

# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

**RELEASED ITEM**

**BOOKLET**

**GRADE 4**

**AUGMENTED BENCHMARK EXAMINATION**

**April 2013**

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**Arkansas Department of Education**

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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 4 students in Arkansas public schools participated in the *Grade 4 Augmented Benchmark Examination* in April 2013.

This Released Item Booklet for the *Grade 4 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 1–6 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 18 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 4 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 4 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 4 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

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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 4 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 4 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 1–6



- 1 Ellis is studying some of the tallest mountains in the world. The heights of four mountains are shown below.

Mountain	Height (in feet)
Jannu	25,299
Kamet	25,446
Nuptse	25,801
Trivor	24,859

Which of the following lists the four mountains from tallest to shortest?

- A Trivor, Jannu, Kamet, Nuptse
- B Trivor, Nuptse, Kamet, Jannu
- C Nuptse, Jannu, Trivor, Kamet
- \* D Nuptse, Kamet, Jannu, Trivor

- 2 Hal threw the discus 26 feet at a track meet. Sam threw the discus 10 feet less than Hal. How far did Sam throw the discus?

- A 6 feet
- B 10 feet
- \* C 16 feet
- D 36 feet

- 3 The pet store worker weighed a rabbit. Which of the following will be the **best** tool to measure the weight of the rabbit?

- \* A scale
- B cup
- C yardstick
- D meter stick

- 4 Dana's last 6 quiz scores were 85, 90, 87, 99, 90, and 88. Which of the following is the **best** prediction of what her next quiz score will be?

A 60  
B 70  
C 80  
\* D 90

- 5 Which number is divisible by 2?

A 67  
\* B 318  
C 4,881  
D 9,125

- 6 The table below lists each chore Sandy did in 1 day and the time it took her to complete each chore.

**Sandy's Chores**

Chore	Time (in minutes)
Clean the bathroom	25
Mow the lawn	100
Vacuum the bedroom	20
Wash the dishes	10

How long did it take Sandy to complete all her chores that day?

- A 1 hour and 35 minutes  
B 1 hour and 55 minutes  
\* C 2 hours and 35 minutes  
D 2 hours and 55 minutes

**CALCULATOR PERMITTED—ITEMS 7–20 and A–C**



**7** Tawni wants to make a table to convert pints to quarts. Which table should Tawni make?

**A**

Pints	Quarts
1	4
2	8
3	12
4	16
5	20

**B**

Pints	Quarts
1	2
2	4
3	6
4	8
5	10

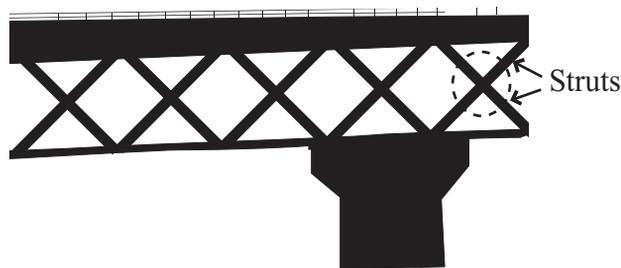
**\* C**

Pints	Quarts
2	1
4	2
6	3
8	4
10	5

**D**

Pints	Quarts
4	1
8	2
12	3
16	4
20	5

**8** Which of these describes the relationship of the bridge struts inside the circled area?

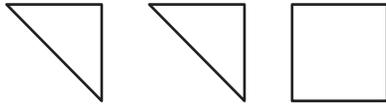


- A** parallel only
- B** perpendicular only
- C** intersecting and parallel
- \* D** intersecting and perpendicular

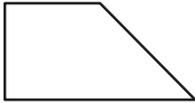
**9** There are 100 centimeters in 1 meter. How many whole meters are there in 653 centimeters?

- A** 3
- \* **B** 6
- C** 7
- D** 65

**10** Kyla has the shapes shown below. She is going to combine them to make a single shape.



Which of these shapes is **not** possible for Kyla to make by combining all three shapes at their edges?

- \* **A** 
- B** 
- C** 
- D** 

**11** Marcus wrote the following number sentence on the board.

$$7 \times 9 \boxed{?} 81 - 17$$

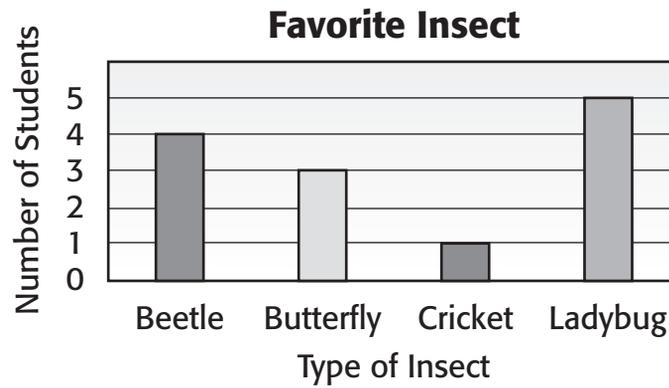
Which symbol will make the number sentence true?

- A** =
- B** +
- \* **C** <
- D** >

**12** Bill has 1 blue swimsuit and 1 red swimsuit. He has 1 white T-shirt and 1 yellow T-shirt. Which of the following lists all possible combinations of a swimsuit and T-shirt that Bill could wear?

- A** blue swimsuit and white T-shirt  
blue swimsuit and yellow T-shirt  
red swimsuit and white T-shirt
- B** blue swimsuit and yellow T-shirt  
red swimsuit and white T-shirt  
red swimsuit and yellow T-shirt
- C** blue swimsuit and white T-shirt  
blue swimsuit and red T-shirt  
red swimsuit and white T-shirt  
red swimsuit and yellow T-shirt
- \* **D** blue swimsuit and white T-shirt  
blue swimsuit and yellow T-shirt  
red swimsuit and white T-shirt  
red swimsuit and yellow T-shirt

- 13 Each student in a class voted on his or her favorite type of insect. The votes are shown in the bar graph below.



