



Arkansas Comprehensive Testing, Assessment, and Accountability Program

# TEACHER HANDBOOK

## AUGMENTED BENCHMARK EXAMINATION GRADE 4

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 fourth-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, fourth-grade students participated in the *Grade 4 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 4 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

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The multiple-choice and open-response test items for the Reading, Writing, and Math components of the *Grade 4 Augmented Benchmark Examination* are developed with the assistance and approval of Content Advisory Committees. All passages and items on the *Grade 4 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 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.

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 4 Augmented Benchmark Examination*.

# **MATH RESPONSES**

**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

- 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	

- 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.**

<b>Math Item A Scoring Rubric—2013 Grade 4</b>
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Score	Description
<b>4</b>	The student earns 4 points. The response contains no incorrect work.
<b>3</b>	The student earns 3 – 3½ points.
<b>2</b>	The student earns 2 – 2½ points.
<b>1</b>	The student earns ½ – 1½ points, or some minimal understanding is shown.
<b>0</b>	The student earns 0 points. No understanding is shown.
<b>B</b>	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

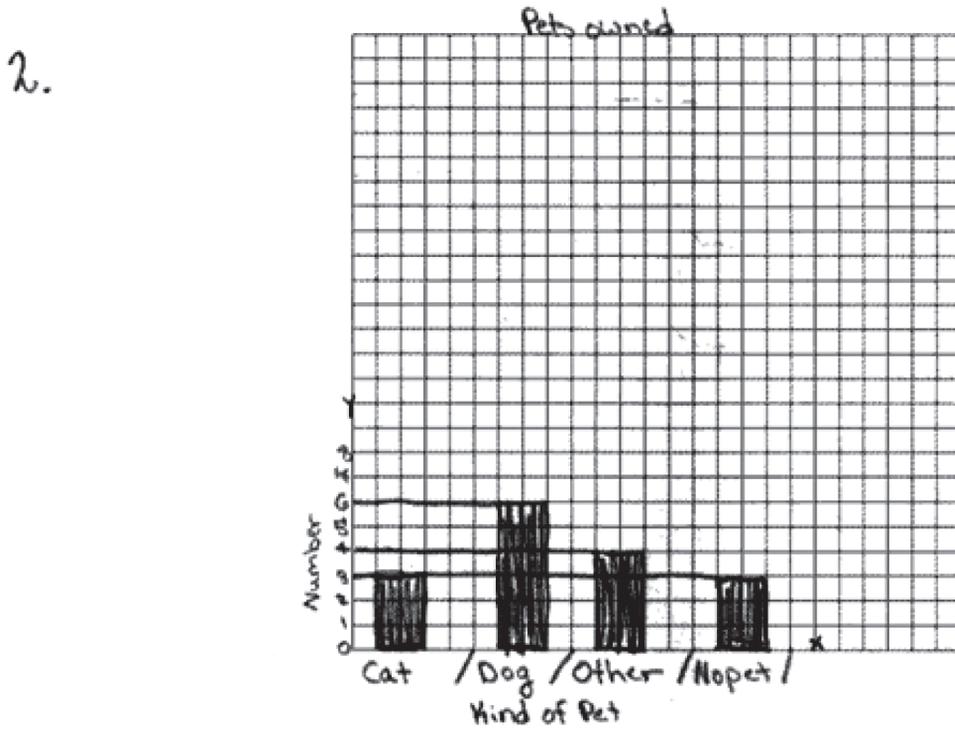
**SOLUTION AND SCORING**

Part	Points										
1	<p><b>1 point possible:</b></p> <p>1 point:      <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 data-bbox="691 549 930 591">Kind of Pet</th> <th data-bbox="930 549 1070 591">Number</th> </tr> </thead> <tbody> <tr> <td data-bbox="691 591 930 634">Cats</td> <td data-bbox="930 591 1070 634">3</td> </tr> <tr> <td data-bbox="691 634 930 676">Dogs</td> <td data-bbox="930 634 1070 676">6</td> </tr> <tr> <td data-bbox="691 676 930 719">Other Pets</td> <td data-bbox="930 676 1070 719">4</td> </tr> <tr> <td data-bbox="691 719 930 761">No Pet</td> <td data-bbox="930 719 1070 761">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 data-bbox="678 476 1045 783" data-label="Figure"> <p style="text-align: center;"><b>Pets Owned</b></p> <table border="1"> <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 style="text-align: center;">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										

SCORE: 4

<u>Part 1</u>		Points
Correct table:	3 Cat, 6 Dog, 4 Other, and 3 No pet using numbers	1
<u>Part 2</u>		Points
Correct bar graph:	Correct and consistent scale/intervals, correct bar lengths, correct pet labels (Cat, Dog, Other, and No pet), correct scale label (Number), and correct graph title (Pets owned)	3
<b>Total Points</b>		<b>4</b>

