



Arkansas Comprehensive Testing, Assessment, and Accountability Program

TEACHER HANDBOOK

AUGMENTED BENCHMARK EXAMINATION GRADE 5

APRIL 2013 ADMINISTRATION

This document is the property of the Arkansas Department of Education, and all rights of this document are reserved by the Arkansas Department of Education. Arkansas public schools may reproduce this document in full or in part for use with teachers, students, and parents. All other uses of this document are forbidden without written permission from the Arkansas Department of Education. All inquiries should be sent to the Office of Student Assessment at the Arkansas Department of Education, 501-682-4558.

Arkansas Department of Education

Acknowledgments

The Arkansas Department of Education would like to thank those who have granted permission to reproduce the following copyrighted material:

Text

Pages 42–43: “The Dolphin Who Loved Games.” Copyright © November 2009, Highlights for Children, Inc., Columbus, Ohio. Photograph by Christian Musat, Shutterstock.com.

Pages 48–49: “Soups” from The Colonial Cookbook by Lucille Recht Penner, © 1976. Photograph by buriy, Shutterstock.com.

	PAGE
INTRODUCTION—2013 GRADE 5 AUGMENTED BENCHMARK EXAMINATION	1
SCORING STUDENT RESPONSES TO OPEN-RESPONSE ITEMS	
Reader Training.....	2
Scoring Procedures.....	2
SCIENCE ITEM A—2013 GRADE 5	
Solution and Scoring	5
SCIENCE ITEM A SAMPLE RESPONSES AND ANNOTATIONS—2013 GRADE 5	
Score: 4.....	6
Score: 3.....	7
Score: 2.....	8
Score: 1.....	9
Score: 0.....	10
SCIENCE ITEM B—2013 GRADE 5	
Solution and Scoring	11
SCIENCE ITEM B SAMPLE RESPONSES AND ANNOTATIONS—2013 GRADE 5	
Score: 4.....	12
Score: 3.....	13
Score: 2.....	14
Score: 1.....	15
Score: 0.....	16
MATH ITEM A—2013 GRADE 5	
Solution and Scoring	19
MATH ITEM A SAMPLE RESPONSES AND ANNOTATIONS—2013 GRADE 5	
Score: 4.....	20
Score: 3.....	21
Score: 2.....	22
Score: 1.....	23
Score: 0.....	24
MATH ITEM B—2013 GRADE 5	
Solution and Scoring	26
MATH ITEM B SAMPLE RESPONSES AND ANNOTATIONS—2013 GRADE 5	
Score: 4.....	27
Score: 3.....	28
Score: 2.....	29
Score: 1.....	30
Score: 0.....	31

TABLE OF CONTENTS

	PAGE
MATH ITEM C—2013 GRADE 5	
Solution and Scoring	33
MATH ITEM C SAMPLE RESPONSES AND ANNOTATIONS—2013 GRADE 5	
Score: 4	35
Score: 3	36
Score: 2	37
Score: 1	38
Score: 0	39
READING PASSAGE A—2013 GRADE 5	42
READING ITEM A—2013 GRADE 5	44
READING ITEM A SAMPLE RESPONSES AND ANNOTATIONS—2013 GRADE 5	
Score Point: 4	45
Score Point: 3	46
Score Point: 2	46
Score Point: 1	47
Score Point: 0	47
READING PASSAGE B—2013 GRADE 5	48
READING ITEM B—2013 GRADE 5	50
READING ITEM B SAMPLE RESPONSES AND ANNOTATIONS—2013 GRADE 5	
Score Point: 4	51
Score Point: 3	52
Score Point: 2	53
Score Point: 1	53
Score Point: 0	54
WRITING RESPONSES	
Scoring Student Responses to Writing Prompts	56
Domain Scoring	56
Scoring Scale	56
Nonscoreable and Blank Papers	56
Writing Domains and Definitions—2013 Grade 5 Augmented Benchmark Examination	57
WRITING PROMPT—2013 GRADE 5	
Prompt	58
WRITING PROMPT SAMPLE RESPONSES AND ANNOTATIONS—2013 GRADE 5	
Writing Sample Response 1	59
Writing Sample Response 2	62
Writing Sample Response 3	64

The Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) includes an Augmented Benchmark Examination for fifth-grade students. It consists of multiple-choice and open-response items that directly assess student knowledge relative to science, math, reading, and writing. The Arkansas Curriculum Frameworks are the basis for development of the Augmented Benchmark Examinations.

In April 2013, fifth-grade students participated in the *Grade 5 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 two open-response items in science, 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 5 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.

The multiple-choice and open-response test items for the Reading, Writing, Math, and Science components of the *Grade 5 Augmented Benchmark Examination* are developed with the assistance and approval of Content Advisory Committees. All passages and items on the *Grade 5 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 science, 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 science, 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 science open-response item, 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 5 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 5 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 science open-response items, 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 5 Augmented Benchmark Examination*.

SCIENCE RESPONSES

A Fishhook cactus grows in the deserts of North America. Mr. Drexler conducts an investigation with his class to discover how well fishhook cactus grows in different conditions. Some young fishhook cactus plants are put into one of four groups and grown as described below.

- Group I is planted in potting soil and is given 20 ml of water every day.
- Group II is planted in potting soil and is given 20 ml of water once each week.
- Group III is planted in potting soil with lots of sand and crushed rock and is given 20 ml of water every day.
- Group IV is planted in potting soil with lots of sand and crushed rock and is given 20 ml of water once each week.

All four groups are given the same amount of sunlight. After two months, the plants in Group IV appear to be the healthiest of all the groups. Plants in Group I appear to be very unhealthy.

1. What should students in Mr. Drexler’s class conclude about the type of soil that is best for fishhook cactus?
2. What should students in Mr. Drexler’s class conclude about the amount of water that is best for fishhook cactus?
3. Some students want to conduct another investigation with fishhook cactus. In addition to observing the plant to see if it looks healthy, they want to take measurements and collect some data. Identify two variables that could be measured to help determine if a plant is healthy.

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

Science Item A Scoring Rubric—2013 Grade 5

Score	Description
4	Response shows a complete understanding of investigations in which plants are encouraged to thrive. The student presents correct descriptions to all parts of the task.
3	Response shows a nearly complete understanding of investigations in which plants are encouraged to thrive. The student presents nearly all descriptions to all parts of the task. The response may contain minor errors.
2	Response shows a limited understanding of investigations in which plants are encouraged to thrive. The student presents some descriptions correctly to most parts of the task. The response may contain a major error.
1	Response shows a minimal understanding of investigations in which plants are encouraged to thrive. The student presents some descriptions. The response contains incomplete descriptions and major errors.
0	Response shows insufficient understanding of investigations in which plants are encouraged to thrive. The descriptions, if any, contain major errors. There may be no descriptions, or the reader may not be able to understand the explanation. The reader may not be able to understand how and why decisions were made.
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	1 point possible: Correct conclusion.
2	1 point possible: Correct conclusion.
3	2 points possible: One point for each variable.

SCORE: 4

<u>Part 1</u>		Points
Correct conclusion:	“the fishhook cactus should have soil, with lots of sand and crushed rocks.”	1
<u>Part 2</u>		Points
Correct conclusion:	“the amount of water should be 20 ml. every week.”	1
<u>Part 3</u>		Points
Correct variable:	“the length of the roots”	1
Correct variable:	“the height of the stem.”	1
Total Points		4

1. They should conclude that the fishhook cactus should have soil, with lots of sand and crushed rocks.

2. They should conclude that the amount of water should be 20 ml. every week.

3. They could either measure the length of the roots or the height of the stem.

SCORE: 3

<u>Part 1</u>		Points
Correct conclusion:	“they need crushed rocks and sand in the soil.”	1
<u>Part 2</u>		Points
Correct conclusion:	“only need 20 ml of water once each week.”	1
<u>Part 3</u>		Points
Correct variable:	“height”	1
Repeated correct variable:	“size”	0
Total Points		3

1 They can conclude that they need crushed rocks and sand in the soil.

2 They could conclude that fishhook cactus's only need 20ml of water once each week.

3 The size of the plant. 1 The height of the plant. 2 The height of the plant.

SCORE: 2

<u>Part 1</u>		Points
Correct conclusion:	"Potting soil with lots of sand and crushed rock"	1
<u>Part 2</u>		Points
Correct conclusion:	"20 ml of water once each week"	1
<u>Part 3</u>		Points
Incorrect variable:	"color"	0
Incorrect variable:	"thorns sharp or dull"	0
Total Points		2

① Potting soil with lots of sand and crushed rock

② 20 ml of water once each week

③ The color and thorns sharp or dull

SCORE: 1

<u>Part 1</u>		Points
Correct conclusion:	"The class can conclude that the soil is planting soil with sand and crushed rocks."	1
<u>Part 2</u>		Points
Incorrect conclusion:	"put 20ml of water in the plant either each week, one day a week or everyday"	0
<u>Part 3</u>		Points
Incorrect variable:	"right amount of water"	0
Incorrect variable:	"giving the plant sunlight"	0
Total Points		1

① The class can conclude that the soil is planting soil with sand and crushed rocks.
 They need to put 20ml of water in the soil ~

② They need to put 20ml of water in the plant either each week, one day a week or everyday.

③ You can tell that the plant is healthy by if you are giving the right amount of water and giving the plant sunlight

SCORE: 0

<u>Part 1</u>		Points
Incorrect conclusion:	"The fishhook cactus should be in a speical kind of soil because they got it out of the desret."	0
<u>Part 2</u>		Points
Incorrect conclusion:	"The students should see if the plant is dry if it is water it."	0
<u>Part 3</u>		Points
Incorrect variable:	"If the leaves aren't dieing"	0
Incorrect variable:	"if it's not lening one way."	0
Total Points		0

- ① The fishhook cactus should be in a speical kind of soil because they got it out of the desret.
-
- ② The students should see if the plant is dry if it is water it.
-
- ③ If the leaves aren't dieing and if it's not lening one way it's probably alive.

