



Arkansas Comprehensive Testing, Assessment, and Accountability Program

TEACHER HANDBOOK

AUGMENTED BENCHMARK EXAMINATION GRADE 8

APRIL 2012 ADMINISTRATION

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Arkansas Department of Education

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Pages 12–14: “Decorate for the Birds” by Rebecca Bull from *Southern Living Magazine*, December 2005, pp. 78–79.

TABLE OF CONTENTS

	PAGE
INTRODUCTION—2012 GRADE 8 AUGMENTED BENCHMARK EXAMINATION	1
SCORING STUDENT RESPONSES TO OPEN-RESPONSE ITEMS	
Reader Training.....	2
Scoring Procedures.....	2
READING PASSAGE A—2012 GRADE 8	4
READING ITEM A—2012 GRADE 8	7
READING ITEM A SAMPLE RESPONSES AND ANNOTATIONS—2012 GRADE 8	
Score Point: 4	8
Score Point: 3	9
Score Point: 2	10
Score Point: 1	11
Score Point: 0	11
READING PASSAGE B—2012 GRADE 8	12
READING ITEM B—2012 GRADE 8	15
READING ITEM B SAMPLE RESPONSES AND ANNOTATIONS—2012 GRADE 8	
Score Point: 4	16
Score Point: 3	17
Score Point: 2	17
Score Point: 1	17
Score Point: 0	18
WRITING RESPONSES	
Scoring Student Responses to Writing Prompts.....	20
Domain Scoring	20
Scoring Scale.....	20
Nonscoreable and Blank Papers.....	20
Writing Domains and Definitions— 2012 Grade 8 Augmented Benchmark Examination.....	21
WRITING PROMPT—2012 GRADE 8	
Prompt.....	22
WRITING PROMPT SAMPLE RESPONSES AND ANNOTATIONS—2012 GRADE 8	
Writing Sample Response 1	23
Writing Sample Response 2	26
Writing Sample Response 3	29
MATH ITEM A—2012 GRADE 8	
Solution and Scoring	34
MATH ITEM A SAMPLE RESPONSES AND ANNOTATIONS—2012 GRADE 8	
Score: 4.....	35
Score: 3.....	36
Score: 2.....	37
Score: 1.....	38
Score: 0.....	39

TABLE OF CONTENTS

MATH ITEM B—2012 GRADE 8

Solution and Scoring	41
----------------------------	----

MATH ITEM B SAMPLE RESPONSES AND ANNOTATIONS—2012 GRADE 8

Score: 4.....	43
Score: 3.....	44
Score: 2.....	45
Score: 1.....	46
Score: 0.....	47

MATH ITEM C—2012 GRADE 8

Solution and Scoring	49
----------------------------	----

MATH ITEM C SAMPLE RESPONSES AND ANNOTATIONS—2012 GRADE 8

Score: 4.....	53
Score: 3.....	54
Score: 2.....	55
Score: 1.....	56
Score: 0.....	57

INTRODUCTION—2012 GRADE 8 AUGMENTED BENCHMARK EXAMINATION

The Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) includes an Augmented Benchmark Examination for grade 8 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, eighth-grade students participated in the *Grade 8 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 8 Augmented Benchmark Examination* is available through the Arkansas Department of Education. Questions can be addressed to the Office of Student Assessment at 501-682-4558.

SCORING STUDENT RESPONSES TO OPEN-RESPONSE ITEMS

The multiple-choice and open-response test items for the Reading, Writing, and Math components of the *Grade 8 Augmented Benchmark Examination* are developed with the assistance and approval of Content Advisory Committees. All passages and items on the *Grade 8 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 8 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 8 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 8 Augmented Benchmark Examination*.

READING RESPONSES

Excerpt from *Gold Dust*

by Chris Lynch

1 If I wasn't playing baseball I was watching it. And if I wasn't watching it in the real world I was watching it in my head. Napoleon and I had played so much repetitive two-man baseball, we were getting to know each other's game as well as we knew our own. He was beginning to learn how I would set him up with a couple of off-speed junky pitches, then try to sneak the third past him with a short-delivery fastball. We would go to the frozen field down off the parkway, or more often the defrosting, muddy field, with a duffel bag full of bruised, scarred, or waterlogged balls, and take turns emptying the bag on each other. I loved to hit still, and if I could there would be days when I never surrendered the bat to him, and I know that would have been fine with Napoleon too. Because he loved to throw.

He certainly loved to throw.

Napoleon Charlie Ellis could *throw* a baseball.

But I couldn't do that because that was not the plan. We could not be the Gold Dust Twins if we did not have well-rounded skills. People were already making fun of Jim Rice's fielding ability down there in Winter Haven, as if being able to hit a baseball from Florida to Georgia was not enough, and I was not going to let that happen to Napoleon.

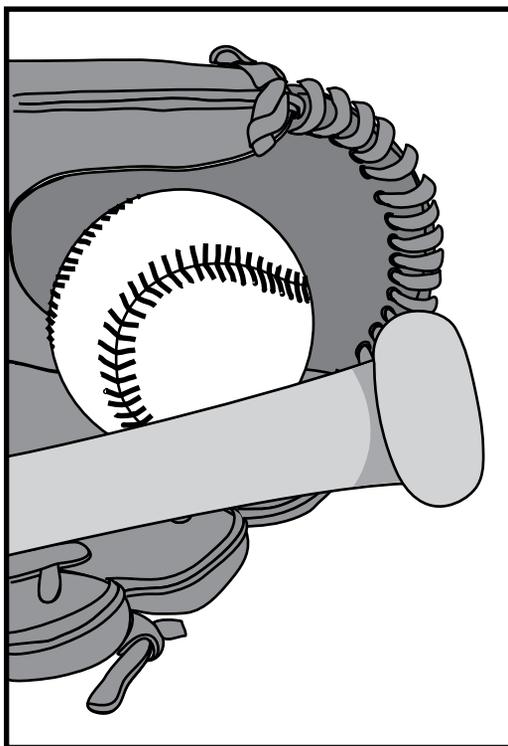
5 Fred Lynn could do *everything*, though. It was awesome.

Besides, we did ourselves so much good with our constant hit-and-pitch routine. I could see it every time out, as Napoleon's stroke got smoother, stronger, more controlled. I didn't have to guide him as much anymore but there were still occasions when I would step down off the mound and sidle next to him, showing him one small fine adjustment or another. Only there was this progression happening where with each attempt, I would find him a little stiffer, a little less pliable than before until, by the last time I

tried to help him, he had changed from the Gumby poseable figure I started out with into a bronze statue. His stance was his stance, and as I tried to get the tiniest of changes out of him, we locked into this struggle of will and muscle, Napoleon holding stubbornly steady, me trying to bend his left arm slightly . . . Napoleon stiffening . . . me bending . . . until . . . the bat fell away completely, I grabbed his shirt, he gave me a headlock . . . and the two of us toppled into the sloppy soupy mush of the batter's box.

We wrestled there for a few seconds, not to establish who was going to beat the other, certainly not to settle the batting-stance question, but to make sure neither of us got back up with one single patch of unmudded clothes.

And the laughing made it even harder to get back up on our feet. We sat there for a few seconds.



“There,” I said. “Much better.”

I got up and headed back to the mound calmly.

“Next time,” Napoleon called, “I’ll come visit you out there and show *you* how to pitch.”

“Hah. That’ll be the day,” I said.

But really, I knew he very well could. I could swear that every day his fastball gained one more mile per hour.

He was already the hardest thrower I have ever seen.

“I have to tell you something, Richard,” he said as we went through our routine, combing the outfield together to gather up the balls for the next guy to pitch. We were playing till we dropped that day, and nobody was complaining but the balls. I had pitched a full bag already to Napoleon, and he had just finished doing the same for me. When we gathered up this bunch, we would start the whole thing over again. “I thought today was the day. I thought today you were not going to keep up.”

I stopped right there in my tracks, ankle deep in grassy mud. “You thought *I . . . ?*” I pulled one of the balls back out of the bag, held it up between us like that guy with the skull in *Hamlet*. “You know what this *is*? You know who *I* am?”

“Yes, I know you both,” he said dryly. “But I have been feeling so strong these last few days, as if the ball is simply going to go faster and faster every time. You know that feeling?”