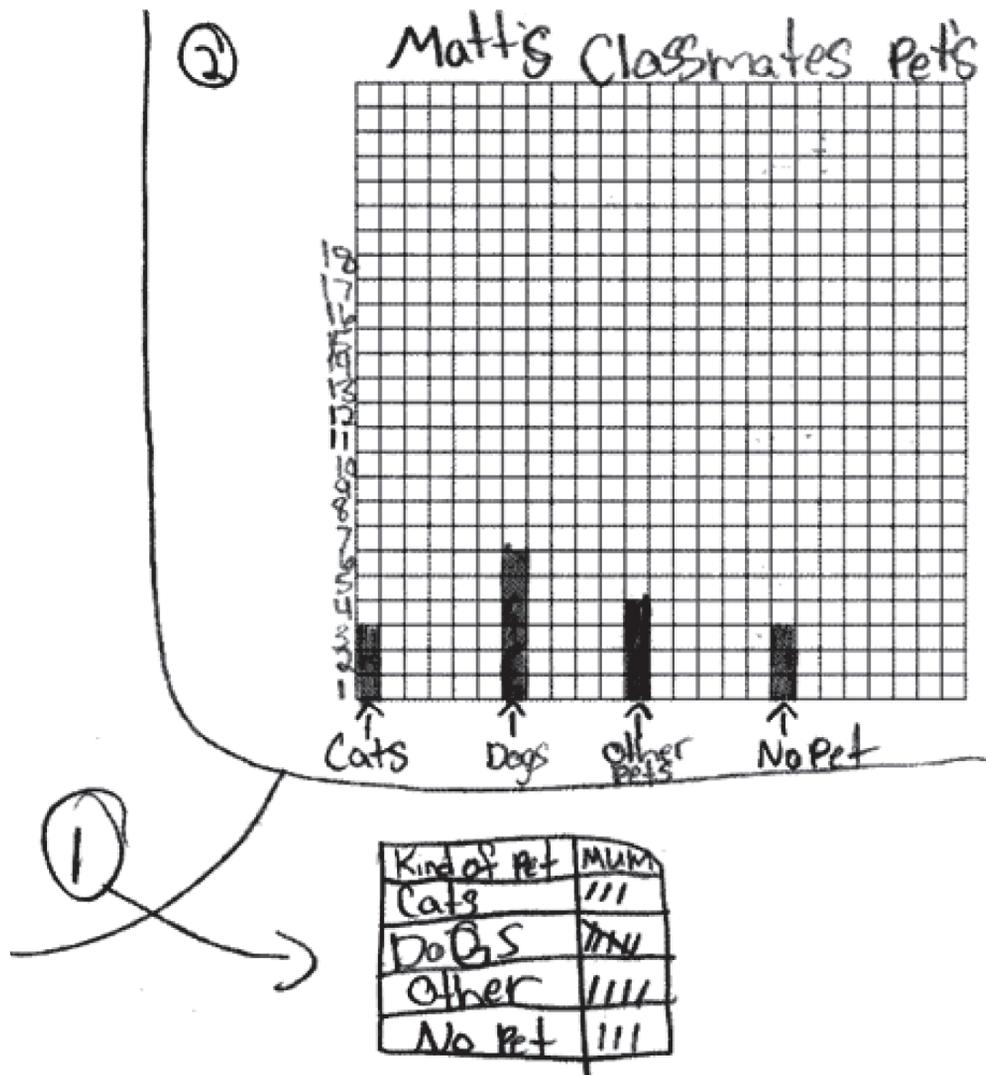


1.

Kind of Pet	Number
Cat	3
Dog	6
Other	4
No pet	3

SCORE: 3

<u>Part 1</u>		Points
Correct table:	3 Cats, 6 Dogs, 4 Other, and 3 No Pet using tally marks	1
<u>Part 2</u>		Points
Bar graph with <u>one error</u> :	Correct and consistent scale/intervals, correct bar lengths, correct pet labels (Cats, Dogs, Other Pets, and No Pet), <u>missing scale label</u> , and correct graph title (Matt's Classmates Pet's)	2
Total Points		3

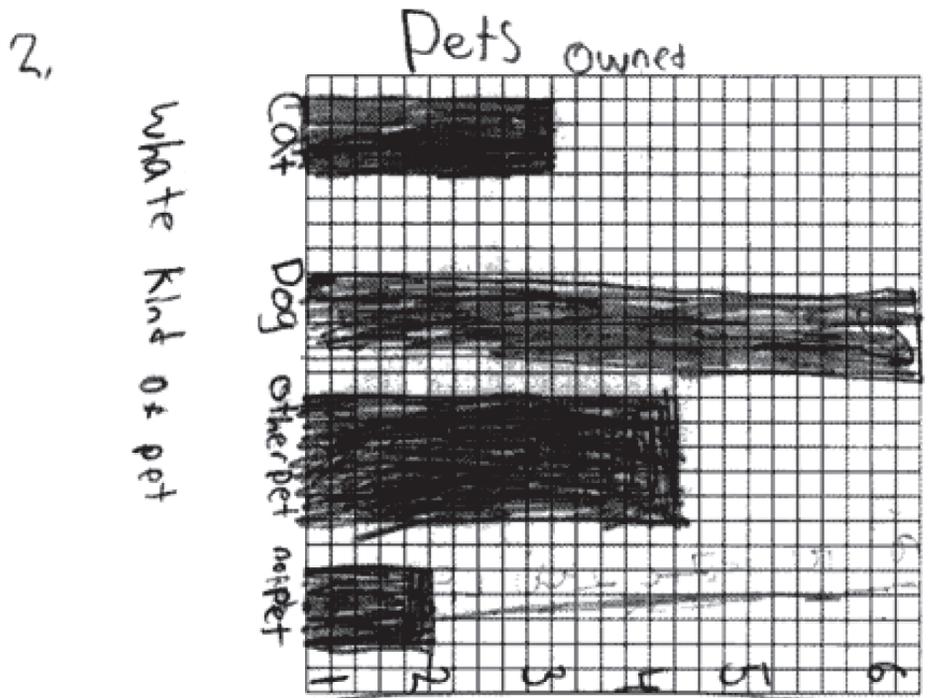


SCORE: 2

<u>Part 1</u>		Points
Partially correct table:	3 Cats, 6 Dogs, 4 Other pets, and 2 No pet using numbers (table contains <i>one error</i> )	½

<u>Part 2</u>		Points
Bar graph with <u>two errors</u> : (based on incorrect Part 1)	<u>Incorrect but consistent intervals</u> (no origin), <u>correct bar lengths</u> , <u>correct pet labels</u> (Cat, Dog, Other pet, and no pet), <u>correct scale label</u> (Pets Owned), and <u>missing graph title</u>	2
Total Points		2½

