



Arkansas Comprehensive Testing, Assessment, and Accountability Program

TEACHER HANDBOOK

AUGMENTED BENCHMARK EXAMINATION GRADE 3

APRIL 2013 ADMINISTRATION

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Arkansas Department of Education

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The Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) includes an Augmented Benchmark Examination for third-grade 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 2013, third-grade students participated in the *Grade 3 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 3 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 3 Augmented Benchmark Examination* are developed with the assistance and approval of the Content Advisory Committees. All passages and items on the *Grade 3 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 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.

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 3 Augmented Benchmark Examination*.

MATH RESPONSES

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



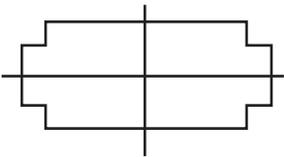
1. Draw the shape on your answer document and draw two different lines of symmetry in the shape.
2. Describe how to find a line of symmetry for a shape.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

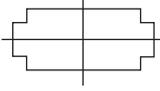
Math Item A Scoring Rubric—2013 Grade 3
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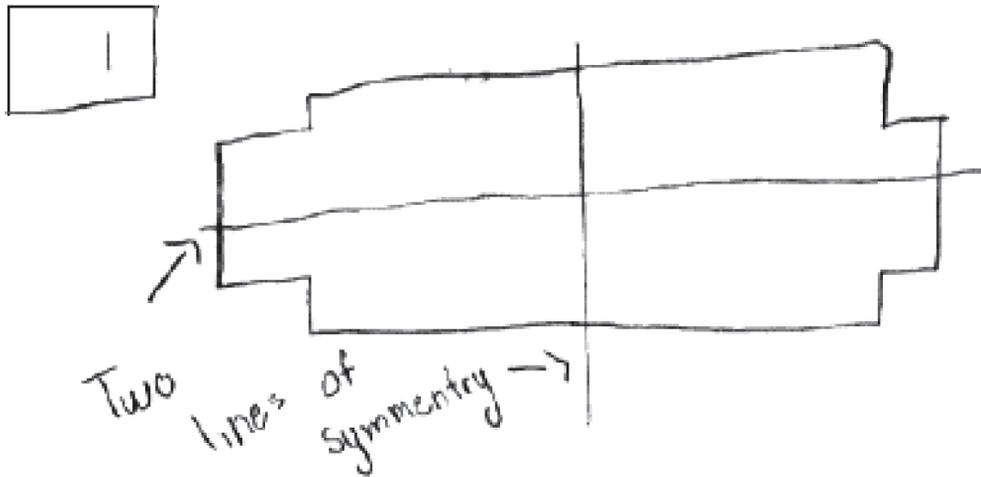
Score	Description
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SOLUTION AND SCORING

Part	Points
1	<p>2 points possible:</p> <p>2 points: 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>

SCORE: 4

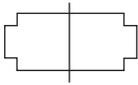
<u>Part 1</u>		Points
Correctly draws both lines of symmetry:		2
<u>Part 2</u>		Points
Correct description:	“Then put a line in the middle. if you can fold it evenly with nothing hanging out...”	2
Total Points		4

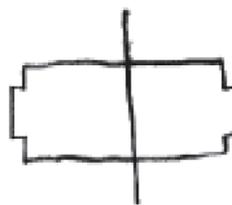
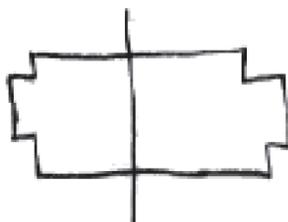


2] To find a line of symmetry, first, get your shape. Then put a line in the middle. if you can fold it evenly with nothing hanging out that's a line of symmetry. Here are two examples.



SCORE: 3

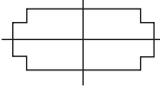
<u>Part 1</u>		Points
Correctly draws one line:		1
<u>Part 2</u>		Points
Correct description:	"I can fold the shape in half. The shape is equal to eachother."	2
Total Points		3

