

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

RELEASED ITEM

BOOKLET

GRADE 3

AUGMENTED BENCHMARK EXAMINATION

April 2013

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The criterion-referenced tests implemented as part of the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) are being developed in response to Arkansas Legislative Act 35, which requires the State Board of Education to develop a comprehensive testing program that includes assessment of the challenging academic content standards defined by the Arkansas Curriculum Frameworks.

As part of this program, all grade 3 students in Arkansas public schools participated in the *Grade 3 Augmented Benchmark Examination* in April 2013.

This Released Item Booklet for the *Grade 3 Augmented Benchmark Examination* contains test questions or items that were asked of students during the April 2013 operational administration. The test items included in Part II of this booklet are some of the items that contributed to the student performance results for that administration.

Students were given approximately two hours each day to complete assigned test sessions during the four days of testing in April 2013. Students were permitted to use a calculator for the mathematics items (both multiple-choice and open-response items), with the exception of mathematics questions 1–3 in this Released Item Booklet (items 1–10 in the test booklet). Students were also supplied with a reference sheet to be used during the mathematics sessions so that all students would have equal access to this information during testing. (See the reference sheet on page 19 of this booklet.) All of the reading, writing, and mathematics multiple-choice items within this booklet have the correct response marked with an asterisk (*). The open-response questions for reading, mathematics, and the essay prompt for writing are listed with scoring guides (rubrics) immediately following. These rubrics provide information on the scoring model used for each subject, with the scoring model for writing defining the overall curricular and instructional link for that subject with the *Arkansas English Language Arts Curriculum Framework*. The domain scoring model, implemented within Arkansas for a number of years, illustrates the appropriate instructional approaches for writing within the state.

The development of the *Grade 3 Augmented Benchmark Examination* was based on the Arkansas Curriculum Frameworks. These frameworks have common distinct levels: Strands to be taught in concert, Content Standards within each Strand, and Student Learning Expectations within each Content Standard. Abridged versions of the *Arkansas English Language Arts Curriculum Framework—Reading Strand*, *Arkansas English Language Arts Curriculum Framework—Writing Strand*, and *Arkansas Mathematics Curriculum Framework* can be found in Part III of this booklet. It is important to note that these abridged versions list only the predominant Strand, Content Standard, and Student Learning Expectation associated with each item. However, since many key concepts within the Arkansas Curriculum Frameworks are interrelated, in many cases there are other item correlations or associations across Strands, Content Standards, and Student Learning Expectations.

Part III of the Released Item Booklet contains a tabular listing of the Strand, Content Standard, and Student Learning Expectation that each question was designed to assess. The multiple-choice and open-response items found on the *Grade 3 Augmented Benchmark Examination* were developed in close association with the Arkansas education community. Arkansas teachers participated as members of the Content Advisory Committee, for each subject area, providing routine feedback and recommendations for all items. The number of items associated with specific Strands, Content Standards, and Student Learning Expectations was based on approximate proportions suggested by the Content Advisory Committee, and their recommendations were accommodated to the greatest extent possible given the overall test design. Part III of the Released Item Booklet provides Arkansas educators with specific information on how the *Grade 3 Augmented Benchmark Examination* items align or correlate with the Arkansas Curriculum Frameworks to provide models for classroom instruction.

PART I Scoring Student Responses to Open-Response Items

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.

The Arkansas Benchmark Rangefinding Committee assisted in the development of the scoring criteria. The committee comprises active Arkansas educators with expertise in math, English, and/or language arts education.

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 scoring responses must score in exact agreement on at least 80% of the responses, and each reader scoring writing responses must score in exact agreement with 70% of the responses in each domain. Readers who do not score within the required rate of agreement are not allowed to score the *Grade 3 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 3 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.

CALCULATOR NOT PERMITTED—ITEMS 1–3



1 Stephanie’s mother told her that she would pick her up from the library at half-past three. What is another way to write this time?

- A** 2:30
- B** 3:15
- * **C** 3:30
- D** 3:50

2 Which is the same as 4×7 ?

- A** $4 \times 4 \times 4 \times 4$
- B** $7 \times 7 \times 7 \times 7$
- C** $4 + 7 + 4 + 7$
- * **D** $7 + 7 + 7 + 7$

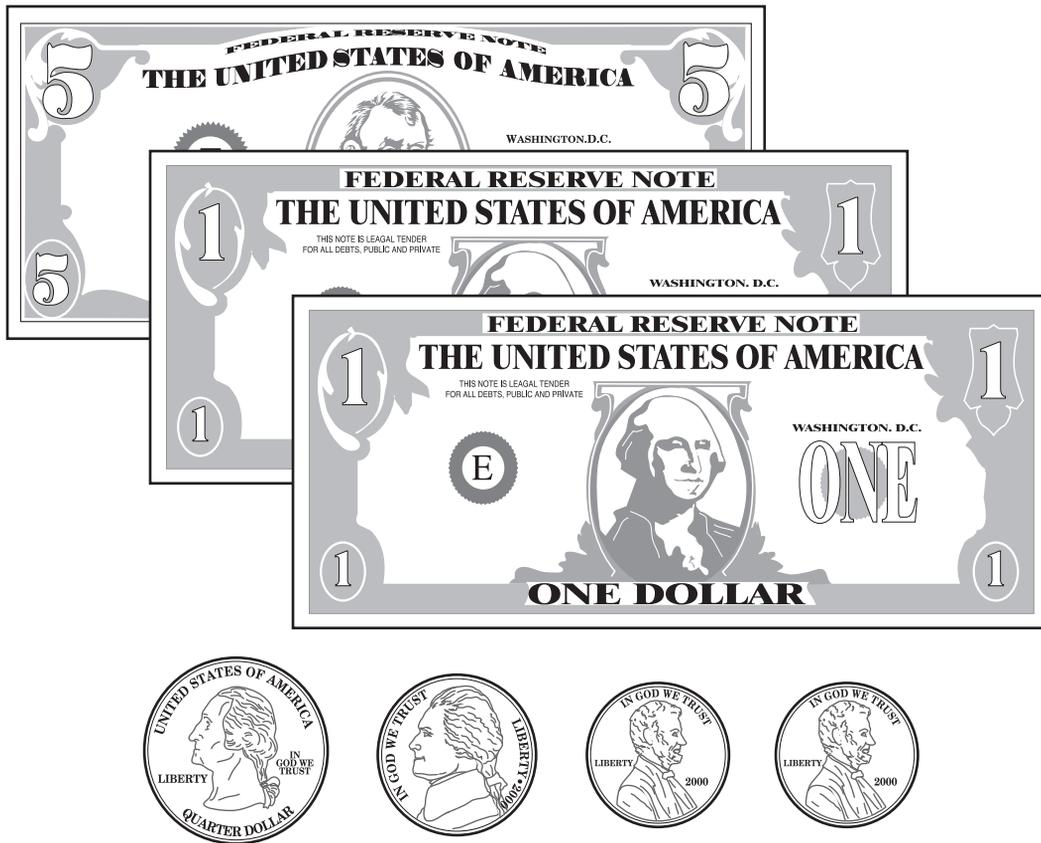
3 Jacob is 9 years old. Hannah is 3 times older than Jacob. Which of these should be used to find Hannah’s age?

