



Arkansas Comprehensive Testing, Assessment, and Accountability Program

# TEACHER HANDBOOK

## AUGMENTED BENCHMARK EXAMINATION GRADE 6

### 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 sixth-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, sixth-grade students participated in the *Grade 6 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 6 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 6 Augmented Benchmark Examination* are developed with the assistance and approval of Content Advisory Committees. All passages and items on the *Grade 6 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 6 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.

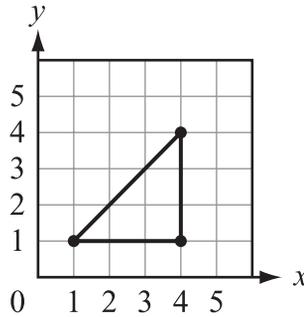
### **Scoring Procedures**

All student responses to the *Grade 6 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 6 Augmented Benchmark Examination*.

# **MATH RESPONSES**

- A** A polygon is formed by graphing the points (1, 1), (4, 1), and (4, 4) on the coordinate plane below.



1. What type of polygon is graphed above?
2. What is the classification of this polygon by its sides? Show all work or explain your answer.
3. What is the classification of this polygon by its angles? Show all work or explain your answer.

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

**Math Item A Scoring Rubric—2013 Grade 6**

Score	Description
4	The student earns 5 points. The response contains no incorrect work.
3	The student earns 4 points.
2	The student earns 2 – 3 points.
1	The student earns 1 point, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

**SOLUTION AND SCORING**

Part	Points
1	<p><b>1 point possible:</b></p> <p>1 point:            Correct answer:            Triangle</p>
2	<p><b>2 points possible:</b></p> <p>1 point:            Correct answer:            Isosceles or Isosceles Triangle</p> <p><b>AND</b></p> <p>1 point:            Correct and complete explanation Give credit for the following or equivalent:</p> <p>Ex.     2 of the sides are of equal length, 3 units</p>
3	<p><b>2 points possible:</b></p> <p>1 point:            Correct answer:            Right or Right Triangle</p> <p><b>AND</b></p> <p>1 point:            Correct and complete explanation Give credit for the following or equivalent:</p> <p>Ex.     1 of the angles is 90 degrees</p>

SCORE: 4

<u>Part 1</u>		Points
Correct answer:	"Triangle"	1
<u>Part 2</u>		Points
Correct answer:	"Isoseles"	1
Correct explanation:	"...because 2 sides are the same."	1
<u>Part 3</u>		Points
Correct answer:	"Right"	1
Correct explanation:	"...because it has one right angle."	1
<b>Total Points</b>		<b>5</b>

1.

Triangle

2.

Isoseles  
because  
2 sides are the  
same.

3.

Right  
because  
it has one  
right angle.

SCORE: 3

<u>Part 1</u>		Points
Correct answer:	"Triangle"	1

<u>Part 2</u>		Points
Correct answer:	"Isosceles triangle"	1
Correct explanation:	"...because 2 sides are the same and 1 is different."	1

<u>Part 3</u>		Points
Incorrect answer:	"Acute"	-
Correct explanation:	"because 2 angles are 45° and one angle is 90°"	1
<b>Total Points</b>		<b>4</b>

1. Triangle
2. Isosceles triangle because 2 sides are the same and 1 is different.
3. Acute because 2 angles are 45° and 1 angle is 90°

SCORE: 2

<u>Part 1</u>		Points
Correct answer:	"The type of polygon graphed is a <u>triangle</u> ."	1

<u>Part 2</u>		Points
Incorrect answer:	"...by it's sides is a <u>Scalene</u> triangle"	-
Missing explanation:		-

<u>Part 3</u>		Points
Correct answer:	"...by it's angles is a <u>right</u> triangle"	1
Missing explanation:		-
<b>Total Points</b>		<b>2</b>

1



The type of polygon graphed is a triangle.

2



The classification of this polygon by it's sides is a Scalene triangle.

---

3

The classification of this polygon by its angles is a right triangle.



SCORE: 1

<u>Part 1</u>		Points
Correct answer:	"That is a triangle..."	1

<u>Part 2</u>		Points
Incorrect answer:	"...by sides is a rhombus."	-
Missing explanation:		-

<u>Part 3</u>		Points
Incorrect answer:	"By its angles it is a scalene triangle."	-
Incorrect explanation:	"It has no right angles, or obtuse angles"	-
<b>Total Points</b>		<b>1</b>

- ① That is a triangle, triangles have 3 sides
- 
- ② The classification of this polygon by sides is a rhombus.
- 
- ③ By its angles it is a scalene triangle. It has no right angles, or obtuse angles

SCORE: 0

<u>Part 1</u>		Points
Incorrect answer:	"This is a polygonal prism."	-

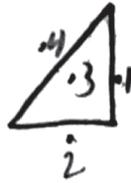
<u>Part 2</u>		Points
Missing answer:		-
Incorrect explanation:	"It has 4 sides."	-

<u>Part 3</u>		Points
Missing answer:		-
Incorrect explanation:	"It has 3 angles."	-
Total Points		0

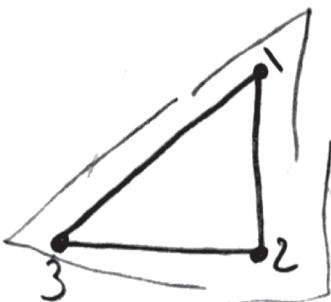
① This is a polygonal prism.

②



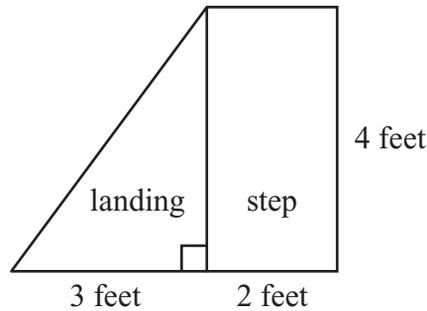
It has 4 sides.

③



It has 3 angles.

- B** Max is carpeting his stairs. There is a landing halfway down the steps. A **top view** of the triangular landing and the next step down are shown in the picture below.



1. Max has 12 square feet of carpet. How much of it will he need to cover the triangular landing? Show your work or explain your answer.
2. Does Max have enough carpet left to cover the next step down? Show your work or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

**Math Item B Scoring Rubric—2013 Grade 6**

Score	Description
4	The student earns 4 points. The response contains no incorrect work and units of $\text{ft}^2$ are used in Part 1.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of "B" will be reported as "NA." (No attempt to answer the item. Score of "0" is assigned for the item.)