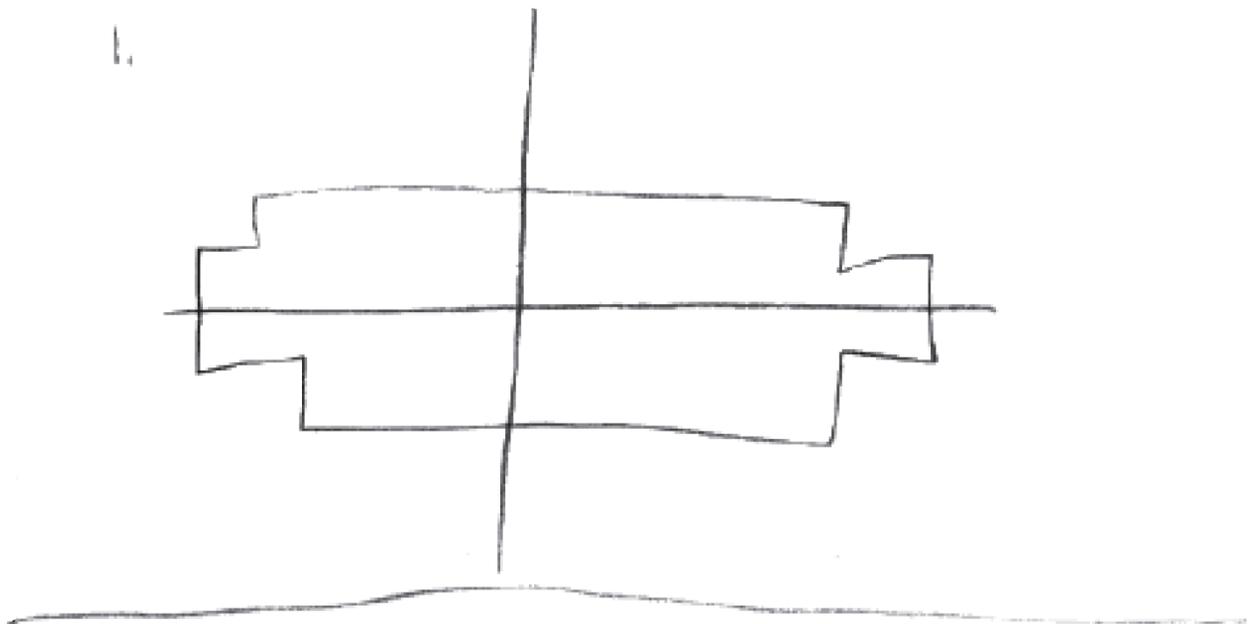


I can fold the shape
in half.

The shape is equal to
eachother.

SCORE: 2

<u>Part 1</u>		Points
Correctly draws both lines of symmetry:		2
<u>Part 2</u>		Points
Incorrect description:	"1. It can go side ways. 2. It can go up and down."	-
Total Points		2

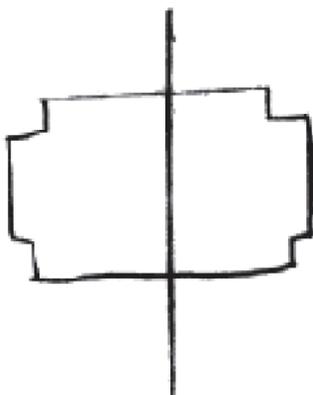


²Well the shape has two ways of symmetry. 1. It can go side ways.
2. It can go up and down.

SCORE: 1

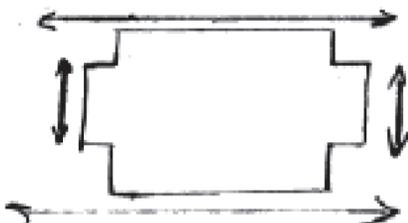
<u>Part 1</u>		Points
Correctly draws one line:		1
<u>Part 2</u>		Points
Incorrect description:	"The lines of symmetry is when lines do not tuch or cros."	-
Total Points		1

2



2

The lines of symmetry is when lines do not tuch or cros.



SCORE: 0

<u>Part 1</u>		Points
Incorrectly draws lines:	Line segment drawn is outside (above) of shape. Ray drawn is outside (right) of shape.	-
<u>Part 2</u>		Points
Incorrect description:	"... on the top." "... on the sides of the shape."	-
Total Points		0



1. I made the, sam shape from the paper,
and I made two different, lines.

2. Then I put the  on the top.
Nest I put the  on the
sids of the shape.

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.