- * **A** 3×9
- B** $9 - 3$
- C** $3 + 9$
- D** $9 \div 3$

CALCULATOR PERMITTED—ITEMS 4–20 and A–C



- 4 Edmund bought a toy dinosaur for his little brother. It cost the amount of money shown below.



How much did Edmund pay for the toy dinosaur?

- A \$3.32
- B \$3.37
- * C \$7.32
- D \$7.37

5 Tyrone needs to find an octagon in the real world. Which of these signs is an octagon?

A



* B



C



D



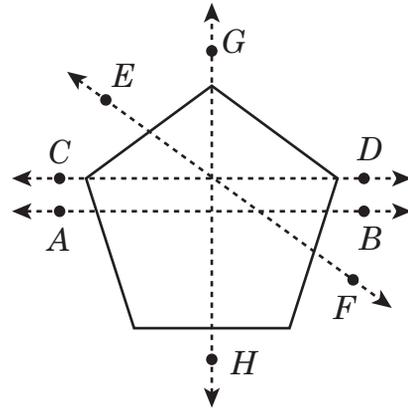
- 6 Vinny is about to spin this spinner.



Which statement about the spinner is true?

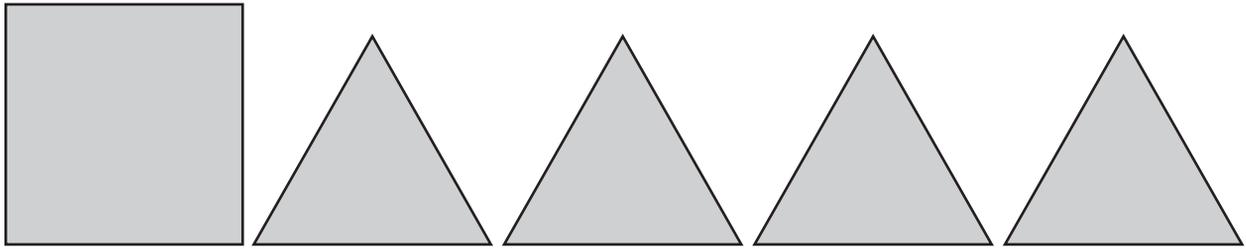
- * **A** Vinny is most likely to spin an A.
- B** Vinny is less likely to spin an A than an S.
- C** Vinny is more likely to spin an N than a K.
- D** Vinny is equally likely to spin an R or an S.

- 7 Which line is a line of symmetry for the pentagon?



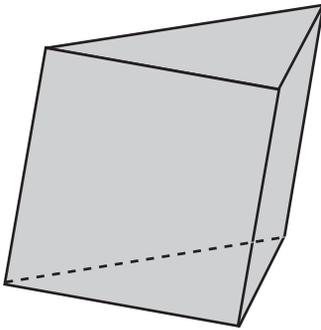
- A** \overleftrightarrow{AB}
- B** \overleftrightarrow{CD}
- C** \overleftrightarrow{EF}
- * **D** \overleftrightarrow{GH}

- 8 The 5 shapes below are put together to make a solid figure.

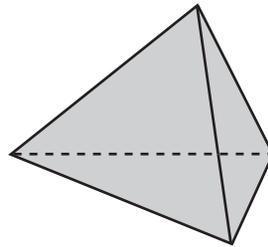


Which solid figure can be made using each of the shapes only once?

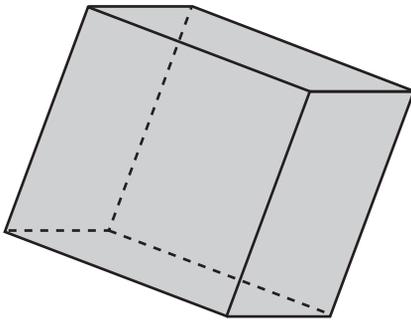
A



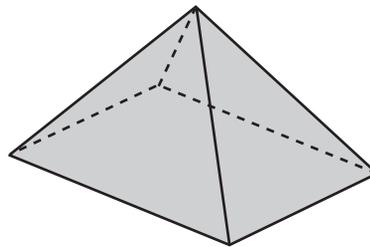
B



C



* **D**



- 9 Which number makes the statement below true?

$$9,322 < \boxed{?} < 9,725$$

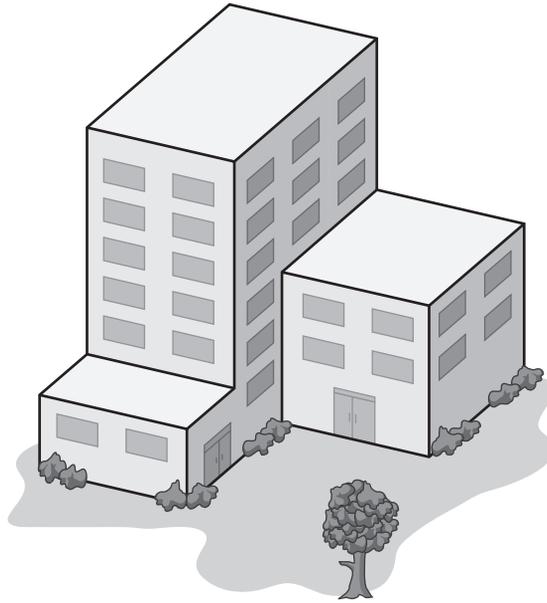
- A** 8,524
- B** 9,224
- * **C** 9,452
- D** 9,823

- 10 What is the rule for this pattern?

6, 12, 18, 24, 30, ...

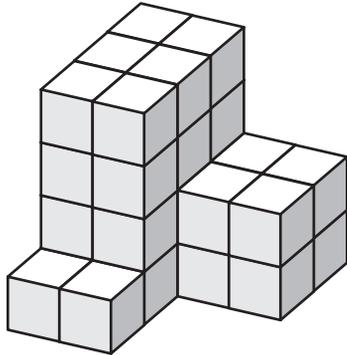
- A** add 2
- * **B** add 6
- C** multiply by 2
- D** multiply by 6

11 This is a picture of a hospital building.

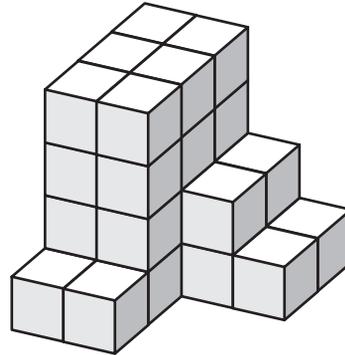


Which block model matches the shape of the building **best**?

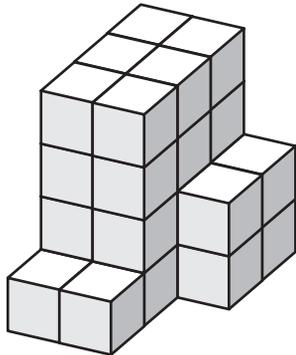
* **A**



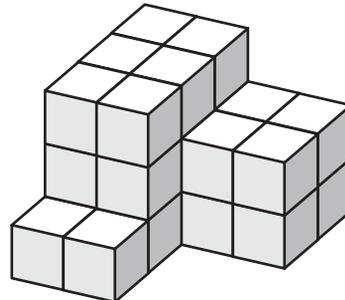
B



C



D



12 Samantha, Harry, Violet, and Dylan each have 6 coins in their pockets.



Samantha



Harry



Violet



Dylan

Who has the greatest amount of money?