Did I know it? I had often wondered if I would ever hear anyone else say what I thought so many times before. This was how I figured parents feel when their kids graduate or are born or get married or something. I nodded and went back to picking up balls.

“But every time, you catch up. You learn. You *make* yourself hit the ball when it appears that you are falling behind.”

I looked at him again, and spoke as seriously as I could. “I *really* want to hit that ball.”

“Yes, I can see that.”

“Thanks. You make me better.” I felt I couldn’t come up with any higher praise than that. Or any greater thanks.

“You actually do intend to play baseball for all your life, don’t you, Richard.”

We had now collected all the balls and were walking back toward the infield. We almost never spoke anymore when we were hitting, so this was our moment. I grew to like this bit very much. It would have been my favorite part of the entire drill, if hitting and pitching weren’t the other parts.

“Of course I’m going to play pro ball. The only people who don’t want to are the people who can’t. And you’re coming with me. We’re the Gold Dust Twins, remember.”

- A** Explain how Richard’s conversation and actions involving Napoleon support the story’s theme of friendship. Use at least three details from the story to support your answer.

Reading Item A Scoring Rubric—2012 Grade 8

Score	Description
4	The response explains how Richard's conversation and actions involving Napoleon support the story's theme of friendship, and provides three accurate and relevant details from the passage describing these conversations and actions.
3	The response explains how Richard's conversations and actions involving Napoleon support the story's theme of friendship, and provides two details from the passage describing these conversations and actions.
2	The response explains how Richard's conversations and actions involving Napoleon support the story's theme of friendship, and provides one detail from the passage describing these conversations and actions.
1	The response explains how Richard's conversations and actions involving Napoleon support the story's theme of friendship. OR The response demonstrates minimal understanding of the question.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of "B" will be reported as "NA." (No attempt to answer the item. Score of "0" is assigned for the item.)

SCORE POINT: 4

The response explains how Richard's conversation and actions involving Napoleon support the story's theme of friendship ("they were just good friends having fun/a compliment that only a friend could give/showing his appreciation to his best friend") and uses at least three details from the passage as support ("We wrestled there for a few seconds, not to establish who was going to beat the other...", "every time you, catch up. You learn. You make yourself hit the ball when it appears you are falling behind," and "Thanks. You make me better"). The response demonstrates a thorough understanding of the task.

This story's theme of friendship is supported by many actions and parts of conversations from the story. When they were wrestling in the mud, the passage said, "We wrestled there for a few seconds, not to establish who was going to beat the other, certainly not to settle the batting-stance question, but to make sure neither of us get back up with one single patch of unmuddied clothes." They weren't trying to intimidate each other, they were just good friends having fun.

"But every time you, catch up. You learn. You make yourself hit the ball when it appears you are falling behind." That was a compliment that only a friend could give.

When he says, "Thanks. You make me better," he was showing his appreciation to his best friend.

SCORE POINT: 3

The response explains how Richard's conversation and actions involving Napoleon support the story's theme of friendship ("just like any other teenage boys, they like to play sports/seem to argue a little bit, but all Richard is trying to do is help him out") and uses two details from the passage as support ("Would find Napoleon a little stiffer, a little less pliable than before until, by the last time I had helped him, he had changed from gummy poseable figure that I had started out with to a bronze statue" and "We wrestled there for a few seconds, not to establish who was going to beat the other..."). The response shows evidence of a general, but not a comprehensive, understanding of the task.

- Richard and Napoleon are just like any other teenage boys, they like to play sports. In this case it's the classic game of good ole' baseball. Richard and Napoleon seem to argue a little bit, but all Richard is trying to do is help him out.

- Paragraph six states, "Richard would find Napoleon a little stiffer, a little less pliable than before until, by the last time I had helped him, he had changed from gummy poseable figure that I had started out with to a bronze statue."

- Paragraph seven says, "We wrestled there for a few seconds, not to establish who was going to beat the other, certainly not to settle the batting-stence question, but to make sure both of them didn't come up with one single unimposed spit on them."

SCORE POINT: 2

The response explains how Richard's conversation and actions involving Napoleon support the story's theme of friendship ("All friend are going to fight/they encourage each other and help each other") and uses one detail from the passage as support ("Like when Richard and Nopolen wresled in the batters box"). The response shows evidence of only a basic understanding of the task..

Richard's conversation and actions involving Napoleon support the story theme because all friend are going to fight. Just like when Richard and Nopolen wresled in the batters box. All peopel do there. But at the end of the story they come back to be friend all over again. Just like all true friends do. They also encourage each other and help each other on what to do. That's how the story theme supports Richard's conversation and actions.

SCORE POINT: 1

The response explains how Richard’s conversation and actions involving Napoleon support the story’s theme of friendship (“Richard is trying to be very honest to him/ trying to help Napoleon’s skills at baseball improve”). However, there are no details given as support. The response provides evidence of minimal understanding.

Richard's conversation and actions involving Napoleon supports the story's theme of friendship because Richard is trying to be very honest to him and be very nice about it. He basically is trying to help Napoleon's skills at baseball improve.

SCORE POINT: 0

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

That Napoleon was tired of going to the outfield to gather up the baseballs every-time at baseball practice.

Decorate For the Birds

by Rebecca Bull Reed

Winter's frosty bite is a sure sign that it's time to feed your feathered friends. Here's a way to spread holiday cheer outdoors.

Scarlet red cardinals are the ultimate winter accent for your garden. To beckon these and other flying beauties, create an outdoor wreath, garland, or tree with edible ornaments.

2 “As temperatures drop, Southerners receive their first influx of hungry birds,” says Beverly Vogt, owner of Wild Birds Unlimited in Northport, Alabama. Each year, she hosts a decorating party for the fourth-grade class at nearby Tuscaloosa Academy to greet the winged arrivals. “Adding seedcakes, fresh fruit, and popcorn to outdoor decorations is an easy way to offer food this time of year,” she says. “And the kids have a blast making the ornaments.”

To keep your flying friends happy, Bev advises that you add more food to the decorations throughout the holiday season. When the ornaments come down, don't stop feeding. Providing food and water on a regular basis is important, especially during severe weather. For more tips, read on.

- **Timing is everything**—Birds eat in the morning and afternoon. Go out during nonpeak hours to clean and refill feeders and water dishes.
- **Fit to eat**—Variety is just as important as quality. Start with a deluxe seed mix, and add favorites such as black oil sunflower seeds, slices of fruit, and peanuts. High-fat, high-calorie foods such as peanut butter and suet are energy packed and help keep birds warm. Before putting out bagged seeds, check the date on the package. Most lose nutritional value after one year.
- **Don't forget the water**—A good clean supply is essential for drinking and bathing, even during winter. Moving water is ideal because it stays fresh and can be heard by the birds from a distance. If weather is especially cold, add tepid water to dishes. Birds are vulnerable during bathing, so locate baths at least 6 feet from cover (such as shrubs and trees) to avoid attacks by other animals.
- **A place to call home**—Birdhouses are great, but shelter in the form of brush and shrubs works equally well, providing protection from the cold and predators. Birds start looking for new nesting sites around the first of the year. Yards with a variety of plantings are appealing, as they offer adequate shelter for raising young.



Birdseed Cookies

Makes 2 to 3 Dozen

While these treats may look delicious, they're just for your feathered friends.

2 cups all-purpose flour (plus additional flour for rolling out dough)

1/2 teaspoon baking powder

1/2 cup sugar

2/3 cup pure rendered suet

2 eggs

2/3 cup birdseed blend

Cookie cutters

Wooden pick

1 egg white, lightly beaten

1 cup birdseed blend

Ribbon, yarn, or twine

SIFT first 3 ingredients together. Cut in suet with fork until crumbly.

ADD 2 eggs, and mix together. Add 2/3 cup seed blend. Turn out onto a lightly floured surface; knead until smooth.

WRAP in wax paper, seal in plastic bag, and chill for at least 1 hour. Roll out on lightly floured surface to 1/4-inch thickness. Cut out with cookie cutters. Make hole with wooden pick about 1/8 inch from edge of cookie for hanging ornament. Brush cookies with egg white. Press 1 cup birdseed blend evenly on top of cookies. Place on ungreased baking sheet.