Math 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>

SCORE: 4

<u>Part 1</u>		Points
Correct answer:	... 44 pies.	1
Correct explanation:	"She sells 6 more each week, so $38 + 6 = 44$ "	1
<u>Part 2</u>		Points
Correct answer:	"If 15 people buy cakes, 9 of them will choose green icing."	1
Correct explanation:	"The pattenen is adding 3 each time. I know $6 + 3 = 9$ "	1
Total Points		4

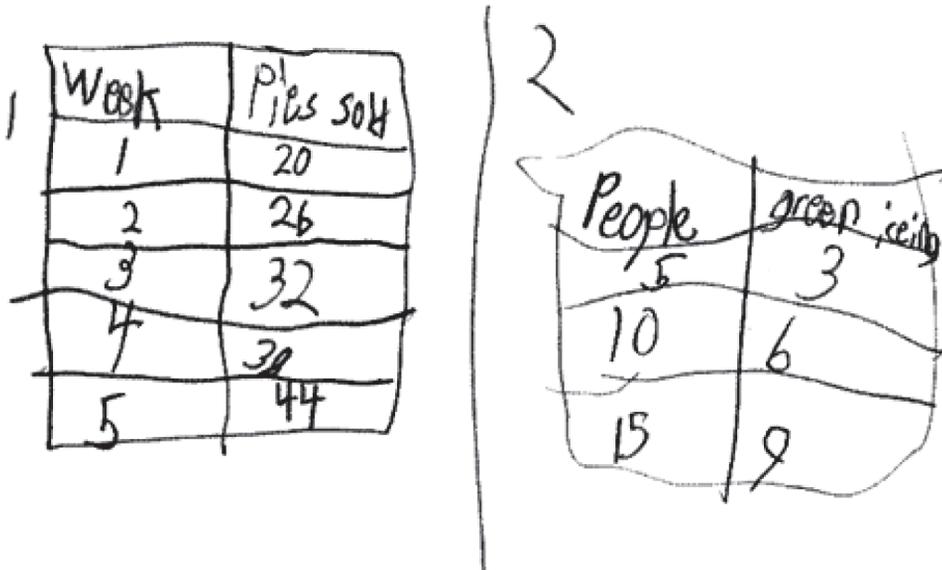
① In week five
 She sold 44
 pies. she sells
 6 more each
 weeks so
 $38 + 6 = 44$

② If 15 people
 buy cakes, 9 of
 them will
 choose green
 icing. The
 pattenen is
 adding 3 each
 time. I know
 $6 + 3 = 9$

SCORE: 3

<u>Part 1</u>		Points
Correct answer:	... 44 pies.	1
Missing explanation:	<i>The chart is reproduced only</i>	-

<u>Part 2</u>		Points
Correct answer:	15 / 9 "green iceing"	1
Correct explanation:	5 / 3 10 / 6 15 / 9 (<i>skip counts on chart</i>)	1
Total Points		3



SCORE: 2

<u>Part 1</u>		Points
Incorrect answer:	116	-
Incorrect explanation:	$20 + 26 + 32 + 38 =$	-
<u>Part 2</u>		Points
Correct answer:	"9 people will choose green icing."	1
Correct explanation:	"Its counting by 3's. 3, 6, 9"	1
Total Points		2

o Myra will sell — pies in 5 weeks.

$$\begin{array}{r} 1 \\ 20 \\ 26 \\ 32 \\ 38 \\ \hline 116 \end{array}$$

~~o 9 people will choose greenicing. Its counting by 3's.~~

3, 6, 9

SCORE: 1

<u>Part 1</u>		Points
Incorrect answer:	"She will sell 43 ..."	-
Correct explanation:	"... because your adding 6 every time. "	1

<u>Part 2</u>		Points
Incorrect answer:	"... about 7 people chose green icing."	-
Incorrect explanation:	"they are counting by 2's ... (5) - 3 did 2 didn't, (10) - 6 did 4 didn't, (15) - 7 did 8 didn't	-
Total Points		1

① She will sell 43 because your adding 6 every time

② $\begin{matrix} \textcircled{5} - 3 \text{ did} \\ \text{2 didn't} \end{matrix}$ $\begin{matrix} \textcircled{10} - 6 \text{ did} \\ \text{4 didn't} \end{matrix}$ $\begin{matrix} \textcircled{15} - 7 \text{ did} \\ \text{8 didn't} \end{matrix}$

They are counting by 2's and about 7 people chose green icing.

SCORE: 0

<u>Part 1</u>		Points
Incorrect answer:	116	-
Incorrect explanation:	$20 + 26 + 32 + 38 =$	-
<u>Part 2</u>		Points
Incorrect answer:	84	-
Incorrect explanation:	$10 + 15 + 53 + 6 =$	-
Total Points		0

①

$$\begin{array}{r} 20 \\ 26 \\ 32 \\ +38 \\ \hline 116 \end{array}$$

that's how
much the
sold.

