



Arkansas Comprehensive Testing, Assessment, and Accountability Program

TEACHER HANDBOOK

AUGMENTED BENCHMARK EXAMINATION GRADE 7

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 seventh-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, seventh-grade students participated in the *Grade 7 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 7 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 7 Augmented Benchmark Examination* are developed with the assistance and approval of Content Advisory Committees. All passages and items on the *Grade 7 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 7 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.

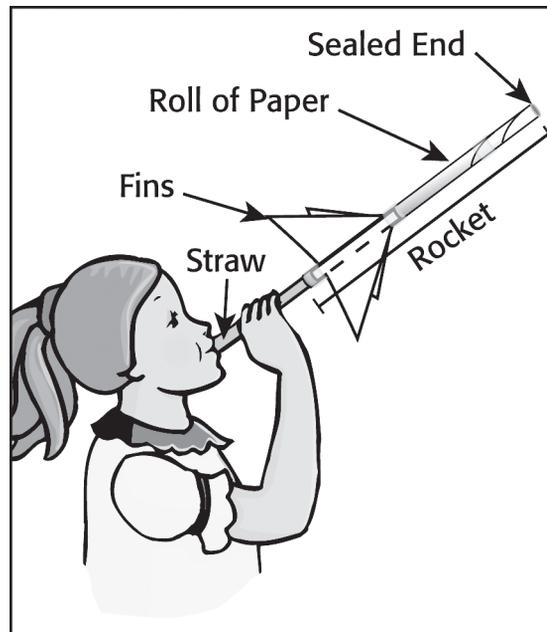
Scoring Procedures

All student responses to the *Grade 7 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 7 Augmented Benchmark Examination*.

SCIENCE RESPONSES

- A** Amy and Barb made a rocket by taping fins to a rolled up piece of paper and sliding the paper over a straw. They sealed the end of the roll of paper with tape. The picture below shows how to launch the rocket.



1. Newton identified three laws of motion. Describe the law of motion that explains why the rocket does not take off unless someone forces air into the straw.
2. Explain how the law you described in part 1 applies to the rocket before air is forced into the straw.
3. Describe the law of motion that explains why the rocket slows down and eventually stops after the launch.
4. Describe the law of motion that explains why a large puff of air will send the rocket a greater distance than a small puff of air.

BE SURE TO LABEL YOUR RESPONSES 1, 2, 3, AND 4.

Science Item A Scoring Rubric—2013 Grade 7

Score	Description
4	Response shows a complete understanding of Newton’s three laws of motion. The student presents correct descriptions to all parts of the task.
3	Response shows a nearly complete understanding of Newton’s three laws of motion. 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 Newton’s three laws of motion. 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 Newton’s three laws of motion. The student presents some descriptions. The response contains incomplete descriptions and major errors.
0	Response shows insufficient understanding of Newton’s three laws of motion. 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: 1 point for identifying which of Newton’s laws applies to the stationary rocket. A description is needed, not the number of the law.
2	1 point possible: 1 point for an explanation of how the law applies to the stationary rocket.
3	1 point possible: 1 point for describing Newton’s law that explains why the rocket slows down after the launch. A description is needed, not the number of the law.
4	1 point possible: 1 point for explaining how the launch applies to this law.

SCORE: 4

<u>Part 1</u>		Points
Correct description:	" <u>Newton's First Law of Motion</u> - an object at rest remains at rest, and an object in motion remains in motion unless acted upon by an unbalanced force."	1
<u>Part 2</u>		Points
Correct explanation:	"The first law applies because the rocket is at rest unless someone blows into the straw. Someone blowing into the straw is the unbalanced force."	1
<u>Part 3</u>		Points
Correct description:	"The <u>first</u> law of motion explains why the rocket slows down and stops because the rocket is in motion until something stops it."	1
<u>Part 4</u>		Points
Correct description:	"force = mass x acceleration...the large puff of air (force) will make the rocket go even farther than the small puff of air."	1
Total Points		4

① Newton's First Law of Motion—an object at rest remains at rest, and an object in motion remains in motion unless acted upon by an unbalanced force.

② The first law applies because the rocket is at rest unless someone blows into the straw. Someone blowing into the straw is the unbalanced force.

③ The first law of motion explains why the rocket slows down and stops because the rocket is in motion until something stops it.

④ The second law of motion is $\text{force} = \text{mass} \times \text{acceleration}$. The second law explains this because the large puff of air (force) will make the rocket go even farther than the small puff of air. The greater the force, the greater the acceleration.

SCORE: 3

<u>Part 1</u>		Points
Incorrect description:	"The law of motion says that you have to put a force on it until an outside forces acts on it."	0
<u>Part 2</u>		Points
Correct explanation:	"Because when you don't blow through the straw it is resting, but when you do blow it will keep going until acted on."	1
<u>Part 3</u>		Points
Correct description:	"An object in motion stays in motion until acted on by an outside force."	1
<u>Part 4</u>		Points
Correct description:	"Because a greater puff of air has more force behind it than a smaller puff of air to send the rocket higher."	1
Total Points		3

1. The law of motion says that you have to put a force on it until an outside forces acts on it.
2. Because when you don't blow through the straw it is resting, but when you do blow it will keep going until acted on
3. An object in motion stays in motion until acted on by an outside force.
4. Because a greater puff of air has more force behind it than a smaller puff of air to send the rocket higher.

SCORE: 2

<u>Part 1</u>		Points
Correct description:	"law 1 a force is needed to move the object it is stationary otherwise"	1
<u>Part 2</u>		Points
Correct explanation:	"The rocket will not go anywhere unless air is forced into the straw it is now stationary."	1
<u>Part 3</u>		Points
Incorrect description:	"Newtons 2 nd law of acceleration"	0
<u>Part 4</u>		Points
Incorrect description:	"Newtons 3 rd law of force"	0
Total Points		2

1. law 1 a force is needed to move the object it is stationary otherwise	2. The rocket will not go anywhere unless air is forced into the straw it is now stationary
3. Newtons 2nd law of acceleration	4. Newtons 3rd law of force

SCORE: 1

<u>Part 1</u>		Points
Incorrect description:	"This is Newton's first law of motion. It does not go until you blow into the straw. An object is not moved, only if pushed by an object."	0
<u>Part 2</u>		Points
Correct explanation:	"It does not fly off until you blow, or put air into the straw."	1
<u>Part 3</u>		Points
Incorrect description:	"That is 3 rd Law when the air slows down because of gravity."	0
<u>Part 4</u>		Points
Incorrect description:	"2 law of motion is the greater amount of air the farther it will go. Less air well then it won't go far."	0
Total Points		1

1. This is Newton's first law of motion. It does not go until you blow into the straw. An object is not moved, only if pushed by an object.

2. It does not fly off until you blow, or put air into the straw.

3. That is 3rd Law when the air slows down because of gravity.

4. 2 law of motion is the greater amount of air the farther it will go. Less air well then it won't go far.

SCORE: 0

<u>Part 1</u>		Points
Incorrect description:	"because there is no friction."	0
<u>Part 2</u>		Points
Incorrect explanation:	"because you must use friction to make the rocket go."	0
<u>Part 3</u>		Points
Incorrect description:	"because the friction ran out."	0
<u>Part 4</u>		Points
Incorrect description:	"because the more friction the farther it goes."	0
Total Points		0

1. because there is no friction.

2. because you must use friction to make the rocket go.

3. because the friction ran out.

4. because the more friction the farther it goes.

B Many organs work together to make up the digestive system.

1. List one organ that is part of the digestive system and describe how the organ functions in digestion.
2. List another organ that is part of the digestive system and describe how the organ functions in digestion.
3. Explain how the two organs listed in Parts 1 and 2 work together during the process of digestion.

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

Science Item B Scoring Rubric—2013 Grade 7

Score	Description
4	Response shows a complete understanding of how two or more organs work together to perform a function. The student presents correct descriptions to all parts of the task.
3	Response shows a nearly complete understanding of how two or more organs work together to perform a function. 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 how two or more organs work together to perform a function. 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 how two or more organs work together to perform a function. The student presents some descriptions. The response contains incomplete descriptions and major errors.
0	Response shows insufficient understanding of how two or more organs work together to perform a function. 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	<p>1½ points possible: ½ point: Student lists a body part that is part of the digestive system. 1 point: Student describes the function of the body part listed above.</p>
2	<p>1½ points possible: ½ point: Student lists a body part that is part of the digestive system. 1 point: Student describes the function of the body part listed above.</p>
3	<p>1 point possible: Student describes the interaction of the two organs.</p>

SCORE: 4

<u>Part 1</u>		Points
Correct organ:	"Gall bladder"	½
Correct function:	"stores the bile"	1
<u>Part 2</u>		Points
Correct organ:	"small intestine"	½
Correct function:	"helps in the process of breaking down food, then with its small finger like objects called villi it absorbs nutrients"	1
<u>Part 3</u>		Points
Correct explanation:	"the gall bladder squirts the gross green substance into the small intestine where it breaks down the food so the villi in the small intestine absorb the nutrients"	1
Total Points		4

① One organ in the digestive system would be the Gall bladder. Although no food actually passes through the gall bladder, it has an important job. First it stores the bile made by the liver then squirts it into the small intestine.