SOLUTION AND SCORING

Part	Points
1	<p><b>2 points possible:</b></p> <p>2 points: Correct answer: 6 sq. ft. Correct and complete explanation or work shown Give credit for the following or equivalent:</p> <p>Ex. <math>\frac{1}{2} \times 3 \times 4 = 6</math></p> <p><b>OR</b></p> <p>1 point: Correct answer: 6 sq. ft. Work and/or explanation is incomplete, missing, or incorrect</p> <p>or</p> <p>Answer is missing or incorrect due to arithmetic or copy error Correct and complete work and/or explanation shown</p>
2	<p><b>2 points possible:</b></p> <p>2 points: Correct answer: No <i>Or correct answer based on previous part</i> Correct and complete explanation or work shown Give credit for the following or equivalent:</p> <p>Ex. <math>2 \times 4 = 8</math> <math>12 - 6 = 6</math> <math>8 &gt; 6</math></p> <p>Ex. He needs 8 and he has 6 left.</p> <p><b>OR</b></p> <p>1 point: Correct answer: No <i>Or correct answer based on previous part</i> Work and/or explanation is incomplete, missing, or incorrect <b>Note: No credit is given if this is not based on Part 1.</b></p> <p>or</p> <p>Answer is missing or incorrect due to arithmetic or copy error Correct and complete work and/or explanation shown</p>

SCORE: 4

**Part 1**

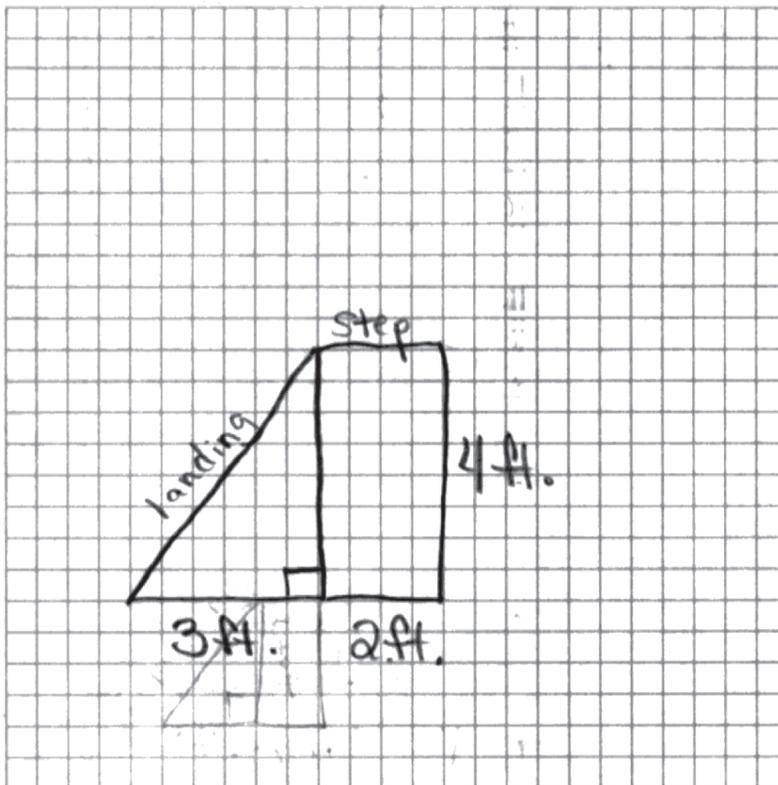
		Points
Correct answer and procedure:	“Max will need 6ft <sup>2</sup> to cover the triangular landing.” $A = \frac{1}{2} \cdot 3 \cdot 4$ , $A = \frac{1}{2} \cdot 12$ , $A = 6 \text{ ft}^2$	2

**Part 2**

		Points
Correct answer and procedure:	“No, Max only has 12 feet <sup>2</sup> ... He needs 14 ft <sup>2</sup> .” $A = 2 \cdot 4$ , $A = 8 \text{ ft}^2$ , $8 \text{ ft}^2 + 6 \text{ ft}^2 = 14 \text{ ft}^2$	2

Total Points

4



①  $A = \frac{1}{2}(b \times h)$   
 $A = \frac{1}{2}(3 \cdot 4)$   
 $A = \frac{1}{2} \cdot 12$   
 $A = 6 \text{ ft}^2$

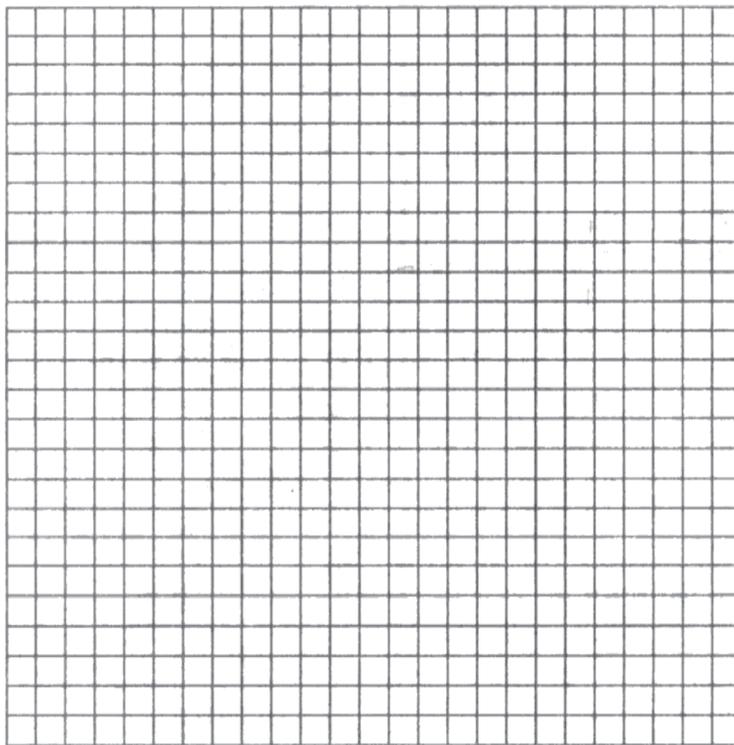
Max will need 6ft<sup>2</sup> to cover the triangular landing.

②  $A = lw$   
 $A = 2 \cdot 4$   
 $A = 8 \text{ ft}^2$

$8 \text{ ft}^2$   
 $+ 6 \text{ ft}^2$   
 $\hline 14 \text{ ft}^2$   
 No, Max only has 12 feet<sup>2</sup> of carpet for both the step and the landing. He needs 14 ft<sup>2</sup>.

SCORE: 3

<u>Part 1</u>		Points
Correct answer and procedure:	“Max will need 6 ft <sup>2</sup> to cover the triangular landing.” $4 * 3 * \frac{1}{2} = 6$	2
<u>Part 2</u>		Points
Correct answer and missing procedure:	“No, Max will not have enough carpet to cover the next step down.”	1
<b>Total Points</b>		<b>3</b>



①  
 Max will need 6 ft<sup>2</sup> to cover the triangular landing.  
 $4 * 3 * \frac{1}{2} = 6$

② no, Max will not have enough carpet to cover the next step down.