BAKE at 325° for 12 minutes or until cookies harden. Allow to cool. Attach ribbon to hang.

NOTE: Do not add salt. For testing purposes, we used Wild Birds Unlimited Simply Suet for rendered suet and Wild Birds Unlimited Deluxe Seed Blend for birdseed blend. Recipe was provided by Wild Birds Unlimited. For more visit southernliving.com/features.

- B** What are two facts to consider when caring for birds during the winter? Using information from the passage, give an example for each fact as to why this is important.

Reading Item B Scoring Rubric—2012 Grade 8

Score	Description
4	The response identifies two facts about caring for birds in the winter and explains why each fact is important using information from the passage.
3	The response identifies two facts about caring for birds in the winter and explains why one of the facts is important using information from the passage.
2	The response identifies two facts about caring for birds in the winter. OR The response identifies one fact and explains why that fact is important using information from the passage.
1	The response identifies one fact about caring for birds in the winter. 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 identifies two facts to consider when caring for birds during the winter (“Birds need food that is high in fat and calories” and “Birds need shelter”) and gives an example for each fact as to why this is important (“Foods like this, such as suet and peanut butter, are packed with energy that help to keep the birds warm,” and “The birds need places to take shelter from predators, and a place to avoid extreme weather”). The response demonstrates a thorough understanding of the task.

One fact to consider when caring for birds during the winter is that the birds need food that is high in fat and calories. Foods like this, such as suet and peanut butter, are packed with energy that help to keep the birds warm. Warmth is crucial to the birds during the cold winter months. However, as the passage states, you must check the expiration date on the packages of seeds, because it loses nutritional value.

Another fact to consider is that birds need shelter. The passage states: “Birdhouses are great, but shelter in the form of brush and shrubs works equally well...” The birds need places to take shelter from predators, and a place to avoid extreme weather. The passage also says “Birds start looking for new nesting sites around the first of the year.” They need a place to raise their young too.

SCORE POINT: 3

The response identifies two facts to consider when caring for birds during the winter (“Birds eat in the morning and afternoon” and “Birdhouses are great, but shelter in form of brush and shrubs work equally well”), but gives an example for only one fact as to why this is important (“Providing protection from the cold and predators”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

"Birds eat in the morning and afternoon." That's what says in the story.
It also says "birdhouses are great, but shelter in form of brush and shrubs work equally well, providing protection from the cold and predators."

SCORE POINT: 2

The response identifies two facts to consider when caring for birds during the winter (“locate Baths 6 ft from cover” and “bird houses are great shelter”) but does not give an example as to why these are important. The response shows evidence of only a basic understanding of the task.

locate Baths 6ft from cover.
Bird houses are great shelter.
Food is even more scarce.

SCORE POINT: 1

The response identifies only one fact to consider when caring for birds during the winter (“Bird house are great, but shelter in the form of brush and shrub work equally well”) and has no example for why this is important. The response provides evidence of minimal understanding.

Bird house are great, but shelter in the form of brush and shrub work equally well.
limiting is everything

SCORE POINT: 0

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

Why is this important because
it is about the holidays.

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 8 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 8 students in April 2012.

Prompt

Your teacher has asked you to write about the proudest moment in your life.

Before you begin to write, think about a time you were proud. It could have been a time you did something that made you proud or when someone else did something that made you proud. What made you proud? **Why** did you feel proud?

Now write an essay about the proudest moment in your life. Give enough detail so that your teacher will understand what happened.

WRITER'S CHECKLIST

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

WRITING SAMPLE RESPONSE 1

Content: 4

This response demonstrates consistent control of the Content domain. The clear central idea is maintained and adhered to throughout, and all of the substantial elaboration is focused on reaching the Little League World Series, the writer’s experiences in the city, and meeting Cal Ripken, Jr. The elaboration is detailed, even, and contributes to a clear progression of ideas throughout the response. The evident organizational plan and effective conclusion create a sense of unity.

Style: 4

This response demonstrates consistent control of Style. The writer’s vocabulary and specific selected information contribute to a tone of respectful pride in the writer’s accomplishment. The information presented is specific (“five game fields, two batting cages, and three practice fields,” “I had a baseball, and a \$150 bat that had his stats signed”) and shows the writer’s voice (“As a result of us playing hard we beat the teams we played,” “he changed my whole thought of what tall really was”). A variety of sentence structures and beginnings promotes a smooth and fluent reading. In all, the writer controls all of the features of the Style domain.

Sentence Formation: 4

This response demonstrates consistent control of Sentence Formation features. Although a few sentences begin with conjunctions, there are few errors in a long and complex piece, and the writer has demonstrated the ability to correctly construct and use a variety of simple and more advanced sentences. With this much writing, the few errors here are not enough to lower the score in Sentence Formation from a 4.

Usage: 4

While the response is not entirely free of errors (“most proudest”), there are very few errors relative to the length of the piece. The response demonstrates consistent control of Usage features.

Mechanics: 4

The response demonstrates consistent control of Mechanics features. The writer consistently omits the comma between town and state in place names, but otherwise the response is very strong in spelling, punctuation, capitalization, and formatting. There is a very low density of errors, considering the length and complexity of what is attempted in the response.

The proudest moment in my life would have to be my baseball team's and my trip to Aberdeen Maryland for the Little League World Series.

To get to the World Series we had to beat difficult teams that had come to beat us. But my team and I had prepared for this to happen, so we played our hardest and smartest. As a result of us playing hard we beat the teams we played. Our team started at the state tournament in _____ . We played hard, so we went undefeated all the way through the regional tournament in Amirillo Texas to the World Series.

Aberdeen Maryland is a very cool place to visit. It had very nice places to eat, and very fancy hotels to stay in. But all the baseball teams got to stay in the Cal Ripken Jr. Complex. The complex was a seven story hotel, with a veiw of the five game fields, two batting cages, and three practice fields. The complex was built for Cal Ripken Jr., who paid from his own pocket. I must say it was one of the best complexes I've ever seen.

My team and I got to meet Cal Ripken Jr. And must I say he is a big man! His arms were huge, and he was about 6'7". I thought my dad was tall at 6'2" but he changed my whole thought of what tall really was. When we finally got to meet Cal Ripken Jr., he was super friendly, but at the same time very serious. He told us all about how excited he was to have us play there. He also autographed some of our stuff. I had a baseball, and a \$150 bat that had his stats signed. Plus all of our families and players got pictures with him. All in all Cal Ripken is just an awesome man.

This I can honestly say was and probably will be my most proudest moment in my life.

WRITING SAMPLE RESPONSE 2

Content: 3

This response demonstrates reasonable control of the Content domain. The response has a clear central idea (winning the tae-kwon-do tournament) which is adhered to throughout. There is an evident organizational plan, with transitions (“First of all,” “Second of all,” “Lastly”) between the major steps of the narrative, but the progression of ideas is limited by the limited amount of elaboration presented to develop each main idea. The last main idea is more elaborated (“guy I was fighting was at least three times bigger than me,” “they announced that I won two trophies”), but the first two are thinly-developed. There is a clear closing which contributes to the unity of the response, but more full and even elaboration would be needed for this response to receive a 4 in Content.

Style: 3

This response demonstrates reasonable control of Style. The vocabulary selected is a mix of more specific and vivid word choice (“sparring,” “bracket,” “at least three times bigger than me”) which shows the writer’s voice and more general and repetitive (“I didn’t think I could do it. I just thought that since it was my first time that I couldn’t do it”) which makes the voice harder to hear. There is some specificity in detail, but it is not sustained throughout the response. There is some variety in sentence structures, but also some choppy and more awkward sentences as well (“Plus I didn’t get much time to practice”). More consistent precise word choice and selected information would help the response reach a higher score in Style.

Sentence Formation: 4

This response demonstrates consistent control of Sentence Formation. Although there are some awkward sentence constructions, and there is one fragment, the writer has demonstrated the ability to construct and use a variety of simple and advanced sentences.

Usage: 4

This response demonstrates a consistent control of Usage domain features. There are no Usage errors in the response.

Mechanics: 4

There is a very low density of errors in the features of Mechanics in this response. There is an error in capitalization (“First of all, It was the very first time”), but spelling, punctuation, and formatting are handled well.

Have you ever been proud of yourself? I know I have! Like the time I won first place in a Taekwon-do (martial art form) tournament.