② The Small intestine is a very important organ. It helps in the process of breaking down food, then with its small finger like objects called villi it absorbs nutrients. After all the nutrients is collected it takes the extra waste and sends it onto the large intestine.

③ After the bile has been stored in the gall bladder, the gall bladder squirts the gross green substance into the small intestine where it breaks down the food so the villi in the small intestine absorb the nutrients. Then the small intestine moves the extra waste on to the large intestine.

SCORE: 3

<u>Part 1</u>		Points
Correct organ:	“stomach”	½
Correct function:	“when it recives the food, it has the stomach acid start breaking it down while it churns the food and squeezes it.”	1
<u>Part 2</u>		Points
Correct organ:	“large Intestine”	½
Correct function:	“Its main job is to take the water”	1
<u>Part 3</u>		Points
Incorrect explanation:	“The stomach breaks down the food so when it passes to the large intestine all the food is liquid, so it is easier on the large intestine.”	0
Total Points		3

① The stomach is one organ that is part of the digestive system. When it recives the food, It has the stomach acid start breaking it down while it churns the food and squeezes it.

② Another organ is the large intestine that is part of the digestive system. Its main job is to take the water

③ The stomach breaks down the food so when it passes to the large intestine all the food is liquid, so it is easier on the large intestine!

SCORE: 2

<u>Part 1</u>		Points
Correct organ:	"Stomach"	½
Correct function:	"It helps break down Ingested materials chemically and mechanically."	1
<u>Part 2</u>		Points
Correct organ:	"Liver"	½
Incorrect function:	"The liver takes out fats and sugars from digested food"	0
<u>Part 3</u>		Points
Incorrect explanation:	"The stomach will digest food, Which Will then be transported to the Liver so nutrients are separated from fats and sugars."	0
Total Points		2

1) Stomach. It helps break down Ingested materials chemically and mechanically

2) Liver. The liver takes out fats and sugars from digested food

3) The Stomach will digest food, which will then be transported to the Liver so nutrients are separated from fats and sugars.

SCORE: 1

<u>Part 1</u>		Points
Correct organ:	"Small intestine"	½
Incorrect function:	"helps food travel through the tube."	0

<u>Part 2</u>		Points
Correct organ:	"Large intestine"	½
Incorrect function:	"helps food travel also through the tube."	0

<u>Part 3</u>		Points
Incorrect explanation:	"They both push the food slowly through their tube."	0
Total Points		1

- ① Small intestine it helps food travel through the tube.
- ② Large intestine it helps food travel also through the tube.
- ③ They both push the food slowly through their tube.

SCORE: 0

<u>Part 1</u>		Points
Incorrect organ:	"heart"	0
Incorrect function:	"pumps blood throughout the body"	0
<u>Part 2</u>		Points
Incorrect organ:	"lungs"	0
Incorrect function:	"also carries blood in the body"	0
<u>Part 3</u>		Points
Incorrect explanation:	"they both work with blood in the body"	0
Total Points		0

1. One Organ that is part of the digestive system is the heart, and the heart pumps blood throughout the body.
2. Another Organ that is part of the digestive system is the lungs and it also carries blood in the body.
3. They work together because they both work with blood in the body.

MATH RESPONSES

A Patrice bowls 5 games in a row. Her score for each game is shown below.

140, 165, 130, 145, 160

1. What are the mean, median, and mode of the bowling scores shown above? Be sure to label each measure. Show your work and/or explain your answer.
2. Patrice bowls one last game. She wants her average (mean) for all of the games to be 150 or greater. What is the **lowest** score Patrice can get and have a mean of at least 150? Show your work and/or explain your answer.
3. How does including your answer to Part 2 in Patrice’s new score totals for 6 games affect the values of the median and the mode from Part 1? Show your work and/or explain your answer.

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

Math Item A Scoring Rubric—2013 Grade 7
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Score	Description
4	The student earns 6 points. The response contains no incorrect work.
3	The student earns 4 – 5½ points.
2	The student earns 2 – 3½ 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>3 points possible:</p> <p>½ point: Correct answer: Mean of 148</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. $140 + 165 + 130 + 145 + 160 = 740$ $740 \div 5 = 148$</p> <p>AND</p> <p>½ point: Correct answer: Median of 145</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. 130, 140, 145, 160, 165; “145 is the middle number”</p> <p>AND</p> <p>½ point: Correct answer: There is no mode</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. No value occurs more than once</p>
2	<p>1½ points possible:</p> <p>½ point: Correct answer: 160 <i>Or correct answer based on Part 1</i></p> <p>AND</p> <p>1 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. $\frac{740 + x}{6} = 150$</p>

Part	Points
3	<p>1½ points possible:</p> <p>½ point: Correct answer: 152.5 for new median <i>Or correct answer based on Parts 1 & 2</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. $(145+160) \div 2$</p> <p>AND</p> <p>½ point: Correct answer: 160 for new mode <i>Or correct answer based on Parts 1 & 2</i></p>

SCORE: 4

<u>Part 1</u>		Points
Correct answers:	Mean: 148; Median: 145; Mode: no mode	1½
Correct procedures:	$(140 + 165 + 160 + 130 + 145) \div 5$; Orders and crosses-out method; "No number repeats itself."	1½

<u>Part 2</u>		Points
Correct answer:	160	½
Correct procedure:	$(740 + x) \div 6 = 150$	1

<u>Part 3</u>		Points
Correct answers:	Median: 152.5; Mode: 160	1
Correct procedure:	Orders and crosses out method with $(140 + 160) \div 2$	½

Total Points **6**

1. 140, 165, 160, 130, 145
 Mean - 148
 $140 + 165 + 160 + 130 + 145$
 $\frac{\quad}{5} = 148$

Median - 145
 130, 140, 145, 160, 165
 line up in order

Mode - No mode
 No number repeats itself.

2. The lowest score Patrice can get is 160.
 *Mean 150 or greater
 $x = 160$
 combine like terms
 $140 + 165 + 130 + 145 + 160 + x = 150 \cdot 6$
 $740 + x = 900$
 $-740 = -740$
 $x = 160$

3. Old New
 Median 145 \rightarrow 152.5
 mode None \rightarrow 160
 Median - 130, 140, 145, 160, 160, 165
 $\frac{145 + 160}{2} = 152.5$
 Mode - The mode is now 160 because 160 is there twice the most times.

SCORE: 3

<u>Part 1</u>		Points
Correct answers:	Mean: 148; Median: 145; Mode: "none"	1½
Correct procedures:	$(140 + 165 + 160 + 130 + 145) \div 5$; Orders and indicates middle value; Ordered list	1½

<u>Part 2</u>		Points
Correct answer:	160	½
Missing procedure:	Absent	-

<u>Part 3</u>		Points
Correct answers:	Median: 152.5; Mode: 160	1
Correct procedure:	Orders and crosses out method with 145 to 160; $15 \div 2 = 7.5$	½

Total Points 5

①

Range = $165 - 130 = 35$

Mode = none

Median = 130, 140, 145, 160, 165
Median = 145

Mean = $130, 140, 145, 160, 165 =$
 $740 \div 5 = 148$
Mean = 148

②

130, 140, 145, 160, 165
= 150

The lowest Patrice can bowl is a 160.

③

Range 1 = $165 - 130 = 35$

Range 2 = $165 - 130 = 35$

Mode 1 = none

Mode 2 = 160

Median 1 = 145

Median 2 = 152.5

Mean 1 = 148

Mean 2 = 150

④

130, 140, 145, 160, 165

$145 + 160 =$
 $15 \div 2 = 7.5$
152.5

SCORE: 2

<u>Part 1</u>		Points
Correct answers:	Mean: 148; Median: 145; Mode: "no mode"	1½
Missing procedures:	Procedures are missing for all three elements	-

<u>Part 2</u>		Points
Correct answer:	160	½
Missing procedure:		-

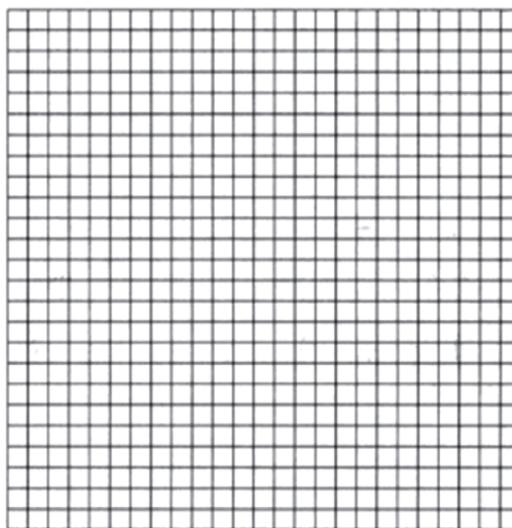
<u>Part 3</u>		Points
Incorrect answers:	"It makes it harder to keep it at least a 150 average"	-
Missing procedure:		-