SCORE: 2

Part 1

Points

Correct answer and missing procedure:	“He will need 6 sq. ft. to cover the landing”	1
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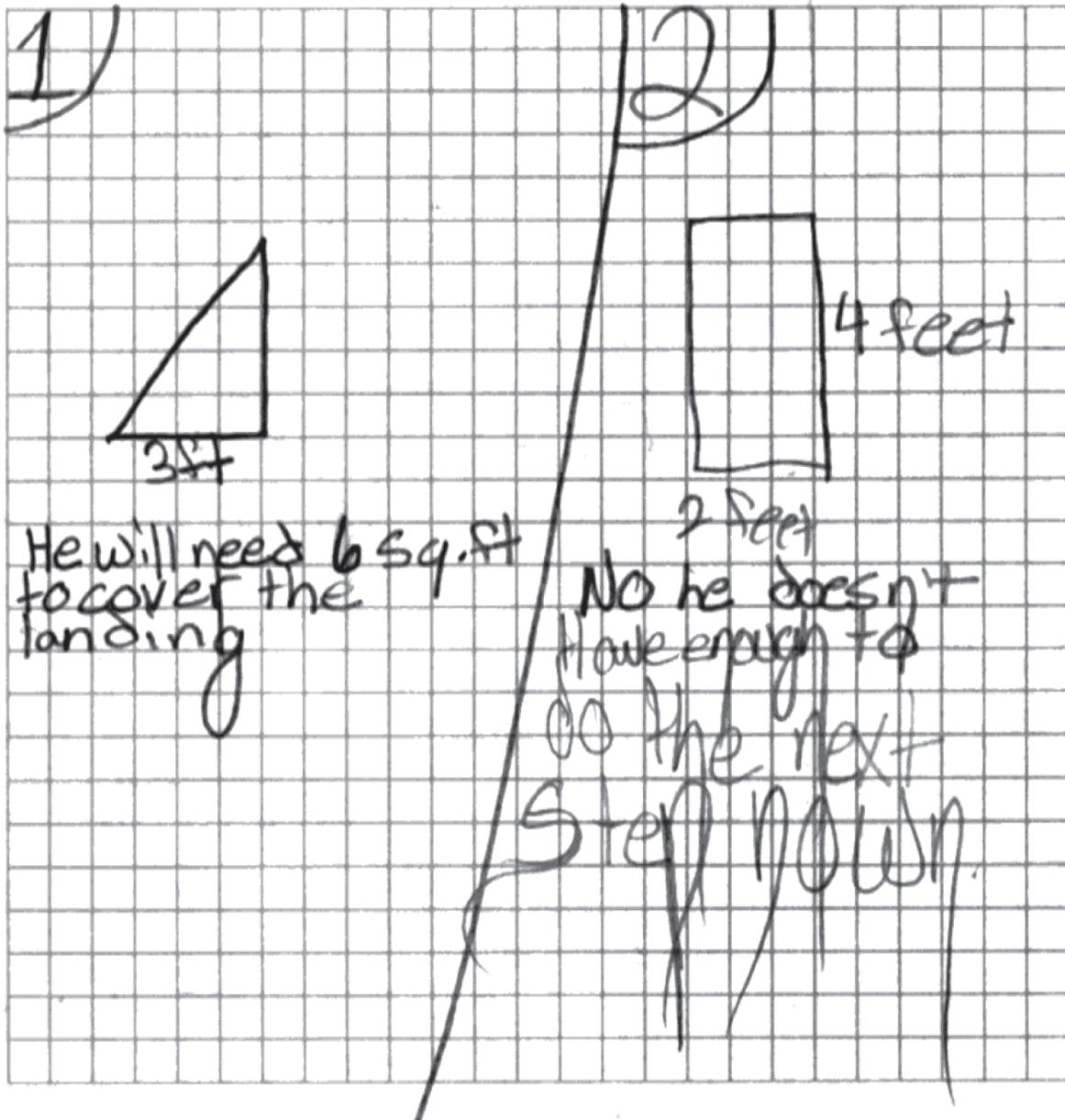
Part 2

Points

Correct answer and missing procedure:	“No he doesn't have enough to do the next step down.”	1
---------------------------------------	---	---

Total Points

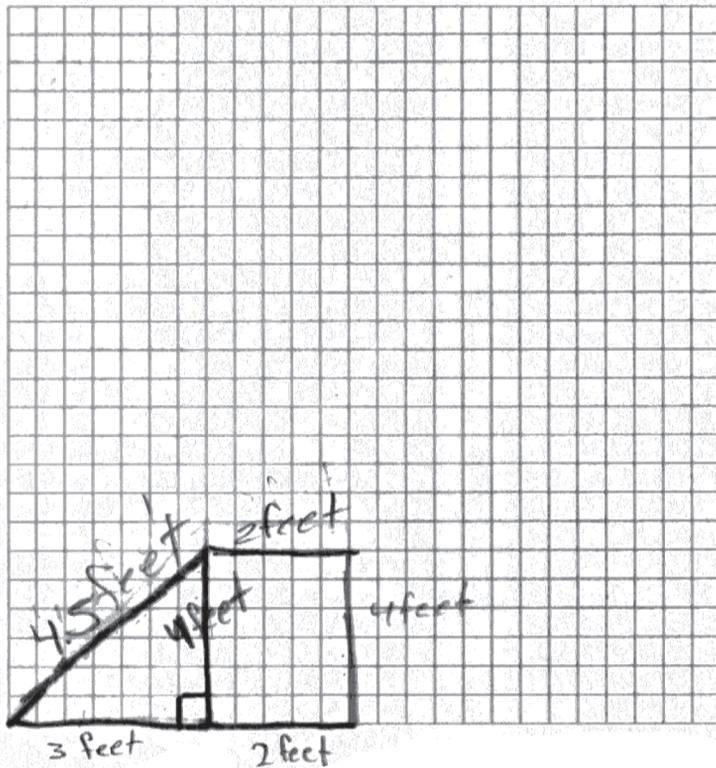
2



SCORE: 1

<u>Part 1</u>		Points
Incorrect answer and incorrect procedure:	11.5 feet 3 feet + 4.5 feet + 4 feet =	-
<u>Part 2</u>		Points
Correct answer and incorrect explanation:	"No..." "... because the triangular landing is 11.5 and the next step down is twelve."	1
<b>Total Points</b>		<b>1</b>

1.



$$3 \text{ feet} + 4.5 \text{ feet} + 4 \text{ feet} = 11.5 \text{ feet.}$$

2.