- A Samantha
- B Harry
- C Violet
- * D Dylan

13 Mrs. James wrote the number sentence below on the board for her students.

$$54 \div 9 \text{ ____ } 7 + 1$$

Which symbol makes the number sentence true?

- A >
- * B <
- C =
- D ×

14 There were 379 jellybeans in a jar. A total of 40 jellybeans are eaten from the jar.

How many jellybeans are now in the jar?

- * A 339
- B 375
- C 383
- D 419

- 15** Jared is building bookcases out of wood. The wood he is using for the top is measured in feet, but he wants to know how many inches long the top is.

Length (in feet)	Length (in inches)
5	60
6	?
7	?
8	96

If he uses a piece that is 7 feet long for the top, how many inches long is the top?

- A** 60 inches
B 72 inches
 * **C** 84 inches
D 96 inches
- 16** Mel has 5 friends. He gives 15 pieces of gum to each of them. Which equation shows the total pieces of gum that Mel gives away?
- A** $5 + 15 = 20$
B $15 \div 5 = 3$
C $75 \div 5 = 15$
 * **D** $5 \times 15 = 75$

- 17** Patty is in charge of making plans about the food for a class party. She wants to find out what the other students want to eat at the party. Which would be the **best** question to ask each person?

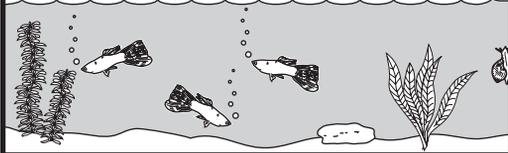
- * **A** “What party foods do you like?”
B “What food did you have at last year’s class party?”
C “What are your favorite foods to put in your packed lunch?”
D “How much money should we spend on buying food for the party?”

- 18** Terence practiced playing the drums a total of 120 minutes one week. How many hours did Terence practice?

- A** 1 hour and 20 minutes
 * **B** 2 hours
C 2 hours and 20 minutes
D 12 hours

- 19** Martin is buying two new fish for his fish tank. He wants to buy a five-dollar fish and a two-dollar fish. His choices are listed below.

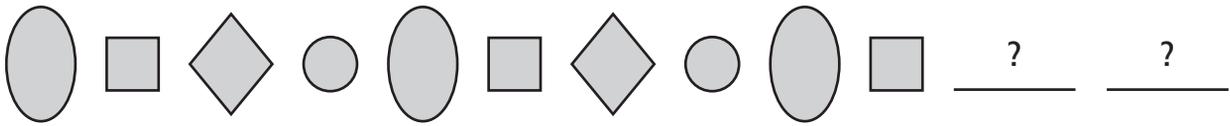
Fish for Sale	
<u>\$5.00</u>	<u>\$2.00</u>
Angel	Guppy
Gourami	Molly
Cory	Danio
	Tetra



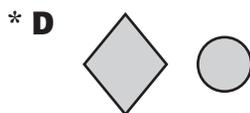
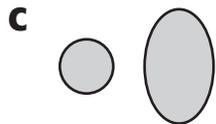
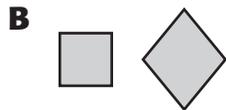
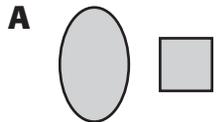
How many different combinations of 1 five-dollar fish and 1 two-dollar fish can Martin choose?

- A** 3
- B** 4
- C** 7
- * D** 12

- 20** Jonathan is making the pattern below by repeating the first four shapes in the same order over and over again.



If he continues the pattern in the same way, what will be the next two shapes?



Mathematics Item A—2013 Grade 3

A The picture shows the shape of a piece of paper.



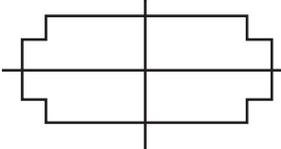
1. Draw the shape on your answer document and draw two different lines of symmetry in the shape.
2. Describe how to find a line of symmetry for a shape.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Mathematics Item A Scoring Rubric—2013 Grade 3

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

Solution and Scoring

Part	Points
1	<p>2 points possible:</p> <p>2 points: Correctly draws both lines of symmetry:</p> <div style="text-align: center;">  </div> <p>Ex.</p> <p>OR</p> <p>1 point: Correctly draws one line of symmetry</p> <p>Note: Lines may be drawn on separate images. Do not penalize student for drawing of figure as long as it has the basic shape shown. Each line of symmetry should approximate the middle of the figure; however, allow for some flexibility due to the age and drawing ability of the child.</p>
2	<p>2 points possible:</p> <p>2 points: Correctly describes a line that divides the figure in half (or equivalent) and results in the figure’s pieces matching (or equivalent)*:</p> <p>Ex. “Cut the figure in half so the two sides match exactly” Ex. “Fold it down the middle so both sides will be equal” Ex. “...it’s just cutting it in half and it has to be even”</p> <p>OR</p> <p>1 point: Correctly describes a line that divides the figure in half (or equivalent)*:</p> <p>Ex. “The line of symmetry cuts the figure in half” Ex. “You can find a line of symmetry down the middle of a shape”</p> <p>or</p> <p>Correctly describes a line that results in the figure’s pieces matching (or equivalent)*:</p> <p>Ex. “The pieces are the same shape” Ex. “They will be even”</p> <p>* The description may include drawings.</p> <p>Note: Give minimal understanding credit for any correct line(s) of symmetry drawn on any shape not reproduced from the answer document if no points are earned in the response.</p>

Mathematics Item B—2013 Grade 3
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B Myra sells pies and cakes in her bakery shop.

1. Myra writes down the number of pies she sold each week in the table below. Using the table, how many pies will Myra sell in Week 5? Show your work and/or explain your answer.

Week	Pies Sold
1	20
2	26
3	32
4	38
5	

2. Myra notices a pattern when people order birthday cakes. If 5 people buy cakes, 3 of them choose green icing. If 10 people buy cakes, 6 of them choose green icing. If 15 people buy cakes, predict how many of them will choose green icing. Show your work and/or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Mathematics Item B Scoring Rubric—2013 Grade 3

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

Solution and Scoring

Part	Points
1	<p>2 points possible:</p> <p>1 point: Correct answer: 44 (pies)</p> <p>AND</p> <p>1 point: Correct and complete explanation or work shown <i>Work may contain an arithmetic or copy error</i></p> <p>Give credit for the following or equivalent: Ex. “Each week she sells 6 more pies than she did the week before.” Ex. $38 - 32 = 6$, (or $32 - 26 = 6$, or $26 - 20 = 6$) $38 + 6 = \#$</p>
2	<p>2 points possible:</p> <p>1 point: Correct answer: 9 (people)</p> <p>AND</p> <p>1 point: Correct and complete explanation or work shown <i>Work may contain an arithmetic or copy error</i></p> <p>Give credit for the following or equivalent: Ex. “Because 3 people choose green for every 5 orders. There are three 5’s in 15, so there will be $3 \times 3 = \#$ green icing orders.” Ex. “It’s counting by 3’s.” 3, 6, 9</p> <p><i>NOTE: Drawing a chart, skip-counting, and using patterns are all acceptable.</i></p>

Mathematics Item C—2013 Grade 3
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- C** Shawn’s grandfather makes birdhouses. The amount of time it takes to make the birdhouses is shown in the table below.