②

$$\begin{array}{r} 10 \\ 15 \\ 53 \\ +6 \\ \hline 84 \end{array}$$

that's how
many.

- 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.

Math Item C Scoring Rubric—2013 Grade 3
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Score	Description
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SOLUTION AND SCORING

Part	Points												
1	<p>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													

SCORE: 4

<u>Part 1</u>		Points
Correct answer:	18 24 30	1
<u>Part 2</u>		Points
Correct rule:	"The rule is +6." $6 + 6 = 12, 12 + 6 = 18, 18 + 6 = 24, 24 + 6 = 30.$	1
<u>Part 3</u>		Points
Correct table:	Column labels and structure are correct.	1
Correct answer:	\$7.00 \$14.00 \$21.00 \$28.00 \$35.00	1
Total Points		4

①

Number of birdhouses	Total Number of hours
1	6
2	12
3	18
4	24
5	30

② The rule is +6.
 $6 + 6 = 12$
 $12 + 6 = 18, 18 + 6 = 24$
 $24 + 6 = 30.$

③

Number of birdhouses	Total cost
1	\$7.00
2	\$14.00
3	\$21.00
4	\$28.00
5	\$35.00

SCORE: 3

<u>Part 1</u>		Points
Correct answer:	18 24 30	1
<u>Part 2</u>		Points
Correct rule:	"The rule is adding 6 each time." 6, 12, 18, 24, 30	1
<u>Part 3</u>		Points
Incorrect table:	Column labels are missing.	-
Correct answer:	\$7 \$14 \$21 \$28 \$35	1
Total Points		3

It takes Shawn's grandfather 30 min to do 3, 4, 5 bit horses

①

Number of bit horses	Total number of hours
1	6
2	12
3	18
4	24
5	30

The rule is adding 6 each time.

② 6, 12, 18, 24, 30

It takes \$35 to buy 5 bit horses

③

1	\$7
2	\$14
3	\$21
4	\$28
5	\$35

SCORE: 2

<u>Part 1</u>		Points
Incorrect answer:	27 33 39 (3 rd , 4 th , and 5 th rows)	-
<u>Part 2</u>		Points
Correct rule:	“you have to add up 6 more & it that's 6 more Hours for one birdhouse ”	1
<u>Part 3</u>		Points
Correct table:	Column labels and structure are correct.	1
Incorrect answer:	7 14 21 28 25 (5 th row)	-
Total Points		2

①

Row	1	2	3	4	5	Total
1	7	14	21	28	35	7
2	7	14	21	28	35	14
3	7	14	21	28	35	21
4	7	14	21	28	35	28
5	7	14	21	28	35	35

② you have to add up 6 more & it that's 6 more Hours for one birdhouse

③

Num birdhouses	How much more
1	7
2	14
3	21
4	28
5	35

SCORE: 1

<u>Part 1</u>		Points
Correct answer:	18 24 30	1
<u>Part 2</u>		Points
Incorrect rule:	"muttly by 2"	-
<u>Part 3</u>		Points
Missing table:		-
Incorrect answer:	47	-
Total Points		1

1.

Number of books has	total number of hours
1	6
2	12
3	18
4	24
5	30

2. muttly by 2

3. 47

SCORE: 0

<u>Part 1</u>		Points
Incorrect answer:	5 11 17 (All rows)	-
<u>Part 2</u>		Points
Incorrect rule:	"the rule is 1"	-
<u>Part 3</u>		Points
Incorrect table:	Column labels are missing, the first column's numbers are all 7, and the 5 th row is omitted.	-
Incorrect answer:	6 12 5 11 (All rows)	-
Total Points		0

①

1	6
2	10
3	5
4	17
5	17

② the rule is 1

③

7	6
7	17
7	5
7	11

READING RESPONSES

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.

- 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.)

SCORE POINT: 4

The response shows which tree is most important to koalas (“eucalyptus”) and gives three details from the passage to show how it is important (“it produces eucalyptus leaves & the leaves are the only thing that they eat,” “the koalas live in those trees,” and “the koalas get almost all their water from the leaves & they have to have water to live”). The response demonstrates a thorough understanding of the task.

The eucalyptus tree is most important to a koala. One reason why the tree is so important is that it produces eucalyptus leaves & the leaves are the only thing that they eat. Another reason is that the koalas live in those trees. One more reason is that the koalas get almost all their water from the leaves & they have to have water to live. That is the reasons why the eucalyptus tree is so important to them. Thank you!

