn't feel good my mom was always there. I also remember last month when I got sick my mom was still there trying to make me feel better. That makes me respect my mom the most is that I can be sure my mom will try to make me feel better no matter what happens.

I truly respect my mom because if there is something wrong, she has and always will fix it. My mom might not like taking care of me but she does and she never complains unless if she doesn't feel good.

I don't know about every body else but I think every one should respect their mom.

I know my mom deserves respect because she has taken care of me for thirteen years and will till for another forty.

## WRITING SAMPLE RESPONSE 3

### **Content: 2**

This response demonstrates inconsistent control of Content features. Although the response has a central idea, the elaboration of the main points is lacking. While each main supporting idea is extended, the writer stops short of adding enough detail to make the ideas clear, and there is some repetition of ideas (“If it wasn’t for my parents I would starve. Although, they do buy me food, if they didn’t buy me some I would die”). There are transition words between the main ideas, but the repetition of ideas and lack of elaboration limits the progression of ideas in the piece. The response lacks closure, which would have helped the unity and organizational strength of the piece as a whole. More development of the ideas and a sense of closure would help this response move to a higher Content score.

### **Style: 2**

This response demonstrates only inconsistent control of the features of the Style domain. There is occasional stronger word choice (“starve”), but for the most part the vocabulary is basic and general. The information presented is also more general than specific (“brought me into this world,” “put food in my body,” “put clothes on me”). This generality, along with the repetitive structure and beginnings of the sentences, leads to a generally flat tone, where the writer’s voice is dim or absent. Stronger, more vivid, word choice and a greater variety of sentence structures would help this response achieve a higher score in Style.

### **Sentence Formation: 3**

This response demonstrates reasonable control of Sentence Formation. While the writer does use some conditional clauses correctly, there are two sentence fragments present. In a response of this length and complexity, having two major errors in sentence construction is a severe enough flaw to demonstrate that control of the features of Sentence Formation is only reasonable, rather than consistent.

### **Usage: 4**

Although the response is not free of errors (“freezed”), there are few errors in Usage compared to the length and complexity of the piece. Since the density of errors in Usage is so low, the response demonstrates consistent control of the features of the Usage domain.

### **Mechanics: 4**

Despite the frequent overuse of commas, the response demonstrates a consistent control of Mechanics. Spelling, capitalization, and formatting are correctly handled, and the punctuation apart from comma use is generally correct as well. With a density of errors that is rather low, consistent weakness in one form of punctuation is not enough of a flaw to lower the Mechanics score of this response.

There are three main reasons why I respect my parents. These reasons are they brought me to this world, they put food in my body, and they put clothes on my back.

The first reason why I respect my parents is, because they brought me into this world. If it wasn't for them I wouldn't even be here. Especially, not writing about them.

The next reason why I respect my parents is, because they put food in my body. If it wasn't for my parents I would starve. Although, they do buy me food, if they didn't buy me some I would die.

Finally, the last reason why I look up to them is, because they put clothes on me. If my parents wouldn't have bought me clothes, I would have frozen. Certainly, if I went outside with nothing on.



# **MATH RESPONSES**

- A** The ordered pairs of 2 vertices of a quadrilateral are (2, 4) and (5, 4).
1. What are 2 possible ordered pairs of the remaining vertices of a square?
  2. What is the perimeter and area of the square described above? Show your work or explain how you got your answers.
  3. Using the 2 original points, what are 2 ordered pairs that could be the remaining vertices of a rectangle?

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

<b>Math Item A Scoring Rubric—2012 Grade 7</b>
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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>B</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**

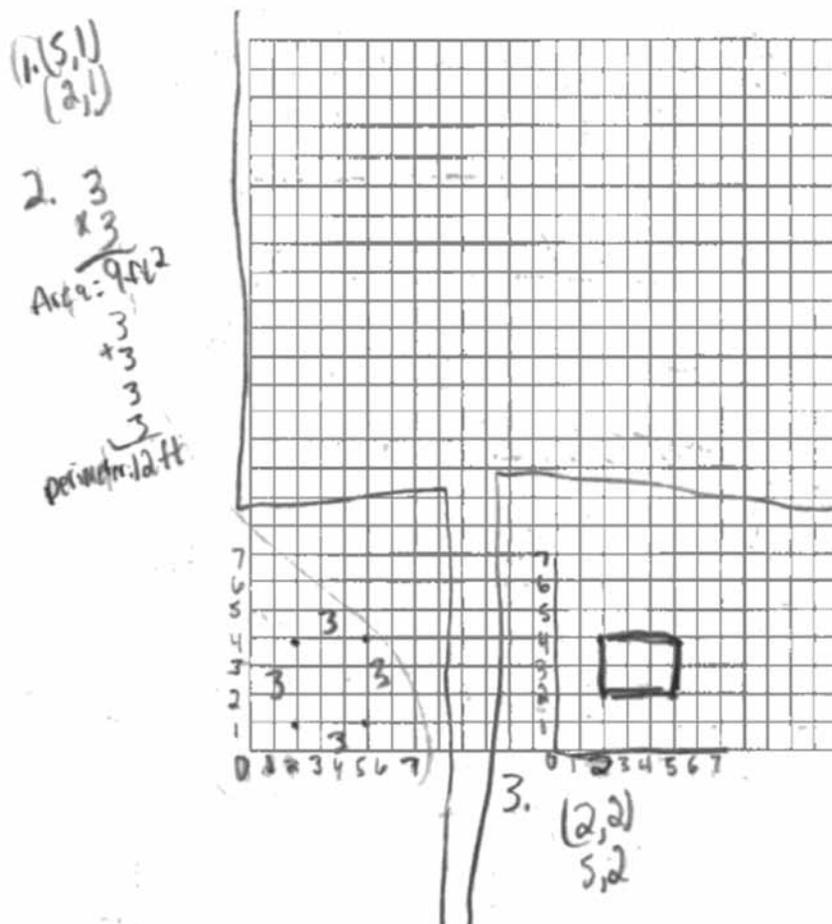
Part	Points
1	<p><b>1 point possible:</b></p> <p>1 point: Correctly identifying two possible ordered pairs for the square Either (2,7) &amp; (5,7) or (2,1) &amp; (5,1)</p>
2	<p><b>2 points possible:</b></p> <p>½ point: Finding the correct value of the area <math>A = 9 \text{ units}^2</math></p> <p>½ point: Finding the correct value of the perimeter <math>P = 12 \text{ units}</math></p> <p>½ point: Showing the correct work or explanation to find the area <math>3 \times 3 = 9</math></p> <p>½ point: Showing the correct work or explanation to find the perimeter <math>3 \times 4 = 12</math> or <math>3 + 3 + 3 + 3 = 12</math></p> <p><i>Note: Students can use the incorrect polygon made from the ordered pairs from part 1 to find their perimeter and area. No deduction for points in part 2.</i></p> <p><i>Note: Responses that have incorrect labels on their answers results in an incorrect answer.</i></p>
3	<p><b>1 point possible:</b></p> <p>1 point: Correctly identifying two possible ordered pairs for a rectangle Any two ordered pairs with 2 &amp; 5 for <math>x</math> and the same value for <math>y</math> excluding the original given value of 4 for <math>y</math> are acceptable. Squares are rectangles. Answers of (2,4.1) are acceptable as well. Ex. (2,&gt; 4) &amp; (5,&gt; 4) and (2,&lt; 4) &amp; (5,&lt; 4)</p>