- B** Jean wants to show the difference between transparent and opaque objects.
1. List an example of a material that is transparent. Describe how Jean could demonstrate that the material is transparent.
 2. List an example of a material that is opaque. Describe how Jean could demonstrate that the material is opaque.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Science Item B Scoring Rubric—2013 Grade 5

Score	Description
4	Response shows a complete understanding of transparent and opaque as applied to light. The student presents correct descriptions to all parts of the task.
3	Response shows a nearly complete understanding of transparent and opaque as applied to light. The student presents nearly all descriptions to all parts of the task. The response may contain minor errors.
2	Response shows a limited understanding of transparent and opaque as applied to light. The student presents some descriptions correctly to most parts of the task. The response may contain a major error.
1	Response shows a minimal understanding of transparent and opaque as applied to light. The student presents some descriptions. The response contains incomplete descriptions and major errors.
0	Response shows insufficient understanding of transparent and opaque as applied to light. The descriptions, if any, contain major errors. There may be no descriptions, or the reader may not be able to understand the explanation. The reader may not be able to understand how and why decisions were made.
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

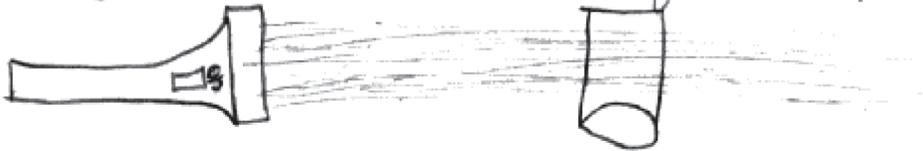
Part	Points
1	2 points possible: 1 point for listing a transparent material. 1 point for describing a valid demonstration.
2	2 points possible: 1 point for listing an opaque material. 1 point for describing a valid demonstration.

SCORE: 4

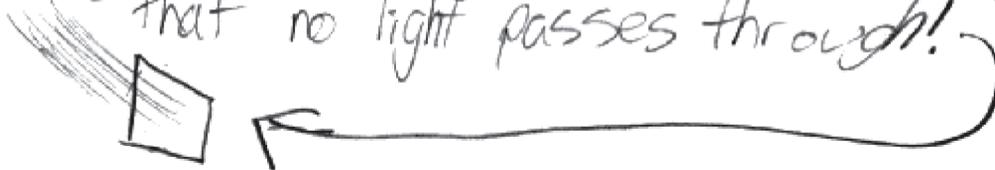
<u>Part 1</u>		Points
Correct material:	"clear glass"	1
Correct demonstration:	"all the light can pass through. She could demonstrait this by shineing a flash-light into it."	1

<u>Part 2</u>		Points
Correct material:	"black piece of construction paper"	1
Correct demonstration:	"She could demonstraight this by holding it up to a light source and proving that no light passes through!"	1
Total Points		4

① A clean shiney clear glass would work because all the light can pass through. She could demonstrait this by shineing a flash-light into it.



② A black piece of construction paper would work because no light can pass through. She could demonstraight this by holding it up to a light source and proving that no light passes through!



SCORE: 3

<u>Part 1</u>		Points
Incorrect material:	“notebook paper”	0
Correct demonstration:	“Jean could shine a light on it and see if the paper lets <u>all</u> of the light through.”	1
<u>Part 2</u>		Points
Correct material:	“cardboard”	1
Correct demonstration:	“Opaque = lets <u>No</u> light through. Jean could also shine a flashlight on it to see if any light passes through.”	1
Total Points		3

1. A piece of notebook paper is transparent. Transparent = lets all the light through. Jean could shine a light on it and see if the paper lets all of the light through.

2. A cardboard box would be opaque. Opaque = lets No light through. Jean could also shine a flashlight on it to see if any light passes through. If it is translucent is will let some light through not all.

SCORE: 2

<u>Part 1</u>		Points
Correct material:	“glass”	1
Incorrect demonstration:	“you can see through it.”	0

<u>Part 2</u>		Points
Correct material:	“wood”	1
Incorrect demonstration:	“you can’t see through it.”	0
Total Points		2

1. A glass window is transparent because you can see through it.

2. A block of wood is opaque because you can't see through it.

SCORE: 1

<u>Part 1</u>		Points
Incorrect material:	"Waxpaper"	0
Incorrect demonstration:	"you can barely see through it."	0
<u>Part 2</u>		Points
Correct material:	"Wood"	1
Incorrect demonstration:	"you can't see through it."	0
Total Points		1

1 Wax paper, you can barley see through it.

2 Wood, you can't see throught it.

SCORE: 0

<u>Part 1</u>		Points
Incorrect material:	"metal"	0
Incorrect demonstration:	"by describing it's Texture."	0

<u>Part 2</u>		Points
Incorrect material:	"Diamond"	0
Incorrect demonstration:	"by describing it's hardness."	0
Total Points		0

<u>1</u> <u>Transparent</u>	<u>2</u> <u>opaque</u>
<ul style="list-style-type: none"> ■ metal ■ wood ■ glass 	<ul style="list-style-type: none"> ■ Diamond ■ plastic ■ cardboard ■ paper
<p>Jean could demonstrate that the material is transparent, by describing it's texture.</p>	<p>Jean could demonstrate that the material is opaque by describing it's hardness:</p>

MATH RESPONSES

A Emily’s father bought some apples, bananas, and pears at the store. He bought 2 more apples than pears. To answer the following questions, use the variables:

a = represents the number of apples

b = represents the number of bananas

p = represents the number of pears

1. Write an expression that could be used to determine the total number of apples Emily’s father bought.
2. If Emily’s father bought exactly 6 pears, what is the total number of apples he bought? Show all your work and/or explain your answer.
3. Emily’s father bought 3 fewer bananas than pears. Write an expression that could be used to determine the total number of bananas Emily’s father bought. Use your expression to find the answer.

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

Math Item A Scoring Rubric—2013 Grade 5
--

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

SOLUTION AND SCORING

Part	Points
1	<p>1 point possible:</p> <p>1 point: Correct expression: $P + 2$</p> <p>OR</p> <p>½ point: Correct equation: $P + 2 = A$</p>
2	<p>1½ points possible:</p> <p>1 point: Correct answer: 8 (Apples) <i>Or correct answer based on previous part</i></p> <p>AND</p> <p>½ point: Correct and complete explanation or work shown <i>Work may contain an arithmetic or copy error</i> Give credit for the following or equivalent: Ex. $6 + 2 = \#$</p>
3	<p>1½ points possible:</p> <p>1 point: Correct expression: $P - 3$</p> <p>OR</p> <p>½ point: Correct equation: $P - 3 = B$</p> <p>AND</p> <p>½ point: Correct answer: 3 (Bananas) <i>Or correct answer based on incorrect expression or equation</i></p>

SCORE: 4

<u>Part 1</u>		Points
Correct expression:	$p + 2$	1

<u>Part 2</u>		Points
Correct answer:	"... 8 apples..."	1
Correct procedure:	$6 + 2 = \#$	$\frac{1}{2}$

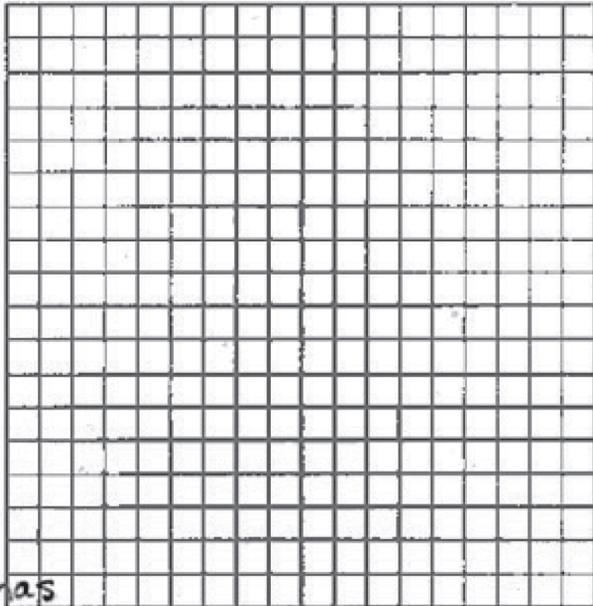
<u>Part 3</u>		Points
Correct expression:	$p - 3$	1
Correct answer:	"... 3 bannanas..."	$\frac{1}{2}$

Total Points	4
---------------------	----------

① $\underline{p + 2}$

② Emily's father bought 8 apples at the store, $\frac{6 \text{ pears} + 2}{8 \text{ apples}}$

③ Emily's father bought 3 bannanas at the store. $\frac{6 \text{ pears} - 3}{3 \text{ bannanas}}$



SCORE: 3

<u>Part 1</u>		Points
Correct equation:	$p + 2 = a$	$\frac{1}{2}$

<u>Part 2</u>		Points
Correct answer:	8 apples	1
Correct procedure:	$6 + 2 = \#$	$\frac{1}{2}$

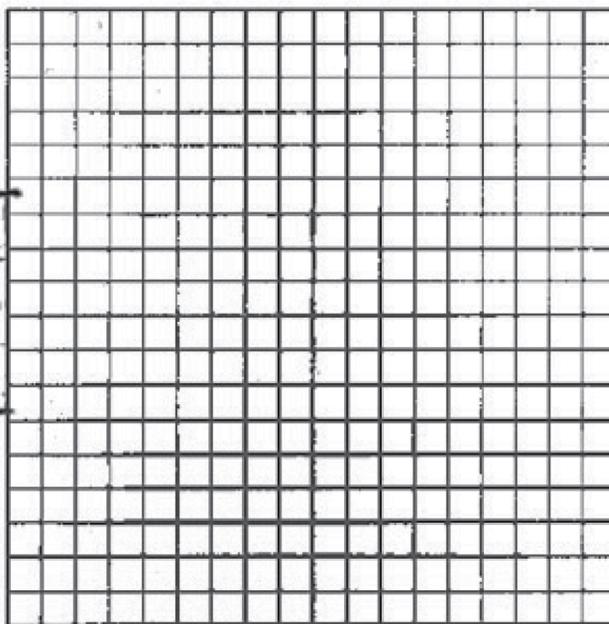
<u>Part 3</u>		Points
Correct equation:	$p - 3 = b$	$\frac{1}{2}$
Correct answer:	3 bananas	$\frac{1}{2}$

