

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

RELEASED ITEM

BOOKLET

GRADE 4

AUGMENTED BENCHMARK EXAMINATION

April 2014

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The criterion-referenced tests implemented as part of the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) are being developed in response to Arkansas Legislative Act 35, which requires the State Board of Education to develop a comprehensive testing program that includes assessment of the challenging academic content standards defined by the Arkansas Curriculum Frameworks.

As part of this program, all grade 4 students in Arkansas public schools participated in the *Grade 4 Augmented Benchmark Examination* in April 2014.

This Released Item Booklet for the *Grade 4 Augmented Benchmark Examination* contains test questions or items that were asked of students during the April 2014 operational administration. The test items included in Part II of this booklet are some of the items that contributed to the student performance results for that administration.

Students were given approximately two hours each day to complete assigned test sessions during the four days of testing in April 2014. Students were permitted to use a calculator for the mathematics items (both multiple-choice and open-response items), with the exception of mathematics questions 1–6 in this Released Item Booklet (items 1–10 in the test booklet). Students were also supplied with a reference sheet to be used during the mathematics sessions so that all students would have equal access to this information during testing. (See the reference sheet on page 33 of this booklet.) All of the reading, writing, and mathematics multiple-choice items within this booklet have the correct response marked with an asterisk (*). The open-response questions for reading, mathematics, and the essay prompt for writing are listed with scoring guides (rubrics) immediately following. These rubrics provide information on the scoring model used for each subject, with the scoring model for writing defining the overall curricular and instructional link for that subject with the *Arkansas English Language Arts Curriculum Framework*. The domain scoring model, implemented within Arkansas for a number of years, illustrates the appropriate instructional approaches for writing within the state.

The development of the *Grade 4 Augmented Benchmark Examination* was based on the Arkansas Curriculum Frameworks. These frameworks have common distinct levels: Strands to be taught in concert, Content Standards within each Strand, and Student Learning Expectations within each Content Standard. Abridged versions of the *Arkansas English Language Arts Curriculum Framework—Reading Strand*, *Arkansas English Language Arts Curriculum Framework—Writing Strand*, and *Arkansas Mathematics Curriculum Framework* can be found in Part III of this booklet. It is important to note that these abridged versions list only the predominant Strand, Content Standard, and Student Learning Expectation associated with each item. However, since many key concepts within the Arkansas Curriculum Frameworks are interrelated, in many cases there are other item correlations or associations across Strands, Content Standards, and Student Learning Expectations.

Part III of the Released Item Booklet contains a tabular listing of the Strand, Content Standard, and Student Learning Expectation that each question was designed to assess. The multiple-choice and open-response items found on the *Grade 4 Augmented Benchmark Examination* were developed in close association with the Arkansas education community. Arkansas teachers participated as members of the Content Advisory Committee, for each subject area, providing routine feedback and recommendations for all items. The number of items associated with specific Strands, Content Standards, and Student Learning Expectations was based on approximate proportions suggested by the Content Advisory Committee, and their recommendations were accommodated to the greatest extent possible given the overall test design. Part III of the Released Item Booklet provides Arkansas educators with specific information on how the *Grade 4 Augmented Benchmark Examination* items align or correlate with the Arkansas Curriculum Frameworks to provide models for classroom instruction.

PART I Scoring Student Responses to Open-Response Items

While multiple-choice items are scored by machine to determine if the student chose the correct answer from four options, responses to open-response items must be scored by trained “readers” using a pre-established set of scoring criteria.

The Arkansas Benchmark Rangefinding Committee assisted in the development of the scoring criteria. The committee comprises active Arkansas educators with expertise in math, English, and/or language arts education.

Reader Training

Readers are trained to score only one content area. Qualified readers for Arkansas scoring will be those with a four-year college degree in math, English, language arts, education, or related fields.

Before readers are allowed to begin assigning scores to any student responses, they go through intensive training. The first step in that training is for the readers to read the writing prompt, the math open-response item, or the reading passage and its open-response item as it appeared in the test booklet and to respond—just as the student test takers are required to do. This step gives the readers some insight into how the students might have responded. The next step is the readers’ introduction to the scoring rubric. All of the specific requirements of the rubric are explained by the Scoring Director who has been specifically trained to lead the scoring group. Then, responses (anchor papers) that illustrate the score points of the rubric are presented to the readers and discussed. The goal of this discussion is for the readers to understand why a particular response (or type of response) receives a particular score. After discussion of the rubric and anchor papers, readers practice scoring sets of responses that have been pre-scored and selected for use as training papers. Detailed discussion of the responses and the scores they receive follows.

After three or four of these practice sets, readers are given “qualifying rounds.” These are additional sets of pre-scored papers, and, in order to qualify, each reader scoring responses must score in exact agreement on at least 80% of the responses, and each reader scoring writing responses must score in exact agreement with 70% of the responses in each domain. Readers who do not score within the required rate of agreement are not allowed to score the *Grade 4 Augmented Benchmark Examination* responses.

Once scoring of the actual student responses begins, readers are monitored constantly throughout the project to ensure that they are scoring according to the criteria. Daily and cumulative statistics are posted and analyzed, and the Scoring Director or Team Leaders reread selected responses scored by the readers. These procedures promote reliable and consistent scoring. Any reader who does not maintain an acceptable level of agreement is dismissed from the project.