SCORE: 4

<u>Part 1</u>		Points
Correct answer:	Correct ordered pairs: (2,1) & (5,1)	1

<u>Part 2</u>		Points
Correct answers:	Area = 9ft <sup>2</sup> , and perimeter = 12ft	1
Correct procedures:	$3 \times 3 = 9$ , and $3 + 3 + 3 + 3 = 12$	1

<u>Part 3</u>		Points
Correct answer:	Correct ordered pairs: (2,2) & (5,2)	1
<b>Total Points</b>		<b>4</b>



SCORE: 3

<u>Part 1</u>		Points
Correct answer:	Correct ordered pairs: (2,1) & (5,1)	1
<u>Part 2</u>		Points
Correct answers:	“The perimeter of the square 12.”, and “The area of the square is 9”	1
Correct procedures:	$3 + 3 + 3 + 3 = 12$ , and $3 \cdot 3 = 9$	1
<u>Part 3</u>		Points
Incorrect answer:	Incorrect ordered pairs: (0,2) & (0,5)	-
<b>Total Points</b>		<b>3</b>

① The remaining vertices of the square are (2,1) & (5,1).

② The perimeter of the square is 12.

$3+3+3+3=12$

The area of the square is 9.

$3 \cdot 3 = 9$

③ (0,2) and (0,5) could be the remaining vertices of a rectangle.

SCORE: 2

<u>Part 1</u>		Points
Correct answer:	Correct ordered pairs: (2,7) & (5,7)	1

<u>Part 2</u>		Points
Incorrect answers:	P – 10 units, and A – 12units <sup>2</sup>	-
Missing procedures:		-

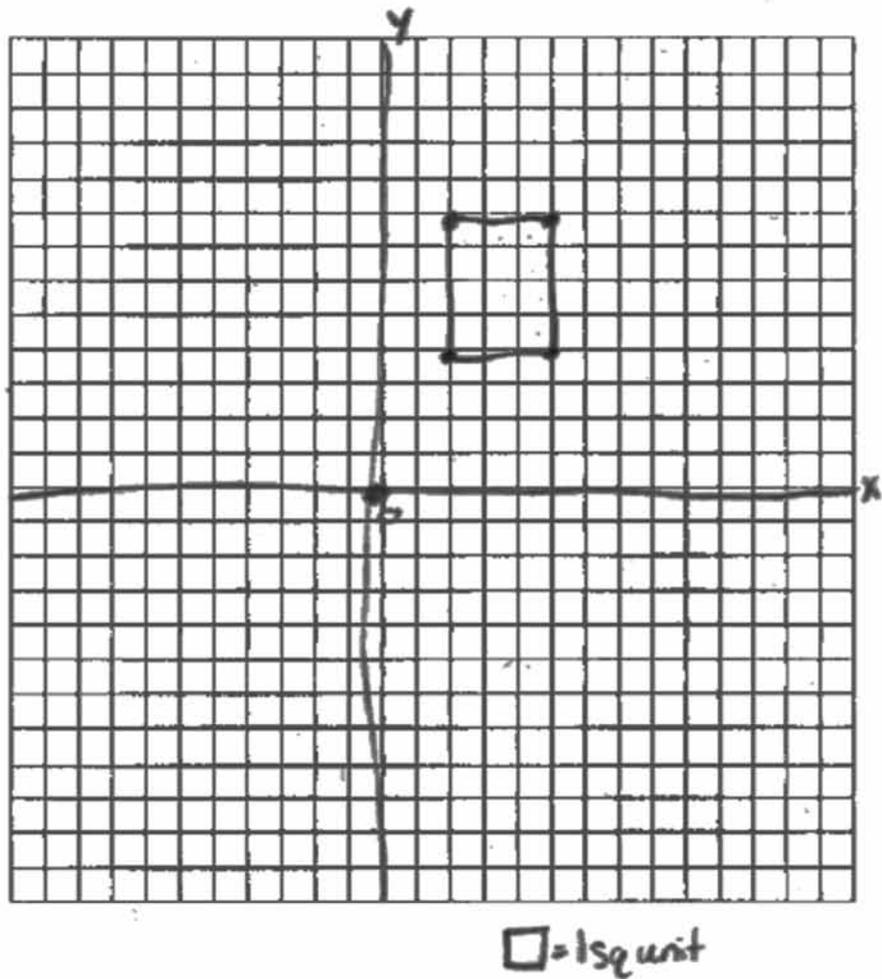
  

<u>Part 3</u>		Points
Correct answer:	Correct ordered pairs: (2,8) & (5,8)	1
<b>Total Points</b>		<b>2</b>