SCORE POINT: 3

The response shows which tree is most important to koalas (“eucalptus”) and gives two details from the passage to show how it is important (“Koalas eat only eucalptus leaves, and only the leaves of certain eucalptus trees,” and “The koalas get almost all their water from the eucalptus leaves they eat”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

*The most important tree is eucalptus trees.

*Koalas eat only eucalptus leaves, and only the leaves of certain eucalptus trees.

*The koalas get almost all their water from the eucalptus leaves they eat.

SCORE POINT: 2

The response shows which tree is most important to koalas (“eucalyptus”) and gives one detail from the passage to show how it is important (“It has the koalas food on it. That’s where they get thier food from”). The response shows evidence of only a basic understanding of the task.

The eucalyptus tree. It's the koalas favorite tree. It has the koalas food on it. That's where they get thier food from.

SCORE POINT: 1

The response shows which tree is most important to koalas (“Eucalyptus”). However, there are no details from the passage to show how it is important. The response provides evidence of minimal understanding.

Eucalyptus tree Move slowly and
they Eat after sunset and they
Make clicking sounds.

SCORE POINT: 0

The response is incorrect.

The tree most important to
koalas is a oak, the oak tree is important
because it has lots of hoeny. koalas
likes hoeny because it's halfly for
koalas.

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."

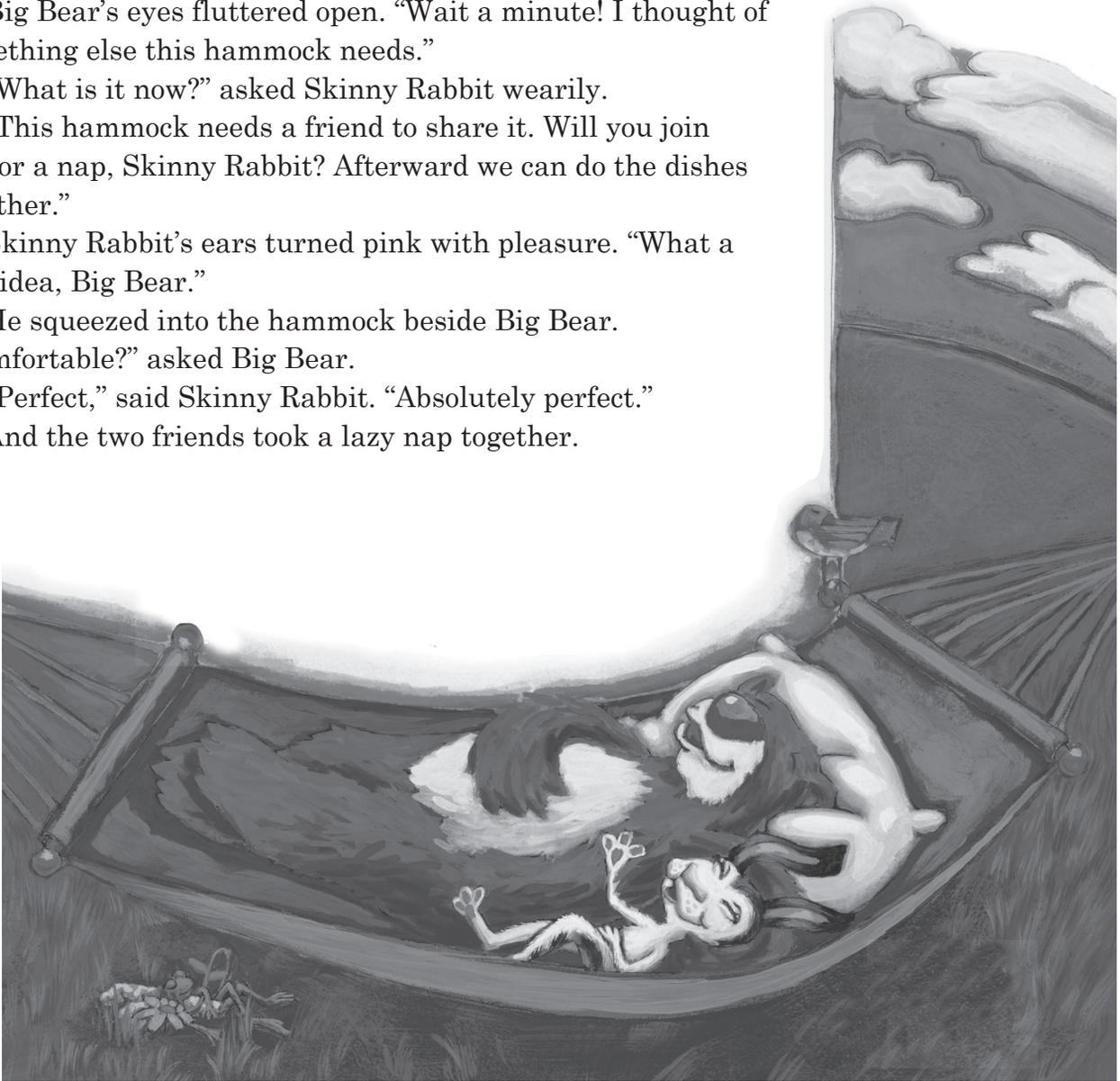
Skinny Rabbit's ears turned pink with pleasure. "What a fine idea, Big Bear."