Which table matches the data in the bar graph?

**A** **Favorite Insect**

Type of Insect	Number of Students
Beetle	1
Butterfly	3
Cricket	4
Ladybug	5

**B** **Favorite Insect**

Type of Insect	Number of Students
Beetle	5
Butterfly	1
Cricket	3
Ladybug	4

\* **C** **Favorite Insect**

Type of Insect	Number of Students
Beetle	4
Butterfly	3
Cricket	1
Ladybug	5

**D** **Favorite Insect**

Type of Insect	Number of Students
Beetle	5
Butterfly	4
Cricket	3
Ladybug	1

**14** Broxton Elementary is ordering new lunch tables. Each table can seat 8 students. The lunch room can hold 200 students. Which chart shows the maximum number of tables Broxton Elementary needs to order?

**A**

Total Tables	Total Students
2	8
4	16
6	24
8	32
10	40

**\* B**

Total Tables	Total Students
5	40
10	80
15	120
20	160
25	200

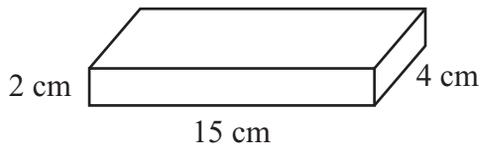
**C**

Total Tables	Total Students
1	8
2	18
3	28
4	38
5	48

**D**

Total Tables	Total Students
6	48
12	96
18	144
24	192
30	240

**15** Paul found the volume of the box below by using the expression  $(15 \times 4) \times 2$ .



Which of the following is another way for Paul to find the volume of the box?

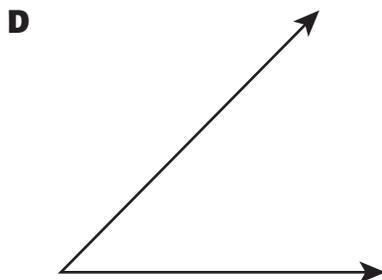
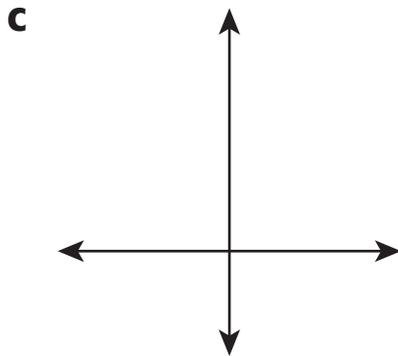
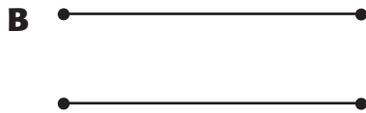
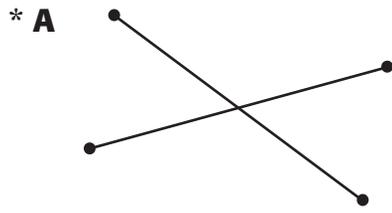
- A**  $2 \times 4 + 15$
- B**  $15 + (4 \times 2)$
- C**  $(15 \times 4) \div 2$
- \* D**  $15 \times (4 \times 2)$

**16** How many more vertices does a cube have than a rectangular prism?



- \* A** 0
- B** 2
- C** 3
- D** 8

**17** Which drawing shows an example of 2 intersecting line segments?



**18** There are 5 red marbles, 6 blue marbles, and 9 yellow marbles in a bag. What is the probability of randomly choosing a blue marble from the bag?

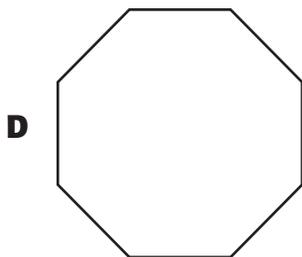
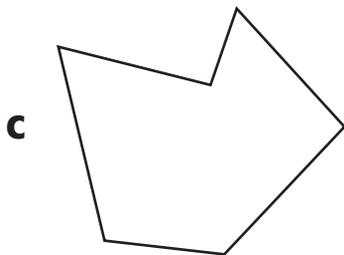
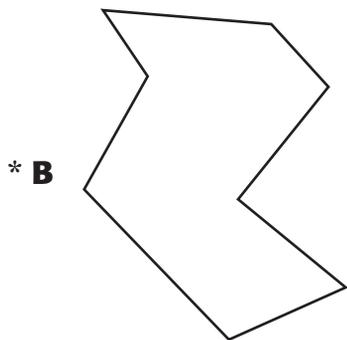
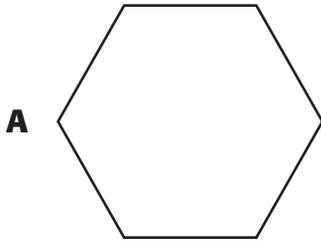
**A**  $\frac{5}{20}$

**\* B**  $\frac{6}{20}$

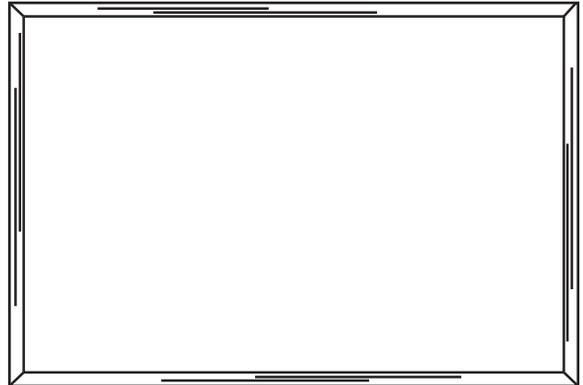
**C**  $\frac{6}{14}$

**D**  $\frac{14}{20}$

**19** Which of these is an irregular octagon?



**20** Kate wants to glue a string of beads around the picture frame shown below.



How long should Kate's string of beads be? (You may use your ruler to help you.)