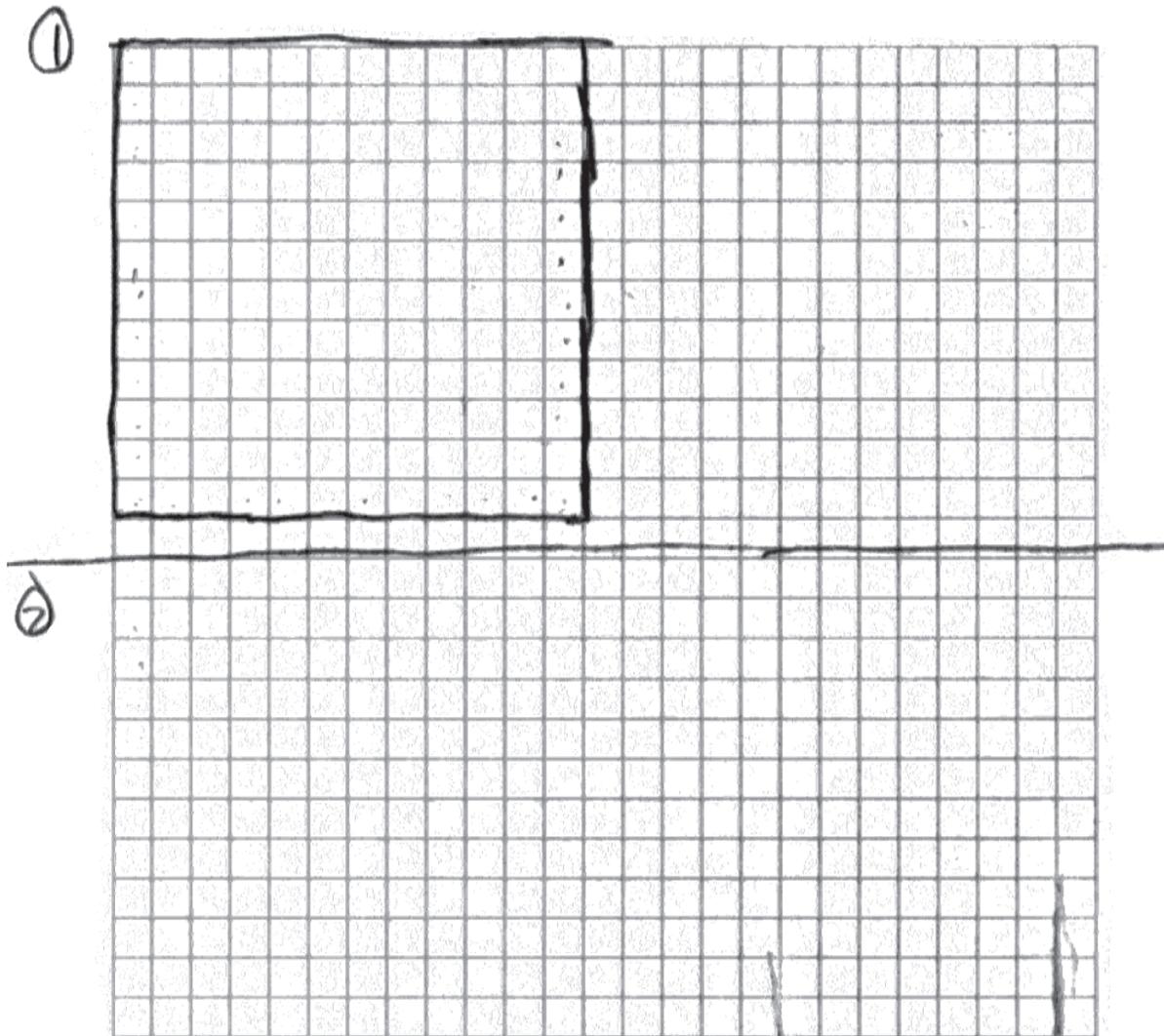
No, because the triangular landing is 11.5 and the next step down is twelve. Max only has half a square foot.

SCORE: 0

<u>Part 1</u>		Points
Incorrect answer and missing procedure:	Drew box	-

<u>Part 2</u>		Points
Incorrect answer and missing explanation:	"he will have enoph for the next step"	-
<b>Total Points</b>		<b>0</b>



he will have enoph for the next step

**C** Use the table below to complete the following items.

$x$	$y$
64	16
60	15
56	14
52	13

1. Copy the table into your answer document. Continue the table for  $x$ -values of 48, 44, and 40. Show your work.
2. Write an equation to represent the values in the table. Show your work or explain your answer.
3. What would the equation be if you switched the  $x$ -values and the  $y$ -values? Show your work.

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

<b>Math Item C Scoring Rubric—2013 Grade 6</b>
--

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>2 points possible:</b></p> <p>2 points: Completes table with correct Y values: 12, 11, 10 Give credit for the following or equivalent: Ex.</p> <table border="1" data-bbox="776 540 989 832"> <thead> <tr> <th>X</th> <th>Y</th> </tr> </thead> <tbody> <tr> <td>64</td> <td>16</td> </tr> <tr> <td>60</td> <td>15</td> </tr> <tr> <td>56</td> <td>14</td> </tr> <tr> <td>52</td> <td>13</td> </tr> <tr> <td>48</td> <td>12</td> </tr> <tr> <td>44</td> <td>11</td> </tr> <tr> <td>40</td> <td>10</td> </tr> </tbody> </table> <p><b>OR</b></p> <p>1 point: Completes table with 1 or 2 correct Y values</p>	X	Y	64	16	60	15	56	14	52	13	48	12	44	11	40	10
X	Y																
64	16																
60	15																
56	14																
52	13																
48	12																
44	11																
40	10																
2	<p><b>1 point possible:</b></p> <p>1 point: Correct equation: <math>y = x \div 4</math> <i>Or correct answer based on previous part</i> Give credit for the following or equivalent:</p> <p>Ex. <math>y = \frac{1}{4}x</math> <math>x = 4 \times y</math></p> <p><b>OR</b></p> <p><math>\frac{1}{2}</math> point: Correct expression: <math>x \div 4</math> Give credit for the following or equivalent:</p> <p>Ex. <math>4 \times y</math></p>																
3	<p><b>1 point possible:</b></p> <p>1 point: Correct answer: <math>y = x \times 4</math> <i>Or correct answer based on previous parts</i> Give credit for the following or equivalent:</p> <p>Ex. <math>y = 4x</math> <math>x = y \div 4</math></p> <p><b>OR</b></p> <p><math>\frac{1}{2}</math> point: Correct expression: <math>x \times 4</math> Give credit for the following or equivalent:</p> <p>Ex. <math>y \div 4</math></p>																

SCORE: 4

<u>Part 1</u>		Points
Correct answers:	12, 11, 10 correctly in table	2
<u>Part 2</u>		Points
Correct equation:	$y = x/4$	1
<u>Part 3</u>		Points
Correct equation:	$y = 4x$	1
<b>Total Points</b>		<b>4</b>

1.

X	Y
64	16
60	15
56	14
52	13
48	12
44	11
40	10

$y = \frac{x}{4}$

$\frac{48}{4} = 12$

$\frac{44}{4} = 11$

$\frac{40}{4} = 10$

---

<p>2. <math>\frac{64}{16} = 4</math>     <math>y = \frac{x}{4}</math></p>	<p><math>\begin{array}{r} x \ 4 \\ 16 \overline{) 64} \end{array}</math>     <math>y = 4x</math></p> <p style="margin-left: 40px;"><math>16 \cdot 4 = 64</math></p>
---	---

SCORE: 3

<u>Part 1</u>		Points
Correct answers:	12, 11, 10 correctly in table	2
<u>Part 2</u>		Points
Correct equation:	$X \div 4 = Y$	1
<u>Part 3</u>		Points
Incorrect equation:	$Y * 4 = X$	-
<b>Total Points</b>		<b>3</b>

1.

X	Y
64	16
60	15
56	14
52	13

X	Y
48	12
44	11
40	10

$4 \overline{) 48} \begin{matrix} 12 \\ \underline{48} \\ 0 \end{matrix}$

$4 \overline{) 44} \begin{matrix} 11 \\ \underline{44} \\ 0 \end{matrix}$

$4 \overline{) 40} \begin{matrix} 10 \\ \underline{40} \\ 0 \end{matrix}$

---

2.