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.



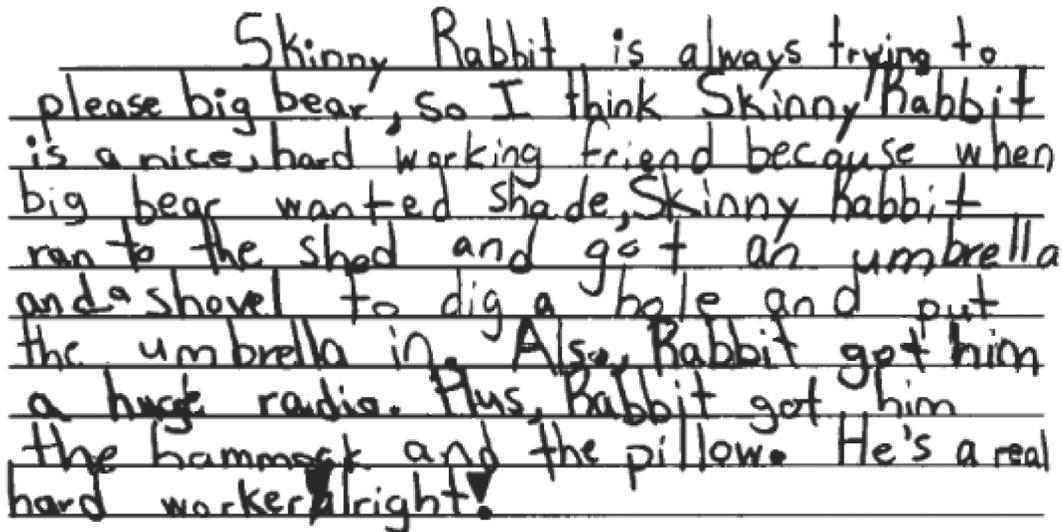
- B** What kind of friend is Skinny Rabbit? Use at least three details from the passage to explain your answer.

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.)

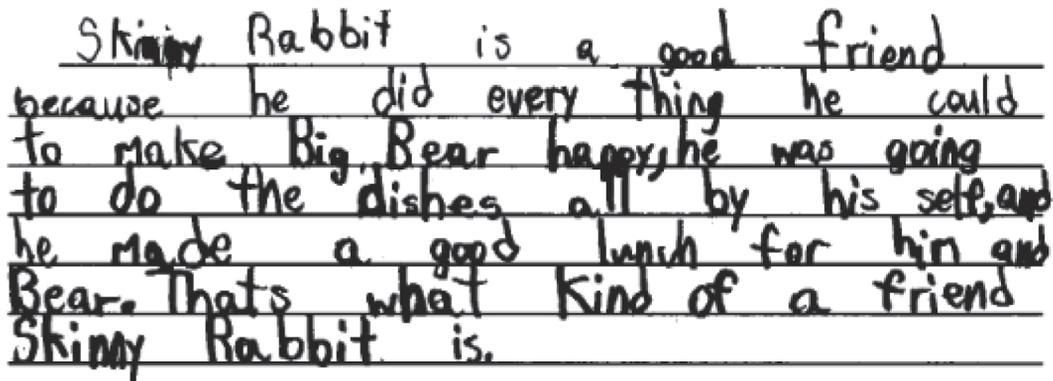
SCORE POINT: 4

The response states what kind of friend Skinny Rabbit is (“nice, hard working”) and uses more than three details from the passage as support (“when big bear wanted shade, Skinny Rabbit ran to the shed and got an umbrella and a shovel to dig a hole and put the umbrella in,” “Rabbit got him a huge radio,” “Rabbit got him the hammock,” and “(Rabbit got him) the pillow”). The response demonstrates a thorough understanding of the task.