- A** 4 inches
- B** 6 inches
- C** 8 inches
- \* D** 10 inches

<b>Mathematics Item A—2013 Grade 4</b>
--

- A** Matt asked his classmates what pets they owned. He wrote down their answers as shown.

Shelley — cat	Renee — dog
Amy — cat	Beth — lizard
James — dog	Jeff — fish
Raymond — no pet	Bobby — no pet
John — rat	Edith — bird
Andrew — dog	Alice — dog
Alex — dog	Mandy — cat
Patrick — dog	Hilary — no pet

1. Copy and complete the table in your answer document to organize Matt's data. Your table can use numbers or tally marks.

**Pets Owned**

Kind of Pet	Number
Cats	
Dogs	
Other Pets	
No Pet	

2. Make a bar graph using the table. Be sure to use a title, labels, and a scale.

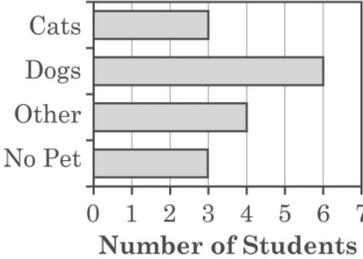
**BE SURE TO LABEL YOUR RESPONSES 1 AND 2.**

**Mathematics Item A Scoring Rubric—2013 Grade 4**

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

**Solution and Scoring**

Part	Points										
1	<p><b>1 point possible:</b></p> <p>1 point:            <b>Correct table</b>                      Give credit for the following or equivalent:                      Ex.</p> <p style="text-align: center;"><b>Pets Owned</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Kind of Pet</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>Cats</td> <td>3</td> </tr> <tr> <td>Dogs</td> <td>6</td> </tr> <tr> <td>Other Pets</td> <td>4</td> </tr> <tr> <td>No Pet</td> <td>3</td> </tr> </tbody> </table> <p style="text-align: center;"><b>OR</b></p> <p>½ point:            <b>Partially correct table, table contains 1 error</b></p>	Kind of Pet	Number	Cats	3	Dogs	6	Other Pets	4	No Pet	3
Kind of Pet	Number										
Cats	3										
Dogs	6										
Other Pets	4										
No Pet	3										

Part	Points										
2	<p><b>3 points possible:</b></p> <p>3 points:      <b>Correct and complete bar graph:</b>  <i>Or correct bar graph based on incorrect Part 1</i>            Give credit for the following or equivalent:            Ex.</p> <div style="text-align: center;"> <p><b>Pets Owned</b></p>  <table border="1" style="margin: 0 auto;"> <caption>Pets Owned</caption> <thead> <tr> <th>Pet Category</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Cats</td> <td>3</td> </tr> <tr> <td>Dogs</td> <td>6</td> </tr> <tr> <td>Other</td> <td>4</td> </tr> <tr> <td>No Pet</td> <td>3</td> </tr> </tbody> </table> </div> <p>Bar graph elements:    Correct and consistent scale/intervals                                         Bars the correct length<sup>1</sup> (may be vertical)                                         Correct pet labels<sup>1</sup>                                         Correct scale label<sup>2</sup> and graph title</p> <p><sup>1</sup>Each incorrect bar length and pet label count as separate errors  <sup>2</sup>Accept “Number of Students,” “Number of Pets,” or “Number” (or the equivalent) as a correct scale label</p> <p><i>NOTE: Make allowances for the age and manual dexterity of the student</i></p> <p><b>OR</b></p> <p>2 points:      <b>Bar graph with 1 or 2 errors</b> but otherwise correct            Ex.    Inconsistent scale (1 error)            Ex.    1 pet label missing/incorrect <b>and</b>                     1 incorrect bar length (2 errors)</p> <p><b>OR</b></p> <p>1 point:      <b>Bar graph with 3 or 4 errors</b> but otherwise correct            Ex.    Missing title <b>and</b> inconsistent scale <b>and</b>                     1 incorrect bar length (3 errors)</p>	Pet Category	Number of Students	Cats	3	Dogs	6	Other	4	No Pet	3
Pet Category	Number of Students										
Cats	3										
Dogs	6										
Other	4										
No Pet	3										

**Mathematics Item B—2013 Grade 4**

**B** Tim can choose between two bedrooms in his new house. He wants the larger bedroom. Both bedrooms are rectangular. The blue bedroom is 14 feet long by 10 feet wide. The green bedroom is 12 feet long by 13 feet wide.

1. Which bedroom should Tim choose? Show your work and/or explain your answer.
2. Tim has square carpet pieces to cover his floor. Each carpet piece has an area of 4 square feet. How many whole carpet pieces will cover the floor of Tim’s new bedroom? Explain your answer using words, numbers, or pictures.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

**Mathematics Item B Scoring Rubric—2013 Grade 4**

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><b>2 points possible:</b></p> <p>1 point:      <b>Correct answer:</b>      <b>Green bedroom</b> (or equivalent)</p> <p><b>AND</b></p> <p>1 point:      <b>Correct and complete explanation</b> or work shown  <i>Work may contain an arithmetic or copy error</i></p> <p>Give credit for the following or equivalent:  Ex.    Blue is <math>14 \times 10 = 140</math>,    Green is <math>12 \times 13 = 156</math>  Ex.    <math>14 \times 10 = 140</math>,    <math>12 \times 13 = 156</math>  Ex.    <math>156 &gt; 140</math></p>
2	<p><b>2 points possible:</b></p> <p>1 point:      <b>Correct answer:</b>      <b>39</b> (carpet pieces)  <i>Or correct answer based on an incorrect answer in Part 1</i></p> <p><b>AND</b></p> <p>1 point:      <b>Correct and complete explanation</b> or work shown  <i>Work may contain an arithmetic or copy error</i></p> <p>Give credit for the following or equivalent:  Ex.    <math>156 \div 4 = \#</math></p>

**Mathematics Item C—2013 Grade 4**

- C** A store had a 3-day sale on televisions. More televisions arrived at the store during the sale. The store also sold many televisions during the sale.