Scoring Procedures

All student responses to the *Grade 4 Augmented Benchmark Examination* open-response test items are scored independently by two readers. Those two scores are compared, and responses that receive scores that are non-adjacent (a “1” and a “3,” for example) are scored a third time by a Team Leader or the Scoring Director for resolution.

When Animals Snooze

by Elizabeth Schleichert

Cat nap, anyone? Big cats are big sleepers. They may doze 12 to 20 hours a day, and in all kinds of places. *Leopards* sprawl out on branches. *Lions* and *tigers* doze every which way on the ground. But cats aren't the only animals to kick back and catch some zzz's! The animal world is filled with sleepyheads.



SNOOZING BASICS

But wait! What exactly *is* sleep? Here's how many scientists define it: Sleep is a period of rest when an animal is less aware of its surroundings. The animal's breathing and heartbeat slow down. And its brain waves show a pattern that is different from when the animal is awake.

Why do animals sleep? Many experts say sleep brings animals back to peak performance. It restores their bodies and gives them new energy to go about their normal activities. It's kind of like recharging a cell phone.

Better not nod off yet. Read on for more totally dreamy facts.

CHILL-OUT ARTISTS

Bet you're wondering if all animals sleep. Mammals and birds do, for sure. (They may also dream.) But what about other animals—reptiles, fish, amphibians, and insects, for instance? It's not so easy to tell what's going on with them, and experts disagree about whether they sleep.

6 Still, some of these animals often *look* as if they're sleeping. It's just that their brain waves don't show the usual sleep patterns. Who knows? Maybe they're just having a slightly different *kind* of sleep.

WHATEVER WORKS!

Sleeping animals doze in different ways. Take *elephants*. Like you, they lie down at night. But they don't always snooze straight through. They may rise and feed a bit, then settle back down again—averaging about five hours of sleep a night. During the day, the elephants in a herd nod off now and then. When the calves lie down to nap, the adults often gather around them in a protective circle.

Animals that are active at night often sleep during the day. *Fruit bats* in Africa, for example, *roost* (rest or sleep) in the daylight. They crowd together in trees. Here, thousands of them hang upside down by their rear feet, which automatically tighten and get a grip so the bats don't fall.



NORTHERN NAPS

Polar bears nap when there's nothing better to do, especially after big meals. In summer, they may flop down on ice or snow—not just to sleep, but also to cool off. With its super-warm coat, a bear can easily overheat. So it has to chill out!

Other animals living in snowy places have the opposite problem: how to stay warm while sleeping! *Foxes* curl up and use their tails as scarves to help keep the cold off.

FISHY TRICKS

Fish brain waves may never show sleep patterns, but many fish seem to do some serious resting. The *parrotfish*, for example, squeezes itself into a rocky crevice at night and puts up its very own “tent.” The tent is actually a bubble made of clear mucus. The mucus oozes from the fish's mouth, forming a protective sac. The mucus may keep tiny pests away, as well as help hide the fish's scent from eels and other predators. The bubble may also act as an alarm. If a predator touches it, the parrotfish “wakes up,” bursts out, and swims off.

SPLISH, SPLASH, YAWN

Water is where you'll often find *hippopotamuses* sleeping, too. They loll their days away on river banks or in shallow lakes, using each other as puffy pillows. A hippo can doze nearly totally submerged but still be on the alert. That's because its eyes, ears, and nostrils are on the top of its head. But don't be fooled by a sleeping hippo's lazy, lumpy looks. If alarmed, it can awaken and charge a would-be attacker in an instant!



SLEEP ON THE FLY?

An *albatross* spends most of its life gliding on wind currents at sea. How does it find time to sleep? Experts aren't sure. The bird may alight on the water's surface and sleep there. Or, while flying, it may close down half of its brain—keeping the other half awake—for several seconds at a time.

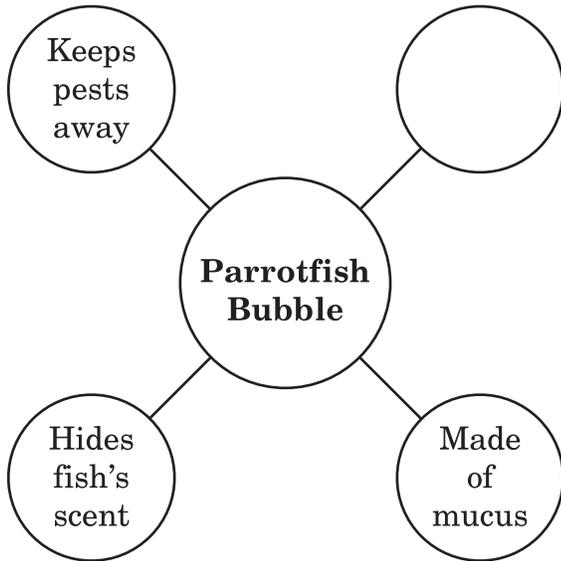
PAUSE THAT REFRESHES

Many grazing animals live out in the open. They have to be on guard, ready to run from danger. So they often snatch short naps. *Horses*, for instance, sleep for only a few minutes at a time, often while standing. A horse's legs can "lock" in place, so the animal can sleep without the risk of falling down!

So now you know what's up when animals settle down!