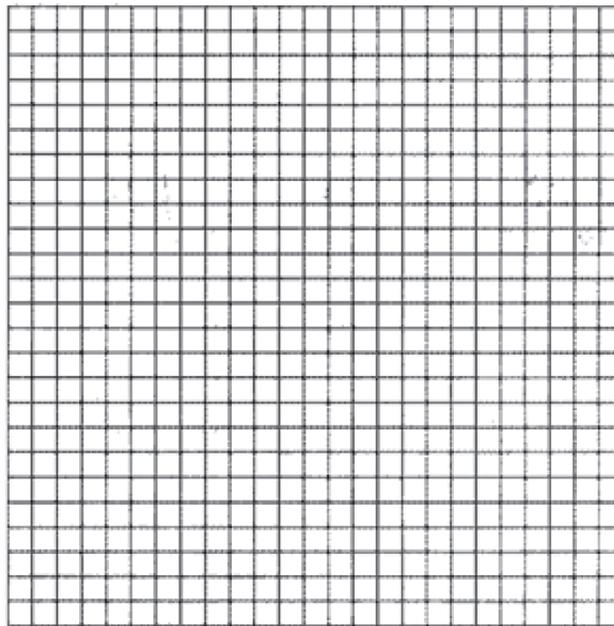


1.

Kind of Pet	Number of pet
Cats	3
Dogs	6
other pets	4
No pet	2

SCORE: 1

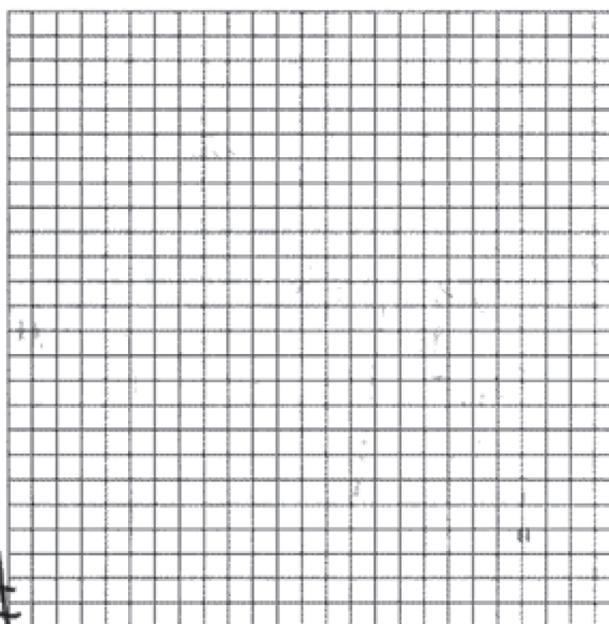
<u>Part 1</u>		Points
Partially correct table:	<b>3 cat, 6 dog, 0 Other, and 3 no Pet</b> using numbers (table contains <i>one error</i> )	½
<u>Part 2</u>		Points
Missing bar graph:		-
<b>Total Points</b>		½



kind	number
cat	3
dog	6
Other	0
no Pet	3

SCORE: 0

<u>Part 1</u>		Points
Incorrect table:	3 Cats, 5 Dogs, 0 Other Pets, and 3 No Pets using numbers (table contains <i>two errors</i> )	-
<u>Part 2</u>		Points
Missing bar graph:		-
<b>Total Points</b>		<b>0</b>



Kinds of Pets	Number
Cats	3
Dogs	5
Other Pets	0
No Pets	3

**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.**

<b>Math Item B Scoring Rubric—2013 Grade 4</b>
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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>B</b>	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SOLUTION AND SCORING

Part	Points
1	<p><b>2 points possible:</b></p> <p>1 point:      <b>Correct answer:</b>      <b>Green</b> bedroom (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>

SCORE: 4

<u>Part 1</u>		Points
Correct answer:	"...the <b>green</b> room..."	1
Correct explanation:	$14 \times 10 = 140$ , $12 \times 13 = 156$ , $156 - 140 = 16$	1

<u>Part 2</u>		Points
Correct answer:	"... <b>39</b> square carpet pieces..."	1
Correct explanation:	$156 \div 4 =$	1

Total Points	4
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① Tim should choose the green room because it has 16 more square feet than the blue room.

$$\begin{array}{r} 14 \ 12 \ 156 \\ \times 10 \ \times 13 \ -140 \\ \hline 140 \ 156 \\ \hline 16 \end{array}$$

②  $4\sqrt{39} = 156$

Tim will need 39 square carpet pieces to cover his hole floor.

SCORE: 3

<u>Part 1</u>		Points
Correct answer:	12 ft by 13 ft	1
Incomplete explanation:	... $12 \times 13 = 156$ ft (No comparison to 140 feet)	-

<u>Part 2</u>		Points
Correct answer:	39 ...	1
Correct explanation:	$156 \div 4 =$	1
<b>Total Points</b>		<b>3</b>

① 12 ft by 13 ft

I think he should choose the 12 ft by 13 ft because if you multiply it you get 156.

$$\begin{array}{r} \times 13 \\ \hline 36 \\ 1128 \\ \hline 156 \\ \hline \end{array}$$

12 ft

② 39

39 is my answer because if you divide you get 39.

$$\begin{array}{r} \times 39 \\ \hline 156 \\ 12 \\ \hline 36 \\ \hline \end{array}$$

SCORE: 2

<u>Part 1</u>		Points
Correct answer:	"... the <b>green</b> bedroom ..."	1
Correct explanation:	<b>14 feet long by 10 feet = 140 feet</b> <b>12 feet long by 13 feet = 156 feet</b>	1

<u>Part 2</u>		Points
Incorrect answer:	"... <b>624</b> carpet pieces ..."	-
Incorrect explanation:	<b>156 × 4 =</b>	-
<b>Total Points</b>		<b>2</b>