1.) (2,7)  
(5,7)

2.) P – 10 units  
A – 12 units<sup>2</sup>

3.) (2,8)  
(5,8)



SCORE: 1

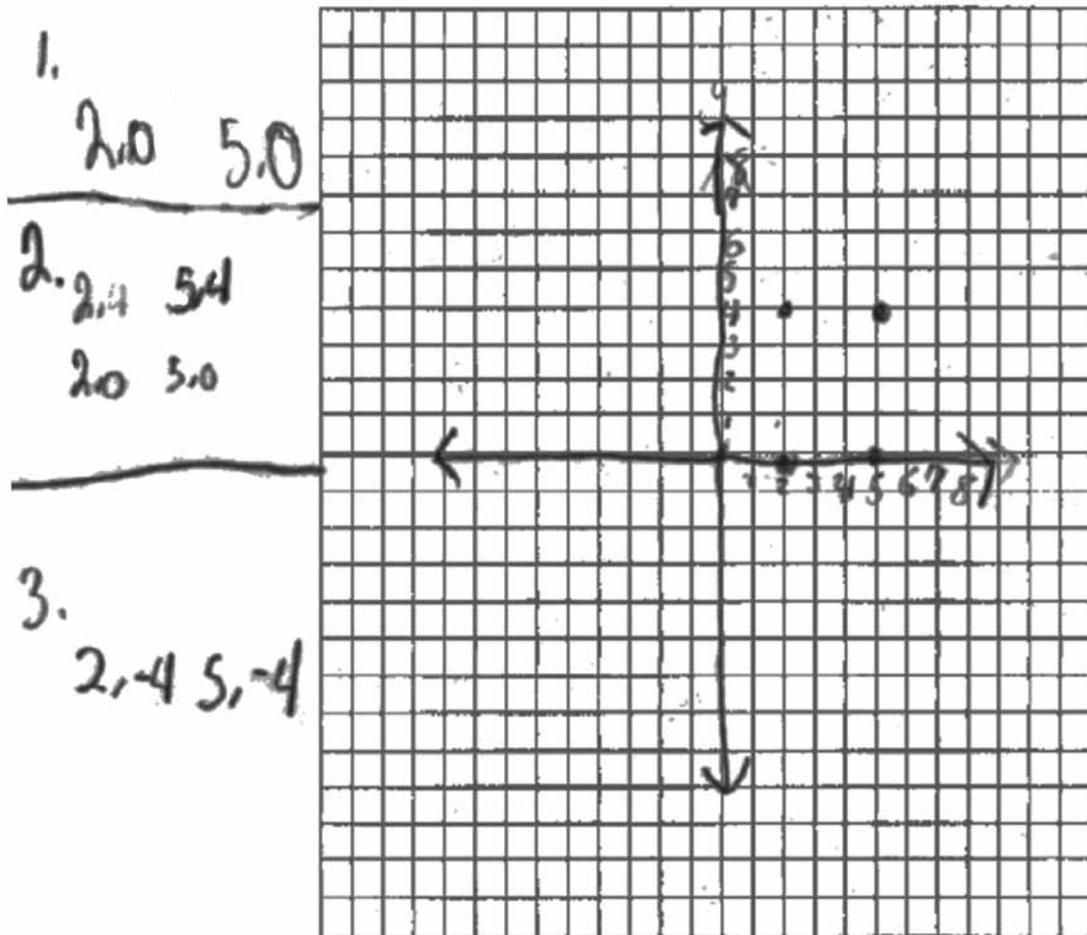
<u>Part 1</u>		Points
Incorrect answer:	Incorrect ordered pairs	-

<u>Part 2</u>		Points
Missing answers:	Missing values for area and perimeter	-
Missing procedures:		-

<u>Part 3</u>		Points
Correct answer:	Correct ordered pairs: (2,-4) & (5,-4)	1
<b>Total Points</b>		<b>1</b>



SCORE: 0

<u>Part 1</u>		Points
Incorrect answer:	Incorrect ordered pairs	-

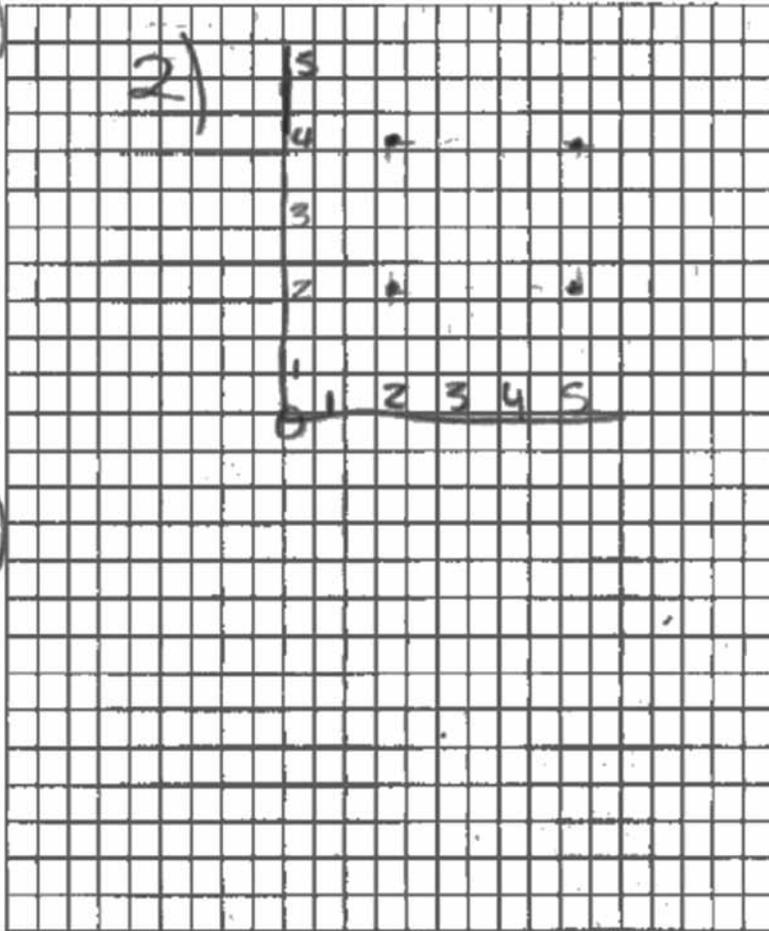
<u>Part 2</u>		Points
Missing answers:	Missing values for area and perimeter	-
Missing procedures:		-