First of all, it was the very first time I've been to a tournament. I was so excited I could hardly wait! I was finally called up when I got really nervous.

Second of all, I didn't think I could do it. I just thought that since it was my first time that I couldn't do it. Plus I didn't get much time to practice.

Lastly, I finally got to the sparring (fighting) when I got placed in the first and second place bracket. The other guy I was fighting was at least three times bigger than me! I finally beat the guy and they announced that I won two trophies!

That was the time I won my

first tournament, and I was so proud
of myself.

WRITING SAMPLE RESPONSE 3

Content: 2

This response demonstrates inconsistent control of the Content domain. The central idea of this response is unclear. The writer provides a list of proud moments, but there is no indication that any of them elicit any more pride than the other, thus there is no clear focus to the response. A lack of elaboration of the main ideas also contributes to the lack of unity. Attempts are made to elaborate on a few of the moments listed (“when I rode the caracelle,” “I was happy and proud too”), but most of the response takes the form of an unelaborated list. There is an organizational gap when the writer jumps from talking about “when I was born” to the “other 4 of my proudest moments.” More elaboration and more organizational control would be necessary for this response to receive a higher score in Content.

Style: 2

This response demonstrates inconsistent control of the Style domain. The word choice in the response is basic and repetitive (using happy and proud repeatedly) rather than specific and precise. The information presented is also general and poorly explained at times, which leads to some lack of clarity (“the other 4 of my proudest moments were when I was older and they were fun but when I was born was my favoritest and proudest time of my life”). The repetitive sentence constructions and beginnings do not promote a smooth reading, and there is little tone present. Clearer information and more precise word choice would be necessary for this response to receive a higher score in Style.

Sentence Formation: 2

This response demonstrates inconsistent control of the Sentence Formation domain. There is a fragment (“when I rode the caracelle”) and other sentences throughout the response which begin with conjunctions. The writer has not demonstrated even a reasonable control over a variety of sentence formations, as so many of the sentences are of the same awkward form.

Usage: 3

This response demonstrates reasonable control of the Usage domain. There are some errors in Usage throughout the response (“One of my proudest moments were,” “my most proudest moment,” “my favoritest”). There are not so many errors that the response deserves a score lower than a “3,” but control of Usage is not consistent.

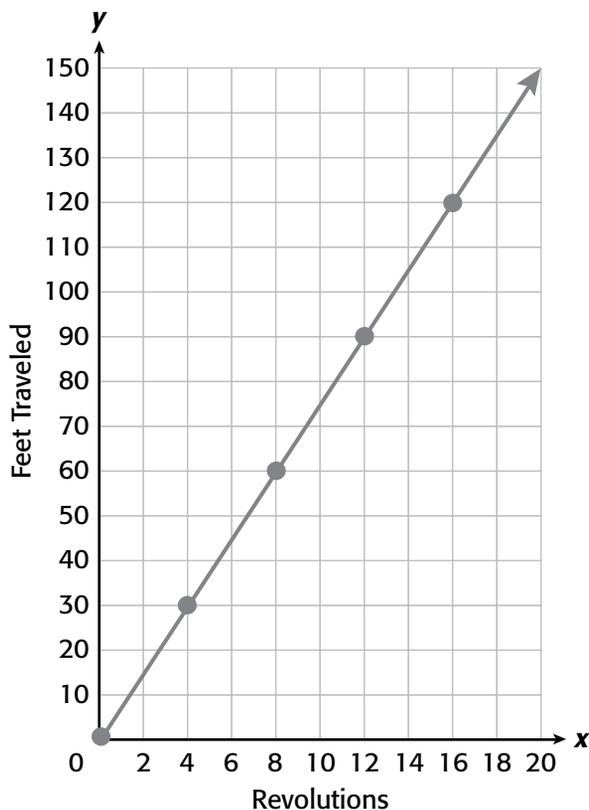
Mechanics: 4

This response demonstrates consistent control of the features of the Mechanics domain. There are no errors in capitalization and punctuation. While there are a few errors in spelling (“happiest,” “caracelle”), the density of spelling errors is not high relative to the length of the piece. The response is formatted. Consistent control is demonstrated.

One of my proudest moments were
 at school when I got good grades and when
 I got to meet my new teachers on the first
 day of school. And one of my other proudest
 moments was when my dad took me to
 the fair when I was 7 years old. when I
 rode the caracelle. But my most proudest
 moment was when I was born. It was my
 happiest and most proudest day ever when
 I got to see my mom and dad for the
 first time. And the other 4 of my proudest
 moments were when I was older and they
 were fun but when I was born was my
 favoritest and most proudest time of my
 life that I ever had. And oh I forgot
 the last thing of my proudest moments
 was when I hung out with my friends
 at school and during the fair. I was happy
 and proud too. And that was my most
 proudest moments in life.

MATH RESPONSES

- A** The distance Jeff travels on his bicycle can be related to the number of revolutions the wheel of his bicycle makes. The following graph shows this relationship.



1. Write an equation that represents this relationship. Be sure to define the variables you use in your equation.
2. What is the value of the slope of the graph? Show your work or explain how you got your answer.
3. Describe what the slope in this context represents.
4. Use your equation to determine the number of revolutions the wheel makes when Jeff has traveled a total of 180 feet. Show your work or explain how you got your answer.

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

Math Item A Scoring Rubric—2012 Grade 8

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	<p>1 point possible:</p> <p>1 point: Correct equation with variables defined Ex. $y = 7.5x$; $y = \text{feet traveled}$, $x = \text{revolutions}$</p> <p>OR</p> <p>½ point: Both variables defined with an incorrect equation</p>
2	<p>1 point possible:</p> <p>1 point: Correct slope with work shown or explanation. Work can be from Part 1 Ex. 7.5 or equivalent; $\frac{30}{4} = 7.5$ $\frac{15}{2} = 7.5$ $\frac{30}{4} = \frac{15}{2}$</p> <p>OR</p> <p>½ point: Correct slope without work or explanation</p>
3	<p>1 point possible:</p> <p>1 point: Correct description of the slope Ex. 1 revolution = 7.5 feet or “How many ft Jeff has travelled in x revolutions”</p> <p>OR</p> <p>½ point: Incomplete description of the slope</p>
4	<p>1 point possible:</p> <p>1 point: Correct answer with work shown or explanation Ex. $x = 24$; $180 = 7.5x$, $\frac{180}{7.5} = \frac{7.5x}{7.5}$</p> <p>OR</p> <p>1 point: Correct answer based on an incorrect equation from part 1 with work or explanation shown</p> <p>OR</p> <p>½ point: Correct answer without work or explanation</p>

SCORE: 4

<u>Part 1</u>		Points
Correct answer:	Correct equation of $y=7.5x$. Variables are defined	1
<u>Part 2</u>		Points
Correct answer:	Correct slope of $15/2$. Uses the slope formula to find $m = -30/-4 = 15/2$	1
<u>Part 3</u>		Points
Correct answer:	Correct description: "Every second revolution the feet traveled go up 15 feet"	1
<u>Part 4</u>		Points
Correct answer:	$x = 24$ revolutions with correct work	1
Total Points		4

1.
Let $x =$ Revolutions
Let $y =$ Feet Traveled

$$y = 7.5x$$

2.

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

$$m = \frac{30 - 60}{4 - 8}$$

$$m = \frac{-30}{-4}$$

$$\text{Slope} = \frac{15}{2}$$

3. Every second revolution the feet traveled go up 15 feet.

$$4. \quad y = 7.5x$$

$$180 = 7.5x$$

$$\frac{180}{7.5} = \frac{7.5x}{7.5}$$

$$x = 24 \text{ revolutions}$$

SCORE: 3

<u>Part 1</u>		Points
Incorrect answer:	Incorrect equation of $y=mx+b$	-
<u>Part 2</u>		Points
Correct answer:	Correct slopes of $30/4$ and $15/2$ with explanation of "goes up 15 and right 2"	1
<u>Part 3</u>		Points
Correct answer:	Correct description: "...travel 15ft for 2 revolutions"	1
<u>Part 4</u>		Points
Correct answer:	24 revolutions with $180=(15/2)x$, $180*(2/15)=x$, $24=x$	1
Total Points		3

① $y = mx + b$
slope y-intercept

② Slope is $\frac{30}{4}$
 because the line goes up by thirty, and moves over 4, or simplified $\frac{15}{2}$ goes up fifteen and right two.