Day	Televisions Arrived	Televisions Sold
Wednesday	22	32
Thursday	28	29
Friday	31	43

There were 90 televisions in the store before the sale. The table shows the number of televisions that arrived or were sold during the sale.

1. Find the total number of televisions that arrived during the sale. Show your work and/or explain your answer.
2. Find the number of televisions that were sold during the sale. Show your work and/or explain your answer.
3. How many televisions did the dealer have after the sale? Show your work and/or explain your answer.

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

**Mathematics Item C Scoring Rubric—2013 Grade 4**

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

**Solution and Scoring**

Part	Points
1	<p><b>1 point possible:</b></p> <p>½ point:      <b>Correct answer:</b>      81 (televisions)</p> <p><b>AND</b></p> <p>½ point:      <b>Correct and complete explanation</b> or work shown  <i>Work may contain an arithmetic or copy error</i></p> <p>Give credit for the following or equivalent:                      Ex.    <math>22 + 28 + 31 = \#</math></p>
2	<p><b>1 point possible:</b></p> <p>½ point:      <b>Correct answer:</b>      104 (televisions)</p> <p><b>AND</b></p> <p>½ point:      <b>Correct and complete explanation</b> or work shown  <i>Work may contain an arithmetic or copy error</i></p> <p>Give credit for the following or equivalent:                      Ex.    <math>32 + 29 + 43 = \#</math></p>
3	<p><b>2 points possible:</b></p> <p>1 point:      <b>Correct answer:</b>      67 (televisions)  <i>Or correct answer based on an incorrect answer in Part 1 and/or 2</i></p> <p><b>AND</b></p> <p>1 point:      <b>Correct and complete explanation</b> or work shown  <i>Work may contain an arithmetic or copy error</i></p> <p>Give credit for the following or equivalent:                      Ex.    <math>90 + 81 = 171</math>                      <math>171 - 104 = \#</math></p>

Copying this page is a breach of security.

## Mathematics Reference Sheet Grade 4

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

<p><b>Square</b> Area = <b><i>side</i></b> × <b><i>side</i></b> Perimeter = <b>4</b> × <b><i>side</i></b></p>	<p><b>Rectangle</b> Area = <b><i>length</i></b> × <b><i>width</i></b> Perimeter = <b><i>length</i></b> + <b><i>width</i></b> + <b><i>length</i></b> + <b><i>width</i></b></p>
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1 foot = 12 inches

1 cup = 8 ounces (oz)

1 kilogram = 1000 grams

1 yard = 3 feet

1 pint = 2 cups

1 liter = 1000 milliliters

1 quart = 2 pints

1 gallon = 4 quarts

1 pound (lb) = 16 ounces (oz)

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Arkansas Department of Education April 2011.



## That's Some Nice Ice!



Jose works on a sculpture at the Indiana State Fair.

- 1 Jose Hernandez spends his days playing with drills, saws, and 300-pound blocks of ice. He's an ice sculptor! Jose and his wife, Kathleen, started their own ice sculpting business 25 years ago in their garage. These days, they have an operation in a building complete with a huge water tank, three freezers kept at different temperatures, six ice-block-freezing tubs, and tons of drills and saws. Jose started out as a chef in a hotel where he did ice sculpting. He loved it so much that he made a career out of it. After all, like Jose tells us, "Playing with ice is awesome!"

2 How does a huge block of ice turn into a beautiful sculpture? Jose and Kathleen showed us each step.

How  
the  
ice is  
made:





1. This tank is filled with gallons of filtered water. 2. Water freezes in these four tubs. 3. Blocks of ice wait to be carved.






4. Each block is trimmed to be a perfect rectangle with flat surfaces. 5. Jose uses drills like these to carve details into the ice. 6. This machine cuts ice into designs that are sent from a computer. 7. The freezer holds finished sculptures.

Did you know making one block of ice takes three days? The water, and later the ice, has to be crystal clear, so it goes through five filters. Next the water goes into a freezing tub where it freezes from the bottom to the top. Pumps move the water around in the tubs because no air bubbles are allowed. Then it's off to the carving room!

4 To carve a block of ice, the temperature must be perfect. If it's too soft, the whole block will crack. First, Jose puts on his protective goggles. Then he decides how to carve a sculpture. He can use one of his many drills to create cool patterns and details. He can also use a machine that carves the ice into a shape, such as a dolphin, by using a template or pattern. Most of the time, Jose and Kathleen's son Angelo puts a design into the computer. Then, magically, or really thanks to technology, the design is sent to a big cutting machine that cuts and chisels the design out on a block of ice.

So what about all the cool details in the ice, such as a white shape inside a crystal clear sculpture? To get that effect, Jose uses a technique called "snow packing." He carves out the shape and fills it with ice shavings, also called snow. Some sculptures are colorful and bright. But you remember that the ice is crystal clear! To get colored ice, Jose either puts colored pieces of plastic into the sculpture or fills carved-out spaces with colored sand. What if a sculpture is really tall or long? Ice can be turned into big, cold building blocks by fusing. Just heat a big piece of metal (Jose likes to use an iron),

put one piece of ice on it for a second, let it melt a bit, and put it on top of a second piece of ice. They'll freeze together to form an unbreakable seal. You could drop the sculpture and that seal wouldn't break!