Total Points	3
---------------------	----------

1 $p + 2 = a$

2 If he brought home 6 pears than there would be 8 apples because $6 + 2 = 8$
 $a = 8$ apples

3 $p - 3 = b$
 $6 - 3 = 3$
 3 bananas



SCORE: 2

<u>Part 1</u>		Points
Correct equation:	$P + 2 = A$	$\frac{1}{2}$

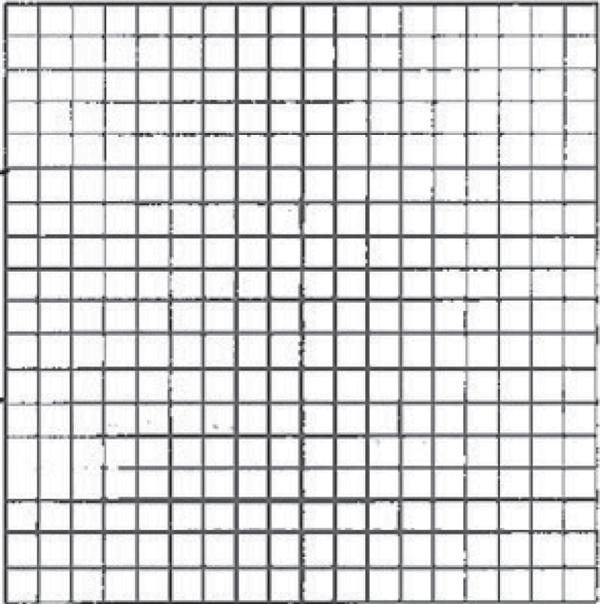
<u>Part 2</u>		Points
Correct answer:	"... 8 apples"	1
Correct procedure:	$6 + 2 = \#$	$\frac{1}{2}$

<u>Part 3</u>		Points
Correct equation:	$P - 3 = b$	$\frac{1}{2}$
Missing answer:		-
Total Points		$2\frac{1}{2}$

① $P+2=A$

② $6+2=8$ Apples
He bought 8 Apples

③ $P-3=b$



SCORE: 1

<u>Part 1</u>		Points
Incorrect expression:	"Emily's father bought 6 Apples"	-

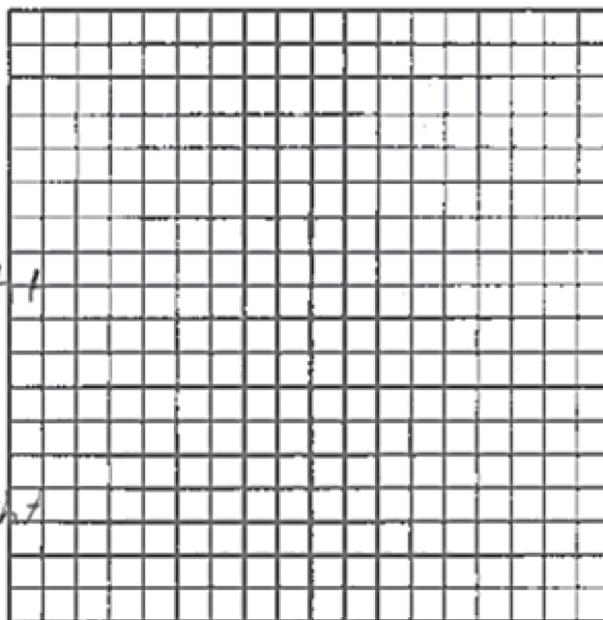
<u>Part 2</u>		Points
Correct answer:	"... 8 Apples"	1
Incorrect procedure:	6 divided by 2	-

<u>Part 3</u>		Points
Missing expression:		-
Incorrect answer:	"... 9 bananas."	-
Total Points		1

① Emily's father bought 6 Apples

② Emily's father bought 8 Apples $2\overline{)6}$

③ Emily's father bought 9 bananas. I got this answer because 3 more than 6.



SCORE: 0

<u>Part 1</u>		Points
Incorrect expression:	aples a = number	-

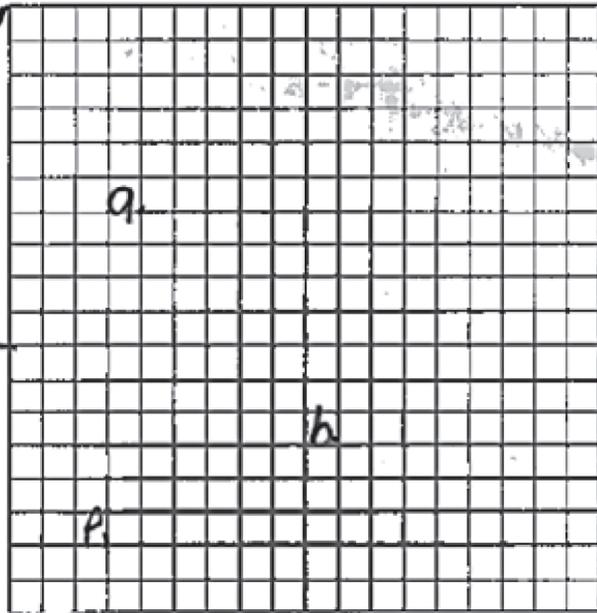
<u>Part 2</u>		Points
Incorrect answer:	"father"	-
Incorrect procedure:	bought b	-

<u>Part 3</u>		Points
Incorrect expression:	pears p = aples	-
Incorrect answer:	"aples"	-
Total Points		0

1. aples a = number

~~2. bought b = father~~

~~3. pears p = aples~~



- B** A class went on a field trip to a nature preserve. Each member of the class carried a clipboard and recorded how many times they saw a particular animal. This is the data from eight of the clipboards.

Beavers //	Canada Geese <i>/// /// /// ///</i>
Ducks <i>/// /// ///</i>	Swans <i>/// ///</i>
Blue Herons <i>///</i>	Red-Tailed Hawks /
Deer <i>///</i>	Frogs <i>////</i>

1. On the grid in your answer document, construct a bar graph showing the animals the class saw. Be sure to title and label your graph.
2. Compare the number of deer the class saw to the number of Canada geese they saw. Explain your answer using the graph you drew.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Math Item B Scoring Rubric—2013 Grade 5
--

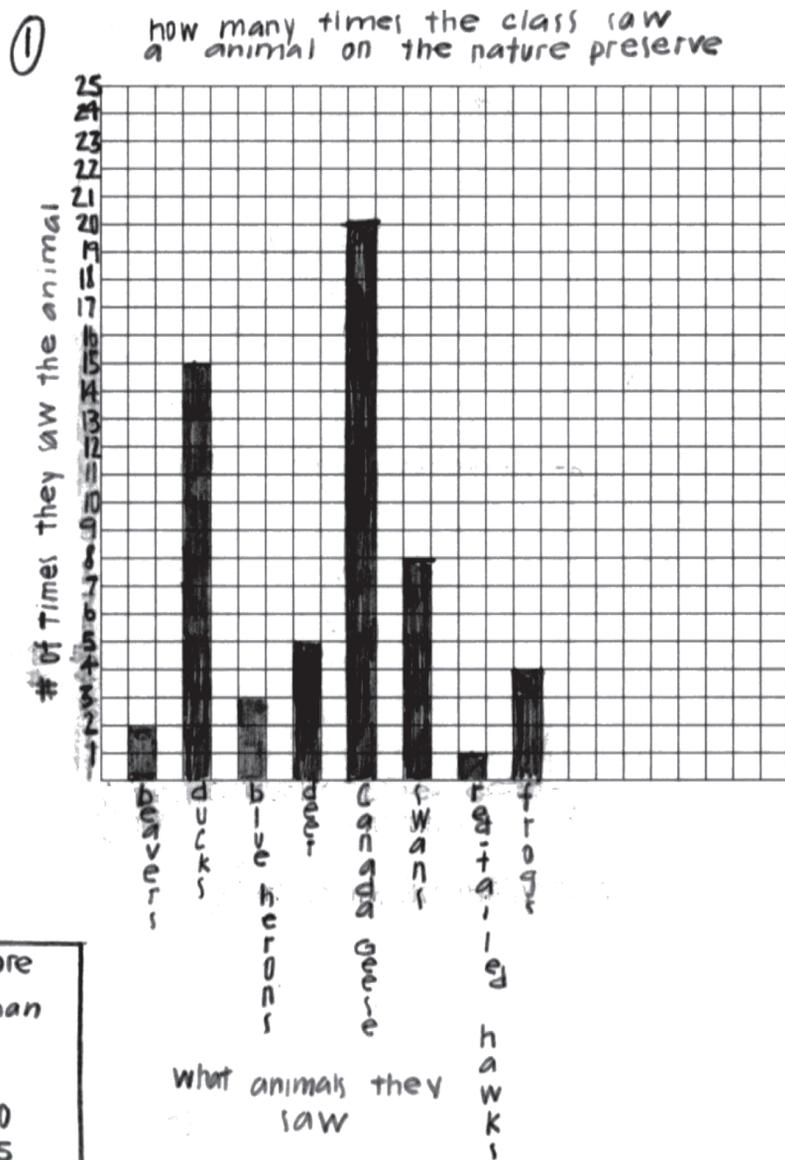
Score	Description
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score 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																		
<p>1</p>	<p>3 points possible:</p> <p>3 points: Correct graph with title, labels, and proper scaling. <i>Graph may be vertical or horizontal</i> Ex.</p> <div data-bbox="581 549 1133 1070" data-label="Figure"> <table border="1"> <caption>Animals seen in the Preserve</caption> <thead> <tr> <th>Animal</th> <th>Number Observed</th> </tr> </thead> <tbody> <tr> <td>Beavers</td> <td>2</td> </tr> <tr> <td>Ducks</td> <td>15</td> </tr> <tr> <td>Blue Herons</td> <td>3</td> </tr> <tr> <td>Deer</td> <td>5</td> </tr> <tr> <td>Canada Geese</td> <td>20</td> </tr> <tr> <td>Swans</td> <td>8</td> </tr> <tr> <td>Red-Tailed Hawks</td> <td>1</td> </tr> <tr> <td>Frogs</td> <td>4</td> </tr> </tbody> </table> </div> <p>OR</p> <p>2 points: Graph contains 1 error. Graph errors: Missing title Missing or incorrect label Inconsistent intervals/scaling Missing bar 1 bar with an incorrect height</p> <p>OR</p> <p>1 point: Graph contains 2–3 errors.</p>	Animal	Number Observed	Beavers	2	Ducks	15	Blue Herons	3	Deer	5	Canada Geese	20	Swans	8	Red-Tailed Hawks	1	Frogs	4
Animal	Number Observed																		
Beavers	2																		
Ducks	15																		
Blue Herons	3																		
Deer	5																		
Canada Geese	20																		
Swans	8																		
Red-Tailed Hawks	1																		
Frogs	4																		
<p>2</p>	<p>1 point possible:</p> <p>1 point: Correctly compares the deer and the geese.</p> <p>Ex. There were 4 times more geese. Ex. There were 15 more geese. Ex. There were fewer deer than geese.</p> <p>or</p> <p>Answer is correct based on incorrect Part 1</p>																		