 A handwritten student response on lined paper. The text reads: "Skinny Rabbit is always trying to please big bear, so I think Skinny Rabbit is a nice, hard working friend because when big bear wanted shade, Skinny Rabbit ran to the shed and got an umbrella and a shovel to dig a hole and put the umbrella in. Also, Rabbit got him a huge radio. Plus, Rabbit got him the hammock and the pillow. He's a real hard worker, right!"

SCORE POINT: 3

The response states what kind of friend Skinny Rabbit is (“good”) and uses two details from the passage as support (“he was going to do the dishes all by his self,” and “he made a good lunch for him and Bear”). The response shows evidence of a general, but not a comprehensive, understanding of the task.


 A handwritten student response on lined paper. The text reads: "Skinny Rabbit is a good friend because he did every thing he could to make Big Bear happy, he was going to do the dishes all by his self, and he made a good lunch for him and Bear. That's what kind of a friend Skinny Rabbit is."

SCORE POINT: 2

The response states what kind of friend Skinny Rabbit is (“good” and “nice”) and uses one detail from the passage as support (“for giving Big Bear a gift on his birthday”). The response shows evidence of only a basic understanding of the task.

- ① Skinny Ribbit is a ~~breafly~~ friend.
- ② Skinny Ribbit is a good friend.
- ③ Skinny Rabbit is a nice animal for giving Big Bear a gift on his birthday.

SCORE POINT: 1

The response does not state what kind of friend Skinny Rabbit is but does use details from the passage which support a legitimate description of what type of friend Skinny Rabbit is. The response provides evidence of minimal understanding.

- 1 Skinny Rabbit is always doing stuff for Big Bear.
- 2 SKINNY Rabbit go Big Bear a hamonock for his birthday.
- 3 skinny rabbit cooked Big Bear birthday food.

SCORE POINT: 0

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

skinny rabbit big bear that's all of his
friend and he had some more friends so
did big bear had more friends too.

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—
2013 GRADE 3 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 3 students in April 2013.

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

1. Look at the ideas in your response.

- Have you focused on one main idea?
- Have you used enough detail to explain yourself?
- Have you put your thoughts in order?
- Can others understand what you are saying?

2. Think about what you want others to know and feel after reading your paper.

- Will others understand how you think or feel about an idea?
- Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper's subject.)
- Do you have sentences of different lengths? (Hint: Be sure you have a variety of sentence lengths.)

Are your sentences alike? (Hint: Use different kinds of sentences.)

3. Look at the words you have used.

- Have you described things, places and people the way they are? (Hint: Use enough detail.)
- Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)
- Have you used the right words in the right places?

4. Look at your handwriting.

- Can others read your handwriting with no trouble?

WRITING SAMPLE RESPONSE 1

Content: 4

This narrative response is focused on a clear central idea (a sleepover). The major events progress logically and are thoroughly and evenly elaborated. The writer skillfully conveys the message of the fun the trio had demonstrating consistent control of Content features.

Style: 4

Information has been purposefully selected to create images for the reader (“cookoo bird,” “sirlon tips,” “three little girls on the frosting,” “small fake bottle of coke”) and is sustained throughout. A variety of sentence beginnings and lengths creates an interesting reading. The writer’s strong voice and joyful tone complete this example of consistent control of all Style features.

Sentence Formation: 4

Although this response contains two contact run-ons (“It had ponytails for our hair we each did...,” “I went with Rachel to church we had...”) and an awkward explanation of the cookoo bird, this writer demonstrates consistent control of the Sentence Formation domain. Simple, compound, and complex sentences are constructed correctly.

Usage: 4

Consistent control of Usage is established by this writer despite a couple of errors (“me and Lexie,” “Then we got in the living room”). Correct use of inflections, tense, and agreement is appropriate and sustained.

Mechanics: 4

This writer maintains consistent control of all features of the Mechanics domain. Two missing periods (“...a game I really...,” “...watched cartoons Lexie fell...”) and a few misspellings and omitted apostrophes are not enough to lower the score in this domain.