<u>Part 3</u>		Points
Incorrect answer:	Incorrect ordered pairs	-
<b>Total Points</b>		<b>0</b>

1.) (5,8) and (2,2)

2)



3.) (2,4) and (5,4)

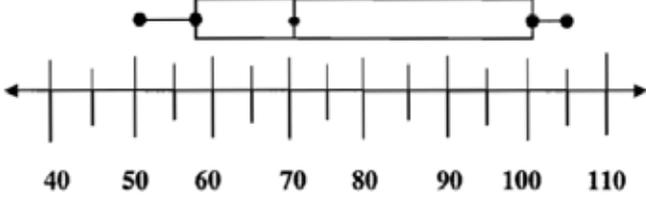
**B** Construct a box-and-whisker plot for the quiz scores listed below.

102, 100, 58, 78, 72, 91, 52, 69, 105, 61, 94, 103, 62, 70, 50, 102, 56, 50

<b>Math Item B Scoring Rubric—2012 Grade 7</b>
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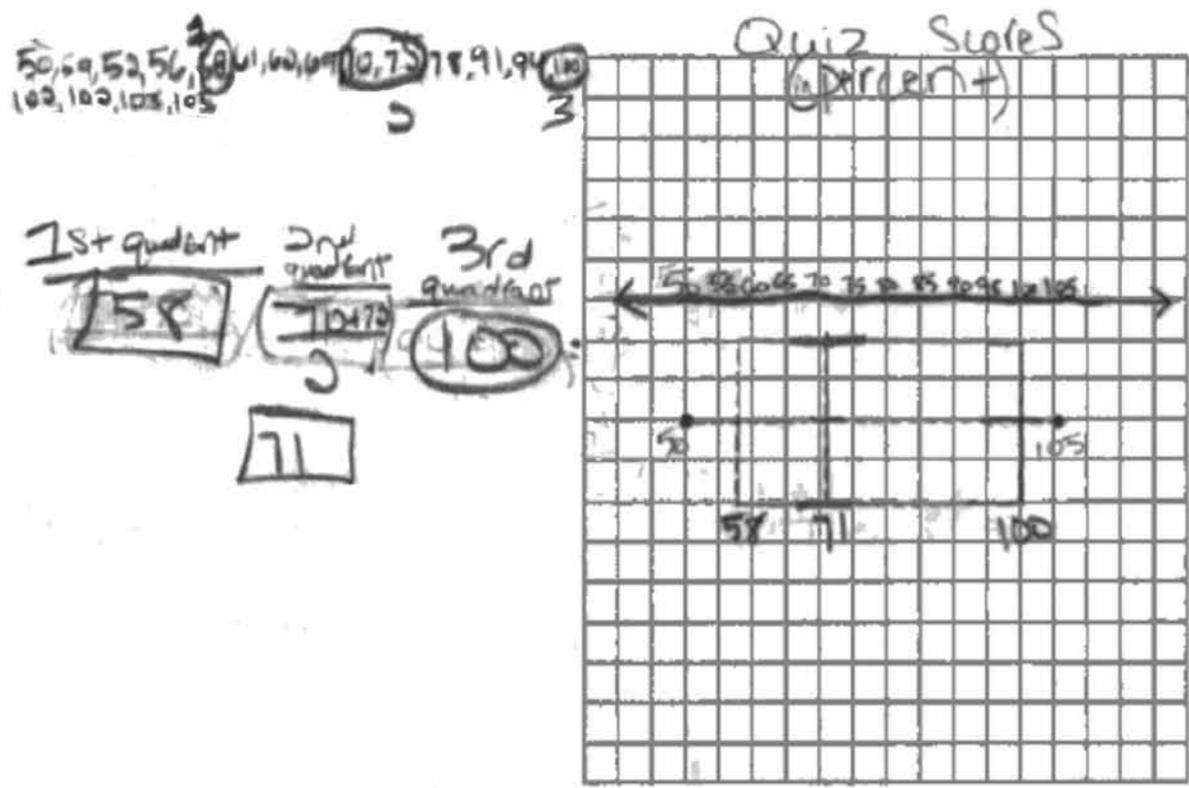
Score	Description
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 - 3½ points.
2	The student earns 2 - 2½ points.
1	The student earns ½ - 1½ points, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
<b>B</b>	Blank – 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><b>4 points possible:</b></p> <div style="text-align: center;">  <p>Extreme – 50  Lower quartile – 58  Median – 71  Upper quartile – 100  Extreme - 105</p> </div> <p>1 point: Correctly drawing the number line which includes the scale of the data and consistent intervals  <i>Note: Arrowheads on the number line required only at the “4” level</i></p> <p><b>AND</b></p> <p>2 points: All 5 data points of Low Extreme, Lower Quartile, Median, Upper Quartile, and High Extreme, based on above data, correctly drawn  Points can be drawn above the line, on the line, or below the line  Points can be shown as dots or vertical lines</p> <p><b>OR</b></p> <p>1 point: At least 3 of the 5 data points drawn correctly</p> <p><b>OR</b></p> <p>½ point: At least 3 of the 5 data points correctly identified</p> <p><b>AND</b></p> <p>1 point: Correctly drawing the box connecting the upper and lower quartiles, the line segments connecting the box to the extremes, and a line drawn in the box for the median</p>