SCORE: 4

Part 1		Points
Correct graph:	Correct graph with title, labels and proper scaling.	3
Part 2		Points
Correct answer:	"They saw 15 more Canada Geese than deer."	1
Total Points		4

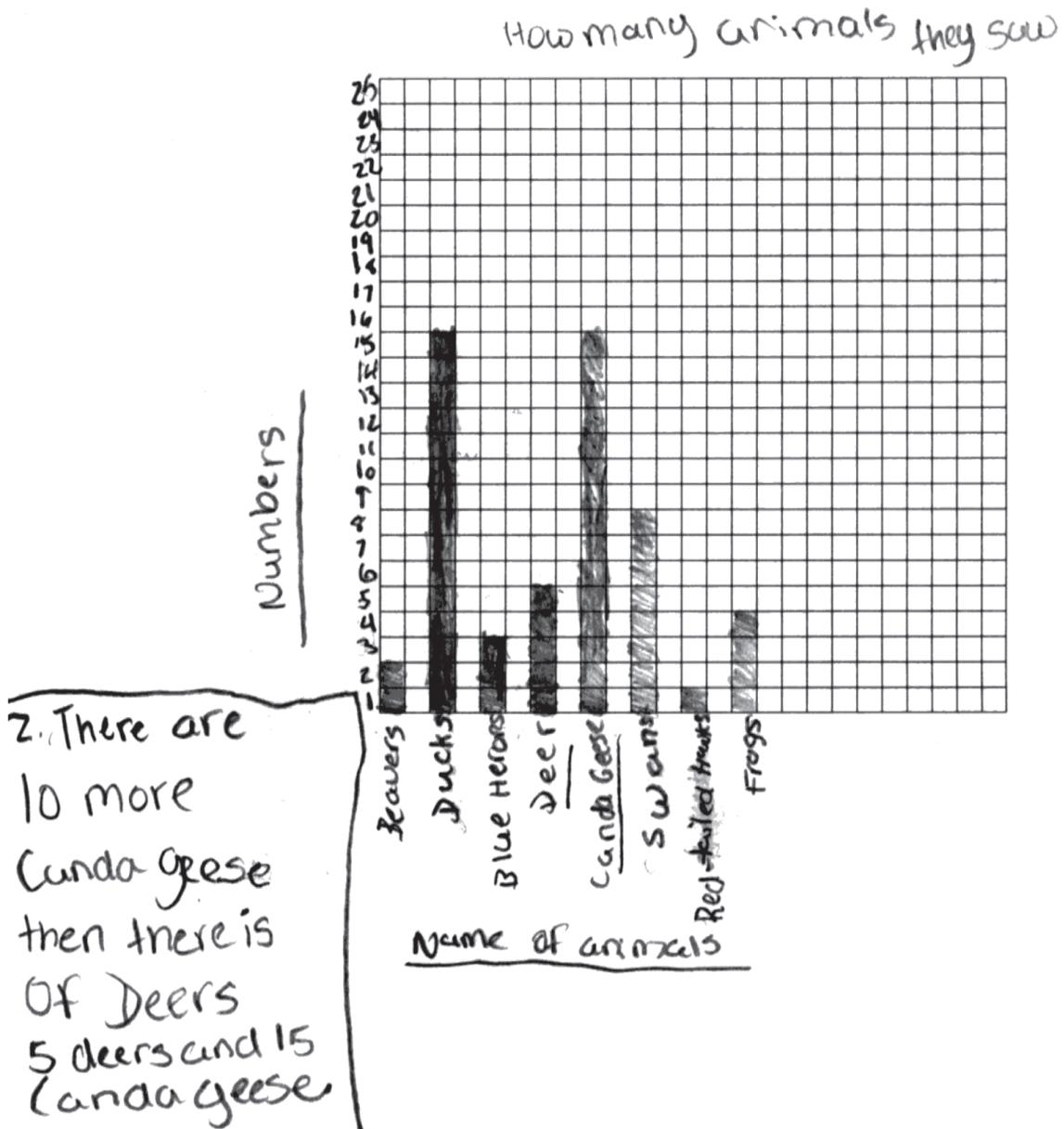


② They saw 15 more Canada Geese than deer.

$$\begin{array}{r} \text{Canada Geese} = 20 \\ \text{deer} = 5 \\ \hline 15 \end{array}$$

SCORE: 3

<u>Part 1</u>		Points
Incorrect graph:	One error, Canada geese should be 20	2
<u>Part 2</u>		Points
Correct answer based on Part 1:	"There are 10 more Canda geese..."	1
Total Points		3



SCORE: 2

Part 1		Points
Incorrect graph:	Two errors, missing title and label.	1
Part 2		Points
Correct answer:	"They saw more geese than deer."	1
Total Points		2

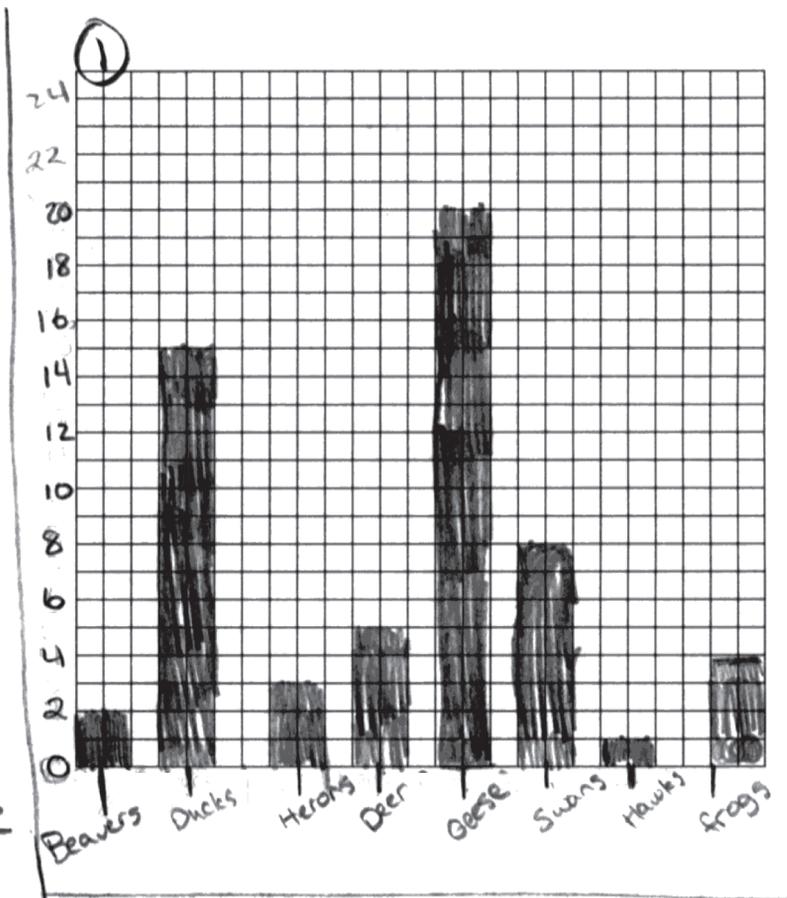
②

Deer = 5
Geese = 20

5 ① 20

$$\begin{array}{r} 20 \\ - 5 \\ \hline 15 \end{array}$$

15 difference



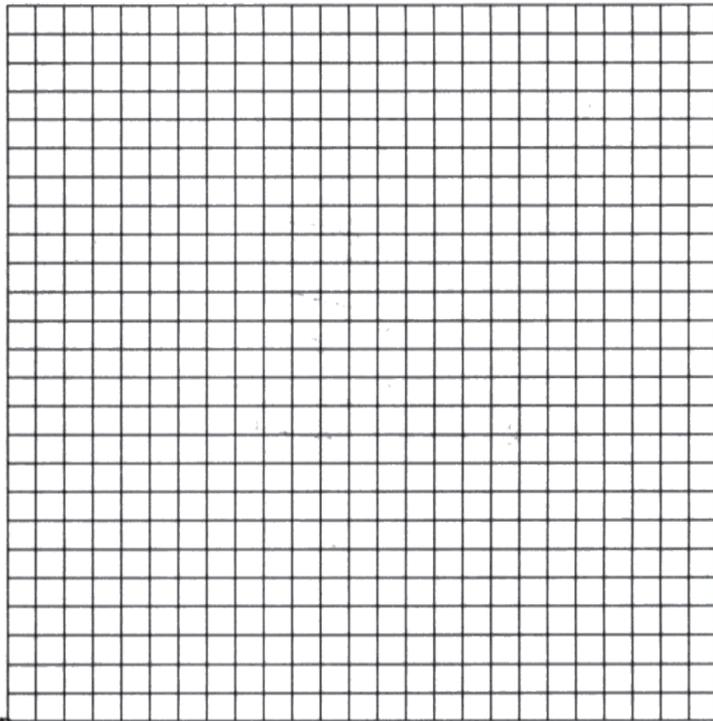
They saw more geese than deer.
20 is greater than 5 by 15. That
makes geese the more.