2. Tim would put down 624 carpet pieces down in his new bedroom.  
 $156 \times 4 = 624$

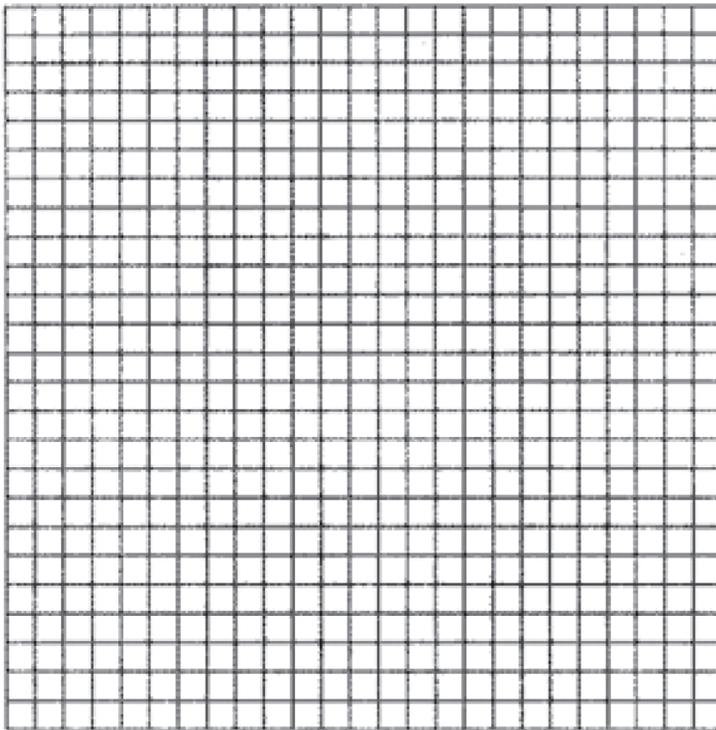
1. 14 feet long by 10 feet = 140 feet  
 12 feet long by 13 feet = 156 feet  
 Tim would use the green bedroom because it's bigger than the blue one.

SCORE: 1

<u>Part 1</u>		Points
Correct answer:	"The <b>green</b> bedroom, ..."	1
Incomplete explanation:	"... because it is bigger and uses lots of space."	-

<u>Part 2</u>		Points
Incorrect answer:	48	-
Incorrect explanation:	"because <b>you times 12 and times 4 = 48</b> . In green room."	-
<b>Total Points</b>		<b>1</b>

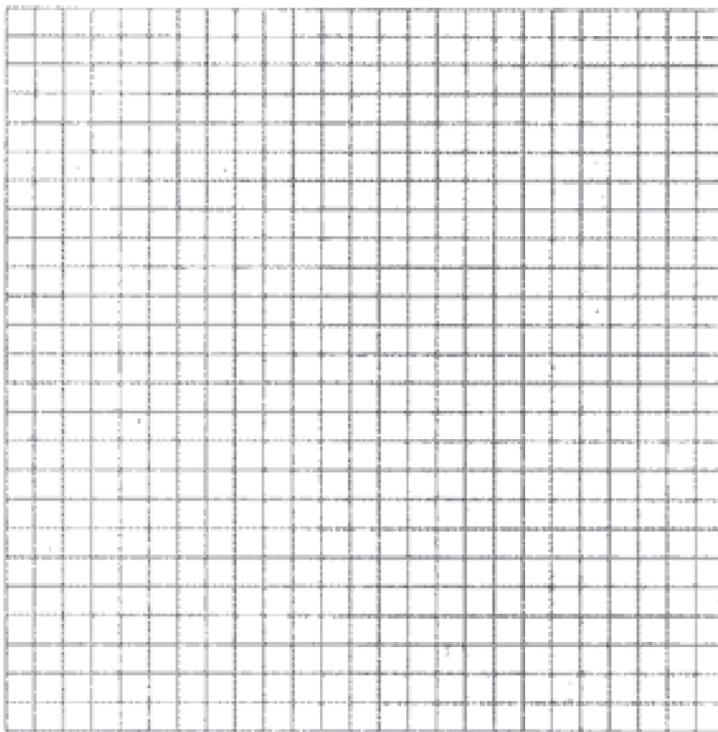


1. The green bedroom, because it is bigger and uses lots of space.

2. 48, because you times 12 and times 4 = 48. In green room.

SCORE: 0

<u>Part 1</u>		Points
Incorrect answer:	"...The <b>blue</b> bed Room..."	-
Incorrect explanation:	$12 - 13 = 1$ , $14 - 10 = 4$ "The blue bed room is the biggest."	-
<u>Part 2</u>		Points
Incorrect answer:	96 pieces of carpet	-
Incorrect explanation:	$4 \times 14 = 56$ , $4 \times 10 = 40$ , $56 + 40 =$	-
Total Points		0



① Tim should choose the blue bed Room because it is the biggest one.

$$\begin{array}{r} 12 \\ -13 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 14 \\ -10 \\ \hline 4 \end{array}$$

④ The blue bed room is the biggest.

②  $4 \times 14 = 56$   
 $4 \times 10 = 40$   
 $56 + 40 = 96$  pieces of carpet

- 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.

- Find the total number of televisions that arrived during the sale. Show your work and/or explain your answer.
- Find the number of televisions that were sold during the sale. Show your work and/or explain your answer.
- 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.