Number of Birdhouses	Total Number of Hours
1	6
2	12
3	?
4	?
5	?

1. Copy the table in your answer document. Complete the table to find the total amount of time it takes to make 3, 4, and 5 birdhouses.
2. What is the rule for finding the number of hours it takes to make any number of birdhouses?
3. Shawn’s grandfather spends \$7 for materials to make each birdhouse. Make a new table that shows the total cost for making different numbers of birdhouses. Show your work and/or explain your answer. Be sure to label your table.

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

Mathematics Item C Scoring Rubric—2013 Grade 3

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

Solution and Scoring

Part	Points												
1	<p>1 point possible:</p> <p>1 point: Correct answer: 18, 24, 30 (hours)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Number of Birdhouses</th> <th style="text-align: center;">Total Number of Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">12</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">18</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">24</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">30</td> </tr> </tbody> </table>	Number of Birdhouses	Total Number of Hours	1	6	2	12	3	18	4	24	5	30
Number of Birdhouses	Total Number of Hours												
1	6												
2	12												
3	18												
4	24												
5	30												
2	<p>1 point possible:</p> <p>1 point: Correct operational rule for finding the number of hours it takes to make any number of birdhouses</p> <p>Give credit for the following or equivalent: Ex. "... you multiply by 6" Ex. "The rule is adding six each time" Ex. "The rule is +6" Ex. 6 + 6 = 12, 12 + 6 = 18, 18 + 6 = 24, 24 + 6 = 30</p>												
3	<p>2 points possible:</p> <p>1 point: Correct and complete table is created</p> <p>Give credit for the following or equivalent:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Number of Birdhouses</th> <th style="text-align: center;">Total Cost</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td style="text-align: center;">4</td> <td></td> </tr> <tr> <td style="text-align: center;">5</td> <td></td> </tr> </tbody> </table> <p>Table elements: Correct column structure Correct row structure Correct labels</p> <p style="text-align: center;">AND</p> <p>1 point: Correct answer: 7, 14, 21, 28, 35 (dollars)</p>	Number of Birdhouses	Total Cost	1		2		3		4		5	
Number of Birdhouses	Total Cost												
1													
2													
3													
4													
5													

Copying this page is a breach of security.

Mathematics Reference Sheet Grade 3

Use the information below, as needed, to answer questions on the Mathematics test.

1 foot = 12 inches

1 yard = 3 feet

1 cup = 8 ounces (oz)

1 pint = 2 cups

1 quart = 2 pints

1 gallon = 4 quarts

1 kilogram = 1000 grams

1 liter = 1000 milliliters

1 pound (lb) = 16 ounces (oz)

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A Koala Isn't a Bear

by Shirley Anne Ramaley



It looks like a bear, but it's not even related to a bear. It's a koala. This little animal is related to a group of animals that includes the kangaroo. It lives in the wild in only one place in the world, the East Coast of Australia.

Koalas remind people of teddy bears. They have thick fur and large fluffy ears. Their broad flat nose makes them look "cuddly," similar to a gray and white teddy bear. Koalas aren't cuddly though. They have sharp teeth and very sharp claws!

Koalas are marsupials. This means the mother carries her baby in a pouch while it develops, similar to a kangaroo. The koala cub, or "joey," lives in its mother's pouch for the first six months of its life.

The name "koala" comes from an Aboriginal (native Australian) word that means "no

drink." The koalas get almost all their water from the eucalyptus¹ leaves they eat. That's where they get their food too. Koalas eat only eucalyptus leaves, and only the leaves of certain eucalyptus trees.

As the leaves grow, they produce toxins or poisons. Koalas have a good sense of smell. They know which leaves they can eat and which are toxic.

Koalas' strong limbs and big hands help them climb the trees. The eucalyptus trees are where the koalas live. It's also where they sleep. Koalas sleep about 19 hours a day!

¹ Eucalyptus trees and shrubs grow all over Australia.

Why do they sleep so much? Some people think it’s because they’re lazy. But koalas aren’t lazy. They sleep so much because there isn’t much nutrition in eucalyptus leaves. Koalas store hardly any fat, so they must conserve their energy. One way to do this is to move slowly and sleep a lot.

After a day of sleeping, they like to move around and eat just after sunset. They live alone most of the time. Koalas are very protective of their trees. If a koala sees another koala eating in its favorite tree, it might tell the other koala to leave by “barking” at it.

9 Koalas do “talk” to each other. Besides barks, the males make a deep grunting sound. The mothers and babies talk in soft clicking sounds. They also make humming or murmuring sounds. If they get upset or scared, they may scream like a baby.

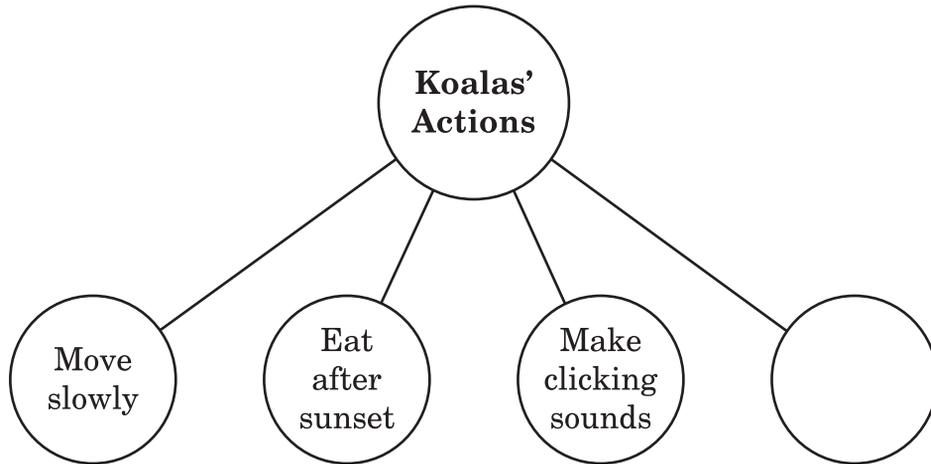
Koalas are cute and look very cuddly. But they aren’t pets. If you want to hold something cuddly, hold your dog or cat or teddy bear. You can see koalas though, if you visit Australia or one of the many animal parks and zoos around the world.

- 1** The author **most likely** wrote this passage to
- A** persuade readers to save koalas.
 - * **B** help readers learn about koalas.
 - C** help readers learn about koalas in zoos.
 - D** show all the ways that bears and koalas are alike.

- 2** What is the meaning of deep as it is used in paragraph 9?
- * **A** low
 - B** large
 - C** quiet
 - D** under

- 3** The closest place for **most** people to see a koala is
- A** in all kinds of trees.
 - B** anywhere in Australia.
 - * **C** in animal parks and zoos.
 - D** in places where bears live.