③ The slope here is travel 15 ft for two revolutions.

④ $180 = \frac{15}{2}x$
 $180 \cdot \frac{2}{15} = x$
 $24 = x$

If Jeff travels 180 ft his wheel will make 24 revolutions.

SCORE: 2

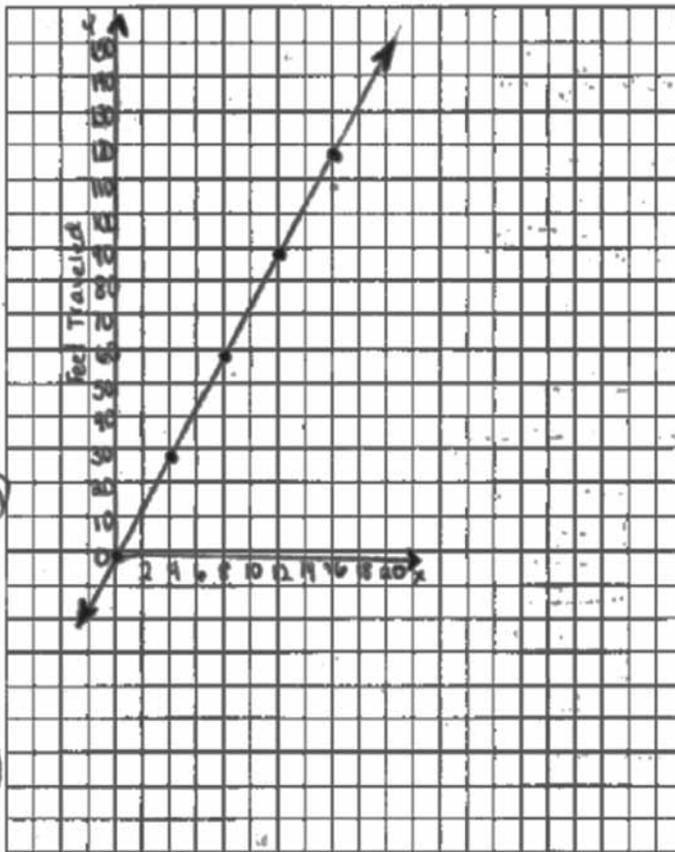
<u>Part 1</u>		Points
Correct answer:	Correct equation of $y=7.5x$. Variables are defined	1
<u>Part 2</u>		Points
Incorrect answer:	Incorrect slope with missing explanation	-
<u>Part 3</u>		Points
Incorrect answer:	Incorrect description of the slope	-
<u>Part 4</u>		Points
Correct answer:	$x = 24$ revolutions with correct work	1
Total Points		2

① $y = 7.5x$
 y : Feet Traveled
 x : Revolutions

② The Value of the Slope is positive

③ This slope in the context represents a (positive correlation)

④ $y = 7.5x$
 $\frac{180}{7.5} = \frac{7.5x}{7.5}$
 $x = 24$ revolutions



SCORE: 1

<u>Part 1</u>		Points
Incorrect answer:	Incorrect equation of $y=150/20=x$	-
<u>Part 2</u>		Points
Correct answer:	Correct slope of 7.5 with " $150/20=7.5$ "	1
<u>Part 3</u>		Points
Missing answer:		-
<u>Part 4</u>		Points
Missing answer:		-
Total Points		1

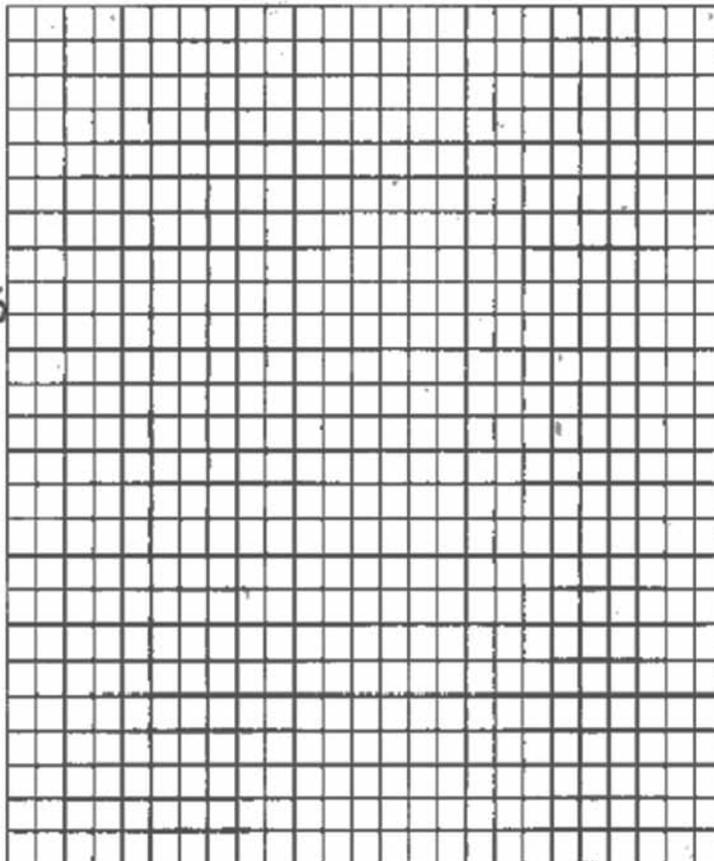
1. $x = \frac{150}{20} = x$

2. The value of the slope is 7.5.

$150/20=7.5$

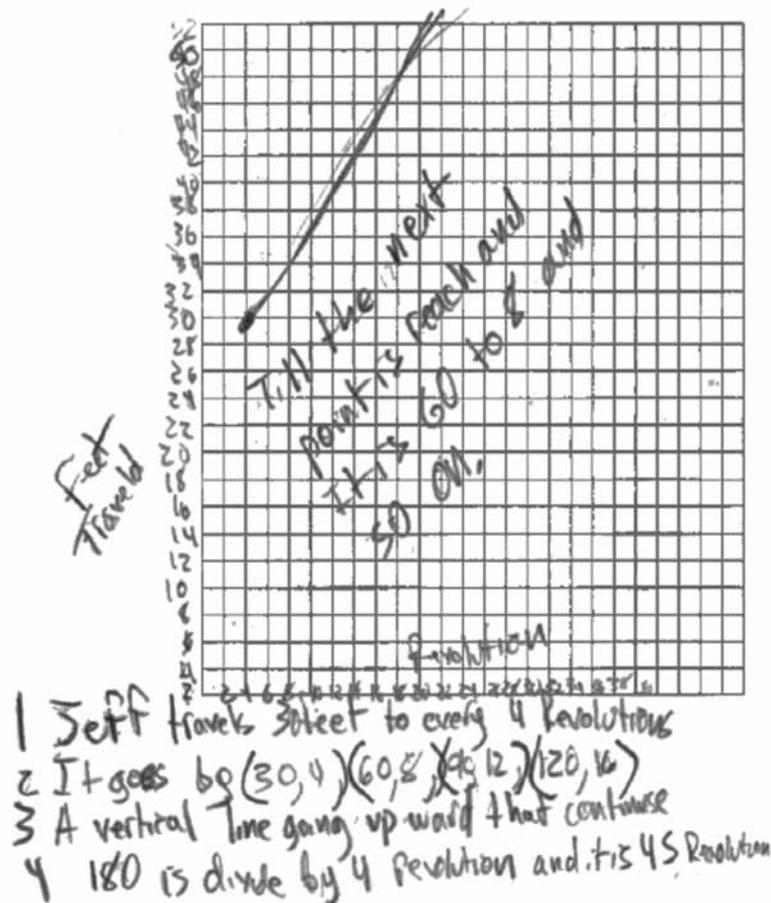
3.

4.