### Math 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>

SCORE: 4

<u>Part 1</u>		Points
Correct answer:	81 televisions	½
Correct explanation:	$28 + 22 + 31 =$	½

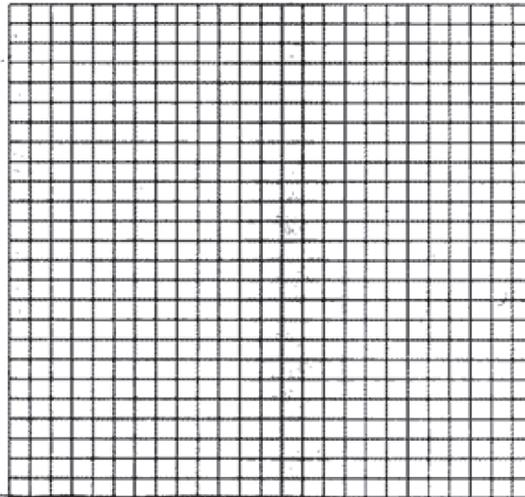
<u>Part 2</u>		Points
Correct answer:	104 televisions	½
Correct explanation:	$43 + 32 + 29 =$	½

<u>Part 3</u>		Points
Correct answer:	67 televisions	1
Correct explanation:	$90 + 81 = 171, 171 - 104 =$	1

<b>Total Points</b>		<b>4</b>
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①  $28 + 22 + 31 = 81$  televisions  
81 television arrived during the sale

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②  $43 + 32 + 29 = 104$  televisions  
104 televisions were sold during the sale

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③  $90 + 81 = 171$  tv's,  $171 - 104 = 67$  televisions  
The dealer had 67 T.V's after the sale.

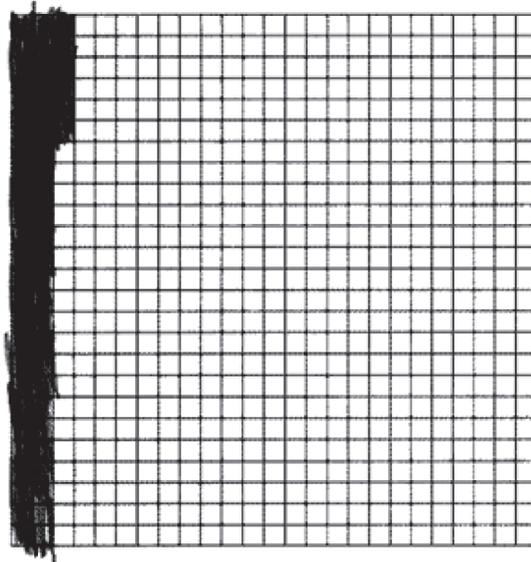
SCORE: 3

<u>Part 1</u>		Points
Correct answer:	81 televisions	½
Correct explanation:	$28 + 22 + 31 =$	½

<u>Part 2</u>		Points
Correct answer:	104 televisions	½
Correct explanation:	$32 + 29 + 43 =$	½

<u>Part 3</u>		Points
Incorrect answer:	66 televisions	-
Correct explanation:	$90 + 81 = 171, 171 - 104 =$	1

<b>Total Points</b>	<b>3</b>
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81 televisions arrived at the store.  $22 + 28 + 31 = 81$   
104 televisions were sold.  $32 + 29 + 43 = 104$   
 The dealer had 66 televisions left.  $90 + 81 = 171$   
 $171 - 104 = 66$

SCORE: 2

<u>Part 1</u>		Points
Correct answer:	81	½
Correct explanation:	22 + 28 + 31 =	½
<u>Part 2</u>		Points
Incorrect answer:	103	-
Correct explanation:	32 + 29 + 42 = (with one copy error)	½
<u>Part 3</u>		Points
Incorrect answer:	78	-
Correct explanation:	90 + 81 = 171, 171 - 113 = (based on incorrect answer in Part 2 with one copy error)	1
<b>Total Points</b>		<b>2½</b>

1

answer: 81 arrived

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

2 I know that on Wednesday 32 TVs were sold, Thursday 29, and Friday 43.

$$\begin{array}{r} 22 \\ + 28 \\ \hline 50 \\ + 31 \\ \hline 81 \end{array}$$
  

$$\begin{array}{r} 32 \\ + 29 \\ \hline 61 \\ + 42 \\ \hline 103 \end{array}$$

answer: 103 sold

---

3 I know that before the sale there were 90 TVs in the store. From problem 1, 81 TVs arrived. From problem 2 the store sold 113.

$$\begin{array}{r} 90 \\ + 81 \\ \hline 171 \end{array}$$

answer: 78 were still left.

$$\begin{array}{r} 171 \\ - 113 \\ \hline 58 \end{array}$$

SCORE: 1

<u>Part 1</u>		Points
Incorrect answer:	59	-
Correct explanation:	22 + 28 + 31 =	½

<u>Part 2</u>		Points
Correct answer:	104	½
Correct explanation:	32 + 29 + 43 =	½

<u>Part 3</u>		Points
Incorrect answer:	0	-
Incorrect explanation:	59 - 104 =	-

<b>Total Points</b>	<b>1½</b>
---------------------	-----------

$$\begin{array}{r} 22 \\ + 28 \\ + 31 \\ \hline 59 \end{array}$$
 59 arrived televisions.