$X \div 4 = Y$

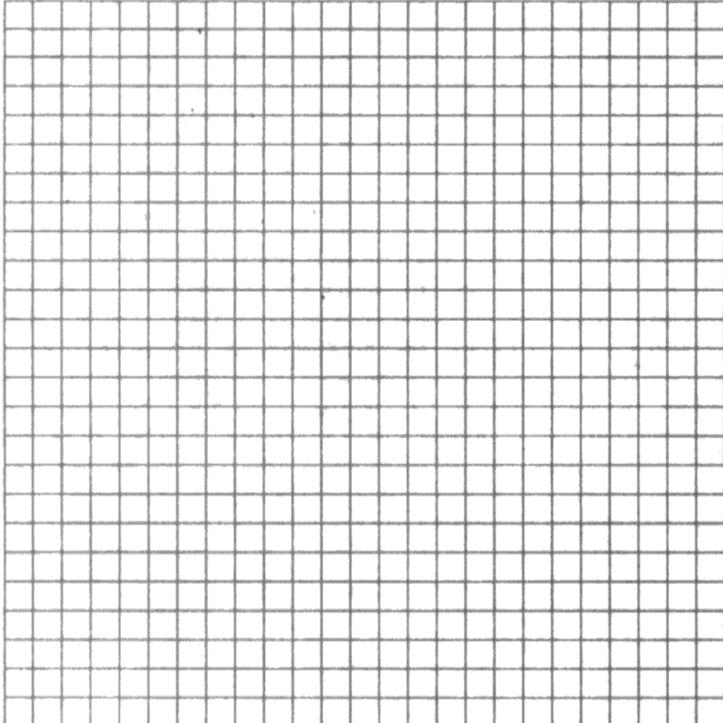
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3.

$Y * 4 = X$

SCORE: 2

<u>Part 1</u>		Points
Correct answers:	12, 11, 10 correctly in table	2
<u>Part 2</u>		Points
Incorrect equation:	$x - y = \text{rule}$	-
<u>Part 3</u>		Points
Incorrect equation:	$x + y = \text{rule}$	-
<b>Total Points</b>		<b>2</b>



1.

x	y
64	16
60	15
56	14
52	13
48	12
44	11
40	10

In the x column, you subtract 4. In the y column, you just go down one number.

2.  $x - y = \text{rule}$   
 $x(-4) - y$

3.

x	y
16	64
15	60
14	56
13	52

$x + y = \text{rule}$

SCORE: 1

<u>Part 1</u>		Points
Missing answers:	Student places numbers from table on $x$ and $y$ axis	-
<u>Part 2</u>		Points
Correct equation:	$y = x \div 4$	1
<u>Part 3</u>		Points
Incorrect equation:	$x = y \times 4$	-
<b>Total Points</b>		<b>1</b>

Y-axis

X

---

2.  $y = x \div 4$

$4 \sqrt{64} = 16$   
 $4 \sqrt{60} = 15$   
 $4 \sqrt{56} = 14$   
 $4 \sqrt{52} = 13$

3.  $x = y \times 4$

$16 \times 4 = 64$   
 $15 \times 4 = 60$   
 $14 \times 4 = 56$   
 $13 \times 4 = 52$

SCORE: 0

<u>Part 1</u>		Points
Incorrect answers:	0, 4, 8	-
<u>Part 2</u>		Points
Incorrect equation:	$16 = 48 - 64 \dots$	-
<u>Part 3</u>		Points
Incorrect equation:	$64 - 48 = 16 \dots$	-
<b>Total Points</b>		<b>0</b>

1

X	Y
64	16
60	15
56	14
52	13
48	0
44	4
40	8

$$\begin{array}{r} 64 \\ -16 \\ \hline 48 \end{array}$$

$$\begin{array}{r} 48 \\ -44 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 48 \\ -40 \\ \hline 8 \end{array}$$

3  $16 = 48 - 64$   
 $64 = 48 + 16$

2  $64 - 48 = 16$   
 $16 + 48 = 64$

# **READING RESPONSES**

## Sticky Business

by Lynn Katulka

Inventor George de Mestral carefully stepped over branches and leaves, trying not to make a sound. He was doing his best to capture the biggest and fattest damsel fly for his collection. He liked to look at the details of all types of insects under his microscope. The damsel fly, with its delicate wings, was particularly interesting. SWISH went the net over the leaf the damsel fly was resting on. SPLASH went George's left foot into the brook and . . . nothing. Once again the damsel fly got away. A soggy Mr. de Mestral called that miss the final straw and grudgingly headed home.

Though George didn't catch any damsel flies, his trousers had much better luck catching hundreds of sticky and prickly burrs. George tried but the burrs didn't want to let go of his trousers, and he ended up bringing many home. Since he didn't have any damsel flies to view, George decided to look at the stubborn burrs under his microscope to see what made them stick. He found that each burr was covered with hooks that looked like a monster's mouthful of spiked, fang teeth. These hooks grabbed onto anything with a loop, such as clothing fiber, animal fur, or even human hair. Those tiny hooks gave Mr. de Mestral an idea of making two different kinds of fabrics. One fabric would be similar to a flat burr with hundreds of tiny, grabbing hooks. The other fabric would have hundreds of tiny, catching loops. Attach anything you like to the opposite side of these two fabrics, and you have instant, sticky business.

3 Mr. de Mestral tried for several years to master the sticky fabric. Sometimes the loops were too big for the hooks, and sometimes the hooks were too big for the loops. He kept trying, and success finally came. Soon he was weaving together 300 tiny hooks and loops in one single inch of fabric. George de Mestral had invented Velcro.

Velcro has come a long way since Mr. de Mestral's damsel fly adventure in 1948. It is seen almost everywhere today. Look around. Is there Velcro on your sneakers? Your watchband? Your backpack? How about your jacket or wallet? Maybe your school lunch bag is Velcroed shut, or the cast for a sprained ankle may be Velcroed together.

Velcro is even used in places you wouldn't expect. It helped hold together a human heart during the first artificial heart surgery. It's in nuclear power plants and even army tanks, holding flashlights and tools to the walls. NASA even uses it on the inside of space helmets so that astronauts have a rough surface to scratch an itchy nose or chin. Velcro can hold a person to a wall if there are enough hooks, and you have enough courage!

In the future, Velcro might take the place of zippers and snaps. Can you imagine dads saying, "Velcro that jacket up. It's cold outside!" How about catching a baseball or football with a Velcro glove? Imagine Velcro placemats with Velcroed forks and Velcroed plates to prevent those disastrous spills. Who would need pockets if you could Velcro your pens and pencils, yo-yos, and candy bars right to your shirt?

So take a hike! Catch a burr. Look around. Maybe there's an inventor in you. All it takes is a little thought, a little luck, and a lot of determination.

- A** Explain the role that luck played in Mr. de Mestral’s invention of Velcro, using two specific details from the passage in your explanation. Explain the role that determination played in Mr. de Mestral’s invention of Velcro, using two specific details from the passage in your explanation.