SCORE: 0

<u>Part 1</u>		Points
Incorrect answer:	No equation given	-
<u>Part 2</u>		Points
Incorrect answer:	No slope given	-
<u>Part 3</u>		Points
Incorrect answer:	Incorrect description of the slope	-
<u>Part 4</u>		Points
Incorrect answer:	45 revolutions with incorrect explanation	-
Total Points		0



- B** A builder is renovating an office building. He is using a blueprint in which a scale of 0.75 inch represents 3 feet.
1. The height of the building in the blueprint is 20.25 inches. How tall is the actual building? Show your work or explain your answer.
 2. The area of one square room in the building will be 144 square feet. What is the area of the room on the blueprint? Show your work or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Math Item B Scoring Rubric—2012 Grade 8
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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	Blank – No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

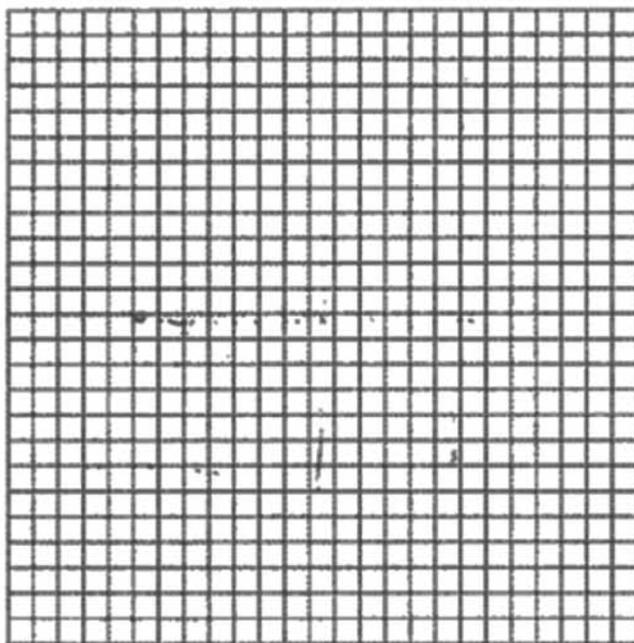
SOLUTION AND SCORING

Part	Points
1	<p>2 points possible:</p> <p>2 points: Correct answer and correct explanation shown Ex. 81 feet, 972 inches, 27 yards; $\frac{20.25}{x} = \frac{.75}{3}$ Ex. $20.25 \times 3 = 60.75$, $60.75 = .75x$, $\frac{60.75}{.75} = 81$</p> <p>OR</p> <p>1½ points: Correct numerical answer with a correct explanation. The answer has incorrect units.</p> <p>OR</p> <p>1 point: Correct answer with an incomplete, incorrect or missing explanation</p> <p>or</p> <p>Correct explanation with arithmetic error</p> <p>OR</p> <p>½ point: Correct answer with missing or incorrect units</p>

Part	Points
2	<p>2 points possible:</p> <p>2 points: Correct answer and correct explanation shown Ex. $A = 9 \text{ inches}^2; \frac{x}{12} = \frac{.75}{3}$ Ex. $A = 144 \text{ feet}^2 = s^2, s = 12 \text{ feet},$ $.75 \times 12 = 9, \frac{9}{3} = 3, 3^2 = 9$</p> <p>OR</p> <p>1½ points: Correct numerical answer with a correct explanation. The answer has incorrect units.</p> <p>OR</p> <p>1 point: Correct answer with an incomplete, incorrect or missing explanation</p> <p>Or</p> <p>Correct explanation with arithmetic error</p> <p>OR</p> <p>½ point: Correct answer with missing or incorrect units</p>

SCORE: 4

Part 1		Points
Correct answer with correct explanation:	81 ft $75/3 = 20.25/x$, $.75x = 20.25(3)$ $.75x/.75 = 60.75/.75$	2
Part 2		Points
Correct answer with correct explanation:	9 in ² $\sqrt{144} = 12$, $.75/3 = x/12$, $3x = .75(12)$ $3x/3 = 9/3$ $x=3$, 3×3	2
Total Points		4



① $.75 \text{ in} = 3 \text{ ft}$
 $\frac{.75}{3} = \frac{20.25}{x}$
 $.75x = 20.25(3)$
 $.75x = 60.75$
 $\frac{.75x}{.75} = \frac{60.75}{.75}$
 $x = 81 \text{ ft}$
 The actual building is 81 feet.

② $.75 \text{ in} = 3 \text{ ft}$
 $A = 144 \text{ ft}^2$
 $\sqrt{144}$
 $12 \text{ ft} \times 12 \text{ ft}$

$\frac{.75}{3} = \frac{x}{12}$
 $3x = .75(12)$
 $\frac{3x}{3} = \frac{9}{3}$
 $x = 3 \text{ in}$

$A = 3 \text{ in} \times 3 \text{ in}$

Blueprint area = 9 in²

SCORE: 3

Part 1		Points
Correct answer with correct explanation:	81 ft $20.25/.75=x/3$, $.75x/.75=60.75/.75$	2
Part 2		Points
Incorrect answer with correct explanation:	9^2 in $\sqrt{144}=12$, $x/.75=12/3$ $3x/3=9/3$, $x=3$, $A=3^2$, $A=9$	1
Total Points		3

1. $\frac{.75}{3/4 \text{ in}} = 5 \text{ ft}$
 $\frac{20.25}{20 \frac{1}{4} \text{ in}} = ? \text{ ft}$

$$\frac{20.25}{.75} = \frac{x}{3}$$

$$\frac{.75x}{.75} = \frac{60.75}{.75}$$

$x = 81 \text{ feet tall.}$
 The actual building is 81 feet tall.

2. $A = 144 \text{ sq ft. act. size}$ $A = s^2$
 Area of room on blueprint?
 $.75 \text{ in} = 3 \text{ ft.}$ $144 = s^2$
 $\sqrt{144} = \sqrt{s^2}$
 $12 = s$
 Sides in real room:
 12 ft The area of the room on the blueprint would be 9 in^2 .

$$\frac{x}{.75} = \frac{12}{3}$$

$$\frac{3x}{3} = \frac{9}{3}$$

$x = 3 \text{ in.}$

SCORE: 2

<u>Part 1</u>		Points
Correct answer with correct explanation:	81 feet .75*4=3, 20.25*4=81 feet	2
<u>Part 2</u>		Points
Incorrect answer with incomplete explanation:	192 ft 144/0.75=192	-
Total Points		2

①

0.75 blue print
x 4

3 feet

20.25 blue print
x 4

81 feet

The actual building is 81 feet tall.

②

0.75 blue print
144
÷ 0.75 blue print

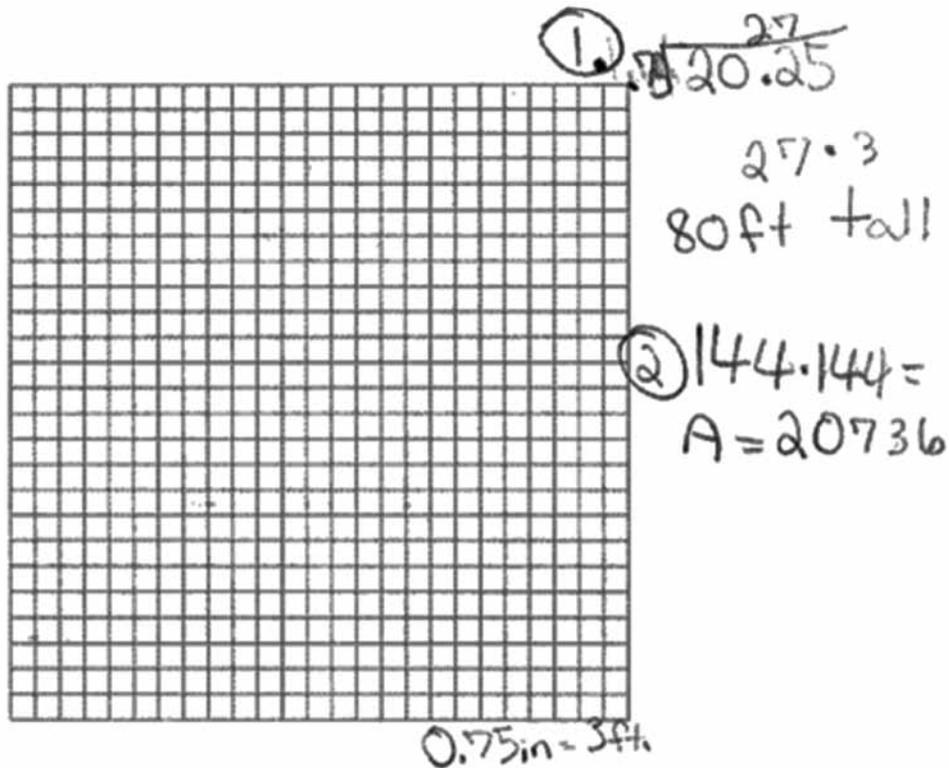
192 ft

SCORE: 1

Part 1		Points
Incorrect answer with correct explanation:	80 feet (<i>due to arithmetic error</i>) $20.25 / .75 = 27, 27 * 3$	1