- 1** Which question can be correctly answered by reading SNOOZING BASICS?
- A** Do insects sleep?
 - B** Where do leopards sleep?
 - * **C** How do scientists define sleep?
 - D** Does a fish's brain show sleep patterns?
- 2** In this passage, the author compares sleep to recharging a cell phone because sleep
- * **A** gives animals more energy.
 - B** slows down animals' breathing.
 - C** slows down animals' heartbeats.
 - D** gives animals different brain waves.
- 3** What does patterns mean as it is used in paragraph 6?
- A** the flight paths of airplanes
 - * **B** repeated actions people can observe
 - C** models for making things, such as dresses
 - D** designs in music or art with things that repeat
- 4** Which section explains how animals sleep in cold places?
- A** PAUSE THAT REFRESHES
 - B** CHILL-OUT ARTISTS
 - C** WHATEVER WORKS!
 - * **D** NORTHERN NAPS
- 5** In NORTHERN NAPS, the author compares a fox's tail to
- * **A** a warm scarf.
 - B** a brown flag.
 - C** a winter coat.
 - D** a small rabbit.

6 Read the graphic organizer.



Which belongs in the empty circle?

- * **A** Acts as alarm
- B** Attracts predators
- C** Big enough for eels
- D** Formed above ground

7 Why do grazing animals usually take short naps?

- A** They sleep upside down.
- B** They are always hungry.
- C** They sleep in rivers or shallow lakes.
- * **D** They must be ready to run from danger.

8 What is the **most likely** reason animals face greater danger when they are asleep?

- A** Different animals have different sleep patterns.
- B** Sleep gives animals greater energy and strength.
- * **C** Animals are less aware of their surroundings during sleep.
- D** Animals that are active at night often sleep during the day.

Reading Item A—2014 Grade 4

A Identify two animals from the passage that sleep in groups. For each animal, use details to describe where or how they sleep.

Reading Item A Scoring Rubric—2014 Grade 4

Score	Description
4	The response identifies two animals from the passage that sleep in groups and uses passage details to describe where or how each one sleeps.
3	The response identifies two animals from the passage that sleep in groups and uses passage details to describe where or how one of the animals sleeps.
2	<p>The response identifies two animals from the passage that sleep in groups.</p> <p style="text-align: center;">OR</p> <p>The response identifies one animal from the passage that sleeps in groups and uses passage details to describe where or how the animal sleeps.</p>
1	<p>The response identifies one animal from the passage that sleeps in groups.</p> <p style="text-align: center;">OR</p> <p>The response demonstrates minimal understanding of the question.</p>
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

Bobby Sings the Blues

by Cary Fagan



1 “Time to get up, Bobaroo!” said Bobby’s mother. “Your dad is making pancakes. And by the way, do you know what you want for your birthday yet?”

Bobby grimaced. *Bobaroo?* He was turning 12 tomorrow, and his family still called him by these babyish nicknames. He liked his real name: Bobby Joshua Abramsky. He was probably the only person in the world with that name.

3 Bobby got dressed, picked up his guitar, and slung it on his shoulder. The guitar was his birthday present last year. His favorite music was Delta blues and he was getting pretty good at it. But nobody noticed that either.

“Morning, Boychick!” called his father in the kitchen.

“What’s up, Frying Pan?” said his brother. “Still carrying that stupid guitar around?”

Aargh! Right then Bobby decided that he wouldn’t answer unless they called him by his real name.

“Here you go, Cowboy,” said his father. “Eat ‘em while they’re hot. So have you decided on what you want for your birthday?”

Bobby poured on the syrup and ate in silence.

Outside, his mom was planting daffodil bulbs. “Don’t step on the flowerbed, Cutie Pie.”

His dad was raking leaves. “So, Captain Boo, should we have pizza at your party?”

His brother came out. “Hey, Saggy Pants, I know what you should play at your party. Pin the tail on the donkey. Only you can be the donkey!”

Bobby just glared at his brother. Then he got on his bike and rode to the park.

Bobby sat on a swing. He had told his family tons of times that he didn’t like childish names. How could he get them to listen for a change?

Bobby found everyone in the living room, hanging decorations. He swung the guitar into his hands. He played some bluesy notes. He started to sing.

I know it’s my birthday but I’ve totally got the blues.

I’ve tried to tell you why, but you aren’t picking up the clues.

You can make it right if you just listen to my news.

His mom and dad and brother all turned to listen. Bobby hit another chord.

Don’t call me Cutie Pie, Cowboy, or Bobaroo

Don’t call me Saggy Pants, Frying Pan, or Captain Boo.

‘Cause I hate nicknames and you know that it is true.

If you want to make me happy, listen to my song.

For my birthday present you really can’t go wrong.

If you call me by my real name all . . . day . . . long!

For a moment nobody said anything.

“Of course . . . Bobby,” said his dad. “We won’t call you nicknames anymore.”