SCORE: 1

<u>Part 1</u>		Points
Incorrect graph:	Creates chart.	-
<u>Part 2</u>		Points
Correct answer:	"Canada geese had 15 more geese than deer"	1
Total Points		1

beavers 	Canada geese
ducks 	swans
blue herons 	red tailed hawk
deer 	frogs 4

1.

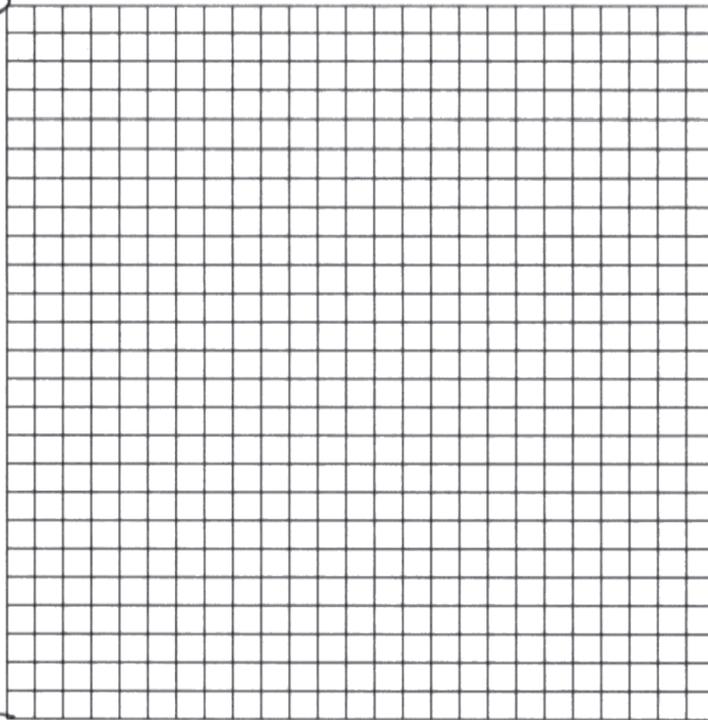


2. Canada geese had 15 more geese than deer

SCORE: 0

Part 1		Points
Incorrect graph:	Creates chart.	-
Part 2		Points
Incorrect answer:	"Deer saw 5 Canada geese 25"	-
Total Points		0

2. Deer Saw = IIII
 Canada Geese = IIII
 IIII III IIII IIII
 = 25

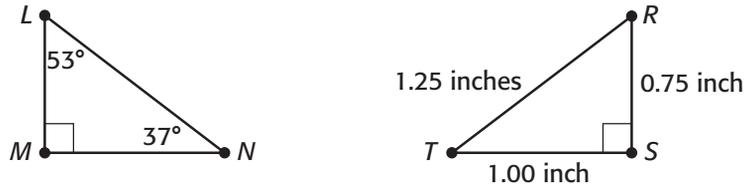


1.

Animals Saw	
Beavers	II
Ducks	IIII IIII IIII
Blue Herons	III
Deer	IIII
Canada Geese	IIII IIII IIII IIII
Swans	IIII III
Red-Tailed Hawks	I
Frogs	IIII

Animals (written vertically on the left side of the table)
 Talleys (written vertically on the right side of the table)

C Paula drew 2 congruent triangles, as shown.



She recorded the length of some of the sides and the measure of some of the angles in the chart below.

Triangles *LMN* and *RST*

Side	Length	Angle	Measure
<i>LM</i>	?	<i>LMN</i>	90°
<i>MN</i>	?	<i>MNL</i>	37°
<i>LN</i>	?	<i>NLM</i>	53°
<i>RS</i>	0.75 inch	<i>RST</i>	?
<i>ST</i>	1.00 inch	<i>STR</i>	?
<i>RT</i>	1.25 inch	<i>TRS</i>	?

- List and label the 3 side lengths of triangle *LMN*. Use words, numbers, and/or pictures to explain how you determined your answer.
- List and label the 3 angle measures of triangle *RST*. Use words, numbers, and/or pictures to explain how you determined your answer.
- Which 2 angles in the congruent triangles measure 37°?

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

Math Item C Scoring Rubric—2013 Grade 5

Score	Description
4	The student earns 5 points. Units are not required but at a 4 level must be correct, and the response contains no incorrect work.
3	The student earns 3 – 4 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SOLUTION AND SCORING

Part	Points
1	<p>2 points possible:</p> <p>2 points: Correct answers LM = .75 and labels: MN = 1 LN = 1.25</p> <p>Correct and complete explanation or work shown Give credit for the following or equivalent:</p> <p>Ex. Congruent means the triangles are exactly alike; each side length equals the corresponding side length.</p> <p>The triangles are the same.</p> <p>OR</p> <p>1 point: Correct answers LM = .75 and labels: MN = 1 LN = 1.25</p> <p>Explanation is incomplete, missing, or incorrect</p> <p>or</p> <p>Correct explanation but the answer(s) are incorrect or the labels are missing.</p>
2	<p>2 points possible:</p> <p>2 points: Correct answers RST = 90° and labels: STR = 37° TRS = 53°</p> <p>Correct and complete explanation or work shown Give credit for the following or equivalent:</p> <p>Ex. Congruent means the triangles are exactly alike; each angle equals the corresponding angle measure.</p> <p>The triangles are the same.</p> <p>OR</p> <p>1 point: Correct answers RST = 90° and labels: STR = 37° TRS = 53°</p> <p>Explanation is incomplete, missing, or incorrect</p> <p>or</p> <p>Correct explanation but the answer(s) are incorrect or the labels are missing.</p>

Part	Points
3	<p data-bbox="305 285 529 314">1 point possible:</p> <p data-bbox="402 348 496 378">1 point:</p> <p data-bbox="591 348 1101 412">Correct answer: $\angle MNL$ and $\angle STR$ <i>Or correct answer based on previous parts</i></p>

SCORE: 4

<u>Part 1</u>		Points
Correct answer and explanation:	LM = 0.75 inch, MN = 1.00 inch, LN = 1.25 inches “...RST and LMN are congruent, so they are the same size.”	2
<u>Part 2</u>		Points
Correct answer and explanation:	RST = 90°, STR = 37°, TRS = 53° “...RST and LMN are congruent, so they are the same size. They have the same degrees.”	2
<u>Part 3</u>		Points
Correct answer:	“MNL and STR measure 37°.”	1
Total Points		5

1. LM = 0.75 inch
MN = 1.00 inch
LN = 1.25 inches

I got these because RST had these lengths. RST and LMN are congruent, so they are the same size.

2. RST = 90° I got STR = 37° these TRS = 53° because LMN had these degrees. RST and LMN are congruent so they are the same size. They have the same degrees.

3. MNL and STR measure 37°.

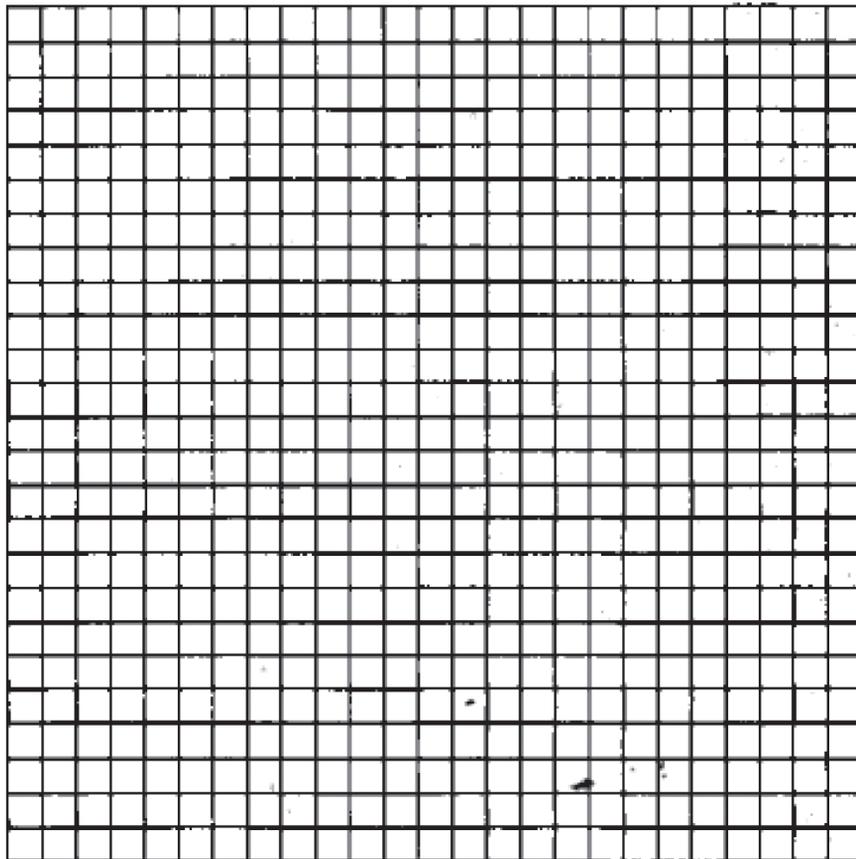
SCORE: 3

<u>Part 1</u>		Points
Correct answer and Missing explanation:	LM - 0.75 in., MN - 1.00 in., LN - 1.25 in.	1
<u>Part 2</u>		Points
Correct answer and Missing explanation:	RST - 90°, STR - 37°, TRS - 53°	1
<u>Part 3</u>		Points
Correct answer:	LNM and RTS	1
Total Points		3

① LNM
 LM - 0.75 in.
 MN - 1.00 in.
 LN - 1.25 in.