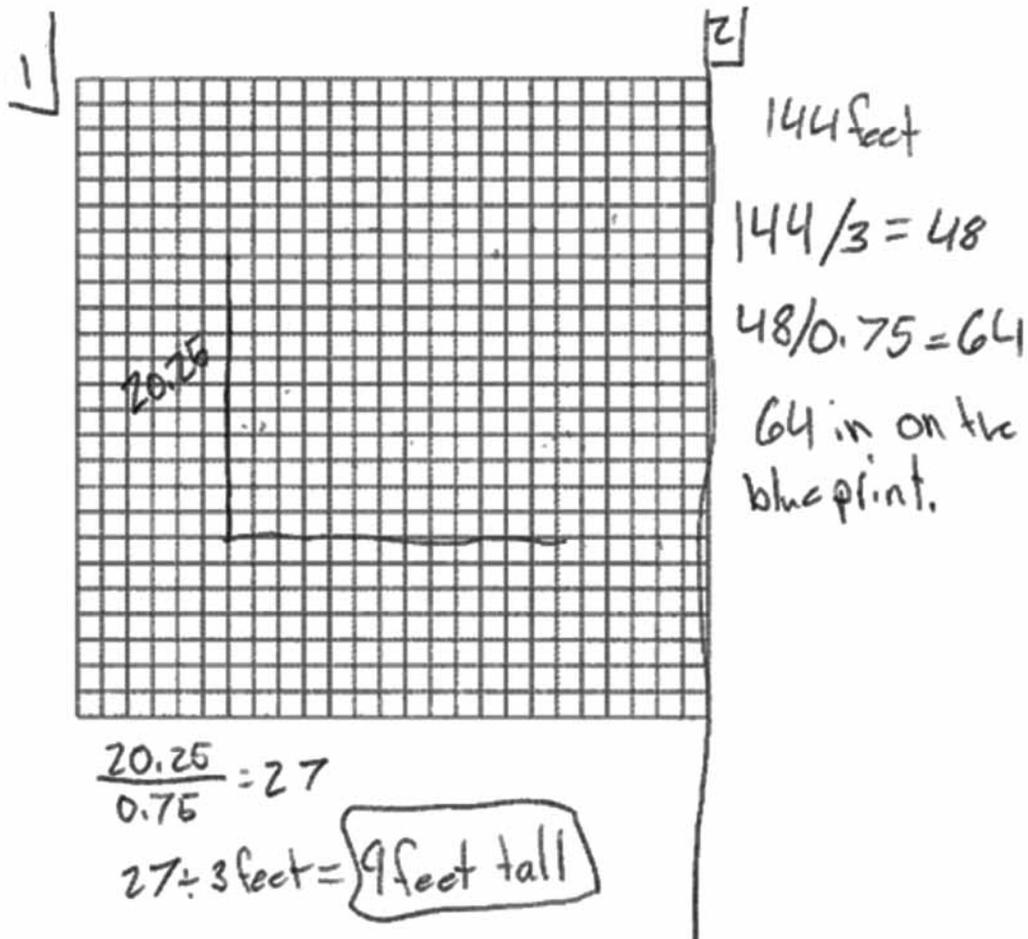
Part 2		Points
Incorrect answer with incorrect explanation:	20736 $144 * 144$	-

Total Points	1
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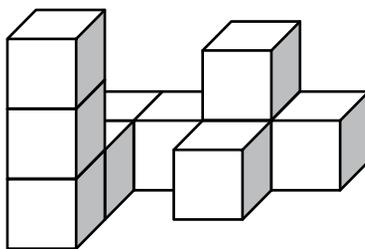


SCORE: 0

<u>Part 1</u>		Points
Incorrect answer with incorrect explanation:	9 feet tall $27/3=9$	-
<u>Part 2</u>		Points
Incorrect answer with incorrect explanation:	64 $48/0.75=64$	-
Total Points		0



C Below is a picture of a model made of cubes.



Front

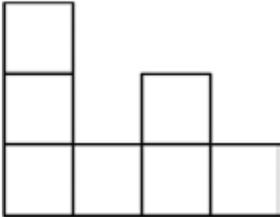
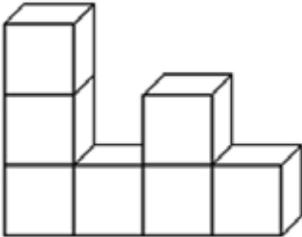
1. Draw the front view of the model.
2. Draw the right side view of the model.
3. Draw the left side view of the model.
4. Draw the back view of the model.

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

Math Item C Scoring Rubric—2012 Grade 8
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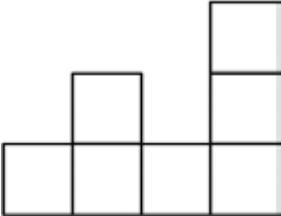
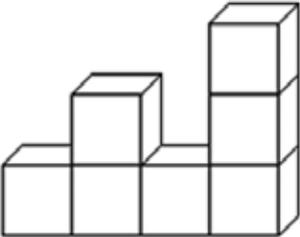
Score	Description
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 - 3½ points.
2	The student earns 2 - 2½ points.
1	The student earns ½ - 1½ points, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank – No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SOLUTION AND SCORING

Part	Points
1	<p>1 Possible Point:</p> <p>1 Point: Correctly draws the front view of the model.</p>  <p>OR</p> <p>½ point: Correctly drawn face of the front view with additional cubing to one block depth only</p> 

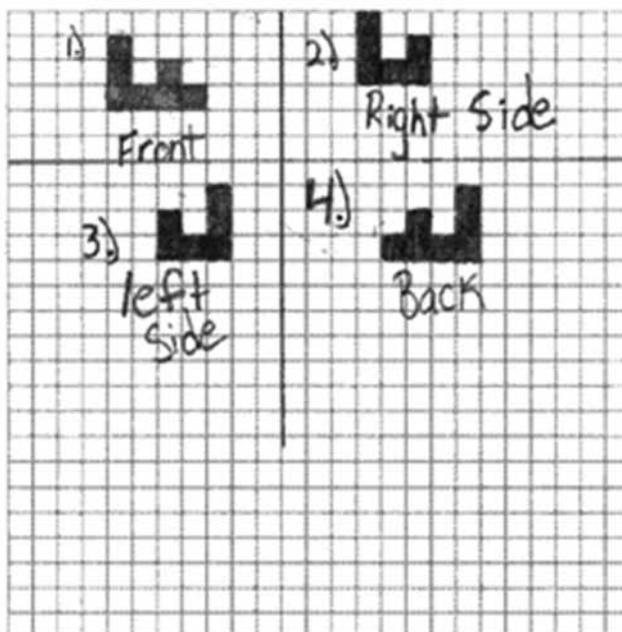
Part	Points
2	<p data-bbox="288 285 520 317">1 Point Possible:</p> <p data-bbox="384 384 1174 415">1 Point: Correctly draws the right side view of the model.</p> <div data-bbox="668 428 882 646" style="text-align: center;"> </div> <p data-bbox="384 705 432 737">OR</p> <p data-bbox="384 804 1382 867">½ point: Correctly drawn face of the right side view with additional cubing to one block depth only</p> <div data-bbox="687 896 919 1131" style="text-align: center;"> </div>

Part	Points
3	<p data-bbox="304 283 536 315">1 Point Possible:</p> <p data-bbox="400 348 1166 380">1 Point: Correctly draws the left side view of the model.</p> <div data-bbox="684 411 898 630" style="text-align: center;"> </div> <p data-bbox="400 659 448 690">OR</p> <p data-bbox="400 724 1406 789">½ point: Correctly drawn face of the left side view with additional cubing to one block depth only</p> <div data-bbox="707 800 938 1033" style="text-align: center;"> </div>