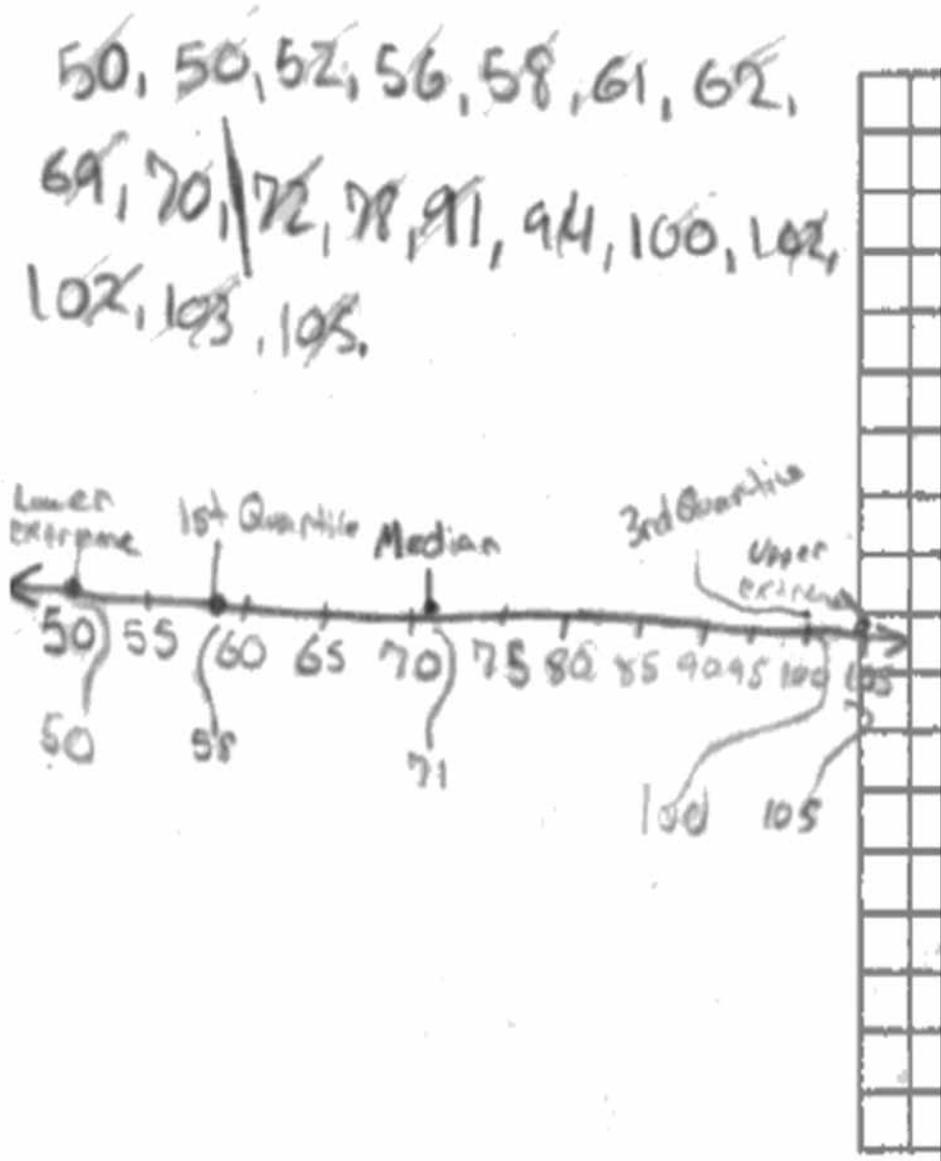
SCORE: 4

Part 1		Points
Correct number line:	Number Line drawn to include scale of data	1
Correct data points:	All 5 data points plotted correctly	2
Correct box and whiskers:	Box drawn to include key points with whiskers to extremes	1
<b>Total Points</b>		<b>4</b>



SCORE: 3

Part 1		Points
Correct number line:	Number Line drawn to include scale of data	1
Correct data points:	All 5 data points plotted correctly	2
Missing box and whiskers:		-
<b>Total Points</b>		<b>3</b>





SCORE: 1

Part 1		Points
Correct number line:	Number Line drawn to include scale of data	1
Incorrect data points:	Only 2 points drawn correctly: 50 & 105	-
Incorrect box and whiskers:	Box is drawn incorrectly	-
<b>Total Points</b>		<b>1</b>



SCORE: 0

Part 1		Points
Missing number line:		-
Incorrect data points:	Student finds mode and mean, but doesn't find 3 data points	-
Missing box and whiskers:		-
<b>Total Points</b>		<b>0</b>

50, 50, 52, 56, 58, 61, 62, 70, 72, 78, 81, 94, 100, 102, 102, 103, 105

70 mean  
59.16

18 | 975  
median

Mode = 50, 102

range 105  
- 50  
55

50  
50  
52  
56  
58  
61  
62  
64  
70  
72  
78  
81  
94  
100  
102  
102  
103  
105  
+ 103  
975

- C** Coach Brendan recorded the number of basketball free-throws his players attempted and made successfully. The results are shown in the table below.

Player	Shots Made	Shots Attempted
Carlos	12	30
Henry	24	32
Sam	36	45
Michelle	26	40

- Convert each player’s success rate to a percent. List the players in order from highest percent to lowest percent.
- How many consecutive shots would the 2nd most successful player need to attempt and make to have a greater success rate than the current most successful player? Show your work.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