Total Points	2
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①
 Mean - 148
 Median - 145
 Mode - no mode

② 160

③ It makes it harder to keep it at least a 150 average



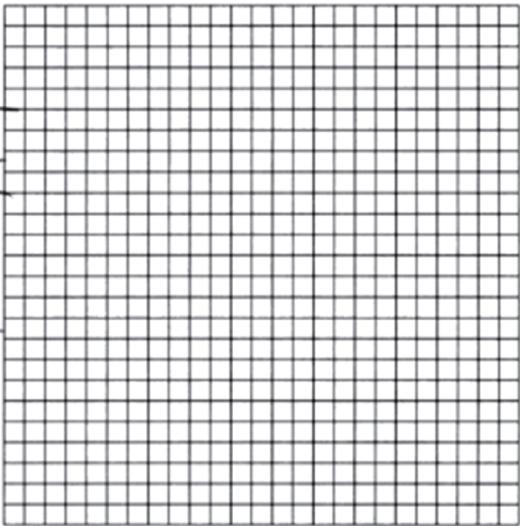
SCORE: 1

<u>Part 1</u>		Points
Correct answers:	Mean: 148; Median: 145; Mode: "Not a mode"	1½
Missing procedures:		-
<u>Part 2</u>		Points
Incorrect answer:	155	-
Missing procedure:		-
<u>Part 3</u>		Points
Incorrect and missing answers:	Median: 10; Mode is missing	-
Missing procedure:		-
Total Points		1½

① 148 mean
 145 median
 NOT A mode

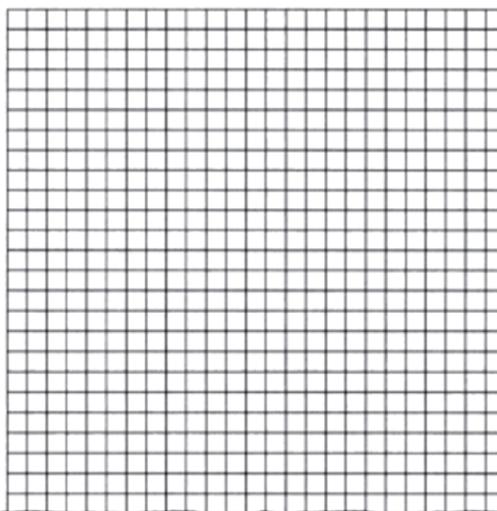
② 155
 could be the
 head or most

③ The median
 would be
 10 instead
 of 145!



SCORE: 0

<u>Part 1</u>		Points
Incorrect answers:	Mean: 165; Median: 140; Mode: 480	-
Missing procedures:		-
<u>Part 2</u>		Points
Incorrect answer:	150	-
Missing procedure:		-
<u>Part 3</u>		Points
Incorrect answers:	Median: 150; Mode: 630	-
Missing procedure:		-
Total Points		0



① Mean = 165
Median = 140
Mode = 480

② If she makes 150 Her lowest scores are gonna be 145, 140, and 130.

③ Mean = 165
Median = 150
Mode = 630.

- B** Anna has a square piece of construction paper with an area of 49 square inches.
1. What is the length of one side of Anna’s construction paper in inches? Explain how you got your answer.
 2. If Anna makes a cube using only pieces of construction paper the same size and shape as the square in Part 1, what will be the cube’s surface area in square inches? Show your work or explain how you got your answer.
 3. What will be the volume in cubic inches of Anna’s cube? Show your work or explain how you got your answer.

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

Math Item B Scoring Rubric—2013 Grade 7
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Score	Description
4	The student earns 6 points. The response contains no incorrect work. Unit labels are present in the question so are unnecessary; there’s only an error when a student uses incorrect labels.
3	The student earns 4 – 5 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>2 points possible:</p> <p>1 point: Correct answer: 7 (in. not required)</p> <p>AND</p> <p>1 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. $\sqrt{49}$ or a correct verbal explanation</p>
2	<p>2 points possible:</p> <p>1 point: Correct answer: 294 (in² not required) <i>Or correct answer based on their Part 1 answer</i></p> <p>AND</p> <p>1 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. 49×6</p>
3	<p>2 points possible:</p> <p>1 point: Correct answer: 343 (in³ not required) <i>Or correct answer based on their Part 1 answer</i></p> <p>AND</p> <p>1 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. 49×7 or $7 \times 7 \times 7$</p>

SCORE: 4

<u>Part 1</u>		Points
Correct answer:	7	1
Correct procedure:	$\sqrt{49}$	1

<u>Part 2</u>		Points
Correct answer:	294	1
Correct procedure:	49×6	1

<u>Part 3</u>		Points
Correct answer:	343	1
Correct procedure:	49×7	1

Total Points		6
--------------	--	---

1.) The sides of the square are 7 inches long. To find the area of a square you must square one of the sides. So, since the square root of 49 is 7, that must be the side length.

$\sqrt{49} = 7$

The surface area of the cube is 294 in².

3. area of base formula: $B \times h$

$\begin{matrix} 6 \\ 49 \\ \times 7 \\ \hline 343 \end{matrix}$ The volume of the cube is 343 in³.

SCORE: 3

Part 1

		Points
Correct answer:	7	1
Correct procedure:	$7 \times 7 = 49$	1

Part 2

		Points
Incorrect answer:	14	-
Incorrect procedure:	$7 + 7$	-

Part 3

		Points
Correct answer:	343	1
Correct procedure:	7×7 and 49×7	1

Total Points 4

Handwritten student work on a grid background:

1. 49 sq. in.

$$\begin{array}{r} 7 \\ \times 7 \\ \hline 49 \end{array}$$
7 inches

2. 7
 $+ 7$
 14 sq. in.

3. 7^3

$$\begin{array}{r} 7 \\ \times 7 \\ \hline 49 \\ \times 7 \\ \hline 343 \end{array}$$
 343 volume

A 7x7 square is drawn on the grid with labels "7 sq. in." on the top and right sides.

SCORE: 2

<u>Part 1</u>		Points
Correct answer:	7	1
Missing procedure:		-

<u>Part 2</u>		Points
Incorrect answer:	$3\frac{1}{2}$	-
Incorrect procedure:	$\frac{1}{2} \times 7$	-

<u>Part 3</u>		Points
Correct answer:	343	1
Correct procedure:	7^3	1
Total Points		3

1. The length of one side of the paper is 7.

2. $3\frac{1}{2}$

$\frac{1}{2}(7) = 3\frac{1}{2}$

$3 \cdot 7^3 = 343$

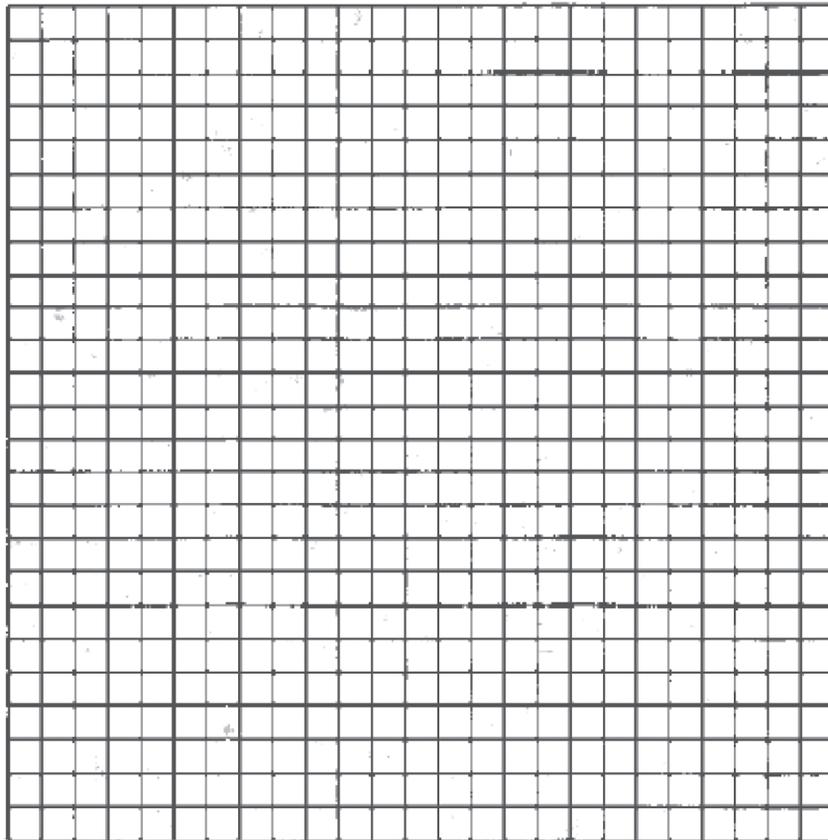
SCORE: 1

<u>Part 1</u>		Points
Incorrect answer:	12.25	-
Incorrect procedure:	$49 \div 4$	-
<u>Part 2</u>		Points
Incorrect answer:	276	-
Correct procedure:	49×6	1
<u>Part 3</u>		Points
Incorrect answer:	36.75	-
Incorrect procedure:	12.25×3	-
Total Points		1