**Reading Item A Scoring Rubric—2013 Grade 6**

Score	Description
4	The response explains the role of luck and determination including at least two details from the passage to support each explanation.
3	<p>The response explains the role of luck including two details from the passage to support the explanation and explains the role of determination including one detail from the passage to support the explanation.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response explains the role of determination including two details from the passage to support the explanation and explains the role of luck including one detail from the passage to support the explanation.</p>
2	<p>The response explains the role of luck and determination using one detail from the passage in each explanation.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response explains the role of luck including two details from the passage to support the explanation.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response explains the role of determination including two details from the passage to support the explanation.</p>
1	<p>The response explains the role of luck using one detail from the passage to support the explanation.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response explains the role of determination using one detail from the passage to support the explanation.</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 explains the role that luck played in Mr. de Mestral’s invention of Velcro including more than two details from the passage to support the explanation (“George didn’t catch any damsel flies,” “All he did was go outside to catch a damsel fly and missed,” “burrs got stuck to his trousers,” “his trousers had much better luck catching hundreds of sticky and prickly burrs,” “the burrs didn’t want to let go of his trousers, and he ended up bringing many home,” “Since he didn’t have any damsel flies to view, George decided to look at the stubborn burrs under his microscope to see what made them stick”). The response explains the role that determination played in Mr. de Mestral’s invention of Velcro including two details from the passage as support (“Mr. de Mestral tried for several years to master the sticky fabric. Sometimes the loops were too big for the hooks, and sometimes the hooks were too big for the loops,” “He kept trying and success finally came. Soon he was weaving together 300 tiny hooks and loops in one single inch of fabric”). The response demonstrates a thorough understanding of the task.

Mr. de Mestral didn't invent Velcro on purpose. All he did was go outside to catch a damsel fly and missed and burrs got stuck to his trousers. He then studied the burrs and made Velcro.

example #1. - "Though George didn't catch any damsel flies, his trousers had much better luck catching hundreds of sticky and prickly burrs. George tried but the burrs didn't want to let go of his trousers, and he ended up bringing many home. Since he didn't have any damsel flies to view, George decided to look at the stubborn burrs under his microscope to see what made them stick."

example #2. - "Mr. de Mestral tried for several years to master the sticky fabric. Sometimes the loops were too big for the hooks, and sometimes the hooks were too big for the loops. He kept trying, and success finally came. Soon he was weaving together 300 tiny hooks and loops in one single inch of fabric. George de Mestral had invented Velcro."

SCORE POINT: 3

The response explains the role of luck including one detail from the passage to support the explanation (“if he wouldnt of microscoped the burr he might not of found out how burrs are so sticky and he wouldnt of invented velcro”). The response explains the role of determination including two details from the passage as support (“he worked for many years to invent velcro,” “he tried many different things until he finnaly got it right”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

LUCK played in Mr. de Meistrak role because he didnt go out to catch alot of burrs ~~and invent~~ something. He is also lucky because if he wouldnt of microscoped the burr he might not of found out how burrs are so sticky and he wouldnt of invented velcro.

I think that Mr. de Meistrak was determined because he worked for many years to invent velcro. And in the passage it says he tried many different things until he finnaly got it right.

SCORE POINT: 2

The response explains the role of luck including two details from the passage to support the explanation (“Instead of catching flies he catch burrs witch helped him invent velcro. Though George didn’t catch any damsel flies, his trousers had much better luck catching hundreds of sticky and prickly burrs,” “George decided to look at stubborn burrs under his microscope to see what made them stick”). The response shows evidence of only a basic understanding of the task.

Instead of catching flies he catch burrs witch  
 witch helped him invent velcro.  
 detail<sup>1st</sup> Though George didn't catch any  
 damsel flies, his trousers had much better  
 luck catching hundreds of sticky and prickly  
 burrs.  
 detail<sup>2nd</sup> George decided to look at stubborn  
 burrs under his microscope to see  
 what made them stick.  
 2. He saw he could do many things  
 with velcro.  
 detail<sup>1st</sup> Can you imagine dad's saying  
 velcro that jacket up. It's cold outside!  
 detail<sup>2nd</sup> Who would need pockets if  
 you could velcro your pens and pencils,  
 yo-yos, and candy bars right to  
 your shirt?  
 detail<sup>3rd</sup> In the future, velcro might take  
 the place of zippers and straps.

**SCORE POINT: 1**

The response explains the role of determination using one detail from the passage to support the explanation (“It took several years for him to finally master the sticky fabric which is velcro”). The response provides evidence of minimal understanding.

<p>① Luck He invented velcro and it is now used for many different things.</p>	<p>② Luck His velcro was used for many different things such as; sneakers, watch band, wallet, lunchbox, backpack, and even the 1st artificial heart surgery.</p>
<p>③ Determination It took several years for him to finally master the sticky fabric which is velcro.</p>	<p>④ Determination He didnt find any damsel fly's which he wanted to capture.</p>

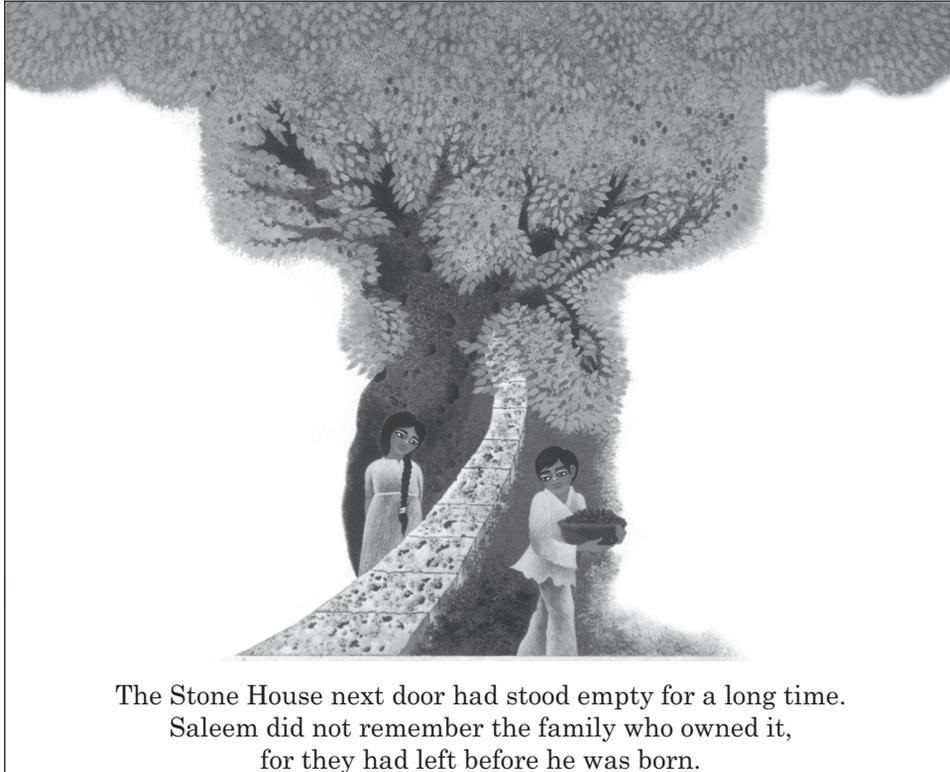
**SCORE POINT: 0**

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

1. Velcro might take the place of zippers and snaps
2. Space helmets so that astronauts have a rough surface to scratch an itch nose or chin

## The Olive Tree

by Elsa Marston  
illustrated by Krystyna Stasiak



1 Saleem’s homeland of Lebanon had been torn by years of conflict among people of different religions. Some, like the Besharas, had moved away from homes where they had formerly lived in peace with their neighbors. Now, thank goodness, the Besharas were coming back. As Saleem watched them carrying in mattresses, cooking pots, and suitcases, he hoped they would have a boy about his age.