Part	Points
4	<p>1 Point Possible:</p> <p>1 Point: Correctly draws the back view of the model.</p>  <p>OR</p> <p>½ point: Correctly drawn face of the back view with additional cubing to one block depth only</p> 

SCORE: 4

<u>Part 1</u>		Points
Correct answer:	Correctly drawn front view	1
<u>Part 2</u>		Points
Correct answer:	Correctly drawn right side view	1
<u>Part 3</u>		Points
Correct answer:	Correctly drawn left side view	1
<u>Part 4</u>		Points
Correct answer:	Correctly drawn back view	1
Total Points		4



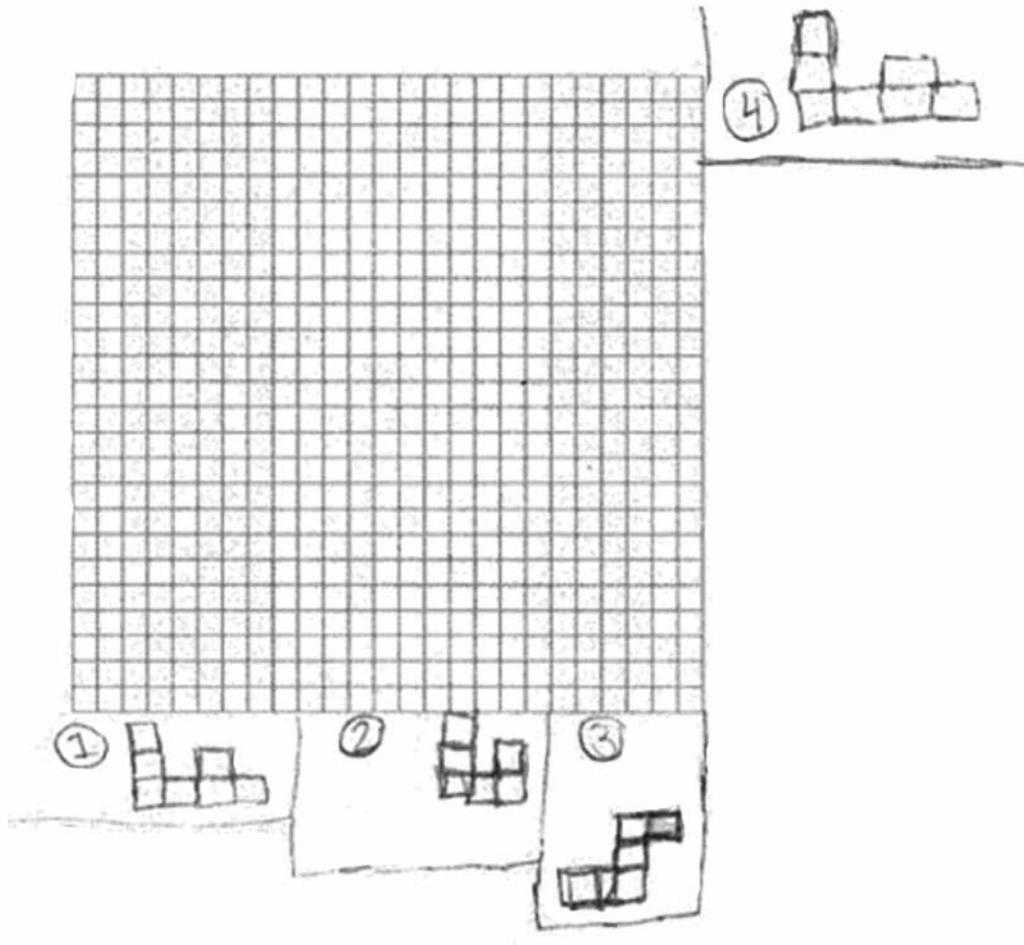
SCORE: 3

<u>Part 1</u>		Points
Correct answer:	Correctly drawn front view	1
<u>Part 2</u>		Points
Correct answer:	Correctly drawn right side view	1
<u>Part 3</u>		Points
Incorrect answer:	Incorrectly drawn left side view	-
<u>Part 4</u>		Points
Correct answer:	Correctly drawn back view	1
Total Points		3



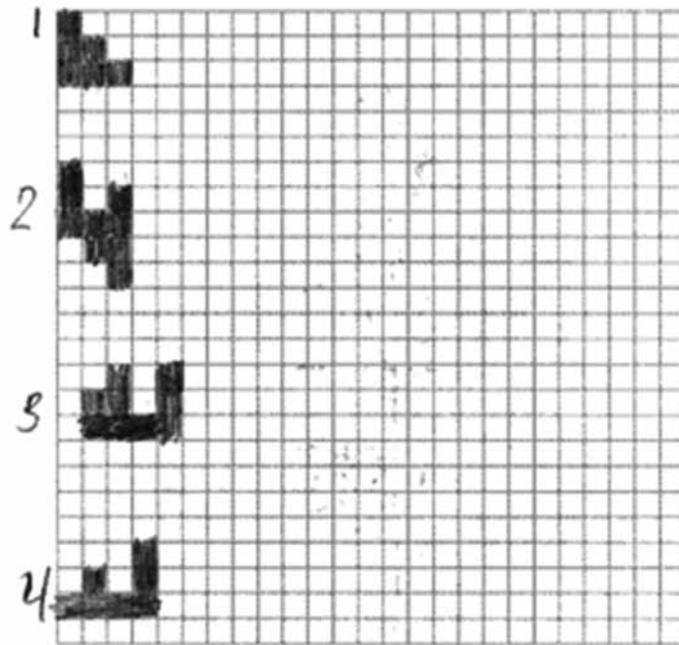
SCORE: 2

<u>Part 1</u>		Points
Correct answer:	Correctly drawn front view	1
<u>Part 2</u>		Points
Correct answer:	Correctly drawn right side view	1
<u>Part 3</u>		Points
Correct answer:	Incorrectly drawn left side view	-
<u>Part 4</u>		Points
Correct answer:	Incorrectly drawn back view	-
Total Points		2



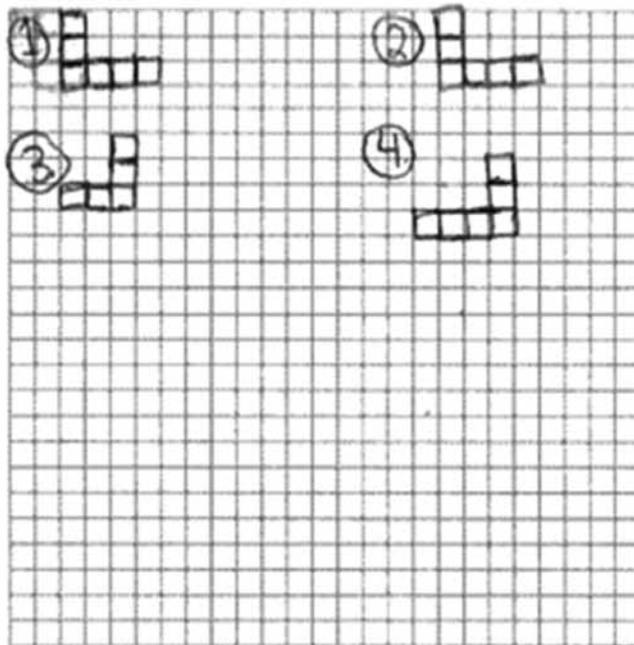
SCORE: 1

<u>Part 1</u>		Points
Correct answer:	Incorrectly drawn front view	-
<u>Part 2</u>		Points
Correct answer:	Incorrectly drawn right side view	-
<u>Part 3</u>		Points
Correct answer:	Incorrectly drawn left side view	-
<u>Part 4</u>		Points
Correct answer:	Correctly drawn back view	1
Total Points		1



SCORE: 0

<u>Part 1</u>		Points
Correct answer:	Incorrectly drawn front view	-
<u>Part 2</u>		Points
Correct answer:	Incorrectly drawn right side view	-
<u>Part 3</u>		Points
Correct answer:	Incorrectly drawn left side view	-
<u>Part 4</u>		Points
Correct answer:	Incorrectly drawn back view	-
Total Points		0



ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

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