1. 12.25.
 $49 \div 4 = ?$
 I divided it by 4 since a paper has 4 sides. Then I got 12.25

2. A cube has 6 faces
 I multiplied 49 square inches by 6 square faces & got 276.
 276 is the surface area.

3. Volume of a cube is v^3 . I multiplied 12.25 by 3 and got my answer 36.75



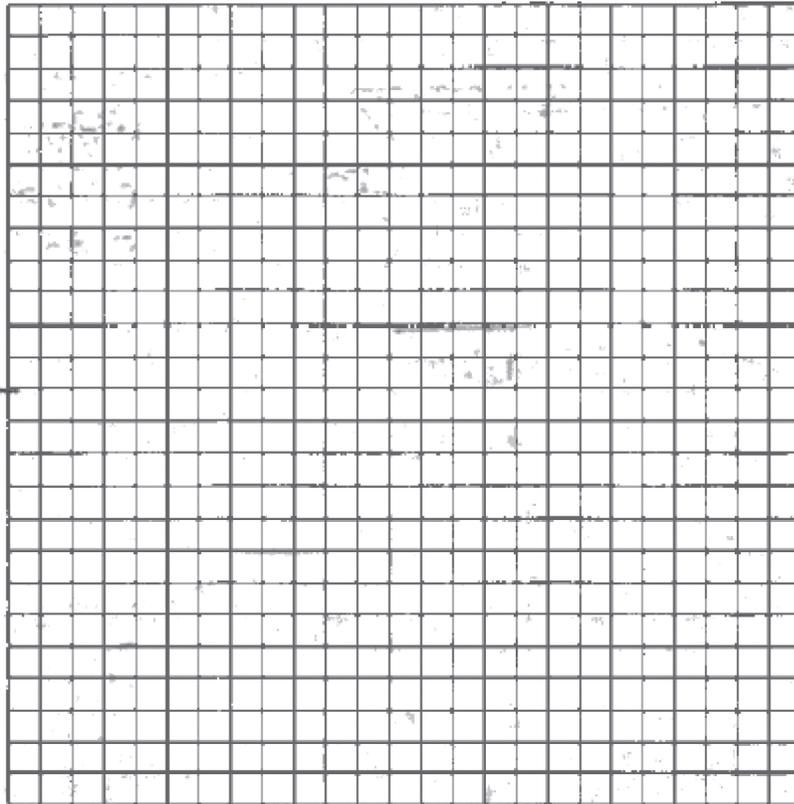
SCORE: 0

<u>Part 1</u>		Points
Incorrect answer:	24.5	-
Incorrect procedure:	2×24.5	-
<u>Part 2</u>		Points
Incorrect answer:	600.25	-
Incorrect procedure:	24.5×24.5	-
<u>Part 3</u>		Points
Incorrect answer:	624.75	-
Missing procedure:		-
Total Points		0

1. The length of the side is 24.5. you do $2 \cdot 24.5$ and get 49.

2. 24.5×24.5 600.25 is the surface area. If the cube.

3. 624.75 ci is the volume of the cube.



C John created the following equation.

$$y = \frac{1}{2}x - 4$$

1. Copy and complete the table of values for x and y that make John’s equation true.

x	y
-6	
0	
	1
13	

2. On the grid in your Student Answer Document, draw and label a coordinate plane. Draw a graph of John’s equation on your coordinate plane.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Math Item C Scoring Rubric—2013 Grade 7

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 style="text-align: center;">1</p>	<p>2 points possible:</p> <p>2 points: Table is correctly filled Ex.</p> <table border="1" data-bbox="743 506 971 676" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>x</th> <th>y</th> </tr> </thead> <tbody> <tr> <td>-6</td> <td>-7</td> </tr> <tr> <td>0</td> <td>-4</td> </tr> <tr> <td>10</td> <td>1</td> </tr> <tr> <td>13</td> <td>2.5</td> </tr> </tbody> </table> <p style="text-align: center;">OR</p> <p>1 point: At most 2 incorrect values, 2 missing values, or a combination thereof present</p>	x	y	-6	-7	0	-4	10	1	13	2.5
x	y										
-6	-7										
0	-4										
10	1										
13	2.5										
<p style="text-align: center;">2</p>	<p>2 points possible:</p> <p>2 points: Values from the table are correctly graphed and coordinate grid axes have equal intervals and are numbered. <i>Values are based on the table from Part 1 (Can use the (x,y) labels for intervals in graph)</i></p> <p style="text-align: center;">OR</p> <p>1 point: The coordinate grid axes do not have equal intervals and/or the grid lacks numbering, but the response has 4 correctly plotted values. <i>Values are based on the table from Part 1</i></p> <p style="text-align: center;">OR</p> <p>1 point: The coordinate grid axes have equal intervals and are numbered, but the response has only 1 incorrectly plotted value. <i>Values are based on the table from Part 1 (Can use the (x,y) labels for intervals in graph)</i></p>										

SCORE: 4

Part 1

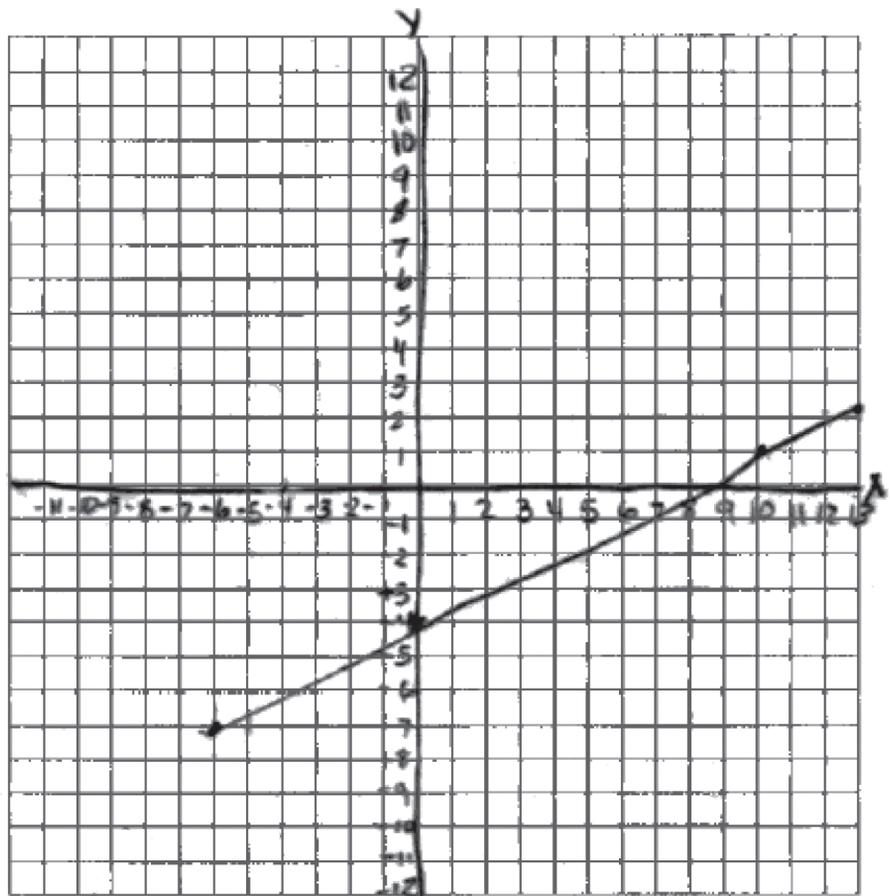
		Points
Correct table:	All four sought values are correct	2

Part 2

		Points
Correct plotted points and numbered grid axes:	All four coordinate pairs are plotted correctly; the grid axes are numbered with consistent intervals	2