---

$$\begin{array}{r} 232 \\ 29 \\ + 43 \\ \hline 104 \end{array}$$
 104 sold television

---

0 because

$$\begin{array}{r} 59 \\ - 104 \\ \hline 000 \end{array}$$
 That's the answer

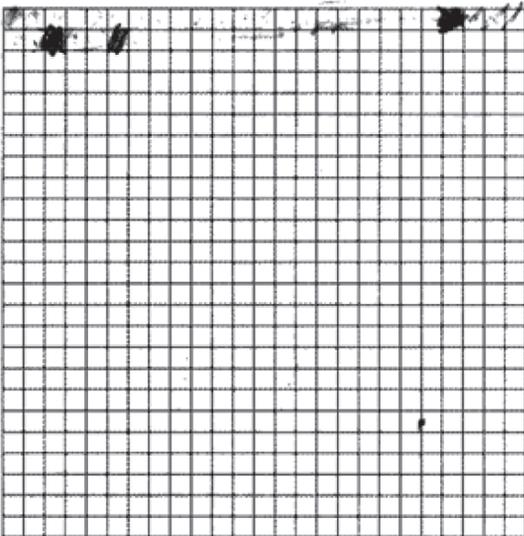
SCORE: 0

<u>Part 1</u>		Points
Incorrect answer:	54	-
Incorrect explanation:	$22 + 32 =$	-
<u>Part 2</u>		Points
Incorrect answer:	29	-
Incorrect explanation:	$28 + 1 =$	-
<u>Part 3</u>		Points
Incorrect answer:	43	-
Incorrect explanation:	$31 + 12 =$	-
<b>Total Points</b>		<b>0</b>

1  $22 + 32 = 54$

2  $28 + 1 = 29$

3  $31 + 12 = 43$





# **READING RESPONSES**

## 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.



2.



3.

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.



5.



6.



7.

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.

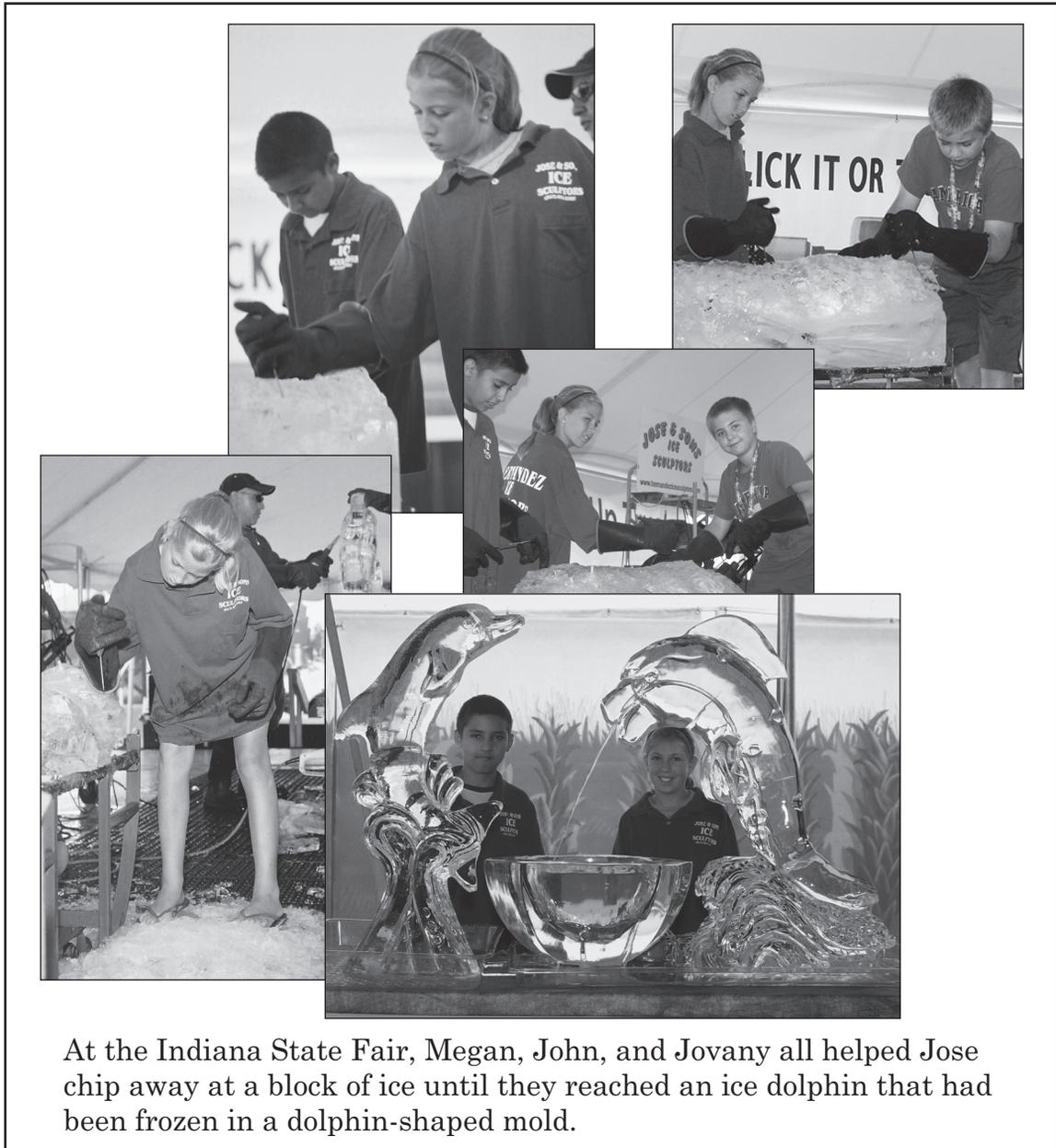
Did you know making one block of ice takes three days? The water, and later the ice, has to be crystal clear, so it goes through five filters. Next the water goes into a freezing tub where it freezes from the bottom to the top. Pumps move the water around in the tubs because no air bubbles are allowed.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

- 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	<p>The response accurately names two tools or pieces of equipment used by ice sculptors but does not describe how either is used.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response accurately names one tool or piece of equipment used by ice sculptors and describes how it is used.</p>
1	<p>The response accurately names one tool or piece of equipment used by ice sculptors but does not describe how it is used.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response demonstrates minimal understanding of the question.</p>
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.)

SCORE POINT: 4

The response identifies more than two tools or pieces of equipment used by ice sculptors (“goggles,” “cutting machine,” and “drills”) and describes how each one is used using details from the passage (“help by protective so the stuff want get in his eyes,” “chisels the design out on a block of ice,” and “create cool patterns and details”). The response demonstrates a thorough understanding of the task.