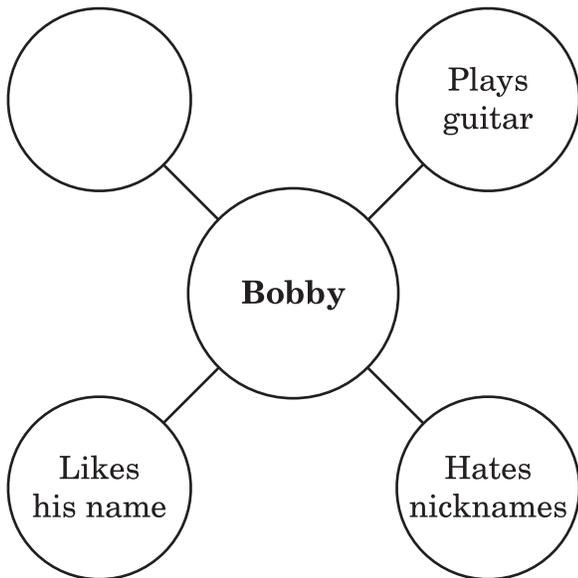
“That’s right, Bobby,” his mom agreed. “After all, you are turning 12.”

18 “Sure, Bobby,” his brother chimed in.

“Good,” Bobby said. Then he smiled. “And by the way, I’d also like a dog, a skateboard, and a Fender Stratocaster!¹”

¹ Fender Stratocaster: a popular model of electric guitar designed in 1954

- 9 Read the graphic organizer.



Which of the following **best** fits in the empty circle?

- A Owns skateboard
 - * B Thinks no one listens
 - C Always eats in silence
 - D Calls brother nicknames
- 10 What does by the way mean as it is used in paragraph 1?
- A along the road
 - B in a louder voice
 - * C on a different topic
 - D toward this direction

- 11 Which question can be correctly answered by reading paragraph 3?

- A What is Bobby's full name?
- * B What is Bobby's favorite music?
- C How old will Bobby be tomorrow?
- D How does Bobby get his family to listen?

- 12 Which resource would **best** help readers learn more about the Delta blues?

- A an atlas
- B an English textbook
- * C a book about music styles
- D a book about how to play the guitar

- 13 Which words from the passage **best** help the reader picture how Bobby reacts to the nicknames?

- * A Bobby poured on the syrup and ate in silence.
- B The guitar was his birthday present last year.
- C He was probably the only person in the world with that name.
- D Bobby found everyone in the living room, hanging decorations.

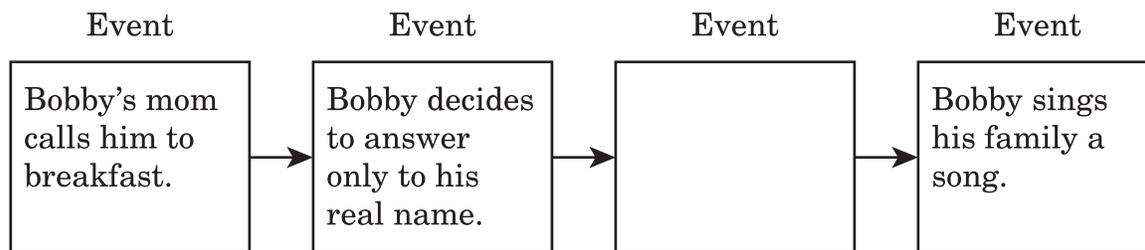
14 The ellipses (three dots) in the last two lines of Bobby’s song tell the reader that the singer

- A** speeds up.
 - * **B** slows down.
 - C** sings loudly.
 - D** sings quietly.
-

15 What does the phrase chimed in mean as it is used in paragraph 18?

- A** spoke first
 - B** rang a bell
 - C** said in a musical tone
 - * **D** added to the discussion
-

16 Read the graphic organizer.



Which story event belongs in the empty box?

- A** Bobby’s family agrees not to call him nicknames.
- B** Bobby asks for a dog and a skateboard.
- C** Bobby’s father calls him “Boychick.”
- * **D** Bobby rides his bike to the park.

Reading Item B—2014 Grade 4

- B** Describe Bobby at the beginning of the story, using at least two details from the passage. Then, describe how he is different at the end of the story, using at least two details from the passage.

Reading Item B Scoring Rubric—2014 Grade 4

Score	Description
4	The response describes Bobby at the beginning of the story using at least two passage details and describes Bobby at the end of the story using at least two passage details.
3	The response describes Bobby at the beginning of the story using at least two passage details and describes Bobby at the end of the story using only one passage detail. OR The response describes Bobby at the beginning of the story using only one passage detail and describes Bobby at the end of the story using at least two passage details.
2	The response describes Bobby at the beginning of the story using only one passage detail and describes Bobby at the end of the story using only one passage detail. OR The response describes Bobby at the beginning of the story using at least two passage details. OR The response describes Bobby at the end of the story using at least two passage details.
1	The response uses one passage detail to describe Bobby at either the beginning or at the end of the story. 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.)

1 Mrs. Hale will be teaching science classes in the school garden this spring. Students will learn about plants, about soil, and about gardening. Before school is over, students will get to eat their own fresh vegetables.

Jim wrote this story for the school newspaper. Who will **most likely** read it?

- A** flower shop owners
- B** grocery store owners
- C** scientists and farmers
- * **D** students and teachers

2 **There once was a boy with a kite,
Who loved to watch it in flight.
Spinning up and down
And sailing around,**

Which line **best** completes the limerick?

- A** It never made a noise.
- B** It was really awesome.
- C** It always made his day.
- * **D** It gave him great delight.