<b>Math Item C Scoring Rubric—2012 Grade 7</b>
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Score	Description
<b>4</b>	The student earns 4 points. The response contains no incorrect work.
<b>3</b>	The student earns 3 points.
<b>2</b>	The student earns 2 points.
<b>1</b>	The student earns 1 point, or some minimal understanding is shown.
<b>0</b>	The student earns 0 points. No understanding is shown.
<b>B</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><b>1 point possible:</b></p> <p>1 point: Correctly converting each player’s success rate into a percentage and ordering them from highest to lowest percent            Ex. Carlos: <math>\frac{12}{30} = 40\%</math>, Henry: <math>\frac{24}{32} = 75\%</math>, Sam: <math>\frac{36}{45} = 80\%</math>,            Michelle: <math>\frac{26}{40} = 65\%</math>            Sam: 80%, Henry: 75%, Michelle: 65%, Carlos: 40%</p>
2	<p><b>3 points possible:</b></p> <p>1 point: Correctly showing that the shots made and shots attempted increase at the same rate            Ex. <math>\frac{24}{32} \frac{+9}{+9} = \frac{33}{41}</math></p> <p><b>AND</b></p> <p>1 point: Correctly converting new fractions to percentages            Ex. <math>\frac{33}{41} = 80.48\%</math></p> <p><b>AND</b></p> <p>1 point: Correct answer: 9 consecutive shots or equivalent            Ex. 9 more shots</p>

SCORE: 4

<u>Part 1</u>		Points
Correct answer:	Correct Order and percentages of all 4	1

<u>Part 2</u>		Points
Correct procedure:	Shows relationship of 1 more shot made is also 1 more attempt Correct conversion of a new fraction to a percentage	2
Correct answer:	9 more shots with 80.48%	1
<b>Total Points</b>		<b>4</b>

$\text{Carlos} = \frac{12}{30} = 12 \div 30 = \frac{4}{10} \times 100 = 40\%$   
 $\text{Henry} = \frac{24}{32} = 24 \div 32 = .75 \times 100 = 75\%$   
 $\text{Sam} = \frac{36}{45} = 36 \div 45 = .8 \times 100 = 80\%$   
 $\text{Michelle} = \frac{26}{40} = 26 \div 40 = .65 \times 100 = 65\%$

---

• Sam  
 • Henry  
 • Michelle  
 • Carlos

① Highest: 80%  
 2nd highest: 75%

---

$75\% = \frac{24 + 9}{32 + 9} = \frac{33}{41} = 33 \div 41 = 80.48\%$

He must make 9 more shots.

SCORE: 3

<u>Part 1</u>		Points
Correct answer:	Correct order and percentages	1

<u>Part 2</u>		Points
Correct procedure:	Shows relationship of 1 more shot made is also 1 more attempt Correct conversion of a new fraction to a percentage	2
Incorrect answer:	10 consecutive shots	-
<b>Total Points</b>		<b>3</b>

1.

Player	Success Rate	Percent
Sam	36/45	80%
Henry	24/32	75%
Michelle	26/40	65%
Carlos	12/30	40%

$36/45 = 80\%$   
 $24/32 = 75\%$   
 $26/40 = 65\%$   
 $12/30 = 40\%$

2. Henry would have to make 10 consecutive shots to have a higher percentage than Sam.

$$24 + 10 = 34 \quad 34/42 = 80.952381$$

$$32 + 10 = 42$$

80.9% would round up to 81%. Sam's percent is 80%.

SCORE: 2

<u>Part 1</u>		Points
Correct answer:	Correct order and percentages	1

<u>Part 2</u>		Points
Partially correct procedure:	Doesn't show relationship of 1 more shot made is also 1 more shot attempted Correctly shows a new fraction conversion to a percentage	1
Incorrect answer:	"...at least 43 shots and make 35 of them..."	-
<b>Total Points</b>		<b>2</b>

①

Carlos =  $\frac{12}{30} = 40\%$   
 Henry =  $\frac{21}{28} = 75\%$   
 Sam =  $\frac{28}{35} = 80\%$   
 Michelle =  $\frac{26}{40} = 65\%$

Highest to lowest percent  
 Sam - 80%  
 Henry - 75%  
 Michelle - 65%  
 Carlos - 40%

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② Sam = 80% 1st  $\frac{28}{35}$   
 Henry = 75% 2nd  $\frac{21}{28}$

~~$\frac{35}{43} = 81.4\%$~~

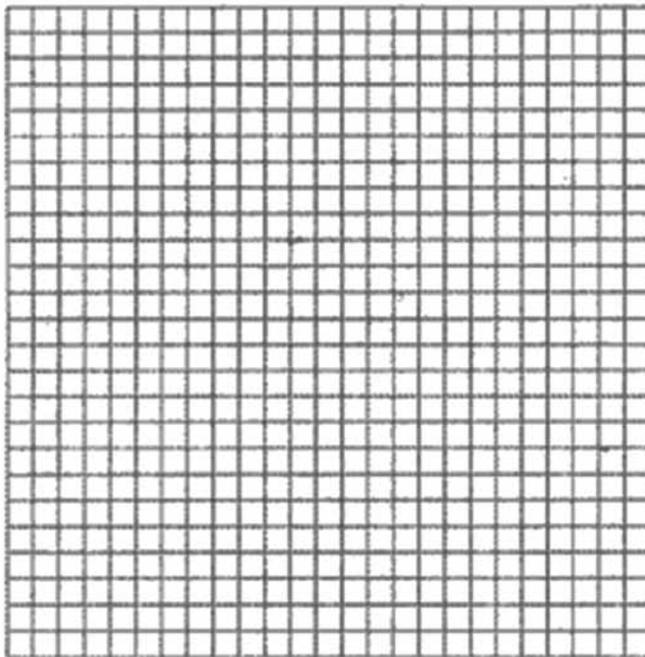
Henry would need to attempt at least 43 shots and make at least 35 of them to have highest success rate

SCORE: 1

<u>Part 1</u>		Points
Correct answer:	Correct order and percentages	1

<u>Part 2</u>		Points
Incorrect procedure:	Incorrect relationship shown between shots made and attempted Missing new fraction to convert to a Percentage	-
Incorrect answer:	13 out of 14 more shots	-
<b>Total Points</b>		<b>1</b>



2. Henry is the 2nd successful player  
 $24 + 13 = 37$      $32 + 14 = 46$   
 He will have to attempted 19 shots and  
 make 12 to beat the successful player.

1.  
 Sam -  $\frac{36}{45} = 80\%$   
 Henry -  $\frac{24}{30} = 80\%$   
 Michelle -  $\frac{26}{40} = 65\%$   
 Carlos -  $\frac{12}{30} = 40\%$   
 Sam had the highest percent,  
 Carlos had the lowest percent.