A Time with Rachel and Lexie

One afternoon Rachel asked me and Lexie to come over for a sleepover. Lexie and I were glad to go to Rachel's house for a sleepover! When I got there, Rachel and I played until Lexie came over. When Lexie got there, Rachel said she was giving her a surprise! Mrs. Foreman gave Lexie a cookoo-bird. A cookoo bird is where you put you hair up and the put do it one more time except you don't put it all through the rubberband just half. After that we went to Coltons to eat. I had sirlon tips, Lexie had chicken fingers, and Rachel had mesquite grilled chicken. Rachel, Lexie, and I sat together while Mrs. Foreman and Mr. Foreman along with kate sat together. When we were finished the people that work at coltons sang "Happy Birthday" to Rachel. She shared her ice-cream with me and Lexie.

When we got back Rachel, Lexie, and I played a game I really don't remember the title. When we got bored of playing the game we took a bath one at a time. Rachel, Lexie, and I played with Rachel's real make-up. I had ponytails for our hair we each did someone's hair and face. I did Lexie's hair and Rachel's face. When Mrs. Foreman told us to clean up we wanted her to see our make-up. She thought it was pretty so she took a picture of us. We washed our make-up off and had some cake. It had three little girls on the frosting which was the bed and a small fake bottle of coke, and popcorn. Rachel, Lexie, and I ate one piece. Then we got in the living room and watched cartoons. Lexie fell asleep in order of Lexie, Rachel, then me. In the morning Lexie went home early. Instead I went with Rachel to church we had a blast! That was the best!

WRITING SAMPLE RESPONSE 2

Content: 3

The central idea (spending the day with a friend) is adhered to in this response. Elaboration provides a glimpse into several activities (“watched pok’emon heros,” “played outside,” “watched Juarassic park III”) but more details are needed to fully describe what the friends did together. The essay is organized sequentially and closure is present. Overall, reasonable control of the Content domain is exhibited.

Style: 3

Some precise vocabulary and specific information is used to affect the reader (“dinosaur scull in a giant rock,” “10 goarsuious kitty cats,” “terrafying horrible movie”). Many simple sentences disrupt the rhythm of the response. The student’s voice can usually be heard. Reasonable control of the Style features is displayed.

Sentence Formation: 3

This response contains a contact run-on (“One of them died that was the sad part.”) and two sentence fragments (“The most terrafying horrible movie,” “The Spinosaurus”). One correct compound sentence is used. The remaining sentences are complete and correct but simplistic, resulting in reasonable control of Sentence Formation features.

Usage: 4

Consistent control of the Usage domain is demonstrated in this response. One verb tense error (“There was two...”) does not affect the score as correct inflections and agreement are present throughout.

Mechanics: 3

Some spelling and capitalization errors and a missing apostrophe indicate reasonable control of the Mechanics domain.

One time I asked my friend's mom
 if I could spend the Day with him
 and she said yes. When we got to
 his house we watched pokémon
 heros. There was two brand new
 pokémon. They both protected their
 city. One of them died that was the sad
 part. We played outside together. I was
 a dinosaur. Derrick was a hunter. We found a
 dinosaur skull in a giant rock. We saw
 10 gorgeous kitty cats. We watched
 Jurassic park III The most terrifying
 horrible movie! It was scary. I
 almost fainted! Then we saw the most
 fierest dragons meat eater. The
 Spinosaurus. Then I went home. I
 said I will never forget that
 time. Truly, that was the best time
 in my whole entire life.
 I wish everybody could write
 about a time with a best friend.

WRITING SAMPLE RESPONSE 3

Content: 2

The central idea (fun with John) is adhered to, and a simple narrative structure moves this response through time. Details, however, are presented in an undeveloped list. The writer misses most opportunities to provide more information indicating inconsistent control of the Content domain.

Style: 2

General vocabulary combined with general and somewhat repetitive information does not make an impact on the reader. There is some sentence variety, but the use of “Then” to begin sentences detracts from style. The writer’s tone is flat and the voice is dim. Features of the Style domain are inconsistently controlled.

Sentence Formation: 4

Despite the brevity of this response, the writer demonstrates consistent control of Sentence Formation by constructing all sentences correctly and displaying more than one type of sentence.

Usage: 4

Consistent control of the features of Usage is displayed by the correct use of inflections, tense, and agreement.

Mechanics: 4

The writer proves consistent control of the Mechanics features by correctly using capitalization and punctuation. A couple of spelling errors and lack of formatting do not detract from the response as there are so many opportunities for errors in this domain.

I had fun with John last night. We rode our scooters around the block. At the beginning of the second time we saw a rabbit, and chased it. The third time we saw it again but we didn't chase it. Then we had to put the scooters up. We played a game that I really like. Then we played tag with some other people. Then I had to go to my

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