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

X	Y
-6	-7
0	-4
10	1
13	2½



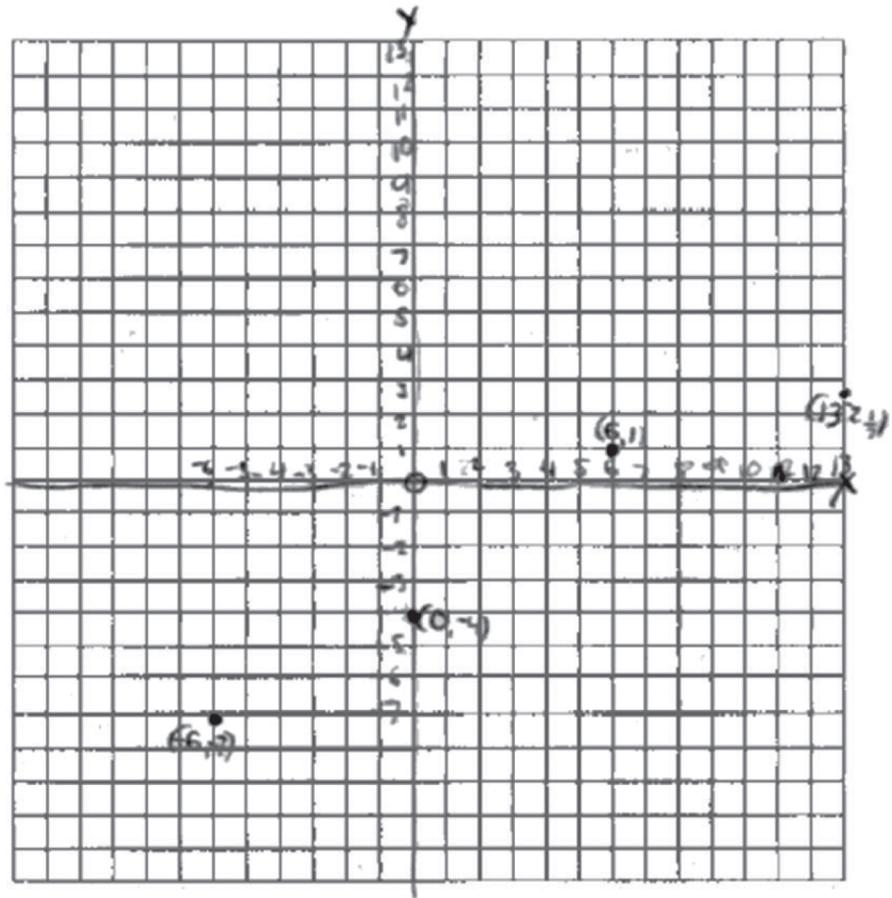
SCORE: 3

<u>Part 1</u>		Points
Partially correct table:	Three of four values are correct; the six should be a ten	1
<u>Part 2</u>		Points
Correct plotted points and numbered grid axes:	The four points are plotted correctly based on their values from the table; the grid axes are numbered with consistent intervals	2
Total Points		3

①

x	y
-6	-7
0	-4
6	1
13	$2\frac{1}{2}$

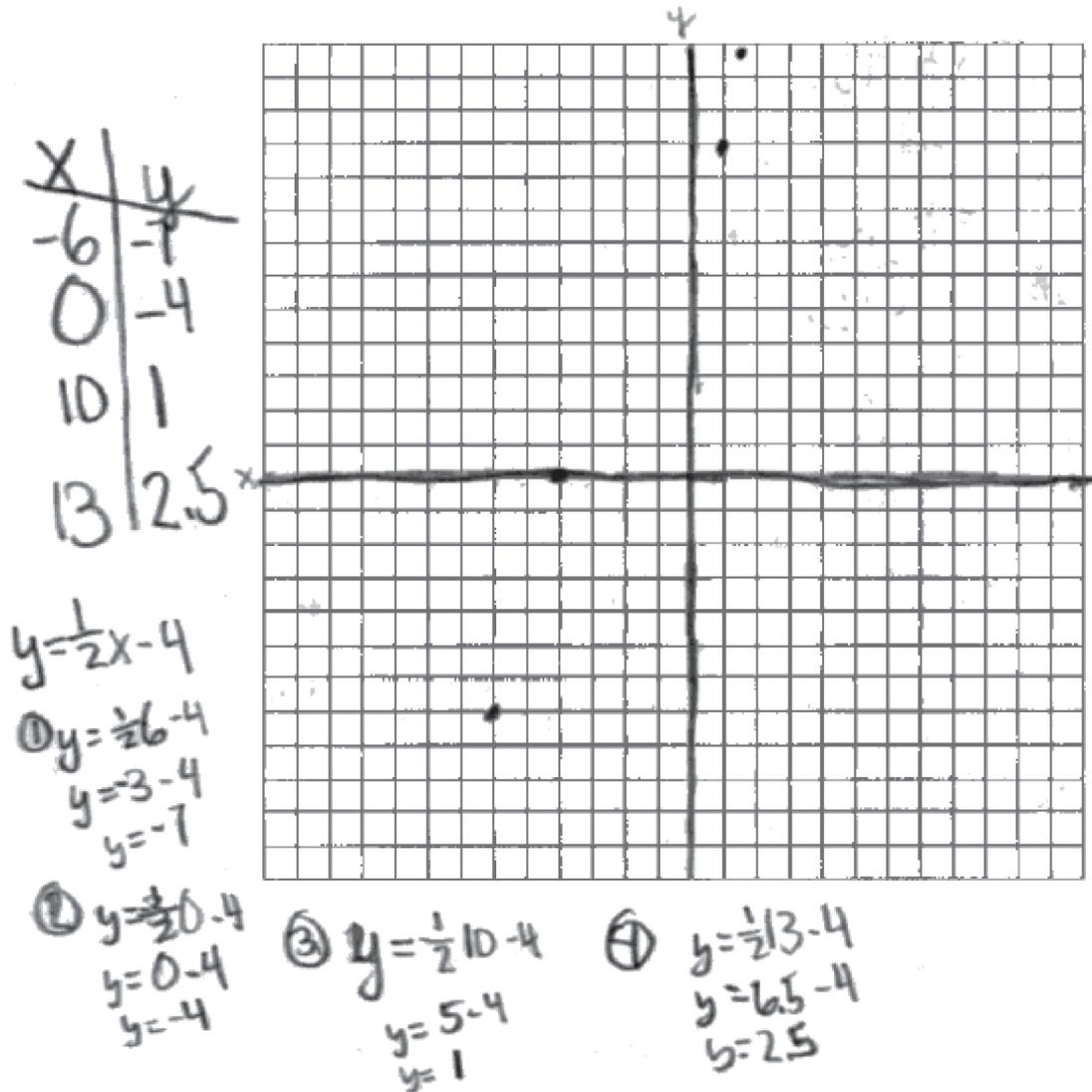
$\frac{1}{2} \times 6 - 4 = -7$
 $\frac{1}{2} \times 0 - 4 = -4$
 $\frac{1}{2} \times 13 - 4 = 2\frac{1}{2}$



② ↗

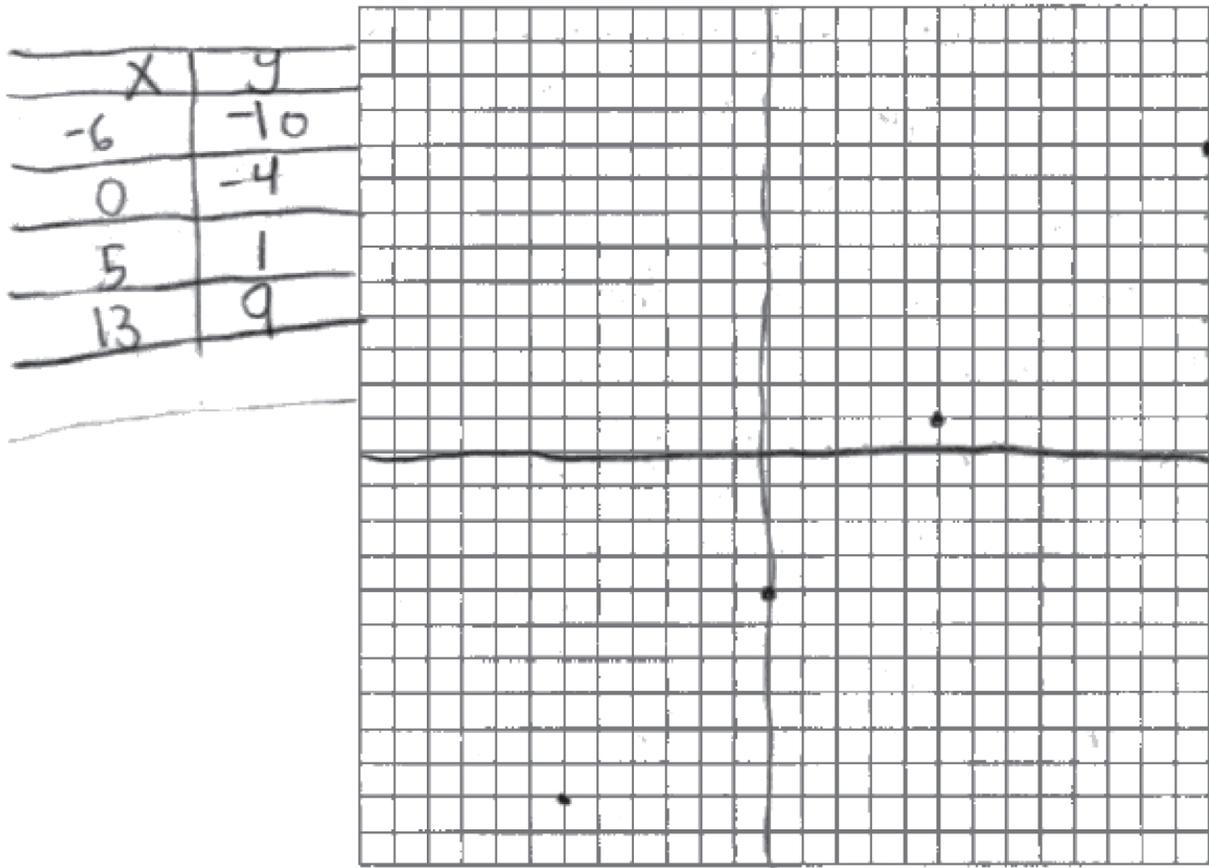
SCORE: 2

<u>Part 1</u>		Points
Correct table:	All four sought values are correct	2
<u>Part 2</u>		Points
Incorrectly plotted points and missing numbered grid axes:	Only (-6,-7) is plotted correctly; the grid axes are missing numbering	-
Total Points		2