3 Anna wrote a description of what an armadillo looks like. Which of these graphics would go **best** with her writing?

- A** a map that shows where armadillos live
- * **B** a photograph or drawing of an armadillo
- C** a table with information about armadillo babies
- D** a chart showing the number of armadillos in Anna's area

4 **Pat and I went to a baseball game yesterday. It _____ a very good game, and our favorite team _____.**

Which choice **correctly** completes the sentence?

- * **A** was, won
- B** is, wins
- C** is, is winning
- D** was, wins

WRITING PROMPT

Your school is sponsoring an essay contest and you decide to enter. You are to write on the following topic:

What are some good ways to cheer up a classmate?

Before you begin to write, think about ways to cheer up a classmate. What are things that you can do to help someone feel better? How do these things cheer up someone?

Now write an essay for the contest about good ways to cheer up a classmate. Give enough detail so that your readers will understand.

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? |
|--|---|

Domain Scoring Rubric

Content (C)

The Content domain includes the focusing, structuring, and elaborating that a writer does to construct an effective message for a reader. It is the creation of a product, the building of a composition intended to be read. The writer crafts his/her message for the reader by focusing on a central idea, providing elaboration of the central idea, and delivering the central idea and its elaboration in an organized text. Features are:

- Central idea
- Elaboration
- Unity
- Organization

Style (S)

The Style domain comprises those features that show the writer purposefully shaping and controlling language to affect readers. This domain focuses on the vividness, specificity, and rhythm of the piece and the writer’s attitude and presence. Features are:

- Selected vocabulary
- Sentence variety
- Tone
- Voice
- Selected information

Sentence Formation (F)

The Sentence Formation domain reflects the writer’s ability to form competent, appropriately mature sentences to express his/her thoughts. Features are:

- Completeness
- Absence of fused sentences
- Expansion through standard coordination and modifiers
- Embedding through standard subordination and modifiers
- Standard word order

Usage (U)

The Usage domain comprises the writer’s use of word-level features that cause written language to be acceptable and effective for standard discourse. Features are:

- Standard inflections
- Agreement
- Word meaning
- Conventions

Mechanics (M)

The Mechanics domain includes the system of symbols and cueing devices a writer uses to help readers make meaning. Features are:

- Capitalization
- Punctuation
- Formatting
- Spelling

Scoring Scale

Each domain is scored independently using the following scale.

4 =The writer demonstrates **consistent**, though not necessarily perfect, control* of almost all of the domain’s features.

3 =The writer demonstrates **reasonable**, but not consistent, control* of most of the domain’s features, indicating some weakness in the domain.

2 =The writer demonstrates **inconsistent** control* of several of the domain’s features, indicating significant weakness in the domain.

1 =The writer demonstrates **little** or **no** control* of most of the domain’s features.

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

The application of the scale, using actual student writing, is done with the assistance of a committee of Arkansas teachers, language arts supervisors, and representatives of the Arkansas Department of Education.

Nonscoreable and Blank Papers

Nonscoreable papers include student responses that are off-topic, illegible, incoherent, written in a language other than English, or too brief to assess. Nonscoreable papers will receive a score of “0.” Blank papers indicate no response was written and will be reported as NA (no attempt), which translates into a score of “0.”

CALCULATOR NOT PERMITTED—ITEMS 1–6



- 1** Mrs. Marne asked her students to find
- the number that is 100 less than 7,054 and
 - the number that is 1,000 more than 7,054.

Which two numbers did Mrs. Marne ask the students to find?

- A** 6,954 and 6,054
- * **B** 6,954 and 8,054
- C** 7,154 and 8,054
- D** 7,154 and 6,054

- 2** Alex is making a yogurt snack. The chart below shows the flavors of yogurt and the different toppings from which he has to choose.

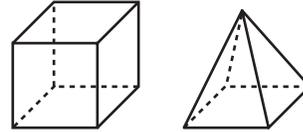
Snack Choices

Yogurt Flavor	Topping
Lemon Peach Strawberry Vanilla	Fruit Granola

What is the total number of different combinations of 1 yogurt flavor and 1 topping that are possible?

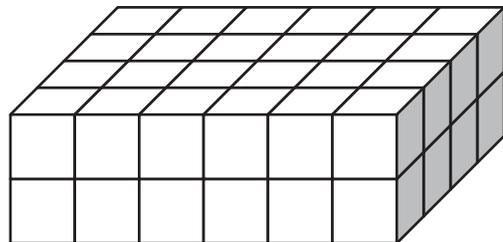
- A** 4
- B** 6
- * **C** 8
- D** 10

- 3** Which of the following do square pyramids and cubes have the same?



- * **A** at least one common face shape
- B** an equal number of faces
- C** the number of vertices
- D** the number of edges

- 4** Each cube in the solid represents 1 cubic unit.



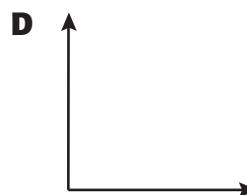
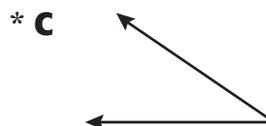
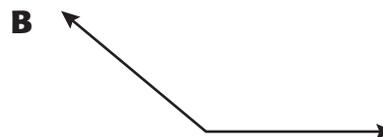
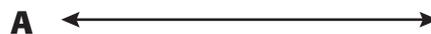
What is the volume of the figure?