SCORE: 0

<u>Part 1</u>		Points
Incorrect answer:	Incorrect order and percentages	-

<u>Part 2</u>		Points
Incorrect procedure:	No relationship shown between shots made and attempted Missing conversion of new fraction to a new percentage	-
Incorrect answer:	9.36	-
<b>Total Points</b>		<b>0</b>

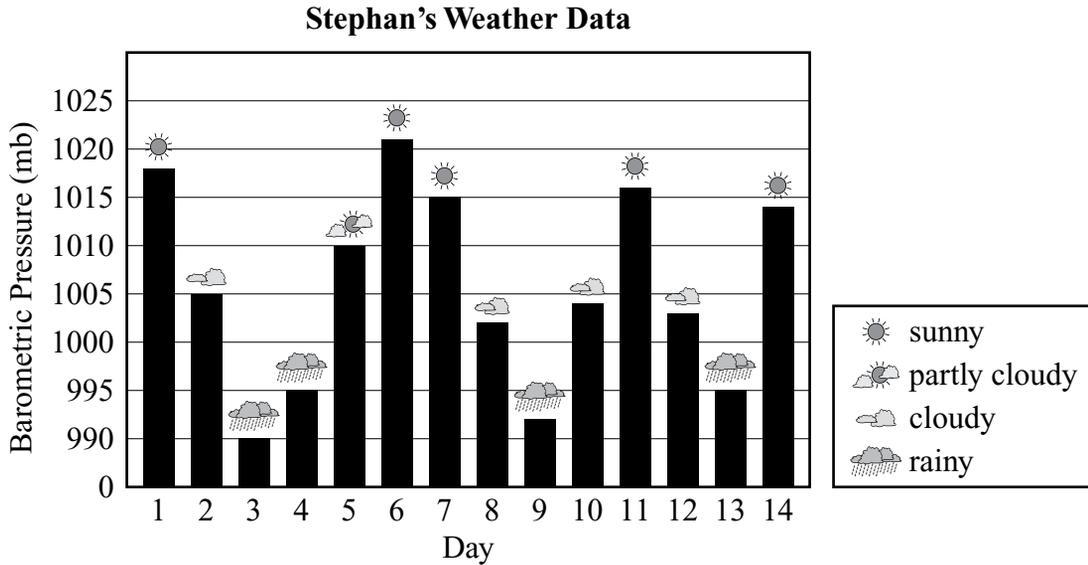
21  
Cory - 12%  
Henry - 24%  
Sam - 36%  
Michelle - 26%

$$\begin{array}{r} \times 26 \\ 36 \\ \hline 936 \end{array}$$

$$936 \div 10 = 9.36$$

# **SCIENCE RESPONSES**

- A** Stephan used a barometer to measure the barometric pressure each day for two weeks. He also recorded the kind of weather that was occurring each day. Stephan drew a weather symbol on the top of each bar to show if the weather was sunny, partly cloudy, cloudy, or rainy. His data are shown in the graph below.



1. Describe a relationship observed in the data between barometric pressure and weather.
2. Describe the type of weather that is most likely to occur on Day 15 if the barometric pressure is 1024 mb.
3. A meteorologist says that a large low pressure system is currently affecting weather in the state, but in two days, a high pressure system will move in. Describe the most likely type of weather occurring currently in that state and what it will be like in two days.

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

**Science Item A Scoring Rubric—2012 Grade 7**

Score	Description
4	The student earns 4 points. The response shows a complete understanding of weather charts. 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 weather charts. The response correctly addresses three out of the four tasks.
2	The student earns 2 points. The response shows a limited understanding of weather charts. The response correctly addresses two out of the four tasks.
1	The student earns 1 point. The response shows a minimal understanding of weather charts. The response correctly addresses one out of the four tasks.
0	The student earns 0 points. Response shows insufficient understanding of weather charts. 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: Describes relationship based on data.
2	1 point possible: Describes correct type of weather.
3	2 points possible: Describes current and predicted weather.

SCORE: 4

<u>Part 1</u>		Points
Correct relationship:	“The higher the barometric pressure was it was sunny... when it was low it would be rainy”	1
<u>Part 2</u>		Points
Correct description:	“Really sunny”	1
<u>Part 3</u>		Points
Correct description:	“Currently it is raining”	1
Correct prediction:	“In two days when the high pressure system comes in the sun will be shining.”	1
Total Points		4

1. The higher the barometric pressure was it was sunny. when it was halfway up partly cloudy. A little below halfway it was cloudy. When it was low it would be rainy.

2. Really sunny, sun shining in your eyes.

3. Currently it is raining in that area, but in two days when the high pressure system comes in the sun will be shining.

SCORE: 3

<u>Part 1</u>		Points
Correct relationship:	"The barometric pressure is higher when its a sunny day"	1
<u>Part 2</u>		Points
Incorrect description:	"cloudy rainy day may occur"	0
<u>Part 3</u>		Points
Correct description:	"right now its raining in that state"	1
Correct prediction:	"in two days weather will be sunny"	1
<b>Total Points</b>		<b>3</b>

1. The barometric pressure is higher when its a sunny day. Lower when it bad weather.

2. cloudy rainy day may occur.

3. right now its raining in that state but in two days weather will be sunny.

SCORE: 2

<u>Part 1</u>		Points
Correct relationship:	"When there is clouds it is low when it is sunny it is high"	1
<u>Part 2</u>		Points
Correct description:	"Sunny"	1
<u>Part 3</u>		Points
Incorrect description:	"1025"	0
Incorrect prediction:	No prediction provided	0
<b>Total Points</b>		<b>2</b>

1. when there is clouds it is low when it is sunny it is high.