SCORE: 1

<u>Part 1</u>		Points
Incorrect table:	Only sought value -4 is correct	-
<u>Part 2</u>		Points
Correct plotted points but missing numbered grid axes:	All four points based on the table are plotted correctly; the grid axes are missing numbered intervals	1
Total Points		1



SCORE: 0

Part 1

Points

Incorrect table:	None of the sought values are present	-
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Part 2

Points

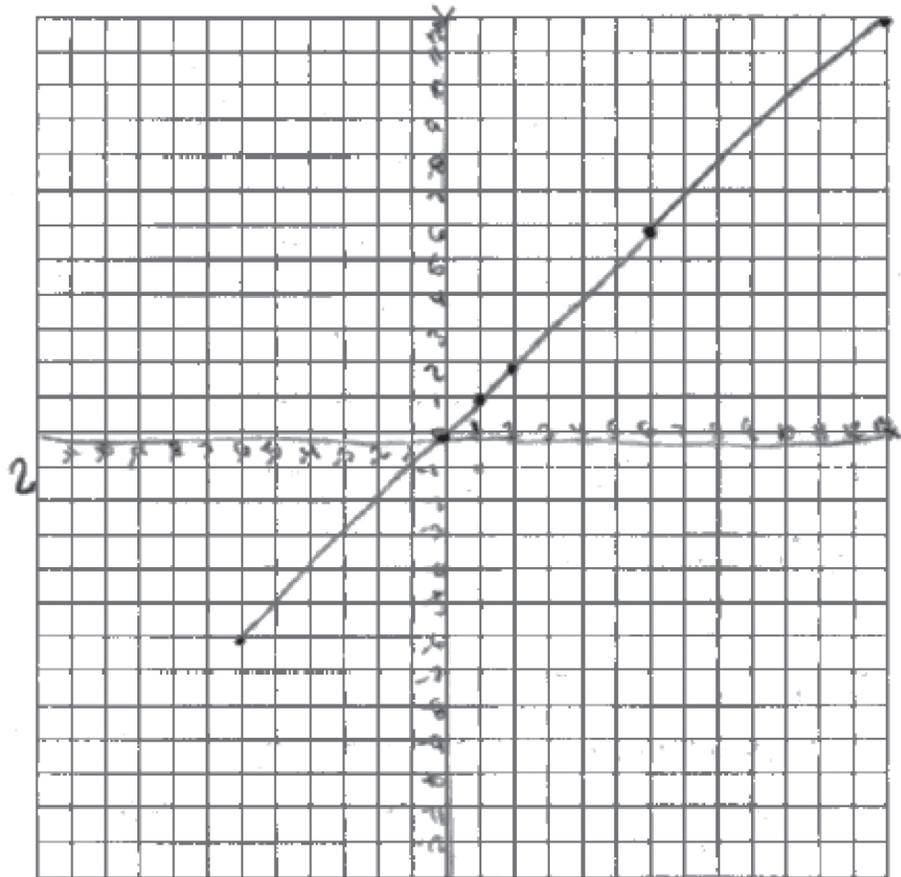
Incorrect plotted points with numbered grid axes	The only correctly plotted point based on their table is (0,0).	-
--	---	---

Total Points

0

1

x	y
-6	-1
0	0
6	1
13	2



READING RESPONSES

The One You Don't See Coming

by Harold Courlander and George Herzog

The people who lived near the edge of the rain forest, in the country along the banks of the Cavally River, often talked about an animal of the forest called the One You Don't See Coming.

2 They said that all day long he lurked among the shadows of the great trees, waiting for night to fall. Then, when darkness came, he crept forward as silent as a leopard into the villages.

3 "Our best hunters have tried to capture this animal," they said. "We have set traps on the trails and at the water holes, but it is no use—he is the stealthiest of all the creatures of the forest. Each night he comes prowling among our houses. He is never heard and never seen."

"What does this animal do that we should be afraid of him?" the young people asked.

"The One You Don't See Coming is a thief," the older people said. "He steals everyone's brains and leaves them forgetful of everything until morning comes. One minute people are the way they are here now, talking back and forth. The next minute the One You Don't See Coming creeps upon them and steals their minds. They no longer talk or think, they simply lie motionless and stupid until the sun rises."

"What good are the dogs if they don't hear him and bark?" the children asked.

"They neither hear him nor smell him. When he comes he takes their brains too. The One You Don't See Coming has another name. Some people call him Sleep."

The young hunters talked about this curious animal among themselves, and one day a man named Biafu said:

"What kind of hunters are we if we can't kill the One You Don't See Coming?"

"That's easy enough to say," a hunter named Gunde said. "But where will you find him? Our grandfathers were good hunters and they never caught him."

"I've heard that he leaves no footprints on the trail," a hunter named Deeba said. "What will you follow?"

"If he really lives in the forest, as the old people say, then we'll find him. We'll get rid of this nuisance once and for all!" Biafu said.

"I'm not afraid," Gunde said.

"I'll go too," Deeba said. "We'll catch this thing called Sleep, the One You Don't See Coming, and put an end to him. Then the old people will praise us and give us gifts."

So Gunde, Deeba, and Biafu took their hunting knives and spears and went deep into the shadows of the forest.

They listened, but they didn't hear Sleep. They searched the ground for footprints, but Sleep had left no footprints. All day they stalked Sleep. They came to a part of the forest where the villagers hardly ever went.

"He must lurk here among the tall ferns," Biafu said.

"I don't see him," Deeba said.

"I don't hear him," Gunde said.

"If there really is such an animal we shall certainly catch him at the water hole," Biafu said.

So they went down through the dense brush and the tall ferns until they came to where the river made its way through the jungle. The banks of the river were marked with the footprints of the gazelle, the antelope, the buffalo, and the leopard.

"We'll wait for him here, and when he comes to drink we shall kill him," Biafu said.

He found a tall tree by the edge of the water. It sloped outward over the river, so that any animal that came to drink would be under its branches.

"Climb the tree," Biafu said to Deeba. "When Sleep comes to drink you can throw yourself upon his back and we will finish him."

Deeba looked up and thought.

"Maybe *you* had better climb the tree," he said to Biafu.

"No, Gunde and I will stand guard below, and when we hear you shout we will come running."

Deeba shook his head. So Biafu turned to Gunde and said:

"Then you climb the tree and wait. When Sleep comes to drink you can leap upon him. When we hear you shout, Deeba and I will come running."

Gunde thought a moment. He shook his head too.

"No, I would rather stay on the ground and come running myself."

Biafu became angry.

"What mighty hunters! Afraid of an animal you can't see!"

"Just the same, what if he likes to climb trees?" Deeba said.

"Yes, what if he likes to climb *this* tree?" Gunde said.

They argued and argued. Finally Biafu stamped his foot impatiently.

"All right, I'll climb the tree myself and wait. When you hear me shout, come as fast as you can!" he said. He went up into the branches of the tree overhanging the water and hid among the leaves. Gunde and Deeba crawled into the dense brush and waited.

Time passed. Antelope came down to the water and drank and went away. Night came, and owls called back and forth. Leopards came silently to drink, and went away. Biafu clung to his tree and watched, his knife held tightly in his hand. Gunde and Deeba crouched in the brush and waited for Biafu to shout.

³⁹ The misty night grew old, and the moon moved across the sky.

Biafu kept thinking about how pleased the old people would be when they had caught

the One You Don't See Coming. But he was very tired. He began to nod. His eyes closed once, just for a short moment. They closed again, just a little longer. Then he was aware that his mind was slipping away into the night. He jerked himself awake, and his heart beat fast, for he knew that the animal was there.

He waved his knife and shouted:

"I see you! I see you!"

Deeba and Gunde ran as fast as they could to the edge of the water.

"Where is he!" they shouted. "Where is he!"

"Ah, he came and then he fled!" Biafu said. "Go back to your hiding place and wait."

Deeba and Gunde went back and crouched in the brush again. Biafu sat up very straight, waiting for the One You Don't See Coming to return. He peered through the darkness at the river. He heard nothing except the owls and the frogs in the distance. The moon moved across the sky.

A great heaviness came over Biafu's mind. No matter how hard he tried to keep them open, his eyes kept closing. For a moment he forgot everything. He seemed to be floating away. The tree swayed in the wind. Biafu clutched at the branches and opened his eyes. He waved his knife in the air and shouted:

"I see you! I see you!"