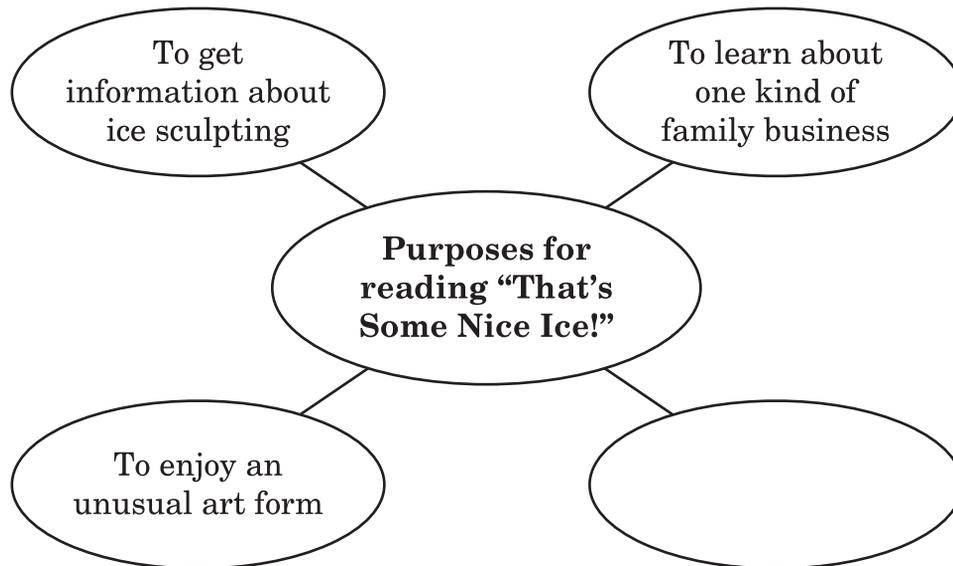
Think this cool job might be for you someday? Jose says ice sculpting isn't hard. All you need is artistic ability!



At the Indiana State Fair, Megan, John, and Jovany all helped Jose chip away at a block of ice until they reached an ice dolphin that had been frozen in a dolphin-shaped mold.

- 1** What is the meaning of blocks as it is used in the first sentence?
- \* **A** large pieces of something
  - B** parts of an automobile’s engine
  - C** moves made in sports such as football
  - D** spaces in cities that are shaped like rectangles
- 2** Which question can be correctly answered by reading paragraph 1?
- A** How long does it take to make one block of ice?
  - \* **B** How did Jose discover that he loved sculpting ice?
  - C** How does Jose put white shapes into a clear ice sculpture?
  - D** How are blocks of ice made into shapes that are tall or long?
- 3** The author begins paragraph 2 with a question to
- A** tell readers that ice sculpting is a fun job.
  - \* **B** introduce the steps in making ice sculptures.
  - C** note a topic that is not answered in the passage.
  - D** ask readers to do outside research on ice making.
- 4** Pumps are used to help freeze the ice blocks to
- \* **A** keep out air bubbles.
  - B** put in different colors.
  - C** make the water colder.
  - D** shape the ice into squares.
- 5** What is the **most likely** reason that Jose wears goggles when he makes ice sculptures?
- A** to improve his sight
  - B** to keep attention on his work
  - C** to protect his eyes from the sun
  - \* **D** to protect his eyes from sharp bits of ice
- 6** In paragraph 4, the author uses “cool patterns and details” to mean
- A** melted parts in the ice.
  - B** a calm way of working.
  - \* **C** fun and exciting shapes.
  - D** shapes that are very cold.
- 7** Which word is closest in meaning to chisels as it is used in paragraph 4?
- A** draws
  - B** cheats
  - \* **C** carves
  - D** blocks

8 Read the graphic organizer.



Which of the following belongs in the empty circle?

- A** To persuade others that everyone should be an ice sculptor
- B** To enjoy a story about three make-believe characters
- C** To find out at what temperature water becomes ice
- \* **D** To enjoy an article about an interesting career

**Reading Item A—2013 Grade 4**

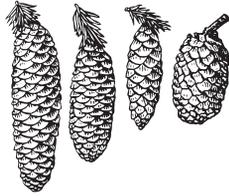
**A** Ice sculptors use many different tools and pieces of equipment. Using details from the passage, identify two tools or pieces of equipment used by ice sculptors and describe how each one is used.

**Reading Item A Scoring Rubric—2013 Grade 4**

Score	Description
4	The response accurately names two tools or pieces of equipment used by ice sculptors and describes how each one is used.
3	The response accurately names two tools or pieces of equipment used by ice sculptors and describes how one of them is used.
2	The response accurately names two tools or pieces of equipment used by ice sculptors but does not describe how either is used.  <b>OR</b> The response accurately names one tool or piece of equipment used by ice sculptors and describes how it is used.
1	The response accurately names one tool or piece of equipment used by ice sculptors but does not describe how it is used.  <b>OR</b> The response demonstrates minimal understanding of the question.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

## How to Make Homemade Bird Feeders Using Pinecones

by Jenny Harrington



Bird watching is a welcome way to pass cold winter days. Attract birds to your yard with a homemade pinecone bird feeder. Hang it near a window so you can watch birds from inside. The birds will be grateful for food in the harsh winter months, and kids will be thankful for the creative activity and brush with nature while they are stuck inside.

### Choosing Pinecones

Any size or variety of pinecones works for bird feeders. Choose pinecones that are dry and hard, not soft and green. Look for the largest pinecones you can find and tie a length of twine or ribbon around the top.