② RST
 RST - 90°
 STR - 37°
 TRS - 53°

③ LNM &
 RTS



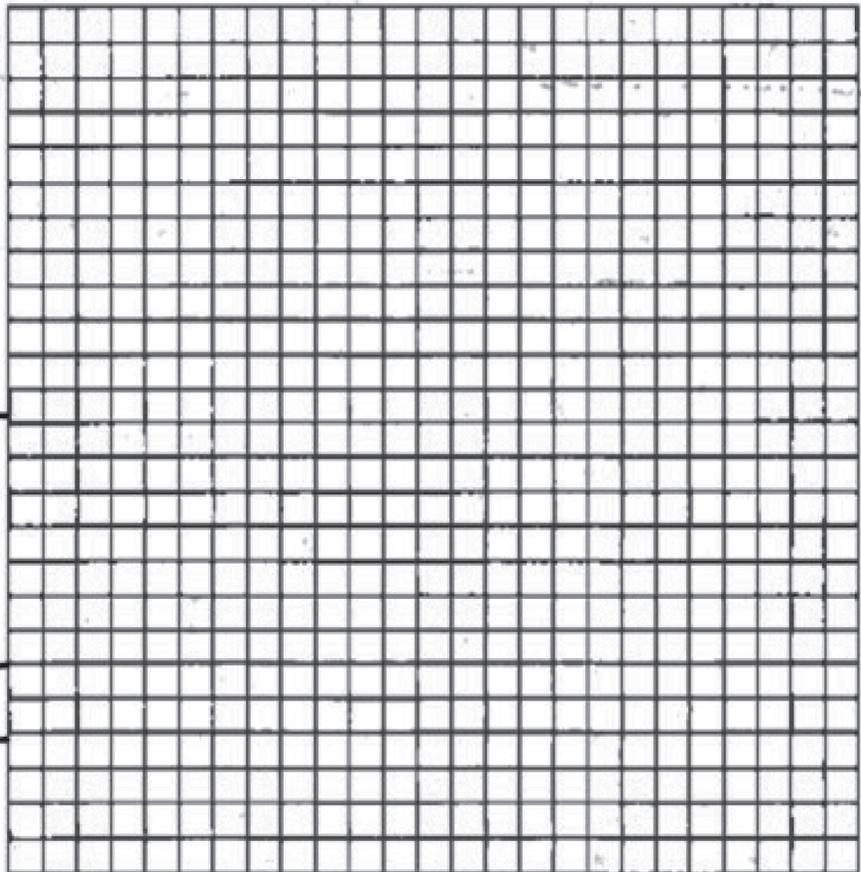
SCORE: 2

<u>Part 1</u>		Points
Correct answer and Missing explanation:	LM 0.75 inches, MN 1.00 inches, LN 1.25 inches	1
<u>Part 2</u>		Points
Incorrect answer and Incorrect explanation:	RST - 90° , STR - 37° , TRS (missing) "Why it a Right angle. ... is acute angle. ...is acute angle to."	-
<u>Part 3</u>		Points
Correct answer:	MNL, STR	1
Total Points		2

1. LM 0.75 inches.
MN 1.00 inches.
LN 1.25 inches

2. RST 90° . Why
it a Right angle.
STR 37° is acute
angle. TRS is
acute angle to.

3 MNL, STR.



SCORE: 1

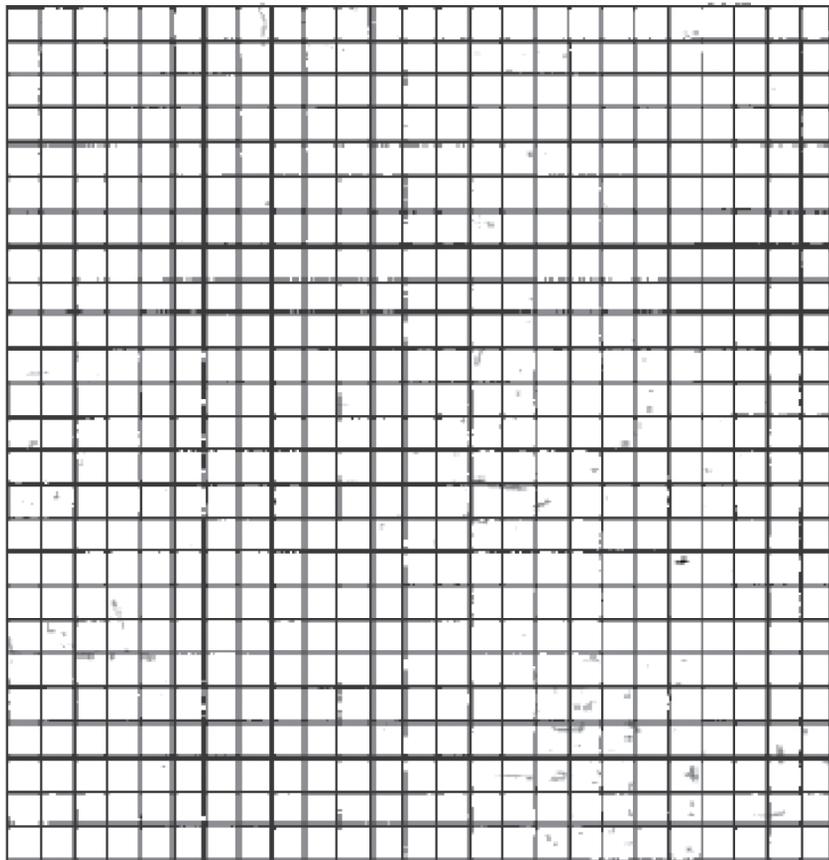
<u>Part 1</u>		Points
Correct answer and Missing explanation:	LM = 0.75 in., MN = 1.00 in., LN = 1.25 in.	1
<u>Part 2</u>		Points
Incorrect answer and Missing explanation:	RST = 90°, STR = 53°, TRS = 37° (last two reversed)	-
<u>Part 3</u>		Points
Incorrect answer:	NLM and TRS	-
Total Points		1

①
 $LM = 0.75 \text{ in.}$
 $MN = 1.00 \text{ in.}$
 $LN = 1.25 \text{ in.}$

②
 $RST = 90^\circ$
 $STR = 53^\circ$
 $TRS = 37^\circ$

③ NLM and TRS are

the congruent triangles that measure 37° .



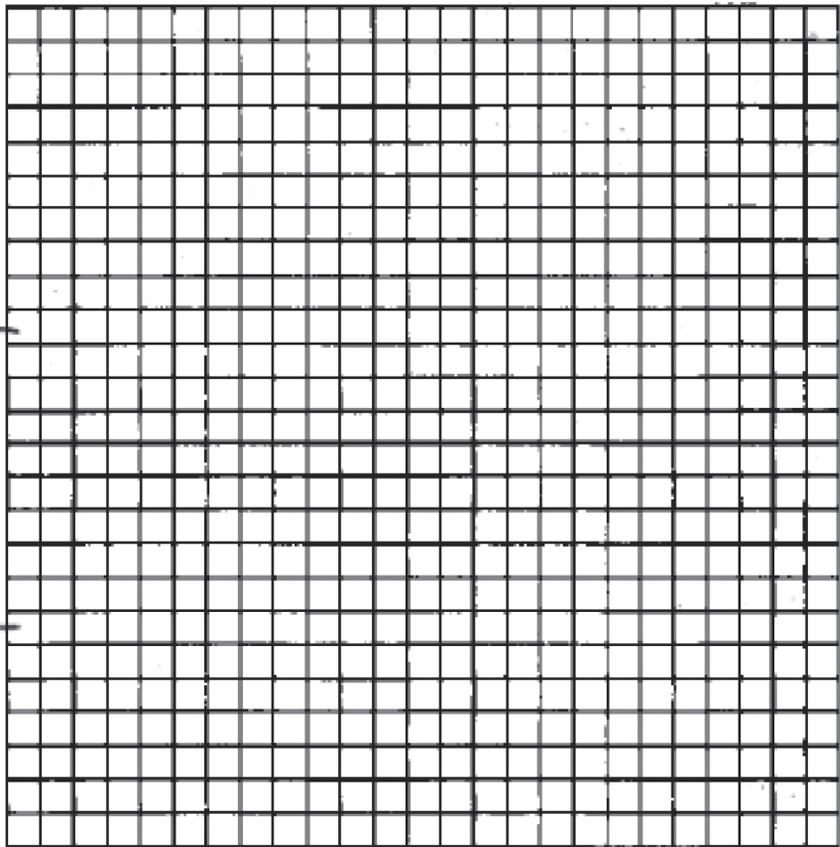
SCORE: 0

<u>Part 1</u>		Points
Incorrect answer and Missing explanation:	LM = 1 in., MN = 1 in., LN = 1.5 in.	-
<u>Part 2</u>		Points
Incorrect answer and Missing explanation:	RST = 53°, STR = 39°, TRS = 55°	-
<u>Part 3</u>		Points
Incorrect answer:	"Right Angles"	-
Total Points		0

1 LM = 1 in.
 MN = 1 in.
 LN = 1.5 in.

2 RST = 53°
 STR = 39°
 TRS = 55°

3 Right Angles



READING RESPONSES

The Dolphin Who Loved Games

by Lyle Berg

Years ago, I studied biology—the science of living things. I was fascinated by dolphins. When I had the chance to work with scientists who studied how dolphins lived, swam, and talked to one another, I took it.

One day, a dolphin named Peg was brought to our facility and placed in what we called the Big Tank. It was a round pool of filtered salt water, about 60 feet across and 5 feet deep. Six other friendly dolphins lived in the Big Tank, but Peg seemed especially friendly. Whenever I was working around the tank, she would swim along the side, staying as close to me as she could.

Peg's Toy Ball

I wondered if she would like something to play with, so I went to a store and bought a yellow ball about the size of a soccer ball. The next morning, I tossed the ball into her pool. As soon as she saw it, she shot through the water and tucked the ball under her left pectoral fin—one of the two fins that dolphins have in front.

4 From that day on, she always had the yellow ball with her, and she always tucked it under the same fin. When I walked up to the tank, she would swim over, let the ball go, and use her long snout to flip it up for me to catch.



Race to the Ball

Peg loved that game, but there was another one she liked even better. My dog liked to play a game in which I would throw a ball and we would race each other to get it. The dog was much faster and always got there first. I wanted to try this game with Peg, too.

The next time she tossed me the ball, I threw it to the far edge of the pool. Then I started to run around the edge of the pool as fast as I could.