He also wondered about the large old olive tree in the Besharas’ yard. It produced the best olives in Lebanon, his mother always said as she put them in jars with lemon and hot pepper. Saleem’s family had enjoyed those olives for as long as he could remember. Would that change?

The Beshara family soon settled in their house. They were always polite to their neighbors, but they did not return the visits or the hospitable gifts such as fresh figs and

plates of stuffed vine leaves. Saleem heard his parents say the Besharas still seemed uneasy. And what was more, they did not have a boy. They had a girl named Nada who wanted nothing to do with Saleem.

4 No one said anything about the fine old olive tree, and Saleem wondered when they would.

Soon the plump green olives started to ripen. They dropped to the ground and, as always, Saleem gathered them up.

One morning he noticed Nada leaning on the wall between their two yards.

For a while she watched without saying anything. And then she did.

“Those are our olives. Ours!”

Saleem straightened up to face her. “They’re on our land.”

“Yes, but the tree is on our land,” Nada said. “It grows in our soil, its roots go under our house, it drinks our water. It has belonged to my family for a hundred years.”

Yes, as Saleem knew very well, the tree belonged to the Besharas. But it is the nature of olive trees, as they grow older, to twist into strange, contorted shapes. While the trunk of the Besharas’ tree stood firmly on their land, many of the large limbs stretched far over the wall. They dropped the best olives in Lebanon onto the property of Saleem’s family.

Saleem said, “All the time you were away, we took care of this tree. We pruned it and watered it. We have a right to the olives.”

“But now we’re back, and we’ll take care of it!” said Nada. “My father will see to it that we get the olives.”

Saleem dumped all the olives he had gathered on the ground and stalked away. For a few days the fruit went on dropping and simply lay there in the dust.

15 One night a fierce storm rolled over the mountains. Thunder boomed and lightning flashed. One terrible bolt seemed to shake the whole world. At daybreak Saleem rushed outside.

The olive tree was gone. Its beautiful silvery-green leaves were blown far and wide, and the tree lay in lumps and splinters, scattered over the yards of the two families. Nada and her family stood on their side of the wall, which had also been broken when the lightning struck. Saleem and his family stood on their side.

Everyone stared at what was left of the tree. Then, one by one, the grownups drifted sadly back into their houses.

Saleem remained, his large, dark eyes threatening to spill their tears. No more shade from the comforting branches with their softly whispering leaves . . . and no more olives. There was only one good thing left: plenty of firewood.

Then Saleem noticed Nada standing in the doorway of her kitchen. Slowly she came over to the broken wall.

“They always told me about this tree,” she said quietly. “I wondered if I would ever see it. It was so old and beautiful, they said, and gave such good olives. I thought this

tree was really like my home, my parents' and grandparents' home that they nearly lost. And now it's gone."

Saleem wanted to say that it was the Besharas' own fault that they'd nearly lost their home; they hadn't had to leave. But what good would that do? Instead he looked once more around the wood-strewn yard, then turned back to Nada.

"Anyway," he said, "you'll be warm this winter." He picked up a couple of large chunks of wood, stepped over the broken wall, and laid the wood in Nada's yard.

Saleem made several more trips, carrying wood to Nada's yard. Then he stopped short in surprise.

Nada was doing the same thing in Saleem's yard.

All morning the two worked in silence, clearing the olive wood and stacking it against each other's houses.

26 When at last Saleem went in for lunch, he found on the wooden chair by his door a little heap of olives, carefully salvaged from among the splinters and withering leaves.

- B** Identify two of Saleem’s emotions in the passage. For each emotion, describe an action of Saleem’s which reveals that emotion.

**Reading Item B Scoring Rubric—2013 Grade 6**

Score	Description
4	The response identifies two of Saleem’s emotions and describes an action of Saleem’s that reveals each of these emotions.
3	The response identifies two of Saleem’s emotions and describes an action of Saleem’s that reveals one of these emotions.
2	The response identifies two of Saleem’s emotions. <b>OR</b> The response identifies one of Saleem’s emotions and describes an action of Saleem’s that reveals this emotion.
1	The response identifies one of Saleem’s emotions. <b>OR</b> The response demonstrates minimal understanding of the question.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
<b>B</b>	Blank—No response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

**SCORE POINT: 4**

The response identifies two of Saleem's emotions and describes an action of Saleem's that reveals each of these emotions. The first emotion is anger and it is revealed by these actions ("Saleem argues about the olives," "just dumped the olives down," "stalked away"). The second emotion is sadness and it is revealed by this action ("Saleem felt his eyes threatening to spill tears. He was really close to crying."). The response demonstrates a thorough understanding of the task.

In this passage I saw two emotions that Saleem revealed. The first emotion I saw was anger. The action that reveals that emotion is how Saleem argues about the olives. Also, he just dumped the olives down and stalked away. That's what the passage says. The second emotion I saw was sadness. I know that Saleem was sad because the passage says that Saleem felt his eyes threatening to spill tears. He was really close to crying. Those are the two emotions that I saw Saleem reveal and the actions that revealed it.

SCORE POINT: 3

The response identifies two of Saleem’s emotions and describes an action of Saleem’s that reveals one of these emotions. The first emotion is anger and it is revealed by this action (“he stalked away”). The second emotion is sadness and it is not revealed by an action of Saleem’s. The response shows evidence of a general, but not a comprehensive, understanding of the task.

one of Saleem's emotions is anger because Nada  
 doesn't want him to take any olives so he  
 stalked away.

The second emotion he had is sad because the  
 storm took the olive tree away so he was really  
 sad.

Emotion one how you can tell he's angry is  
 that he stalked away so that could mean mad  
 at her.

Emotion two how you can see the tree is  
 gone so he could be sad about that really  
 sad.

**SCORE POINT: 2**

The response identifies one of Saleem's emotions (angry) and describes two actions of Saleem's that reveal this emotion ("dumped the olives he had picked," "stalked off"). The response shows evidence of only a basic understanding of the task.

one of Saleem emotions is he got angry  
andso because of that he dumped the olives  
he had picked and stalked off.

the second emotion of Saleem is after  
that storm hit, the next morning, the  
tree was gone. he stacked up some  
firewood on Nada side and Nada put  
some fire wood and a little bit of olives  
on Saleem side.

**SCORE POINT: 1**

The response describes two actions, but does not identify the two emotions. The response provides evidence of minimal understanding.

Two of Saleem's emotions I identified in the passage.

① Saleem remained, his large dark brown eyes threatening to spill their tears.

② Saleem dumped all the olives he had gathered on the ground and stalked away.

**SCORE POINT: 0**

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

According to the passage Saleem is easy to get a long with and what ever he believe is right he's gonna stick with it.

# **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 6 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 6 students in April 2013.

**Prompt**

Your class has been talking about what it means to be a good friend. Your teacher has asked all students to write an essay about being a good friend.

Before you begin to write, think about what it means to be a good friend. What are some of the things a person does to show he or she is a good friend?

Now write about what it means to be a good friend. Give enough detail so that your teacher will understand.