- 3 Use smaller pinecones by tying several together. Cut a 1-foot length of floral wire. Wrap one end of the wire around the pointed end of a 2- to 3-inch pinecone. Wrap the wire around the end of two more pinecones to form a bundle. Loop twine through the wire and make a loop to hang them with.

**Simple Seed Mixture**

Place the pinecones on a paper plate to contain some of the mess. Smear peanut butter onto the cone or cones. Use plenty of peanut butter to coat them well. Pour a variety of birdseed onto the paper plate. Roll the pinecone in the seeds so they coat the cone completely. Hang outside in a tree where birds can easily access it.

**Cooked Seed Mixture**

Mix 1/2 cup cooking fat—lard, butter or solid vegetable shortening— with 1 jar of peanut butter in a small saucepan. Heat on medium, mixing well. Add 1 to 2 tsp. of flour to the mixture to help thicken it, then mix in birdseed. Mix in 1 to 2 cups of birdseed—enough so that the mixture is very thick and hard to stir. Allow it to cool enough to handle, stirring constantly.

Dip the pinecone into the pan, coating it in the seed mixture completely. Press the seed mixture between the gaps in the cone with a small spoon. Hang the pinecone outside for the birds.

- 9** The purpose of this passage is **most likely** to teach the reader how to
- A** use seeds and peanut butter.
  - B** spot different kinds of birds.
  - \* **C** make a pinecone bird feeder.
  - D** get to see more birds in winter.
- 10** Which **best** explains why the author states that the “birds will be grateful” to you for making the bird feeder?
- A** Birds enjoy eating together.
  - B** Birds love peanut butter and birdseed.
  - \* **C** Food is hard to find during the winter months.
  - D** The feeders provide something to eat besides worms.
- 11** What kind of pinecones should you use?
- \* **A** pinecones that are dry and hard
  - B** pinecones that fall from white pines
  - C** the greenest pinecones you can find
  - D** the smallest pinecones you can find
- 12** In paragraph 3, what does the author tell readers to do with twine?
- A** make a bundle of smaller pinecones
  - \* **B** make a loop for hanging the pinecones
  - C** measure the ribbon into 1-foot-length pieces
  - D** press the seed mixture between the pinecone gaps
- 13** You are making the simple seed mixture. You need a paper plate to
- A** collect all your pinecones on.
  - B** keep track of your twine and ribbon.
  - C** decorate the outside of the bird feeder.
  - \* **D** contain the mess of peanut butter and birdseed.
- 14** The last step in making a pinecone feeder with the simple seed mixture is
- A** smearing it in peanut butter.
  - \* **B** rolling the pinecone in birdseed.
  - C** pressing the seeds in with a spoon.
  - D** putting the pinecone on a paper plate.

- 15** The author makes the passage easy to read by
- A** using numbered steps.
  - B** including many pictures.
  - \* **C** writing specific, clear sentences.
  - D** describing different kinds of birds.

- 16** Which question can be correctly answered by reading the section called “Choosing Pinecones”?
- A** Where can I buy floral wire?
  - B** On which trees do pinecones grow?
  - C** Why don’t soft, green pinecones work well?
  - \* **D** What kinds of pinecones are best for bird feeders?

<b>Reading Item B—2013 Grade 4</b>
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- B** Give two reasons a person might want to make a pinecone bird feeder. Support each reason with at least one detail from the passage.

<b>Reading Item B Scoring Rubric—2013 Grade 4</b>
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Score	Description
4	The response gives two reasons why a person might want to make a pinecone bird feeder and supports each reason with at least one detail from the passage.
3	The response gives two reasons why a person might want to make a pinecone bird feeder but supports only one reason with a detail from the passage.
2	The response gives two reasons why a person might want to make a pinecone bird feeder but does not support either reason with a detail from the passage.  <b>OR</b> The response gives one reason why a person might want to make a pinecone bird feeder and supports that reason with a detail from the passage.
1	The response gives one reason why a person might want to make a pinecone bird feeder but does not support the reason with a detail from the passage.  <b>OR</b> The response demonstrates minimal understanding of the question.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
<b>B</b>	Blank—No response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

1 Read the paragraph.

I have been thinking that I would like a chance to earn some extra money. Could I finish a few extra chores around the house? I could even ask the neighbors if they have jobs that I could do for them. With your permission, I would like to start as soon as possible.

For what audience is the paragraph above **most likely** written?

- A a child's teacher
- \* B a child's parents
- C a child's best friend
- D a child's younger brother

2 Read the paragraph.

**The Phone Call**  
by Samuel

<sup>1</sup>"Sam, the phone is for you," my mother said. <sup>2</sup>As she handed me the phone, I could not hide the surprised look on my face. <sup>3</sup>The phone calls are usually for my older sister. <sup>4</sup>Not shure what to think, I picked up the phone and said, "Hello?" <sup>5</sup>I smiled when I heard my grandfather answer.

Which sentence shows an error in spelling?

- A sentence 2
- B sentence 3
- \* C sentence 4
- D sentence 5

3 Read the paragraph.

<sup>1</sup>A giraffe's long neck serves as protection in the wild. <sup>2</sup>Most giraffes stand about eighteen feet tall, so they have a perfect view of the land around them. <sup>3</sup>Since giraffes also have good eyesight, they are able to recognize an enemy from very far away.

Which sentence would **best** follow and support sentence 3?

- \* A A giraffe may see a lion before the hungry cat even notices the giraffe.
- B With long legs and a spotted coat, giraffes can hide behind trees.
- C Giraffes use their large hooves and horns to protect themselves.
- D Giraffes are the tallest animals walking the earth.

4 Emma wrote a story about her dog. One of her sentences was:

**Rover's fur looked terrible.**

A friend suggested that she revise her sentence to make it more interesting and informative. Which of the following would be the **best** revision for Emma to make?