Again Deeba and Gunde came running, with their spears ready.

"Where is he! Where is he!" they shouted, trying to see in the darkness.

"He is near, he came up in the tree!" Biafu said. "He seized me, but I shook him off! Go back and hide again. Next time we will surely get him. But don't go so far, and run faster when you hear me shout!"

So Deeba and Gunde went back in the brush and waited.

Biafu talked to himself and rubbed his eyes to keep awake. He thought about the big celebration the village would have when he returned from the hunt. A cloud moved slowly across the sky and covered the moon. Things were very dark. There was no wind, and the leaves stopped rustling. The owls in the distance grew silent. The frogs stopped croaking.

And slowly, slowly, Biafu's eyes closed. His memory slipped away into the night. This time Sleep crept slowly upon him. Slowly, slowly, Sleep loosened Biafu's hold on the branches. Slowly Sleep pushed Biafu's head down on his chest. Biafu's knife slipped from his hand and fell into the water below. And slowly, slowly, Sleep pushed him, harder and harder, until he was leaning sideways. And suddenly Sleep seized Biafu and flung him down into the river below.

"Deeba! Gunde! He has me! He has me!" Biafu shouted.

They came running, ready for a great struggle, but they were too late, they only saw Biafu. Sleep was not there.

"Where is he! Where is he!" they shouted as Biafu came dripping out of the water.

He climbed into the tree, and he threw me into the water!" Biafu said.

He sat down unhappily by the edge of the river and began to think. He was silent a

long time, and then he said to Deeba and Gunde:

“It’s no use hunting Sleep. The old people are right. And anyway, he’s not like the leopard, who steals our goats and doesn’t bring them back. What Sleep steals he steals for just a few hours, and when morning comes you are whole again.”

So the hunters took their weapons and hunted an antelope, and they carried it back to the village for a feast. The old people were glad, but they asked about Sleep.

“We almost saw him,” Deeba said.

“I wrestled with him in a tree,” Biafu said, “but I couldn’t hold him.”

“He threw Biafu into the river,” Gunde said.

“It’s the way I’ve always said,” Biafu said with dignity. “You can’t see the coming of Sleep. You almost see him but you never do.”

- A** Provide two words to describe the mood of the passage. Support each word with an example from the passage.

Reading Item A Scoring Rubric—2013 Grade 7

Score	Description
4	The response provides two words to describe the mood of the passage, and an example from the passage to support each descriptive word.
3	The response provides two words to describe the mood of the passage, but only includes one example from the passage to support the descriptive word.
2	The response provides one word to describe the mood of the passage and one example from the passage to support the descriptive word.
1	The response provides one appropriate word to describe the mood of the passage. OR The response demonstrates minimal understanding of the question.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SCORE POINT: 4

The response provides two words to describe the mood of the passage (“Scary” and “Suspense”) and supports each word with an example from the passage (“He steals your brains at night” and “You [think you] see him but you never do”). The response demonstrates a thorough understanding of the task.

Two words to describe the mood of this passage are...

1. Scary, I think Scary is definitely a good word because it kinda of makes wonder if its really out there, like a scary movie, even when you know most of the time its fake "He steals your brains at night." that is scary!

2. Suspense, It also makes me think of suspense because it pretty much leaves you on your toes "You see him but you never do" I thought especially this part, because it leaves you wondering wats going to happen

SCORE POINT: 3

The response provides two words to describe the mood of the passage (“Amusing” and “Frustrating”) and supports one word with an example from the passage (“everytime Biafu is close to catching Sleep, he doesn’t. In fact, Sleep seizes Biafu numerous times”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

The passage can be described as:

- Amusing

- The passage amuses the readers by showing how the characters view sleep.

- Frustrating

- The passage is also frustrating because everytime Biafu is close to catching Sleep, he doesn’t. In fact, Sleep seizes Biafu numerous times.

SCORE POINT: 2

The response provides one word to describe the mood of the passage (“Shocking”) and supports that word with an example from the passage (“And suddenly Sleep seized Biafu and flung him down into the river below.”). The response shows evidence of only a basic understanding of the task.

The mood of the passage is wet and shocking.

1. Wet: “He climbed into the tree, and threw me into water!” Biafu said. He sat down unhappily by the edge of the river and began to think.

2. Shocking: And slowly, slowly, sleep pushed him, harder and harder, until he was leaning sideways. And suddenly Sleep seized Biafu and flung him down into the river below.

SCORE POINT: 1

The response provides one word to describe the mood of the passage (“amuseing”). The response provides evidence of minimal understanding.

Two words that would describe this passage would be dramatic because as you keep reading it gets more and more dramatic. Another word would be amuseing because it amused me.

SCORE POINT: 0

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

The two world's is Cavall River, rain forest wute kind of. Airmeat will live in the rain forest and some Peoples will live in ega of the Rive. I will not lick to sleep in the medal of the Pain forest.

Make Your Own Paint

by Maxine Anderson

If you were a painter in the Renaissance, you wouldn't be able to run to the hobby shop to pick up a couple tubes of oil paint or grab your watercolor kit out of the craft cupboard. During the Renaissance, artists made all of their own paints, turning many into very skilled chemists.

- 2 Most artists in the early 1500s painted with tempera paints on wood panels. Tempera is a fast-drying paint made from a combination of egg yolks and other ingredients that have been ground into a fine powder. Different ingredients made different colors. Shades of yellow, for example, could be made by grinding down crocuses, the stamens of lilies, or even saffron, a bright yellow spice. Ultramarine blue, a very bright blue often seen in Renaissance paintings, was made by grinding a precious stone called lapis lazuli. Purple could be made from ground mollusk shells.

What set Leonardo da Vinci apart from most other artists of his time was his constant experimenting with different kinds of material to use for paint. He was one of the first Italian artists to use oil paints—invented by painters from the Netherlands—rather than egg tempera.

- 4 The problem was that Leonardo the Scientist often prevented Leonardo the Artist from successfully finishing his work. Leonardo often painted with experimental mixtures of materials that didn't work especially well, or tried new combinations of paints and painting surfaces with sometimes disastrous results. Leonardo painted his famous masterpiece, *The Last Supper*, on the wall of the monastery of Santa Maria delle Grazie, which had plaster walls. Instead of using egg tempera upon a wet plaster base, which is what had been used very successfully for centuries, Leonardo used tempera on dry plaster so he could work more slowly. He first treated the plaster with a varnish to seal it against moisture, but the varnish reacted badly with the acid and salt in the walls of the church. The plaster began to chip and flake off the wall almost immediately, and only a few years after Leonardo finished the painting, it had already deteriorated badly. Today, even after centuries of attempted restoration, many parts of *The Last Supper* are lost forever.

What you'll need

- dirt and two rocks
- egg yolk
- brush
- painting surface

What to do

1. Here's an easy way to make your own paint. Go outside and find some interesting colored dirt, or even a crumbly piece of brick. Scoop up a little, let it dry overnight, and then crush the dirt between two rocks so it's powdery.
2. Mix the dirt with some egg yolk, and paint it on a piece of paper, a board, or even a flat rock. Try experimenting with dirt taken from different locations—you'll be surprised at the variety of colors plain old dirt can have.
3. Try other ingredients: the pistils or stamens of daylilies, for example, will make a bright yellow paint, as will crumbled saffron. Charcoal will make a grayish black paint. Experiment with natural ingredients you can find around your house, yard, or park. Just remember that in order to work well, they need to be crushed to a fine powder, then mixed with the egg yolk.

B In what two ways was da Vinci’s painting in the Santa Maria delle Grazie experimental? Explain two results of this experimentation.

Reading Item B Scoring Rubric—2013 Grade 7

Score	Description
4	The response identifies two ways that da Vinci’s painting in the Santa Maria delle Grazie was experimental and explains two results of this experimentation.
3	The response identifies two ways that da Vinci’s painting in the Santa Maria delle Grazie was experimental and explains one result of this experimentation. OR The response identifies one way that da Vinci’s painting in the Santa Maria delle Grazie was experimental and explains two results of this experimentation.
2	The response identifies two ways that da Vinci’s painting in the Santa Maria delle Grazie was experimental. OR The response explains two results of this experimentation.
1	The response identifies one way that da Vinci’s painting in the Santa Maria delle Grazie was experimental. OR The response explains one result of this experimentation. OR The response demonstrates minimal understanding of the question.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SCORE POINT: 4

The response describes two ways that da Vinci's painting in the Santa Maria delle Grazie was experimental ("He used tempera on a dry plaster base instead of a wet base" and "He also treated the plaster with varnish to seal it against moisture.") and explains more than the required two results of this experimentation ("so he could work more slowly," "The varnish he put on reacted badly with the acid and salt in the walls," "The plaster he used almost immediately started to chip and flake off," and "Only a few years after Leonardo finished the painting, it had deteriorated badly."). The response demonstrates a thorough understanding of the task.