4 Read the graphic organizer.



Which **best** completes the empty circle?

- A Eat lots of seeds and nuts
- * B Climb eucalyptus trees
- C Use simple tools
- D Have flat noses

5 A mother koala who “talks” is **most likely** to

- * **A** hum.
- B** roar.
- C** growl.
- D** whisper.

6 Koalas do **not** eat very large eucalyptus leaves because

- A** bigger leaves do not taste as good as smaller ones.
- * **B** the leaves produce poisons as they grow.
- C** bigger leaves make koalas fall asleep.
- D** these leaves are hard to find.

7 What makes koalas remind people of teddy bears?

- A** their strong limbs and big hands
- * **B** their fluffy ears and flat nose
- C** their good sense of smell
- D** their humming sounds

8 In which area of the library would this passage **most likely** be found?

- A** Fiction
- B** Fantasy
- C** Biography
- * **D** Nonfiction

Reading Item A—2013 Grade 3

A Which tree is **most** important to koalas? Give three details from the passage to show how it is important.

Reading Item A Scoring Rubric—2013 Grade 3

Score	Description
4	The response shows that the eucalyptus tree is most important and provides at least three details from the passage as support.
3	The response shows that the eucalyptus tree is most important and provides two details from the passage as support.
2	The response shows that the eucalyptus tree is most important and provides one detail from the passage as support.
1	The response shows that the eucalyptus tree is most important but provides no details from the passage as support. <p style="text-align: center;">OR</p> 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.)

Big Bear and Skinny Rabbit

by Kathleen Stevens



Big Bear tucked the last bit of blueberry pie into his mouth. “That was a delicious birthday lunch, Skinny Rabbit,” he said with a satisfied sigh. “You must have spent the whole morning cooking.”

“Only the best for my good friend and neighbor,” said Skinny Rabbit. “Now it’s present time.”

“A present—for me?” asked Big Bear.

“It’s your birthday, isn’t it?” Skinny Rabbit replied.

Big Bear pulled the ribbon off the box and lifted the lid. “A hammock! I have always wanted a hammock. A hammock is the perfect place for a lazy nap.”

“Come outside and we’ll hang it up,” said Skinny Rabbit.

Two trees grew in the space between the friends’ houses. Skinny Rabbit and Big Bear tied the hammock between them. “Try it out,” suggested Skinny Rabbit.

Big Bear settled into the hammock and folded his paws across his belly.

“How does it feel?”

“Just wonderful! Except—” Big Bear lifted his head. “A pillow would be nice.”

“Of course,” said Skinny Rabbit. “Why didn’t I think of that?”

Skinny Rabbit hurried into his house for a pillow. He slid it under Big Bear’s head. “Better?”

“Much better. Except—do you see how the sun shines through the branches, Skinny Rabbit?”

“I do. It shines straight onto the hammock.” Skinny Rabbit tugged his whiskers thoughtfully. “I have an idea.”

He hopped to the garden shed and dragged out his striped beach umbrella. He tried to twist the umbrella pole into the ground, but the ground was too hard.

“A shovel would help,” said Big Bear. “So you could dig a hole.”

Skinny Rabbit returned to the shed for a garden shovel. When the hole was ready, Skinny Rabbit set the umbrella pole inside. He packed dirt into the hole. Then he opened the umbrella. “How’s that?” he asked.

“What a clever rabbit you are!” said Big Bear. “Why, it’s almost perfect.”

19 Skinny Rabbit’s ears drooped. “Almost?”

“I was thinking, Skinny Rabbit. Soft music would be nice for someone napping in a hammock. Don’t you agree?” Big Bear asked.

“I certainly do,” sighed Skinny Rabbit. “For someone napping in a hammock in the shade with a pillow under his head, listening to soft music would be very nice. I’ll be right back.”

Skinny Rabbit came out with a radio. He set the radio down and tuned it to a station that was playing music. “How’s that?” he asked.

Big Bear listened for a moment. “A little softer.”

Skinny Rabbit lowered the volume.

“Too soft,” said Big Bear.

Skinny Rabbit twisted the dial again. “How’s THAT?”

“No need to shout,” said Big Bear, startled. “That’s fine.”

“You’re sure?” asked Skinny Rabbit.

“Yes, indeed. It’s perfect,” said Big Bear.

“Perfect,” repeated Skinny Rabbit. “Except—?”

31 “Perfect, that’s all,” Big Bear murmured drowsily. His eyes closed, and his furry belly rose and fell.

“Enjoy your nap, Big Bear,” whispered Skinny Rabbit. “I’ll go clean up the lunch dishes.”

Big Bear's eyes fluttered open. "Wait a minute! I thought of something else this hammock needs."

"What is it now?" asked Skinny Rabbit wearily.

"This hammock needs a friend to share it. Will you join me for a nap, Skinny Rabbit? Afterward we can do the dishes together."

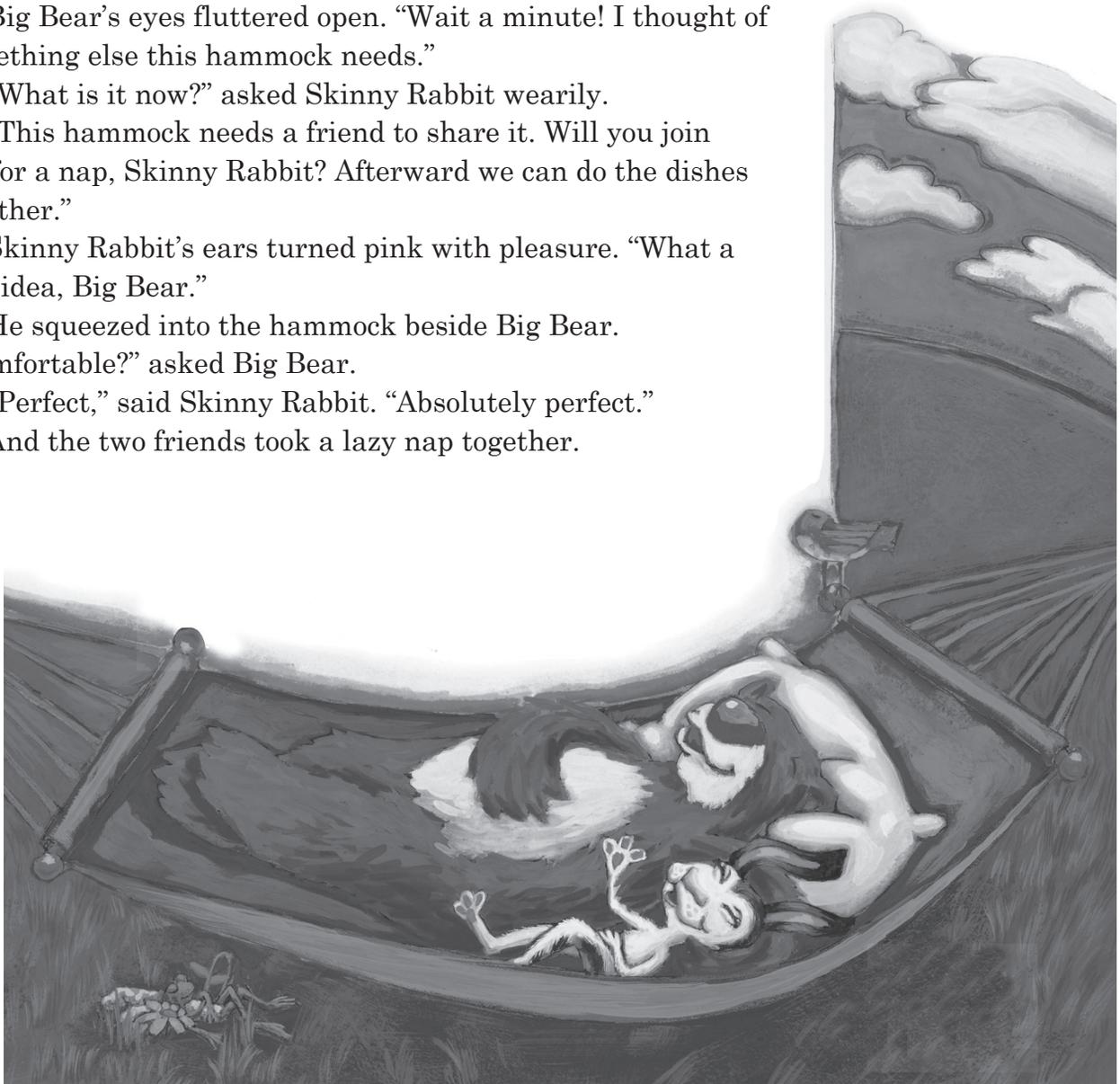
Skinny Rabbit's ears turned pink with pleasure. "What a fine idea, Big Bear."