- A Rover's fur was very messy.
- B Rover's fur looked just awful.
- C Rover's fur did not look very good.
- \* D Rover's fur was tangled and matted.

**WRITING PROMPT**

Suppose one morning you looked out the window to see that a giant ship had appeared. As you got closer to the ship, you saw movement. You climbed the ladder on the side of the ship and went on board.

Now write a story about what happened when you went on board the giant ship. Give enough detail so that the person reading your story will understand what happened.

**WRITER'S CHECKLIST**

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

<b>Domain Scoring Rubric</b>
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**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.

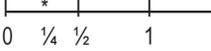
\*Control: The ability to use a given feature of written language effectively at the appropriate grade level. A response receives a higher score to the extent that it demonstrates control of the features in each domain.

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> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving). Ex. 1,246,477 ___ 1,244</p> <p>4. Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of <i>whole numbers</i>, using models up to <math>\frac{12}{12}</math>. Ex. <math>\frac{1}{4}</math></p>  <p><math>\frac{1}{4} =</math></p>   <p><math>\frac{1}{4} =</math></p>   <p><math>\frac{1}{4} =</math></p>  <p><math>\frac{1}{4} =</math> One cookie shared by 4 children</p>
	<p>2. Properties of Number Operations: Students shall understand meanings of operations and how they relate to one another.</p>	<p>1. Develop an understanding of the <i>associative</i> and zero properties of multiplication using objects.</p> <p>2. Apply <i>number theory</i></p> <ul style="list-style-type: none"> <li>determine if any number is <i>even</i> or <i>odd</i></li> <li>use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible</i> by in an appropriate context</li> <li>generate and use <i>divisibility</i> rules for 2, 5, and 10</li> <li>demonstrate various multiplication &amp; division relationships</li> </ul>
	<p>3. Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates.</p>	<p>2. Demonstrate fluency with combinations for multiplication and division facts (<math>12 \times 12</math>) and use these combinations to mentally compute related problems (<math>30 \times 50</math>).</p> <p>3. Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> <li><i>two-digit</i> by <i>two-digit</i> multiplication (larger numbers with <i>technology</i>),</li> <li>up to <i>three-digit</i> by <i>two-digit</i> division (larger numbers with <i>technology</i>),</li> <li><i>strategies</i> for multiplication and dividing numbers,</li> <li>performance of operations in more than one way,</li> <li><i>estimation of products</i> and <i>quotients</i> in appropriate situations, and</li> <li>relationships between operations.</li> </ul> <p>4. Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools (e.g., objects, mental computation, paper and pencil and with and without appropriate <i>technology</i>).</p>

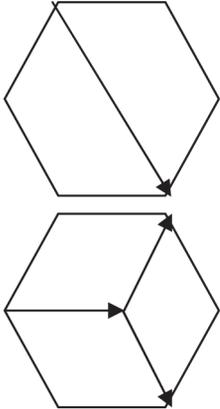
\* The Content Standards and Student Learning Expectations listed are those that specifically relate to the released and non-released test items in this booklet.

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.	1. Identify a number that is more or less than any <i>whole number</i> using <i>multiples</i> of 10, 100 and/or 1000. Ex. 100 more than 4987 is 5087 2. Use repeating and growing numeric and geometric <i>patterns</i> to make predictions and solve problems. 3. Determine the relationship between sets of numbers by selecting the rule (2 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</i> by <i>one-digit</i> division using appropriate labels. 2. Express mathematical relationships using simple <i>equations</i> and <i>inequalities</i> ( $>$ , $<$ , $=$ , $\neq$ ). Ex. $4 \times 5 \text{ \_\_\_\_ } 8 \times 2 + 3$ 3. Use a <i>variable</i> to represent an unknown quantity in a number sentence involving <i>contextual situations</i> and find the value. Ex. Susie bought 48 pencils. If the pencils came in packages of 12, how many packages of pencils did she buy? $P = 48 \div 12$							
	6. Algebraic Models: Students shall develop and apply mathematical models to represent and understand quantitative relationships.	1. Create a chart or table to organize given information and to understand relationships and explain the results. Ex. Troy must read independently for 2 hours a week. If Troy reads 20 minutes a day, how long will it take him to read a total of two hours?							
	7. Analysis of Change: Students shall analyze change in various contexts.	1. Identify, describe and generalize relationships in which quantities change proportionally. Ex. If a car travels at a rate of 50 mph, how far will it travel in three hours? <table border="1" data-bbox="927 1029 1214 1089"> <tr> <td>hours</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>miles</td> <td>50</td> <td>100</td> <td>150</td> </tr> </table>	hours	1	2	3	miles	50	100
hours	1	2	3						
miles	50	100	150						