Ⓐ The goggles are equipment the goggles help by protective so the stuff want get in his eyes.

Ⓐ The cutting machine is a tool it helps out by cutting chisels the design out on a block of ice.

Ⓐ Another tool is he can use one of his many drills to create cool patterns and details.

**SCORE POINT: 3**

The response identifies more than two tools or pieces of equipment used by ice sculptors (“drills,” “saws,” “water tank,” “freezers,” and “michine”) and describes how one of them is used using a detail from the passage (“carves the ice into a shape such as a dolphin”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

Here are some reasons from the passage about how many different tools Jose used

- ① Jose Hernandez spends his day playing with drills, saws, and 300 pounds of blocks of ice
- ② Jose used a complete water tank, three freezers kept at different temperature, and six ice block freezing cubes
- ③ He can use a michine that carves the ice into a shape such as a dolphin

Here are some reasons from the passage about how many different tools Jose used

**SCORE POINT: 2**

The response identifies two tools or pieces of equipment used by ice sculptors (“drill” and “saw”), but does not describe either using details from the passage. The response shows evidence of only a basic understanding of the task.

Ice sculptures have lots of tools but two specific ones are a drill and saw. I know that because in paragraph 1 it says: "Jose Hernandez spends his days playing with drills and saws."

**SCORE POINT: 1**

The response does not identify any tools or pieces of equipment used by ice sculptors, but does describe how some tools are used using details from the passage. The response provides evidence of minimal understanding.

(1) one is a tool that you can do details for example if you wanted to do eyes or a mouth. (2) Of a tool that you can carve the body of the figure or mold like the sculpture of the dolphins.

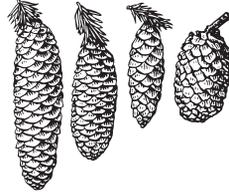
**SCORE POINT: 0**

The response is incorrect.

Sledge hammer  
Sharp rock

# 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.

- 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.

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

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	<p>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.</p> <p style="text-align: center;"><b>OR</b></p> <p>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.</p>
1	<p>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.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response demonstrates minimal understanding of the question.</p>
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 gives two reasons a person might want to make a pinecone bird feeder (“because kids like to watch them eat out of the pinecone” and “because birds enjoy it”) and supports each reason with at least one detail from the passage (“Kids will be thankful for the creative activity and brush with nature while they are stuck inside” and “The birds will be grateful for food in the harsh winter months”). The response demonstrates a thorough understanding of the task.

One reason a person might want to make a pinecone bird-feeder is because kids like to watch them eat out of the pinecone. I know that because it says, “Kids will be thankful for the creative activity and brush with nature while they are stuck inside.”

B. One reason a person might want to make a pinecone birdfeeder is because birds enjoy it. I know that because it says, “The birds will be grateful for food in the harsh winter months.”

**SCORE POINT: 3**

The response gives two reasons a person might want to make a pinecone bird feeder (“because bird watching is a good way to pass time on cold days” and “because the person would be helping the bird eat”) and supports one reason with a detail from the passage (“The birds will be grateful for food in the harsh winter months”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

A person might want to make a pinecone bird feeder, because bird watching is a good way to pass time on cold days. The passage says "Bird watching is a welcome way to pass cold days." Another reason a person might want to make a pinecone bird feeder is because the person would be helping the bird eat. The passage says "The birds will be grateful for food in the harsh winter months."

**SCORE POINT: 2**

The response gives two reasons a person might want to make a pinecone bird feeder (“To have something fun and creative to do while they are cooped up in the house” and “So the birds that don’t know how to fly or are lost can have something to eat and don’t starve.”) but does not support either reason with a detail from the passage. The response shows evidence of only a basic understanding of the task.

Two reasons a person might want to make a pinecone bird feeder is. 1. To have something fun and creative to do while they are cooped up in the house. 2. So the birds that don't know how to fly or are lost can have something to eat and don't starve. There are so many reasons why a person might want to make a pinecone bird feeder. Those are just 2 on why a person might want to make a pinecone bird feeder.

**SCORE POINT: 1**

The response gives one reason a person might want to make a pinecone bird feeder (“They could watch pretty little birds eat.”) but does not support the reason with a detail from the passage. The response provides evidence of minimal understanding.

Here are two reasons why people might want to make a bird feeder. 1. They could watch pretty little birds eat. 2. They could have a nest in the bird feeder. That's why people would make a bird feeder.

**SCORE POINT: 0**

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

Bird Feeders pinecones on wires. Have 1-  
foot-Using numbered steps homemade.

# **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 4 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 4 students in April 2013.

**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**

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 develops the central idea of what happened when a giant ship appeared one morning. The story starts with a flashback and events progress logically through time. All ideas are elaborated and the conclusion is effective. Consistent control of Content features is evident.

### **Style: 4**

Purposely selected information (“Taking 1 last breath and feeling the mist of the ocean,” “I just smiled and walked on,” “She took my hand and walked me out to the middle of the ship, . . . facing the PLANK! Now I was afraid.”) and specific vocabulary (“CRASH!,” “stumbled,” “announced,” “celebrate,” “suspiciously,” “screamed,” “moaned,” “promised”) promote understanding and create imagery. The student demonstrates a variety of sentences, including extensive use of dialog. Strong voice and suspenseful tone contribute to a score of “4” in Style.

### **Sentence Formation: 4**

The student constructs many complex and compound sentences. Consistent control of features of Sentence Formation is demonstrated.

### **Usage: 4**

Consistent control of Usage features is exhibited by this writer. Despite a few minor errors, inflections, agreement, conventions, and word meaning are correct.

### **Mechanics: 4**

The writer skillfully handles complex punctuation in quotes as well as standard punctuation, capitalization, and spelling. Several misspellings (“Your,” “captian,” “Certianly,” “exploration”) and a missing comma are not enough to lower the score. Consistent control is demonstrated.