He squeezed into the hammock beside Big Bear.

"Comfortable?" asked Big Bear.

"Perfect," said Skinny Rabbit. "Absolutely perfect."

And the two friends took a lazy nap together.

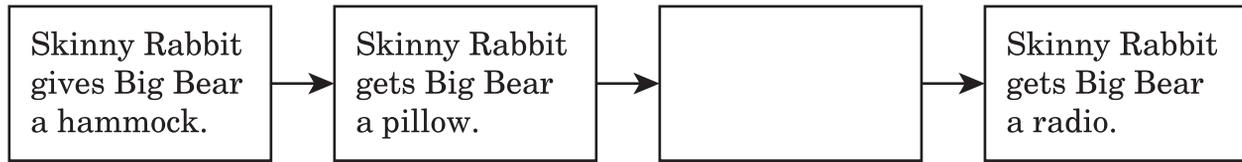


- 9** What is the main problem in the passage?
- A** Big Bear doesn't like his present.
 - * **B** Big Bear keeps wanting more and more.
 - C** Skinny Rabbit and Big Bear aren't really friends.
 - D** Skinny Rabbit doesn't know what Big Bear wants.

- 10** Which of these words is a synonym for drooped as it is used in paragraph 19?

- A** rose
- * **B** fell
- C** wrinkled
- D** disappeared

11 Read the graphic organizer.



Which **best** completes the empty box?

- A Skinny Rabbit makes Big Bear’s music louder.
- * B Skinny Rabbit brings Big Bear an umbrella.
- C Skinny Rabbit joins Big Bear for a nap.
- D Skinny Rabbit cooks Big Bear’s lunch.

12 After Skinny Rabbit makes the radio sound perfect, Big Bear asks him to

- A create some shade.
- B bring him a pillow.
- C dig a hole with a shovel.
- * D join him in the hammock.

13 The author uses “Except—” many times to show that

- A Skinny Rabbit will do anything for his friend Big Bear.
- B Skinny Rabbit is getting tired of Big Bear’s wishes.
- C Big Bear knows Skinny Rabbit is a good friend.
- * D Big Bear is going to ask for something else.

14 Which **best** describes this passage?

- A a true story about birthdays
- B a true story about animals
- C information about rabbits
- * D a story about giving

15 What is the meaning of drowsily as it is used in paragraph 31?

- A softly
- B happily
- * C in a sleepy way
- D in a friendly way

16 Which **best** describes an important theme of this passage?

- A bears
- B rabbits
- * C friendship
- D birthdays

Reading Item B—2013 Grade 3

B What kind of friend is Skinny Rabbit? Use at least three details from the passage to explain your answer.

Reading Item B Scoring Rubric—2013 Grade 3

Score	Description
4	The response states what kind of friend Skinny Rabbit is and uses at least three details from the passage for support.
3	The response states what kind of friend Skinny Rabbit is and uses two details from the passage for support.
2	The response states what kind of friend Skinny Rabbit is and uses one detail from the passage for support.
1	The response states what kind of friend Skinny Rabbit is but uses no details from the passage for support. 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.)

- 1** Which sequence of events is in logical order?
- * **A** My dad cooked a delicious supper. My sisters and I ate everything on our plates. We all helped wash the dishes.
 - B** My dad cooked a delicious supper. We all helped wash the dishes. My sisters and I ate everything on our plates.
 - C** My sisters and I ate everything on our plates. My dad cooked a delicious supper. We all helped wash the dishes.
 - D** We all helped wash the dishes. My sisters and I ate everything on our plates. My dad cooked a delicious supper.

- 2** Yesterday, Tad and Laura _____ baseball with their friends.

Which word or phrase **correctly** completes the sentence?

- * **A** played
- B** play
- C** playing
- D** are playing

- 3** It is easy to find the library. First, go down the hall to the music room. Next, turn left and walk past the art room. Finally, turn right and go through the blue door.

Which of the following words are the transition words used in this paragraph?

- A** find, turn, go
- B** library, hall, door
- * **C** first, next, finally
- D** down, left, right

- 4** Read Steph's letter to her family.

Dear Family,

_____ We are writing letters to invite our families to visit our classroom. You will see our work on the wall, meet our teacher, and watch a play put on by the class. I hope you will come.

Sincerely,
Steph

Which sentence would be the **best** beginning for Steph's letter?

- A** We will have a fun and exciting day.
- B** My teacher will talk to you about me.
- C** Mr. Johnson's class will join us for the play.
- * **D** Our third grade class is having a Visitor's Day.

WRITING PROMPT

Your teacher has asked you to write about a time you had fun with a friend.

Think about a time that you had fun with a friend. Who were you with and what did you do? Now write about that time. Give enough detail so that your teacher will understand your ideas.

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? |
|--|---|

Domain Scoring Rubric

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
- Elaboration
- Unity
- Organization

Style (S)

The Style domain comprises those features that show the writer 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
- Sentence variety
- Tone
- Voice
- Selected information

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

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
- Agreement
- Word meaning
- 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
- Punctuation
- Formatting
- Spelling

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, is done with the assistance of a committee of Arkansas teachers, language arts supervisors, 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."