\* 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.	<ol style="list-style-type: none"> <li>1. Identify, describe and classify <i>three-dimensional</i> solids by properties including the number of <i>vertices</i>, <i>edges</i>, and shapes of <i>faces</i> using models.</li> <li>2. Identify regular and <i>irregular polygons</i> including octagon.</li> <li>3. Identify, draw, and describe a <i>line</i>, <i>line segment</i>, a <i>ray</i>, an angle, <i>intersecting</i>, <i>perpendicular</i>, and <i>parallel lines</i>.</li> <li>4. Identify and describe <i>intersecting</i>, <i>perpendicular</i> and <i>parallel lines</i> in problem solving context.</li> <li>5. Classify angles relative to <math>90^\circ</math> as more than, less than or equal to.</li> </ol>
	9. Transformation of Shapes: Students shall apply transformations and the use of symmetry to analyze mathematical situations.	<ol style="list-style-type: none"> <li>1. Determine the result of a <i>transformation</i> of a <i>two-dimensional</i> figure as a <i>slide (translation)</i>, <i>flip (reflection)</i> or <i>turn (rotation)</i> and justify the answer.</li> </ol>
	10. Coordinate Geometry: Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.	<ol style="list-style-type: none"> <li>1. Locate and identify points on a <i>coordinate grid</i> and name the <i>ordered pair (quadrant one only)</i> using common language and geometric vocabulary (horizontal and vertical).</li> </ol>
	11. Visualization and Geometric Models: Students shall use visualization, spatial reasoning, and geometric modeling.	<ol style="list-style-type: none"> <li>1. Construct a <i>three-dimensional</i> model composed of <i>cubes</i> when given an illustration.</li> <li>2. Create new figures by combining and subdividing models of existing figures in multiple ways and record results in a table.</li> </ol> <p>Ex.</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
4—Measurement (M)	12. Physical Attributes: Students shall use attributes of measurement to describe and compare mathematical and real-world objects.	3. Use the relationship among units of measurement. <u>Length:</u> 12 in = 1 ft 3 ft = 1 yd 36 in = 1 yd 100 cm = 1 m <u>Capacity:</u> 2 cups = 1 pint 2 pints = 1 quart 4 quarts = 1 gallon <u>Weight:</u> 16 ounces = 1 lb 4. Create and complete a conversion table to show relationships between units of measurement in the same system.
	13. Systems of Measurement: Students shall identify and use units, systems, and processes of measurement.	2. Solve problems involving conversions between minutes and hours. 5. Apply money concepts in <i>contextual situations</i> . Ex. • determine the better buy • determine change back with the least amount of currency • compare money 7. Use appropriate customary and metric measurement tools for length, <i>capacity</i> and <i>mass</i> . 9. Use <i>strategies</i> for finding the <i>perimeter</i> of a rectangle. 10. Use <i>strategies</i> for finding the <i>area</i> of a rectangle.
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. Create a data collection plan after being given a topic and collect, organize, display, describe and interpret 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. Represent and interpret <i>data</i> using <i>pictographs</i> , <i>bar graphs</i> and <i>line 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. There are 5 blue tiles, 3 red tiles, and 2 green tiles. What is the <i>probability</i> of pulling out a green tile? 2. Conduct simple <i>probability</i> experiments, record the data and draw conclusions about the likelihood of possible <i>outcome</i> (roll number <i>cubes</i> , pull tiles from a bag, spin spinner, or determine the fairness of the game). 3. Find all possible combinations of two or three sets of objects.

\* 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\***

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

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

**Non-Released Items for Mathematics\***

<b>Strand</b>	<b>Content Standard</b>	<b>Student Learning Expectation</b>
G	10	1
A	5	3
A	7	1
G	11	1
G	9	1
A	5	1
A	4	3
A	7	1
D	17	2
A	4	2
G	8	5
A	5	3
N	3	4
M	13	5
N	3	2
N	3	3
M	13	10
D	15	1
N	3	4
N	1	4
N	2	2
D	15	1

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

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>2. Make connections that demonstrate a deeper understanding of text related to self, text, and/or world.                      5. Generate questions that reflect active engagement in the text.                      8. Describe how the author’s purpose determines the choice of language and information in a text.                      9. Use inferences to expand understanding of content knowledge.                      10. Sort relevant and irrelevant information based on the purpose of reading.                      11. Read a text for a variety of purposes.                      12. Summarize content of selection, identifying important ideas and providing details for each important idea.</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>3. Analyze and compare the distinguishing features of familiar genres.                      6. Use graphic organizers, including main idea/detail maps and outlines to make meaning of the reading selection.                      12. Identify and compare the story elements of mysteries and realistic fiction.                      14. Identify language and <i>literary devices</i>, including <i>tone</i>.                      19. Utilize functional texts, including brochures, newspaper articles, and magazines, to accomplish tasks.</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.                      3. Explain words with multiple meanings.                      9. Use word-reference materials, including the glossary, dictionary, and thesaurus, to make meaning of unknown 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\***

<b>Item</b>	<b>Strand</b>	<b>Content Standard</b>	<b>Student Learning Expectation</b>
1	R	11	3
2	R	9	5
3	R	9	8
4	R	9	10
5	R	9	2
6	R	10	14
7	R	11	1
8	R	9	11
A	R	9	10
9	R	10	19
10	R	9	9
11	R	10	19
12	R	10	19
13	R	9	10
14	R	9	12
15	R	9	8
16	R	9	5
B	R	9	12

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

**Non-Released Items for Reading\***

<b>Strand</b>	<b>Content Standard</b>	<b>Student Learning Expectation</b>
R	10	12
R	9	8
R	11	9
R	9	2
R	9	8
R	9	10
R	10	6
R	10	3
R	9	12

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

## PART III Item Correlation with Curriculum Framework—Grade 4

### 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.	13. Edit for spelling of appropriate words, <i>usage</i> , punctuation, capitalization, and sentence structure without the aid of a checklist.
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 general audience (i.e., newspaper and website, etc.). 2. Write to define, clarify, develop ideas, and express creativity.
6. Conventions: Students shall apply knowledge of Standard English conventions in written work.	10. Demonstrate use of conventional spelling by spelling most words correctly.
7. Craftsmanship: Students shall develop personal style and voice as they approach the craftsmanship of writing.	3. Use such descriptive language as action verbs, specific nouns, vivid adjectives, and adverbs to add interest to writing.

\* 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\***

<b>Item</b>	<b>Strand</b>	<b>Content Standard</b>	<b>Student Learning Expectation</b>
1	W	5	1
2	W	6	10
3	W	5	2
4	W	7	3

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

**Non-Released Items for Writing\***

<b>Strand</b>	<b>Content Standard</b>	<b>Student Learning Expectation</b>
W	6	10
W	4	13
W	4	13
W	4	13

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







# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

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