She liked the game, but she played it differently than my dog did. Instead of going fast, she swam slowly across the pool, getting to the ball just before I did. Peg should have been able to get to her ball way ahead of me. She only had to swim across her tank and could hit speeds of up to 20 miles per hour. But I had to run all the way around the edge in my clumsy rubber boots. I wasn't nearly as fast.

I wondered, "Why didn't she swim faster? Was it more fun getting to the ball at the last second and swooshing it away just before I picked it up?"

But that wasn't all that was different. Peg didn't always get to the ball first. Once in a while, she let me get to the ball first. I wondered why. The only thing I could think of was that she didn't want me to get discouraged and stop playing with her.

Playing with Gulls

Peg made up another game all by herself.

At feeding time, Peg would often save bits of fish and use them to play with the gulls hanging around the pool.

A few gulls always sat on the edge, hoping to pick up scraps of fish. The gulls stayed on the edge because if they landed in the water, the dolphins swam under them, and tossed them into the air. (Today, gulls are kept away from dolphins in marine mammal facilities to protect the dolphins from a sick gull that might make them sick.)

13 To play her "Gull Game," Peg took a piece of fish in her teeth and, with a flick of her head, tossed it into the water, near one of the gulls. The gull would quickly lean out over the edge and reach down to get the food.

If the food landed too close to the gull, Peg shot over and grabbed the fish in her teeth before the gull could grab it. Then Peg backed up and tried again. If she got the distance just right, the gull would reach too far, lose its balance, and fall into the water with a *plop*. Peg always let the gull keep the fish and didn't toss the bird up in the air, but she did *chitter-chatter*. I supposed she was laughing. I know I was.

During my work at the facility, I never learned to speak "dolphin." But Peg and I had a lot of fun playing together, and the two of us seemed to communicate just fine.

- A** Peg shows that she is both friendly and smart. Give at least two examples from the passage of Peg being friendly. Then give at least two examples of Peg being smart.

Reading Item A Scoring Rubric—2013 Grade 5

Score	Description
4	The response gives at least two examples from the passage of Peg being friendly and at least two examples from the passage of Peg being smart.
3	<p>The response gives at least two examples from the passage of Peg being friendly and one example from the passage of Peg being smart.</p> <p style="text-align: center;">OR</p> <p>The response gives one example from the passage of Peg being friendly and at least two examples from the passage of Peg being smart.</p>
2	<p>The response gives at least two examples from the passage of Peg being friendly.</p> <p style="text-align: center;">OR</p> <p>The response gives at least two examples from the passage of Peg being smart.</p> <p style="text-align: center;">OR</p> <p>The response gives one example from the passage of Peg being friendly and one example from the passage of Peg being smart.</p>
1	<p>The response gives one example from the passage of Peg being friendly or smart.</p> <p style="text-align: center;">OR</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 examples from the passage of Peg being friendly (“when the author was working around the tank, she would swim as close as she could to her,” “she would use her long snout to flip the ball up to her. (Because she wanted the author to play with her)”) and gives more than two examples from the passage of Peg being smart (“when she and the author were playing ‘race to the ball,’ Peg would sometimes let the author win so she wouldn’t stop playing with her,” “she made up her own game. It was called ‘Gull Game,’ ” and “She knew shoot the fish over just right, so when the gulls reached for it, they would fall in with a ‘plop!’ ”). The response demonstrates a thorough understanding of the task.

1. One example of how Peg is friendly is that when the author was working around the tank, she would swim as close as she could to her.

The second example of how Peg is friendly is that when the author was close to the tank, she would use her long snout to flip the ball up to her. (Because she wanted the author to play with her.)

2. One example of how Peg is smart is that when she and the author were playing “race to the ball,” Peg would sometimes let the author win so she wouldn’t stop playing with her.

The second example of how Peg is smart is that she made up her own game. It was called “Gull Game.” She knew ~~to shoot the fish~~ over just right, so when the gulls reached for it, they would fall in with a “plop!”

SCORE POINT: 3

The response gives two examples from the passage of Peg being friendly (“she would always stay as close as she could to the author when he walked by,” “Whenever she played her game with the gulls, she never tossed them back in the air,”) and gives one example from the passage of Peg being smart (“she could come up with her own games”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

Two examples of Peg being friendly and smart are

1. Peg is friendly because she would always stay as close as she could to the author when he walked by. Whenever she played her game with the gulls, she never tossed them back in the air.
2. Peg is smart because she could come up with her own games.

SCORE POINT: 2

The response gives two examples from the passage of Peg being friendly (“She did not try to win every game she played,” “She would stay right beside him and would swim beside him”), but does not give any examples from the passage of Peg being smart. The response shows evidence of only a basic understanding of the task.

Peg is friendly because she did not try to win every game they played. She would stay right beside him and would swim beside him.

Peg is smart because she knew that he was giving her a yellow ball. Peg knew that he was playing with her almost every day.

SCORE POINT: 1

The response gives one example of Peg being friendly (“Whenever I was working around the tank, she would swim along the side, staying as close to me as she could”), but does not give any examples of Peg being smart. The response provides evidence of minimal understanding.

example of friendly	example of smart
Whenever I was working around the tank, she would swim along the side, staying as close to me as she could.	The next morning, I tossed the +'
example of friendly	example of smart

SCORE POINT: 0

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

This passage is talking about dolphins. one of the dolphin name is Peg has his own toy ball like half of the dolphins in The Sea dont have a toy ball.

Soups

by Lucille Recht Penner

SOUP, SOUP, glorious soup—everyone in colonial America ate soup in huge quantities. It was hot and filling. It could be made with almost anything that happened to be available. And enough could be prepared at one time to last for a week or more.

To cook soup, a large iron kettle was hung on the back of the fireplace. In this the ingredients would simmer and bubble, often for several days, giving off the most fragrant aromas. In the opinion of some people, soup got better the more days it was cooked, a view recorded in the famous rhyme:



*Pease¹ porridge hot,
Pease porridge cold,
Pease porridge in the pot,
Nine days old.*

*Some like it hot,
Some like it cold,
Some like it in the pot,
Nine days old.*

What was soup made from? In summer, colonists used wild plants from the forests and fresh vegetables from their gardens, including onions, celery, cabbage, carrots, squash, and of course peas. For additional flavor they would often add fresh mint and sage and other savory herbs. In winter, when fresh vegetables were not to be had, dried ones were used, especially peas, pumpkin, corn, and beans. At any time of year the root cellar was likely to provide such soup fixings as turnips, potatoes, carrots, and beets.

Not only vegetables were used. Meat, fish, seafood and even nuts often went into soup. The Pennsylvania Dutch (who were really German) topped their thickest soups with delicious dumplings. Eventually some soups became so thick that they stopped being soups at all, and became stews. The New York Dutch (who really were Dutch) made delicious stews by thickening their meat-and-vegetable soups with cornmeal.

¹ colonial spelling of “peas”

5 Colonial travelers, who needed a long time to cover even short distances, actually filled their pockets with soup before they left on a trip. This Portable Soup, as it was called, was prepared in the usual way and could contain practically any ingredients. The only difference was that no water was added to replace that which boiled away during cooking, so that the soup became thicker and thicker as it shrank in volume. Then it was poured into dishes, given several days to dry out completely, and at last cut into little cakes that were kept in a tin. When the traveler felt hungry he simply boiled some water, dropped in a cake of Portable Soup, sometimes added a handful of dried corn, and in no time had a delicious meal.

In the days of the earliest settlers, soup was often dinner. The most important thing in that time of hardship was that there be plenty of it—not that it be fancy. But during the later colonial period, when many parts of the colonies had become prosperous, soup was often the elegant first course of a three or four course dinner. New England clam chowder is one of the most famous colonial soups—a rich mixture of clams, potatoes, and cream. A more unusual soup was Peanut Soup, a specialty of the South, made by crushing peanuts and simmering them with cream.

7 As a final crowning touch, the colonists sometimes added dried marigold petals, which gave their soup both an added flavor and a beautiful color.

PEASE PORRIDGE

Today the word *porridge* means a breakfast dish of oatmeal and milk, but in former times it meant a thick soup. On New England farms, Pease Porridge with a string in it was sometimes left outside on a cold winter night. In the morning, the farmer brought the chunk of frozen soup along when he went out to work in the fields, and hung it in a tree by the string. When he was ready for lunch, he just built a fire and heated it.

2 cups dried split peas

2 1/2 quarts cold water

2 teaspoons salt

2 stalks celery

2 medium onions

2 teaspoons dried mint or 4 teaspoons chopped, fresh mint leaves

Rinse the peas in cold water. Put them in a six-quart pot with a tightly-fitting lid. Pour 2 1/2 quarts of cold water over the peas. Cover the pot and let them soak overnight.

In the morning, add the salt to the peas and water. Bring to a boil. Turn the heat to low. Cover, and simmer the peas until tender, about 3 hours.

Chop the celery. Peel and chop the onions. If you're using fresh mint, chop or snip it with a scissors. Add the celery, onions and mint to the soup. Simmer for another 30 minutes.

8 servings.

- B** Different colonial groups made different kinds of soups. Using details from the passage, describe four different kinds of soups made by various groups.

Reading Item B Scoring Rubric—2013 Grade 5

Score	Description
4	The response describes at least four different kinds of soup made by four different groups of colonial people using details from the passage.
3	The response describes three different kinds of soup made by three different groups of colonial people using details from the passage.
2	The response describes two different kinds of soup made by two different groups of colonial people using details from the passage.
1	<p>The response describes one kind of soup made by one group of colonial people using details from the passage.</p> <p style="text-align: center;">OR</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 describes four different kinds of soups made by four different groups of colonial people using details from the passage (“Pennsylvania Dutch, who topped thier thickest soups with delicious dumplings,” “New York Dutch, who made delicious Stews by thickening thier meat-and-vegetable soups with cornmeal,” “New England Clam Chowder, made from a rich mixture of clams, potatoes, and cream,” “Peanut soup, made by crushing peanuts and shimmering them with cream”). The response demonstrates a thorough understanding of the task.