- A** 24 cubic units
- B** 40 cubic units
- C** 44 cubic units
- * **D** 48 cubic units

5 Which inequality statement shown below is true?

- * **A** $572,439 > 572,349$
- B** $614,872 < 614,872$
- C** $743,347 > 743,374$
- D** $896,607 < 869,760$

6 Joaquin drew an angle that measured less than 90 degrees. Which of these could be Joaquin's angle?



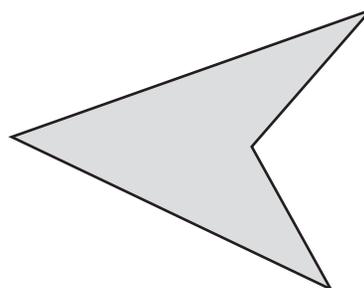
CALCULATOR PERMITTED—ITEMS 7–20 and A–C



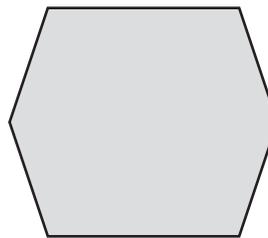
- 7** Which of the following is equal to 1,355?
- A** $600 + 300 + 300 + 55$
 - B** $500 + 500 + 300 + 50$
 - C** $500 + 400 + 300 + 55$
 - * **D** $500 + 500 + 300 + 55$
- 8** José waited at the bus stop for 2 minutes before the bus came. How many seconds did he wait?
- A** 60 seconds
 - B** 100 seconds
 - * **C** 120 seconds
 - D** 200 seconds
- 9** Tim bought 60 tulip bulbs. The bulbs come in packages of 4 bulbs. Which equation shows how to find the number of packages, p , Tim bought?
- A** $15 \times 4 = p$
 - * **B** $60 \div 4 = p$
 - C** $4 \times 60 = p$
 - D** $60 \div 15 = p$

- 10** Which shape is a quadrilateral?

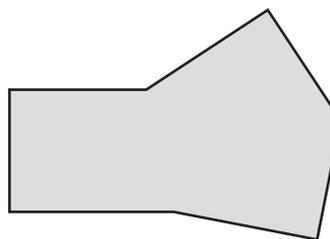
* **A**



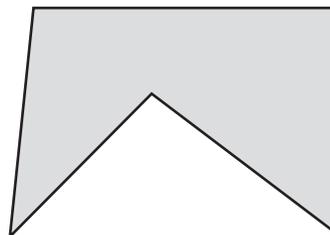
B



C



D



11 Terry has 32 domino tiles. She divides the tiles into 4 piles. Which number sentence can Terry use to find how many tiles, t , are in each pile?

* **A** $32 \div 4 = t$

B $4 \div 32 = t$

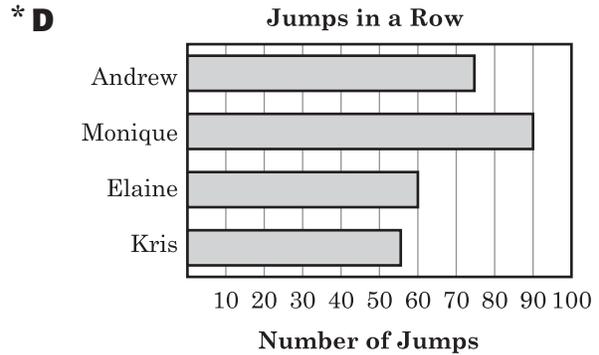
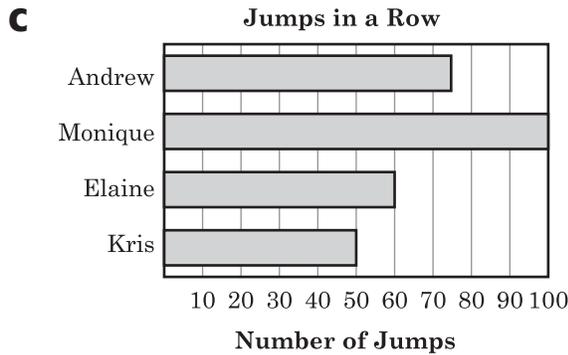
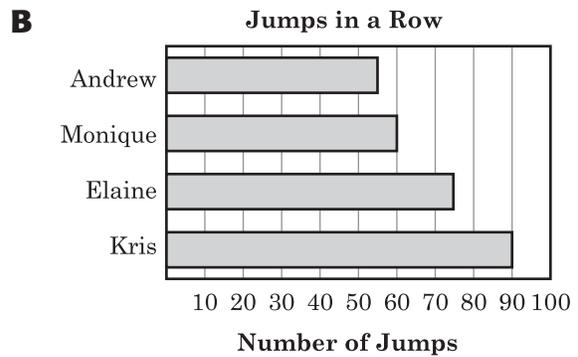
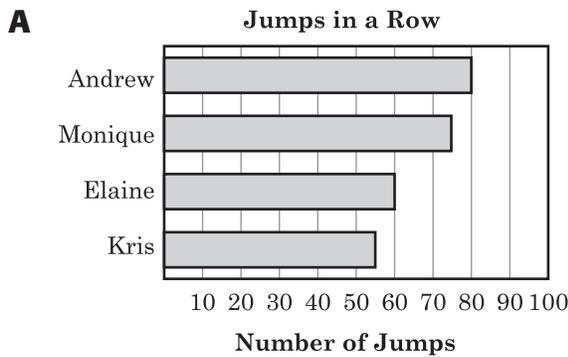
C $32 \times 4 = t$

D $32 + 32 + 32 + 32 = t$

- 12** Oak Tree Elementary held a jump rope event. The top jump ropers in the school are shown in the table.