I'll never forget that day when Kiara's Sailor Crew played a prank on me and made me walk to the END of the plank! Taking 1 last breath and feeling the mist of the ocean Kiara pushed me off! Now, I'm falling to my death. But, this story starts at the beginning, the VERY beginning!

"CRASH!" I heard something from my bedroom window. I looked at my clock and it read: 1:02am. "Your KIDDIN' me!" I said. Then, I stumbled out of bed, and got dressed. Then, I silently tip-toed out of the house and saw the LARGEST sailor ship I had ever seen! As I got closer, I saw a lot of people inside. One threw down a ladder and said, "Come, on!" I climbed up and everyone greeted me. All they said when I walked past them was "Hi!" or "Hello, Hey, what's up?" I just smiled and walked on. They took me to the captain named Kiara. She stopped over to me and gave me a BIGG hug! Now let us CELEBRATE FOR.... um, what's your name, sugar?" she asked me. "Madhenzie!" I explained.

"Mackenzie!" she announced. "Do you really want to celebrate for ME?" I asked, shyly. "Certainly!" she said. Well, little did I know that it was a celebration.... FOR MY DEATH! She took my hand and walked me out to the middle of the ship,... facing the PLANK! Now I was afraid. "W, W, WHAT ARE YOU DOING, MA'am?" I asked, scared. She looked at me suspiciously and said, "You are walking that old plank!" she told me. "Nooooooooooooo!" I screamed. She made the ship fly from my house and into the ocean. So, here I am, on the end of the plank, about to drown, when Kiara pushed me! "Mackenzie, Mackenzie!" she said as I fell. "GET UP NOW!" "Oooh!" I said. My mother woke me up. "Mackenzie, why did you not wake up?" she asked me. "Bad dream about sailors!" I moaned. "Now dear, I told you that you should stop reading those silly old fictional explanation chapter books!" she said. "I know, and I WILL!" I promised. After that, I never dreamt about Kiara's Sailor Crew EVER, EVER, EVER, again!

## WRITING SAMPLE RESPONSE 2

### **Content: 3**

This narrative has a clear central idea (what happened aboard a ship). Organization progresses sequentially through time with some gaps where more information is needed (“I tried to turn the ship and it seemed like I turned the ship. In conclusion”). Some specific elaboration provides further understanding, but the elaboration is not even. The piece ends with a brief close. The features of the Content domain are reasonably controlled in this response.

### **Style: 3**

Some precise vocabulary and purposeful information help create images for the reader (“It was a little bit taller than my house,” “as dark as a cave,” “the ship shacked like it was an earthquake”). There is some variety in sentence lengths, however, many sentences have repetitive beginnings (“Then I,” “Then me and my sister,” “Then we”). Reasonable control of Style is exhibited.

### **Sentence Formation: 4**

A variety of sentences, including simple, compound, and complex sentences are formed correctly. Consistent control merits a “4” in this domain.

### **Usage: 3**

While there is no pattern in any one feature of the domain, several errors occur in various features. Wrong words (“then my house,” “on sea”), a convention error (“me and my sister”), a missing infinitive (“she knew how drive”), and an agreement error (“there is a lot of buttons”) demonstrate reasonable rather than consistent control of Usage features. This is an example of a low “3” in this domain.

### **Mechanics: 4**

The writer consistently controls all features of the Mechanics domain. A response does not need to be perfect to achieve the highest score point within a domain. The few errors present in this response do not warrant a lower score.

Going to sea

One morning I wake up to take a shower, get dressed, and to brush my teeth.

Then I looked out the window and there was a big ship. It was a little bit taller than my house. Then me and my sister went inside the ship.

When we stepped inside it was as dark as a cave. Then my sister and me told each other that there is a lot of buttons. Then I pressed the start button and the ship shooked like it was an earthquake. Then we looked out the window and we were on sea.

Then I asked my sister if she knew how drive a ship and she said no. Later I had

to drive a ship. I tried to turn the ship and it seemed like I turned the ship.

In conclusion me and my sister agreed that was the worst trip we've ever been on.

### WRITING SAMPLE RESPONSE 3

**Content: 2**

The writer adheres to the central idea of the giant ship, but the elaboration consists of a plot summary. The only details offered are “pacific ocean” and the “statue of liberty.” In order to achieve a higher score point, the writer must provide details for each step in the sequence. This response is a demonstration of inconsistent control of Content features.

**Style: 2**

The vocabulary in this response is mostly general and does little to affect the reader. There are many missed opportunities to select vocabulary and information to affect the reader. Most sentences are short and simplistic, with repetitious beginnings (“I,” “we,” “then”). Lack of specific word choices cause the tone to be flat and the voice to be dim with only one example evident (“awesome”). Control of Style features is inconsistent.

**Sentence Formation: 3**

The writer demonstrates the ability to construct simple sentences correctly most of the time. An attempt at a complex sentence is slightly over coordinated. The writer’s control of Sentence Formation features is reasonable; this is an example of a low “3.”

**Usage: 3**

This brief response contains errors in agreement (“We seen”) and wrong word (“pulled me on the ship”). Relative to the amount of writing provided as evidence to determine the student’s control of Usage features, it would be difficult to state that the control is consistent. It is determined that the writer’s control of Usage features is reasonable.

**Mechanics: 3**

This response contains errors in capitalization, spelling, and punctuation. The writer demonstrates reasonable control of the Mechanics domain.

One day I was eating breakfast and I looked out the window and I saw a giant ship. Then I went outside to look at it. Then a rope pulled me on the ship. The ship took off. We went to awesome places. We seen the pacific ocean and the statue of liberty. Then we seen other ships then we had a battle. Then the rde was over.

# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

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