The Arkansas Mathematics Curriculum Framework*

Strands	Content Standards	Student Learning Expectations
<p>1—Number and Operations (N)</p>	<p>1. Number Sense: Students shall understand numbers, ways of representing numbers, relationships among numbers, and number systems.</p>	<p>2. Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> including thousands (using models, illustrations, symbols, <i>expanded notation</i> and problem solving). Ex. 2,308 $\underline{\hspace{1cm}}$ 2,038</p> <p>3. Use mathematical language and symbols to compare and order four-<i>digit</i> numbers with and without appropriate <i>technology</i> (<, >, =).</p> <p>4. Represent fractions (halves, thirds, fourths, sixths and eighths) using words, numerals and physical models. Ex. <ul style="list-style-type: none"> • identify and illustrate parts of a whole and parts of sets of objects • recognize that a fractional part of a rectangle does not have to be shaded with <i>contiguous</i> parts  </p>
	<p>2. Properties of Number Operations: Students shall understand meanings of operations and how they relate to one another.</p>	<p>3. Use conventional mathematical symbols to write <i>equations</i> for <i>contextual problems</i> involving multiplication.</p> <p>4. Model, represent and explain division as measurement and partitive division including equal groups, related rates, price, <i>rectangular arrays</i> (area model), combinations and multiplicative comparison. Ex. <ul style="list-style-type: none"> • translate contextual situations involving division into conventional mathematical symbols • explain how a remainder may impact an answer in a real world situation </p>
	<p>3. Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates.</p>	<p>1. Develop, with and without appropriate <i>technology</i>, <i>computational fluency</i>, in multi-<i>digit</i> addition and subtraction through 999 using contextual problems. <ul style="list-style-type: none"> • <i>strategies</i> for adding and subtracting numbers • <i>estimation</i> of sums and <i>differences</i> in appropriate situations • relationships between operations <p>2. Develop, with and without appropriate <i>technology</i>, fluency with basic number combinations for multiplication and division facts (10 x 10).</p> <p>3. Develop, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division up to two-<i>digit</i> by one-<i>digit</i> numbers using two-<i>digit</i> by one-<i>digit</i> number <i>contextual problems</i> using <ul style="list-style-type: none"> • <i>strategies</i> for multiplying and dividing numbers, • performance of <i>operations</i> in more than one way, • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations, and • relationships between operations. <p>4. Solve simple problems using one operation involving addition and subtraction using a variety of methods and tools (e.g., objects, mental computation, paper and pencil and with and without appropriate <i>technology</i>).</p> </p></p>

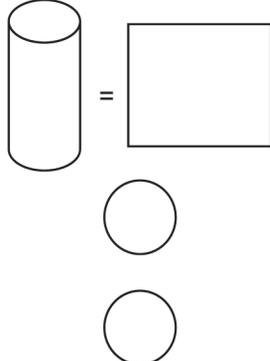
* The Content Standards and Student Learning Expectations listed are those that specifically relate to the released and non-released test items in this booklet.

The Arkansas Mathematics Curriculum Framework* (continued)

Strands	Content Standards	Student Learning Expectations											
2—Algebra (A)	4. Patterns, Relations, and Functions: Students shall recognize, describe, and develop patterns, relations, and functions.	2. Relate <i>skip-counting patterns</i> to multiplication. 3. Identify a number that is more or less than any <i>whole number</i> up to 1000 using <i>multiples</i> of ten and/or 100. Ex. 100 less than 587 is 487 10 more than 196 is 206 4. Use repeating and growing numeric or geometric <i>patterns</i> to solve problems. 5. Determine the relationship between sets of numbers by selecting the rule (1 step rule in words).											
	5. Algebraic Representations: Students shall represent and analyze mathematical situations and structures using algebraic symbols.	1. Select and/or write number sentences (<i>equations</i>) to find the unknown in problem-solving contexts involving <i>two-digit times one-digit</i> multiplication using appropriate labels. 2. Express mathematical relationships using <i>equalities</i> and <i>inequalities</i> ($>$, $<$, $=$, \neq). Ex. 4×9 $\underline{\quad}$ $36 - 3$ 3. Use a symbol to represent an unknown quantity in a number sentence involving <i>contextual situations</i> and find the value. Ex. Mary buys <i>two</i> bags of candy with the same number of pieces in each bag. If she has sixteen pieces in all, how many pieces of candy are in each bag? $2 \times \sim = 16$											
	6. Algebraic Models: Students shall develop and apply mathematical models to represent and understand quantitative relationships.	1. Complete a chart or table to organize given information and to understand relationships and explain the results. Ex. The library has 5 workstations. Four students can sit at each station. How many students can sit at all the stations? <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 2px;">stations</th> <th style="padding: 2px;">students</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">1</td> <td style="padding: 2px;">4</td> </tr> <tr> <td style="padding: 2px;">2</td> <td style="padding: 2px;">?</td> </tr> <tr> <td style="padding: 2px;">3</td> <td style="padding: 2px;">?</td> </tr> <tr> <td style="padding: 2px;">4</td> <td style="padding: 2px;">?</td> </tr> <tr> <td style="padding: 2px;">5</td> <td style="padding: 2px;">?</td> </tr> </tbody> </table>	stations	students	1	4	2	?	3	?	4	?	5
stations	students												
1	4												
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* The Content Standards and Student Learning Expectations listed are those that specifically relate to the released and non-released test items in this booklet.

The Arkansas Mathematics Curriculum Framework* (continued)

Strands	Content Standards	Student Learning Expectations
3—Geometry (G)	8. Geometric Properties: Students shall analyze characteristics and properties of 2- and 3-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	1. Compare, contrast and build <i>three-dimensional</i> solids by investigating the number of <i>faces</i> , <i>edges</i> , and <i>vertices</i> on models. 2. Identify regular <i>polygons</i> with at least 4 sides (square, pentagon, hexagon and octagon). 3. Identify and draw <i>line</i> , <i>line segment</i> and <i>ray</i> using appropriate labels. 4. Identify and draw <i>intersecting</i> and <i>parallel lines</i> .
	9. Transformation of Shapes: Students shall apply transformations and the use of symmetry to analyze mathematical situations.	1. Draw one or more <i>lines of symmetry</i> in a <i>polygon</i> .
	10. Coordinate Geometry: Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.	1. Locate and identify points on a <i>coordinate grid</i> and name the <i>ordered pair</i> (<i>quadrant</i> one only) using common language and geometric vocabulary (<i>horizontal</i> and <i>vertical</i>).
	11. Visualization and Geometric Models: Students shall use visualization, spatial reasoning, and geometric modeling.	1. Replicate a <i>three-dimensional</i> model composed of <i>cubes</i> when given a physical model. 2. Determine which new figure will be formed by combining and subdividing models of existing figures. Ex. 

* The Content Standards and Student Learning Expectations listed are those that specifically relate to the released and non-released test items in this booklet.