Name	Number of Jumps in a Row
Andrew	75
Monique	90
Elaine	60
Kris	55

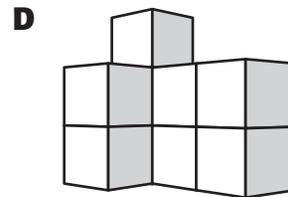
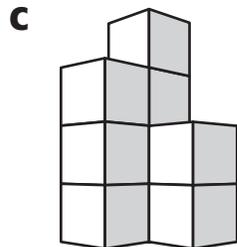
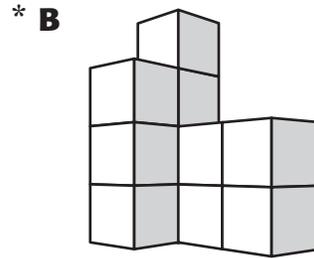
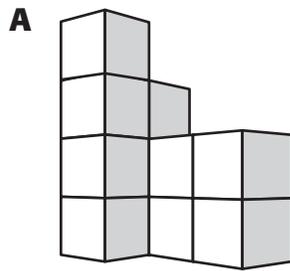
Which graph **correctly** shows the top jump ropers?



13 This is a picture of a hotel.



Which block model matches the hotel **best**?



- 14** Cameron’s bus got to school at 8:05 A.M. If Cameron was on the bus for 25 minutes, at what time did he get on the bus?

A 7:25 A.M.
B 7:30 A.M.
* **C** 7:40 A.M.
D 8:30 A.M.

- 15** Katelyn and Marci picked up recycled-paper boxes from each of the classrooms in the school. Each of the 28 classrooms had 2 boxes of recycled paper. Which equation represents the total number of boxes Katelyn and Marci picked up?

A $28 \div 2 = 14$
B $2 + 28 = 30$
C $28 - 2 = 26$
* **D** $2 \times 28 = 56$

- 16** What is the rule for this input/output table?

Input	Output
1	7
2	10
3	13
4	16
5	19

- A** Add 3, and then multiply by 4.
B Add 4, and then multiply by 3.
* **C** Multiply by 3, and then add 4.
D Multiply by 4, and then add 3.

- 17** A survey was taken of 130 fourth-grade students at Blair Elementary School to find out how they get to school. The results are displayed in the pictograph below.

How We Get to School

bus	    
car	  
van	 
walk	 
bike	

 = ? students

How many students does each symbol represent?

- A** 1
- * **B** 10
- C** 50
- D** 100

- 18** What is the probability of rolling a number less than 2 on a number cube that has sides labeled from 1 to 6?

- * **A** $\frac{1}{6}$
- B** $\frac{1}{5}$
- C** $\frac{2}{6}$
- D** 1

- 19** The table below shows the relationship between the number of days and the amount of water Cedric drinks.

Days	1	2	3	4	5	6
Water (ml)	300	600	900	1200	1500	1800

If the pattern continues, how much water will Cedric drink in 8 days?

- A** 1900 ml
- B** 2000 ml
- C** 2100 ml
- * **D** 2400 ml

- 20** Keisha measured the height, in inches, of some friends. She wants to change the measurements to feet and inches.

Keisha's Measurements

Friend	Height (in inches)	Height (in feet and inches)
Ryan	46	?
Sam	52	4 feet 4 inches
Trina	60	5 feet 0 inches
Ulysses	51	4 feet 3 inches

How tall is Ryan in feet and inches?

- A** 3 feet 2 inches
- * **B** 3 feet 10 inches
- C** 4 feet 2 inches
- D** 4 feet 10 inches

Mathematics Item A—2014 Grade 4

A The following numbers all have exactly two digits that are 9 and one or more digits that are 0.

90,090 9,000,090 909,000 99,000 990 9,009,000

1. Write the numbers in order from least to greatest.
2. Write another number so that it meets all of the following:
 - It is seven digits long.
 - It has exactly two digits that are 9.
 - The other digits can be any number other than 9.
 - It is the largest possible number.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Mathematics Item A Scoring Rubric—2014 Grade 4

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

Solution and Scoring

Part	Points
1	<p>2 points possible:</p> <p>2 points: Response correctly orders the numbers from <u>least to greatest</u>: 990 90,090 99,000 909,000 9,000,090 9,009,000</p> <p>OR</p> <p>1 point: Response correctly orders the numbers from <u>greatest to least</u>: 9,009,000 9,000,090 909,000 99,000 90,090 990</p> <p>OR</p> <p>1 point: Response correctly orders 4 – 5 of the numbers from <u>least to greatest</u></p> <p>Give credit for the following or equivalent: Ex. 990 99,000 90,090 909,000 9,000,090 9,009,000 (5 cor.) Ex. 99,000 909,000 9,000,090 9,009,000 990 90,090 (4 cor.)</p>
2	<p>2 points possible:</p> <p>1 point: Response is a seven-digit number with a 9 in both the millions and the hundred thousands place</p> <p>Give credit for the following or equivalent: Ex. <u>9,900,000</u></p> <p>AND</p> <p>1 point: Response has all seven digits correct: 9,988,888</p>

Mathematics Item B—2014 Grade 4
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- B** Jack has a page of happy-face stickers to make cards. There are 8 rows of 12 stickers on the page.
1. Write a number sentence to find how many happy-face stickers, h , Jack has on the page of stickers. How many stickers does Jack have?
 2. Jack wants to make 6 cards. He wants to use all of his stickers and have the same number of happy-face stickers on each card. Write a number sentence to find the number of stickers, s , Jack should use on each card. How many stickers should Jack use on each card?