Leonardo da Vinci's painting of *The Last Supper* in the Santa Maria delle Grazie was experimental in two ways. He used tempera on a dry plaster base instead of a wet base so he could work more slowly. He also treated the plaster with varnish to seal it against moisture.

The results were not good. The varnish he put on reacted badly with the acid and salt in the walls of the church. The plaster he used almost immediately started to chip and flake off. Only a few years after Leonardo finished the painting, it had deteriorated badly.

SCORE POINT: 3

The response describes one way that da Vinci’s painting in the Santa Maria delle Grazie was experimental (“He first treated the plastered [plaster] with varnished [varnish] to seal it against moisture”) and explains more than the required two results of this experimentation (“the varnished [varnish] acted badly with the acid and the salt in the walls of the church,” “The plastered [plaster] began to flake and chip off the wall,” and “As Leonardo finished his painting it deteriorated badly.”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

In what two ways was da Vinci painting in the Santa Maria delle Grazie experimental? Well He first treated the plastered with varnished to seal it against moisture, but the varnished acted badly with the acid and the salt in the walls of the church. The plastered began to flake and chip off the wall immediately. As Leonardo finished his painting it deteriorated badly. And those are the results of what happened.

SCORE POINT: 2

The response describes two ways that da Vinci’s painting in the Santa Maria delle Grazie was experimental (“He used tempera on dry plaster” and “treated the plaster with varnish”). The response shows evidence of only a basic understanding of the task.

Da Vinci's painting was experimental because he used tempera on dry plaster and treated the plaster with varnish.

SCORE POINT: 1

The response explains one result of his experimentation (“the acid and salt in the wall ate the picture he had painted”). The response provides evidence of minimal understanding.

It was exeperimental Because the oxid and salt in the wall ate the picture he had painted to pretty much nothing left

SCORE POINT: 0

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

Although there are so many paintings there are two of them, one is davinci and Santa Maria delle Grazie one way is the experimental is of it's color, and shape. The second reason is of how tall and wide.

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 7 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 7 students in April 2013.

Prompt

Your social studies teacher has asked you to write about this topic:

Explain why you would or would not want to live in a large city.

Before you begin to write, think about living in a large city. Would you like or dislike it? **Why** do you think the way you do?

Now write an essay for your teacher about whether or not you would want to live in a large city. Give specific reasons explaining why you think the way you do.

WRITER'S CHECKLIST

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

WRITING SAMPLE RESPONSE 1

Content: 4

This response has a clear central idea (wanting to live in a large city) and is fully elaborated (“I’ve found myself wanting to be around a numerous variety of people,” “things there might be cleaner and fancier,” “Occasionally, I find myself pining over having a life of luxury”). There is clear organization and a presence of closure. Overall, consistent control of Content features is demonstrated.

Style: 4

Information is purposefully chosen and vivid, precise vocabulary selected to affect the reader throughout the response (“need, desire, and ability to swim against the current,” “cliques and fads,” “Nifty knick knacks, sparkling champagne glasses... red satin comforter”). Sentences vary in beginnings and lengths which creates interest, and the writer’s voice is strong. This response demonstrates consistent control of Style features.

Sentence Formation: 4

This response displays mature sentence structures, using expansion through coordination and embedding through subordination. Even though there is a fragment (“People that can go beyond today’s cliques and fads”), there are complex sentences throughout which demonstrate consistent control of this domain.

Usage: 4

The writer has skillfully handled all features, including standard inflections, agreement, conventions, and word meaning, indicating consistent control of Usage features.

Mechanics: 4

Despite a few misspelled words (“recomendations,” “extremly,” “ne”) and a missing comma, this response demonstrates consistent control of Mechanics features.

How does the aspect of living in a large place appeal to me? I know from the time I learned there were other places in the world besides here and there, I had wanted to move away to some place bigger and better. I wanted to go places, and do something with the time I had been given. A city seemed like a good place to go and be, and it still does.

First of all, I would like to live in a city due to the assortment of people. I've almost always had the need, desire, and ability to swim against the current and be different simply. Lately, I've found myself wanting to be around a numerous variety of people. People that can go beyond today's cliques and fads.

Next, while the country does not have many people, cities usually do for me, things come in black and white when it comes to population. I like either a lot of people, so I'm not the center of attention, or none at all. Other people have the ability to read between the lines and have an answer other than yes and no, but I like to keep things simple most of the time. I think the city would be perfect for my recommendations.

Finally, the last reason is things there might be sleeker and fancier. Occasionally, I find myself pining over having a life of luxury. Nifty Knick Knacks, sparkling champagne glasses, a dining room complete with a crystal chandelier, a bed with a red satin comforter, a huge bathtub, and an

extremely large open window to look down over your home. Sounds wonderful, ne? But until I'm older, and unless I become a millionaire, I think it'll be awhile until I get that. I still have confidence, though.

Those are only a few reasons why I would really enjoy living in a large city. I like living in the country too but that's a whole other story in itself.

WRITING SAMPLE RESPONSE 2

Content: 3

This response has a clear central idea (the writer would not like to live in a large city). Details support the central idea, but elaboration is not complete enough for a higher score. The response is organized by the three reasons the student doesn't want to live in a large city (too fast paced; high crime rate; targets for terrorist attacks), and there are no digressions. Overall, the response demonstrates reasonable control of the Content domain.

Style: 3

The writer has purposefully selected vocabulary in some instances (“crowded sidewalks with hundreds of people,” “mugged,” “World Trade Center”). There is some variety in beginnings and lengths of sentences (“Would you, if you had the chance,” “I wouldn't like,” “If you ask me”). The writer's tone is appropriate, and a voice is present that fades at times when the information becomes general. The response demonstrates reasonable control of Style features.

Sentence Formation: 4

This response displays mature sentence structures, using expansion through coordination and embedding through subordination. Even though there is an extra word (“You might even get your car stolen or even your wallet”), there are complex sentences throughout which demonstrate consistent control of this domain's features.

Usage: 3

This response contains some wrong word choices where the word does not fit the meaning of the sentence (“I sheer wouldn't,” “World Trade Center got attached”) and a few agreement errors (“There is lots of reasons,” “New York City, Chicago, and Las Angalis is,” “there is always trafic jams”). The response demonstrates reasonable control.

Mechanics: 3

This response is formatted correctly, but there are some misspelled words (“Las Angalis,” “to,” “paist,” “trafic,” “there,” “terrorist”). There are missing commas and missed capitalization (“september”). Overall, the response demonstrates reasonable control of the Mechanics domain.

Would you, if you had the chance, want to live in a big city? I
 sheer wouldn't. There is lots of reasons why I would not
 want to live in a big city.

First, big cities like New York city, Chicago, and Las Angalis is just
 to fast paist for me. I don't like the way there is always traffic
 jams and crowded sidewalks with hundreds of people. Also,
 I would hate having to ride the subway and walk through those
 crowded sidewalks.

Next, I would never ever want to live in a big city because
 the crime rate is so high in those areas. I wouldn't like this
 because you would have to be scared to go out at night
 because there would be a good chance you would get mugged or even killed.
 You might even get your car stolen or even your wallet.

Last, I wouldn't want to live in a big city because
 on september 11 the World Trade Center got attached
 in New York city and big cities are always a target for terrorist attacks.
 If you ask me I don't know why anyone would want
 to live in a big city.

Truly, there are lots of reasons why I would not
 want to live in a big city.

WRITING SAMPLE RESPONSE 3

Content: 2

This response has a central idea focused on reasons the student would like to live in a large city. Due to the lack of elaboration, the attempts at details are more of a list-like summary. Although the response is organized, the overall lack of elaboration and the simplistic closure demonstrate inconsistent control of the Content domain.

Style: 2

The writer fails to affect the reader as the information in this response is general and the vocabulary is functional. Most sentences are simple (“I like baseket-ball a lot,” “they have good schooling,” “Thier schools have better learning systems”) which create a choppy reading. As a result, the tone is flat and the voice is dim. There is inconsistent control of the features of Style.

Sentence Formation: 3

This response contains a contact run-on (“Last of all is its edgication they have good schooling”). Many sentences are formed correctly, yet are of simplistic construction, which, along with the error and brevity, demonstrate reasonable control of the Sentence Formation domain.

Usage: 4

The writer has committed a minor word meaning error (“basket-ball quarts”) but, overall, capably employs the features of Usage including standard inflections, agreement, and word meaning. The response demonstrates consistent control of this domain.

Mechanics: 2

This response has errors across most features of the Mechanics domain. Although formatting is correct, there are many spelling errors (“baseket-ball,” “a lot,” “licens,” “edgication,” “their,” “Thier”), punctuation errors including hyphens and apostrophes, and a capitalization error. The density of these errors in such a brief response demonstrates inconsistent control.

I would like to live in a city for many reasons.

One reason is there are basket-ball courts in the city. I like basket-ball a lot.

Another reason is the city is very large. Which means more room to drive when ever I get my drivers licens.

Last of all is its edgication they have good schooling. Thier schools have better learning systems.

Those are a few reasons why I would like to live in the city.

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

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