PART III Item Correlation with Curriculum Framework—Grade 3

The Arkansas Mathematics Curriculum Framework* (continued)

Strands	Content Standards	Student Learning Expectations
4—Measurement (M)	12. Physical Attributes: Students shall use attributes of measurement to describe and compare mathematical and real-world objects.	2. Recognize that 60 minutes equals 1 hour and that a day is divided into A.M. and P.M. 5. Create and complete a conversion table (from larger unit to smaller unit) to show relationships between units of measurement in the same system. Ex. change feet to inches using multiplication
	13. Systems of Measurement: Students shall identify and use units, systems, and processes of measurement.	3. Express time to the half hour and quarter hour using the terms half-past, quarter-after, quarter-until. 4. Determine <i>elapsed time</i> in <i>contextual situations</i> to five-minute intervals. <u>End time unknown</u> Ex. Lunch began at 10:45 and lasted 25 minutes. When was lunch over? <u>Elapsed hours unknown</u> Ex. John went to Tim's house at 3:15. He left at 4:20. How long did he stay? 5. Determine the value of money up to \$10. 6. Apply money concepts in <i>contextual situations</i> up to \$10.00. Ex. <ul style="list-style-type: none"> • determine change with the least amount of currency • compare money 8. Use appropriate customary measurement tools for length, <i>capacity</i> and <i>mass</i> . 9. <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary units. <u>Length</u> : 1 inch <u>Perimeter</u> : inches, feet, etc. <u>Area</u> : square inches (use models) <u>Weight</u> : pounds/ounces <u>Capacity</u> : cups, pints, quarts, gallons
5—Data Analysis and Probability (D)	14. Data Representation: Students shall formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	1. Design a survey question after being given a topic and collect, organize, display and describe simple data using <i>frequency tables</i> or <i>line plots</i> , <i>pictographs</i> , and <i>bar graphs</i> .
	15. Data Analysis: Students shall select and use appropriate statistical methods to analyze data.	1. Read and interpret <i>pictographs</i> and <i>bar graphs</i> in which symbols or intervals are greater than one. 2. Match a set of data with a graphical representation of the data.
	16. Inferences and Predictions: Students shall develop and evaluate inferences and predictions that are based on data.	1. Make predictions for a given set of data.
	17. Probability: Students shall understand and apply basic concepts of probability.	1. Use fractions to predict <i>probability</i> of an event. Ex. If there were 5 blue tiles, 3 red tiles, and 2 green tiles in a bag, what is the <i>probability</i> you would pull out a green tile? 2. Conduct simple <i>probability</i> experiments, record the data and draw conclusions about the likelihood of possible <i>outcomes</i> (roll number <i>cubes</i> , pull tiles from a bag, spin a spinner, or determine the fairness of games). 3. Use physical models, pictures, and organized lists to find combinations of two sets of objects. Ex. Sarah has a red shirt, white shirt, and blue shirt. She also has a pair of khaki pants and blue pants. How many different combinations of shirts and pants can she wear?

* The Content Standards and Student Learning Expectations listed are those that specifically relate to the released and non-released test items in this booklet.

Released Items for Mathematics*

Item	Strand	Content Standard	Student Learning Expectation
1	M	13	3
2	A	4	2
3	N	2	3
4	M	13	5
5	G	8	2
6	D	17	2
7	G	9	1
8	G	11	2
9	N	1	3
10	A	4	5
11	G	11	1
12	M	13	6
13	A	5	2
14	A	4	3
15	M	12	5
16	A	5	1
17	D	14	1
18	M	12	2
19	D	17	3
20	A	4	4
A	G	9	1
B	D	16	1
C	A	6	1

* Only the predominant Strand, Content Standard, and Student Learning Expectation are listed for the Mathematics items.

Non-Released Items for Mathematics*

Strand	Content Standard	Student Learning Expectation
G	8	1
A	5	3
D	17	1
G	8	4
D	15	1
N	3	3
M	13	8
D	15	2
G	10	1
A	6	1
G	8	3
N	3	2
D	16	1
M	13	4
N	3	4
N	3	3
M	13	9
A	4	4
N	1	4
N	1	2
N	2	4
N	3	1

* Only the predominant Strand, Content Standard, and Student Learning Expectation are listed for the Mathematics items.

PART III Item Correlation with Curriculum Framework—Grade 3

The Arkansas English Language Arts Curriculum Framework—Reading Strand*

Content Standards	Student Learning Expectations
<p>9. Comprehension: Students shall apply a variety of strategies to read and comprehend printed material.</p>	<p>1. Activate prior knowledge by previewing and using text structure. 3. Make connections from text to world during reading. 5. Generate questions and check the text for answers. 6. Question the author's purpose. 9. Draw inferences, such as conclusions or generalizations, and support them with text evidence and/or personal experiences. 10. Organize information and events logically. 11. Determine the purpose for reading. 13. Summarize major points found in nonfiction materials.</p>
<p>10. Variety of Text: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.</p>	<p>2. Demonstrate knowledge of the content, <i>style</i>, and theme of the works of a single author. 6. Use graphic organizers including character webs and K-W-L charts to make meaning of the reading selection. 7. Utilize the appropriate areas of the library/media center to select reading materials. 9. Recognize <i>expository</i> text structures which are sequential. 11. Read a variety of stories, including tall tales and fables.</p>
<p>11. Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.</p>	<p>1. Use context clues to determine the precise meaning of new words. 2. Use knowledge of irregular plurals, verb tenses, <i>homonyms</i>, <i>homographs</i>, <i>homophones</i>, prefixes, and suffixes to read with meaning. 5. Recognize and use variations of print. 9. Categorize words as nouns, action verbs, synonyms, and antonyms during discussions about words.</p>

* The Content Standards and Student Learning Expectations listed are those that specifically relate to the released and non-released test items in this booklet.

Released Items for Reading*

Item	Strand	Content Standard	Student Learning Expectation
1	R	9	6
2	R	11	2
3	R	9	3
4	R	10	6
5	R	9	5
6	R	9	9
7	R	9	13
8	R	10	7
A	R	9	13
9	R	9	9
10	R	11	9
11	R	10	6
12	R	9	10
13	R	10	2
14	R	10	11
15	R	11	1
16	R	10	2
B	R	9	9

* Only the predominant Strand, Content Standard, and Student Learning Expectation are listed for the English Language Arts items.

Non-Released Items for Reading*

Strand	Content Standard	Student Learning Expectation
R	9	11
R	9	5
R	11	5
R	9	5
R	9	1
R	11	9
R	10	9
R	10	6
R	9	9

* Only the predominant Strand, Content Standard, and Student Learning Expectation are listed for the English Language Arts items.

The Arkansas English Language Arts Curriculum Framework—Writing Strand*

Content Standards	Student Learning Expectations
4. Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately.	11. Edit for spelling of appropriate words, <i>usage</i> , punctuation, capitalization, and sentence structure.
5. Purpose, Topics, Forms, and Audiences: Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.	1. Write for a specific purpose and audience.
6. Conventions: Students shall apply knowledge of Standard English conventions in written work.	7. Use past and present verb tense.
7. Craftsmanship: Students shall develop personal style and voice as they approach the craftsmanship of writing.	3. Arrange steps in a logical sequence. 4. Use transition words.

* The Content Standards and Student Learning Expectations listed are those that specifically relate to the released and non-released test items in this booklet.

Released Items for Writing*

Item	Strand	Content Standard	Student Learning Expectation
1	W	7	3
2	W	6	7
3	W	7	4
4	W	5	1

* Only the predominant Strand, Content Standard, and Student Learning Expectation are listed for the Writing items.

Non-Released Items for Writing*

Strand	Content Standard	Student Learning Expectation
W	4	11

* Only the predominant Strand, Content Standard, and Student Learning Expectation are listed for the Writing items.

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