Four different soups made by various groups are very interesting. First there is, the Pennsylvania Dutch, who topped thier thickest soups with delicious dumplings. Then, the New York Dutch, who made delicious stews by thickening thier meat-and-vegetable soups with cornmeal. Another is, the New England Clam Chowder, made from a rich mixture of clams, potatoes and cream. Last, is Peanut soup, made by crushing peanuts and shimmering them with cream. All of these soups were made from different, various groups of people who made different recipes for soups, that, I bet are very scrptios.

SCORE POINT: 3

The response describes three different kinds of soups made by three different groups of colonial people using details from the passage (“The Pennsylvania Dutch (who were really German) topped their thickest soups with delicious dumplings. Sometimes these got so thick they stopped being soups at all,” “the New York Dutch (they really were Dutch) made yummy stews by thickening their meat-and-vegetable soups with cornmeal,” “Colonial travelers sometimes stuffed something called Portable Soup in their pockets. This Portable soup wasn’t prepared any different than other soups, but the only difference was that there was no water added. The dried soups were cut into little cakes and put in a tin. When a traveler was ready for lunch, he had some delicious soup on hand”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

Everyone in colonial America ate soup in huge quantities. Different colonial groups made different kinds of soups, though. Like The Pennsylvania Dutch (who were really German) topped their thickest soups with delicious dumplings. Sometimes these got so thick they stopped being soups at all! And sometimes the New York Dutch (they really were Dutch) made yummy stews by thickening their meat-and-vegetable soups with cornmeal. Colonial travelers sometimes stuffed something called Portable Soup in their pockets. This Portable Soup wasn't prepared any different than other soups, but the only difference was that there was no water added. The dried soups were cut into little cakes and put in a tin. When a traveler was ready for lunch, he had some delicious soup on hand.

SCORE POINT: 2

The response describes two different kinds of soups made by two different groups of colonial people (“peanut soup. You crush peanuts, then you mix it with cream,” “New England clam chowder. It is made with clams, potatoes, and cream”). The response shows evidence of only a basic understanding of the task.

One Soup was the peanut soup. You
 crush peanuts, then you mix it with cream.
 Another is pease porridge. Another kind of
 soup is portable soup. Portable soup was made
 for travelers. My last soup is the New
 England clam chowder. It is made with
 clams, potatoes, and cream.

SCORE POINT: 1

The response describes one kind of soup made by a group of colonial people (“Peanut soup is made from cream and crushed peanuts”).

Chicken soup is made from carrots
 and potatoes. Peanut soup is made from
 cream and crushed peanuts. Chicken nuddle
 soup is made with carrots and cream. Tomato
 soup is made with tomatoes.

SCORE POINT: 0

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

Soups were made by many different kinds of people. As you can tell in the passage, there were lots of people that liked soup. Even today there are many people that like soup. My family likes soup. Sometimes at school we even make soup. It is very "Yummy! We Love to eat it in Arkansas. Somedays when its cold we eat it alot. There are so many different kinds of soup. My friend Steven eats soup just like me. Everyone has to love soup. I mean how could you not. My favorite it tatatoe soup, with blacktop and big chunks of Patatoes in it. We most of the time when its cold outside, I like my soup hot and steamy faspellaly when its snowing. My Mom is a very good Cook. She makes me soup when im sick. And when its cold. I Love soup. Now you know some about me +my soup. I Love Soup so much! Do you?

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 5 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 5 students in April 2013.

Prompt

Your teacher has asked you to write about a time you did something important.

Before you begin to write, think about times you have done important things in school, at home, in a job, or in an activity after school. What did you do? Why was it important?

Now write about a time you did something important. Be sure to tell what happened and give enough detail so that your teacher will understand why it was important.

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 response focuses on the central idea of saving a friend from drowning as the most important thing the writer has done. Information progresses logically through time as the writer fills in the sequence of events. Even elaboration throughout the essay using details and explanations gives readers a clear idea of what happened. The writer demonstrates consistent control of all features of the Content domain.

Style: 4

Purposely selected information is used to affect the reader’s understanding (“She wasn’t allowed into the four and a half foot part,” “I also told her not to go to the deep part,” “She kept trying to ask if she could “please” go,” “I heard splashing”). Varied sentence beginnings and lengths adds to the interest of the piece. The writer’s voice and tone, conveying a sense of responsibility and caution, are evident throughout and appropriate for this subject. Consistent control of Style features is exhibited.

Sentence Formation: 4

The student displays the ability to construct a variety of sentences without errors, including complex, compound, and simple sentences. Consistent control of Sentence Formation features is demonstrated.

Usage: 4

With the exception of an extra verb (“we would used to swim”), all other agreement, inflections, and conventions are well controlled.

Mechanics: 4

A few misspellings (“to,” “too,” “anwser,” “finaly”) along with some missed punctuation, do not constitute a pattern, nor do they detract from the response. The writer consistently controls capitalization, spelling, punctuation, and formatting.

I've done many important things in my life. The one I think was the most important thing I've ever done is when I saved my friend, Channing from drowning. I used to have a pool and we would used to swim in it. We would play tag and Marco Polo. She wasn't allowed into the four and a half foot part on the other side of the pool. One day she came over and asked if I wanted to go swimming. I said yes and I also told her not to go to the deep part of the pool. She asked me why she couldn't so I said "it is too deep." After that we played splash tag, and Marco Polo, and I taught her how to flip underwater. She kept trying to ask if she could "please," go to the other part of the pool. My answer was still no. She finally gave up and went home. The next day she came back. We played who can swim the fastest. It's when you get a stopwatch and time yourself as you swim across the pool and back. We played that for 15 minutes. Soon I had to use the restroom. I told her to not go to the deep side of the pool. While I was gone she put on a swim ring and went to the other side of the pool. When I came back outside I heard splashing.

I ran over and she had slipped out of the swim ring and was drowning! I quickly dived into the pool and swam as fast as I could. I got to her just in time and pulled her out of the water. I told her to grab on to the swim ring. When we got to the other side of the pool I told her to never ever go to that side of the pool again. She asked me if she could only if she had the swim ring on. I said she could only under my supervision. She agreed and so after that she only went to the other side of the pool when I was there.

WRITING SAMPLE RESPONSE 2

Content: 3

This essay focuses on the central idea of preventing a fire in the kitchen. Information is organized logically through time (“on a Saturday morning,” “while the stove was on,” “After a while,” “Then”), but the absence of some details causes slight confusion (“I started looking at the glove...for a while.” “So then I rushed to the kitchen”). The student closes with a logical conclusion of why this event was important. The uneven elaboration demonstrates reasonable control of the Content domain.

Style: 3

The writer includes a mix of specific (“Saturday morning,” “rushed”) and general information and vocabulary (“for a while,” “the glove that you use to take out things that are hot,” “stove was on”). In addition, some information is repetitious (the glove over the stove). Some awkwardness in phrasing, as well as a tendency to start phrases with “I” detracts from Style. Reasonable control of Style features is demonstrated.

Sentence Formation: 3

The student displays the ability to form different types of sentences, but has errors including missing words, a contact run-on, and redundancy (“After a while I started looking at the glove over the stove for a while.”). Control of Sentence Formation is reasonable.

Usage: 3

Several errors (“had went,” “at house,” “saved use”), contribute to reasonable, rather than consistent control of the Usage domain.

Mechanics: 3

The writer consistently controls spelling and capitalization. A pattern of punctuation errors, including missing commas after introductory clauses and before conjunctions, a missing period, a period instead of a question mark, and failure to punctuate a quote, contribute to a score of “3” for reasonable control of Mechanics.

Hi my name is Nataliya and today I'm going to be sharing with you about a day at my house when I did something very important. One time when I was at house with my mom on a Saturday morning getting ready to eat breakfast My mom had left the stove on, so the glove that you use to take out things that are hot was over the stove while the stove was on. My mom had went to use the restroom. After a while I started looking at the glove over the stove for awhile. Then I started thinking what if this catches on fire. So then I rushed to the kitchen and I quickly pulled the glove from over the stove. Then afterwards I told my mom and she said thanks you saved the house from catching on fire! I thought this was important to share with because I saved use and the house from catching on fire. And now you know to never leave something around that you know will catch on fire.

WRITING SAMPLE RESPONSE 3

Content: 2

The writer focuses on three important events and elaboration of each tends to be general with minimal specifics and little explanation. Information is organized by the appropriate clumping of related ideas (cleaning, helping mom at work, and schoolwork), but there is little progression of ideas. The student closes with a reason why it is important to help others (“I hope this encoureg’s other people to help out”). The general elaboration demonstrates inconsistent control of the Content domain.

Style: 2

General information and vocabulary prevent the writer’s voice from being heard. A tendency to start phrases with “I” also detracts from sentence variety. Inconsistent control receives a score of “2” in Style.

Sentence Formation: 3

The student displays the ability to form different types of sentences but has errors of different types, including a contact run-on, a fragment, and a missing word. Control of Sentence Formation is reasonable.

Usage: 2

Inconsistent control of Usage features is explained by the errors in tense, agreement, and conventions. Examples include “have help out,” “Once I have helped,” “it don’t matter,” “I’ve done all my work when a teacher tells me.”

Mechanics: 3

Reasonable control of Mechanics features is demonstrated in this response. Failure to format the first paragraph, misspellings (“anywere,” “befor,” “compy,” “alway’s,” “encoureg’s”), and omission of commas contribute to the score of “3.”

Have you ever done something important at home, at a job, or at school? Well, I have. You can help clean, do your work, and even help mom at work. You can do anything important anywhere at any time. I know if I have help out before I know you can help out with anything you want to.

At home I have had to clean. I've had to clean before compy came over or before I go to stay the night with a friend. Once I have helped my mom at work. Sometimes she even makes me help. But I like to one thing, and that's help file paper works. At school I've done all my work when a teacher tells me. Unlike other people are always talking.

It's important to help people in need or even if they don't need your help it don't matter. I picked these 3 topics because I've help out at these places. I hope this encourages other people to help out with other people or even your mom or dad. Because they need you to help out sometimes.

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

QAI 11713-AR1302-THB-GR5