2. Sunny

3. 1025

SCORE: 1

<u>Part 1</u>		Points
Correct relationship:	"low = Rain High = Sun"	1
<u>Part 2</u>		Points
Incorrect description:	"Rainy"	0
<u>Part 3</u>		Points
Incorrect description:	"Sunny"	0
Incorrect prediction:	"Rainy"	0
<b>Total Points</b>		<b>1</b>

low = Rain  
 High = Sun  


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 Rainy  
 ☁  


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 ☁ Sunny  
 Rainy

SCORE: 0

<u>Part 1</u>		Points
Incorrect relationship:	"weather is like the climate, barometer pressure is the pressure in the air"	0
<u>Part 2</u>		Points
Incorrect description:	"Cloudy"	0
<u>Part 3</u>		Points
Incorrect description:	"It would be very dry humid"	0
Incorrect prediction:	"There wouldn't be a lot of water in the air"	0
Total Points		0

1. The relationship between the two of them are weather is like the climate, barometer pressure is the pressure in the air.

2. Cloudy because there is a pattern.

3. It would be very dry humid and there wouldn't be a lot of water in the air

**B** Fossil fuels such as petroleum and coal can be burned to produce energy. In recent years many new alternative energy sources have been proposed and developed.

1. Identify an energy source that has been developed to replace some uses of fossil fuels.
2. Describe how energy is obtained from that source.
3. Describe one advantage of the energy source listed in Part 1.
4. Describe one disadvantage of the energy source listed in Part 1.

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

**Science Item B Scoring Rubric—2012 Grade 7**

Score	Description
4	The student earns 4 points. The response shows a complete understanding of alternatives to fossil fuels. 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 alternatives to fossil fuels. The response correctly addresses three out of the four tasks.
2	The student earns 2 points. The response shows a limited understanding of alternatives to fossil fuels. The response correctly addresses two out of the four tasks.
1	The student earns 1 point. The response shows a minimal understanding of alternatives to fossil fuels. The response correctly addresses one out of the four tasks.
0	The student earns 0 points. Response shows insufficient understanding of alternatives to fossil fuels. 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**

<b>Part</b>	<b>Points</b>
<b>1</b>	1 point possible: Correctly identifies an alternative energy source.
<b>2</b>	1 point possible: Correctly describes how energy is obtained from the identified alternative energy source.
<b>3</b>	1 point possible: Describes the advantage of the source.
<b>4</b>	1 point possible: Describes the disadvantage of the source.

SCORE: 4

<u>Part 1</u>		Points
Correct identification:	"Solar power"	1
<u>Part 2</u>		Points
Correct description:	"A photovoltaic cell converts the sun's energy into electricity." Or- "Thermal cells use the sun's heat to warm water directly"	1
<u>Part 3</u>		Points
Correct advantage:	"It is inexhaustible and creates no pollution"	1
<u>Part 4</u>		Points
Correct disadvantage:	"Photovoltaic are more expensive than thermal cell which aren't cheap either."	1
<b>Total Points</b>		<b>4</b>

1. Solar power
2. A photovoltaic cell converts the sun's energy into electricity. Thermal cells use the sun's heat to warm water directly to produce hot water
3. It is inexhaustible and creates no pollution
4. Solar panels are expensive. Photovoltaic are more expensive than thermal cells which aren't cheap either.

SCORE: 3

<u>Part 1</u>		Points
Correct identification:	“Hydroelectricity...”	1
<u>Part 2</u>		Points
Correct description:	“The water flows through fans that turn as the water flows. This...is connected to a plate with magnets...[which]... rotates the magnet creating an electric field.”	1
<u>Part 3</u>		Points
Correct advantage:	“The source is renewable + reusable.”	1
<u>Part 4</u>		Points
Incorrect disadvantage:	“I’m not sure if it even has a disadvantage.”	0
<b>Total Points</b>		<b>3</b>

① Hydroelectricity can replace fuel. | ② The water flows through fans that turn as the water flows. This turning <sup>fan</sup> is connected to a plate with magnets. Near the plate is another facing the plate. (⊗) When it turns, it rotates the magnet creating an electric field.

3) The source is renewable + reusable. | ④ The source, I'm not sure if it even has a disadvantage.

SCORE: 2

<u>Part 1</u>		Points
Correct identification:	"Geothermal Energy"	1
<u>Part 2</u>		Points
Incorrect description:	"It is obtained by making electricity to power factories."	0
<u>Part 3</u>		Points
Incorrect advantage:	"You can use it worry free."	0
<u>Part 4</u>		Points
Correct disadvantage:	"It can be coastly"	1
<b>Total Points</b>		<b>2</b>

1. An energy source is Geothermal Energy.
2. It is obtained by making electricity to power factories.
3. You can use it worry free.
4. It can be coastly / dangerous.

SCORE: 1

<u>Part 1</u>		Points
Correct identification:	“Wind Terbines.”	1
<u>Part 2</u>		Points
Incorrect description:	“Wind Terbines make Energy to help generate power lines.”	0
<u>Part 3</u>		Points
Incorrect advantage:	“you always have power unless your power goes out during a storm...”	0
<u>Part 4</u>		Points
Incorrect disadvantage:	“Wind terbines are in Feilds so no animals can be there.”	0
<b>Total Points</b>		<b>1</b>

1| Wind Terbines.

2| Wind Terbines Make Energy to help generate power lines.

3| One advantage is you always have power unless your power goes out during a storm of some kind or something

4| Wind terbines are in Feilds so no animals can be there.

SCORE: 0

<u>Part 1</u>		Points
Incorrect identification:	"a bike"	0
<u>Part 2</u>		Points
Incorrect description:	"like if your ride your bike to work you don't burn oil in your car."	0
<u>Part 3</u>		Points
Incorrect advantage:	"It saves fossil fules from being added to our polution."	0
<u>Part 4</u>		Points
Incorrect disadvantage:	"The takes longer to get places."	0
<b>Total Points</b>		<b>0</b>

1) an energy source that has been developed is a bike

2) like if your ride your bike to work you don't burn oil in your car.

3) It saves fossil fules from being added to our polution,

4) The takes longer to get places.





# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

QAI 10489-AR1202-THB-GR7



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