**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 shows consistent control of Content features. The central idea (how to be a good friend) is clear and adhered to throughout the response. Each of the three main ideas (respect, help, and integrity) is evenly and fully elaborated with specific details that give the reader a clear idea of the message. There is a clear organizational plan and an effective closure.

### **Style: 4**

This response demonstrates consistent control of Style. The writer presents information using a purposeful selection of details to affect the reader (“When your friend is talking to you it is best to listen because the next day you might not have a friend”). The tone, genuine and instructional, is appropriate for the topic and maintained throughout. The variety in sentence structures creates smooth and interesting reading.

### **Sentence Formation: 4**

This response displays a variety of successfully constructed sentences. These include short sentences and longer compound sentences that demonstrate the writer’s consistent control of Sentence Formation.

### **Usage: 4**

This response contains a few errors in usage (“you friend,” “friends knows,” “be just friends”) but these constitute a low density of errors in a response of this length. The response demonstrates consistent control of Usage features.

### **Mechanics: 4**

Despite the misspellings of some difficult words (“dout,” “hatful,” “torworred,” “probaly,” “sertently”), a random capitalization, and a formatting error, the writer displays consistent control of Mechanics features. There are so many opportunities to err in this domain that some spotty errors across features is not enough to lower when there is so much of evidence of control.

Even though people say they are good friends, I doubt they know how to be a good friend. Friends can be fun, but good friends are even better. Respect, helping through hard times, and showing integrity help you become a better friend.

If you want to be a good friend, then the first step is be respectful. One way you can be respectful is to listen to what your friend has to say. When your friend is talking to you it is best to listen because the next day you might not have a friend. Another way to be respectful is to not be hateful towards your friend. If you are hateful to your friend then he might be hateful towards you. The last way you can be respectful is to help them when you are asked to do so. If you help your friend with football then they will probably get better at football.

Another way you could be a good friend is to help your friend through rough times. The first thing you could try is to encourage them to have fun. You could both ride your bike or play in the yard. Another way is to comfort them in time of need. If they are struggling at school then you could help them with some homework. The last but not least way to help your friend through hard times is to help them to get over the whole thing and forget about it.

The last but certainly not least way to be a good friend is to show integrity. The first way to show integrity is to tell the truth to your friend always. Never lie to a friend. It is the worst thing in the world. The second way to show integrity to a friend is to confess to your wrong actions. Confessing your wrong doings is a life saver for friendships. The last but not least way to show integrity is to show that you care about your friend. If your friend knows that you care about them will be the best thing ever.

Respect, Helping through rough times, and showing integrity are the best things that could happen to a friendship. Friendships are fun and all, but good friendships are a blast. If people say that be just friends is fun, they should be good friends because that is even more fun than being just friends.

## WRITING SAMPLE RESPONSE 2

### **Content: 3**

This response demonstrates reasonable control of the Content domain. The writer presents a central idea (“a few reasons on how...you can tell a good friend”) that is basically adhered to throughout the response. While there are some details (“being truthful. Never lie...because then you could lose them,” “Good friends will never ditch you,” “They will never give up on you. No matter how bad things get”), the elaboration is uneven with only some of the ideas explained. The response is organized, and progression of ideas and closure are evident. More even and complete elaboration would be needed for a higher score.

### **Style: 3**

This response demonstrates reasonable control of Style features. There is some purposeful selection of details (“help out. Maybe even map projects”) but this is mixed with some general information. The writer’s voice is heard (“won’t ever end a friendship over something stupid. Like guys”), and there is some variety in sentence structures including a rhetorical question (“See your friend at the mall?”).

### **Sentence Formation: 3**

The writer successfully constructs some complex sentences in addition to shorter, simple sentences. However, there are several fragments such as (“Being helpful,” “Stating opinions,” “Maybe even map projects”). This response demonstrates reasonable control of the Sentence Formation domain.

### **Usage: 4**

This response contains a few errors in Usage (“on being a good friend,” “they’ll always there,” “won’t ever,” “other friend”), but these do not reflect weakness in this domain. Overall, this response demonstrates consistent control of Usage features.

### **Mechanics: 4**

This response demonstrates control of capitalization and formatting. There is a missing apostrophe (“friends”), a misspelling (“your” for you’re) and a missing comma in the last sentence, that constitute a low density of errors. The writer demonstrates consistent control of Mechanics features.

How do you know if your friends a good friend?  
 Let me give a few reasons on hand, I think, you  
 can tell a good friend.

The most important thing on being a good friend is  
 being truthful. Never lie to a close friend because  
 then you could lose them.

Being helpful. When they need help with  
 homework, be a good sport and help out. Maybe  
 even map projects. If they don't know a few  
 states, help out a little.

Stating opinions. Such as if they wanted  
 to sneak out, say no. Then the next morning  
 you wouldn't be in trouble.

Never be rude. See your friend at the  
 mall? You should say hey. Then maybe  
 the next time they see you, you won't  
 seem rude.

Good friends will never ditch you.  
 If it seems like it, talk to them about  
 it. Maybe they promised a friend they

Would come over? So not ditching there.

They will never give up on you.  
No matter how bad things get, they'll  
always there.

The last thing is, won't ever end a  
friendship over something stupid, like  
quits, other friend or because your a little  
crazy.

This is what I believe good friends  
do and how they act.

## WRITING SAMPLE RESPONSE 3

### **Content: 2**

This response demonstrates inconsistent control of the Content domain. The writer has a central idea (“about being a good friend”). However, there is little progression of ideas and the response is mostly listy and repetitive. A few ideas are extended (“Don’t call your friend bad names like stupid head,” “find more friend cause the more friends you have the happier you’ll be”) but most ideas are presented without extension. More elaboration would be needed for a higher score.

### **Style: 2**

This response demonstrates inconsistent control of Style features. The information is mostly general, and there is little purposeful selection of vocabulary. The repetition and general vocabulary create a flat tone. There is some sentence variety but also many short, simple sentences that, in places, create a choppy reading.

### **Sentence Formation: 3**

The writer uses some complex sentences. There is one fragment (“keeps your secrets...”) and one contact run-on in the last sentence. However, overall, this response shows reasonable control of sentence formation.

### **Usage: 3**

This response shows some weakness in the Usage domain. There are a variety of errors (“friends” for friend), a missing verb, (“gonna”), (“find more friend cause”). Overall, this response demonstrates reasonable control of the Usage domain.

### **Mechanics: 4**

This response demonstrates consistent control of Mechanics. There are a few capitalization errors (“im”, “well”), a misspelling (“thier”), and a missing comma.

## Good Friend

What are friends? What does it mean to be a good friend? All these questions and more answered. Let me tell you about being a good friend.

What does it mean to be a good friend? Well, if you ask me it means being nice to your friend, make him or her laugh, let your friend know that you can trust them, and if you want to be a good friend never fight with your friend.

What do you do to be a good friend? Don't call your friend bad names like stupid head or anything of that sort. Don't boss them around or push them. Don't bully them and say like im gonna beat you up.

What is a friend? well a friend is someone that helps you with problems, keeps your secrets, and makes you feel like you are their best friend and treats you nice.

Friends are important but you have to pick the right people. So find more friend cause the more friends you have the happier you'll be just dont pick the wrong kinds of friends.







# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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