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Mathematics Item B Scoring Rubric—2014 Grade 4

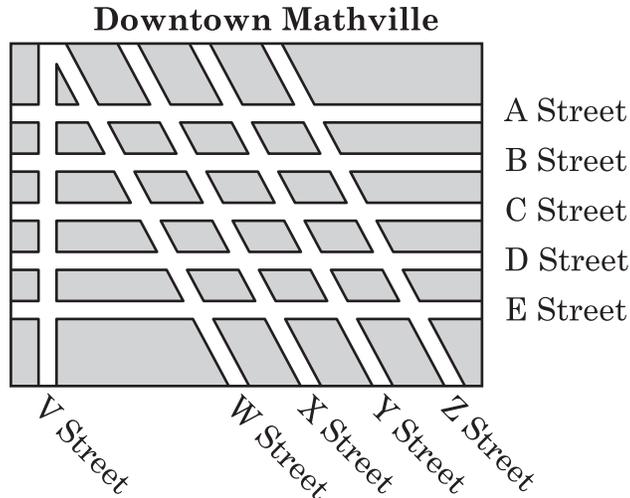
Score	Description
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score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

Solution and Scoring

Part	Points
1	<p>2 points possible:</p> <p>1 point: Correct answer: 96 (stickers)</p> <p>AND</p> <p>1 point: Correct multiplication sentence: $8 \times 12 = h$ (or equivalent)</p> <p><i>Note: Failure to include a variable is a 4/3 issue (e.g., $8 \times 12 = 96$)</i></p>
2	<p>2 points possible:</p> <p>1 point: Correct answer: 16 (stickers) <i>Or correct answer based on an incorrect answer in Part 1</i></p> <p>AND</p> <p>1 point: Correct division sentence: $96 \div 6 = s$ (or equivalent) <i>May be based on an incorrect Part 1</i></p> <p><i>Note: Failure to include a variable is a 4/3 issue (e.g., $96 \div 6 = 16$)</i></p>

Mathematics Item C—2014 Grade 4

C Use the map of Downtown Mathville below to answer the following questions.



1. How many streets intersect with B Street on the map?
2. Which street or streets appear to be parallel to W Street? Be sure to name all the streets that are parallel to W Street.
3. Which pair or pairs of streets appear to be perpendicular? Be sure to name all the streets that are perpendicular.

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

Mathematics Item C Scoring Rubric—2014 Grade 4

Score	Description
4	The student earns 5 points. The response contains no incorrect work.
3	The student earns 3 – 4½ points.
2	The student earns 2 – 2½ points.
1	The student earns ½ – 1½ point(s), or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

Solution and Scoring

Part	Points
1	<p>1 point possible:</p> <p>1 point: Correct answer: 5 (streets)</p>
2	<p>1.5 points possible:</p> <p>1½ points: 3 correct streets are named</p> <p>Give credit for the following or equivalent: Ex. “X Street, Y Street, and Z Street” Ex. “Z, Y, X”</p> <p>OR</p> <p>1 point: 2 correct streets are named</p> <p>Give credit for the following or equivalent: Ex. “X Street and Y Street” Ex. “Z and X”</p> <p>OR</p> <p>½ point: 1 correct street is named</p> <p>Give credit for the following or equivalent: Ex. “X Street” Ex. “Z” Ex. “Street Y”</p>

Part	Points
3	<p>2.5 points possible:</p> <p>2½ points: 5 correct pairs of streets are named</p> <p>Give credit for the following or equivalent: Ex. “V Street and the streets A, B, C, D, and E” Ex. “VA, VB, VC, VD, VE”</p> <p>OR</p> <p>2 points: 4 correct pairs of streets are named</p> <p>Give credit for the following or equivalent: Ex. “V Street and the streets A, B, C, D” Ex. “VB, VC, VD, VE”</p> <p>OR</p> <p>1½ points: 3 correct pairs of streets are named</p> <p>Give credit for the following or equivalent: Ex. “V Street and the streets A, B, and C” Ex. “VB, VC, VD”</p> <p>OR</p> <p>1 point: 2 correct pairs of streets are named</p> <p>Give credit for the following or equivalent: Ex. “V Street and the streets A and B” Ex. “VB, VC”</p> <p>OR</p> <p>½ point: 1 correct pair of streets is named</p> <p>Give credit for the following or equivalent: Ex. “V Street and street A” Ex. “V and E”</p>

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Mathematics Reference Sheet Grade 4

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

Square	Rectangle
Area = <i>side</i> × <i>side</i> Perimeter = $4 \times$ <i>side</i>	Area = <i>length</i> × <i>width</i> Perimeter = <i>length</i> + <i>width</i> + <i>length</i> + <i>width</i>

1 foot = 12 inches

1 cup = 8 ounces (oz)

1 kilogram = 1000 grams

1 yard = 3 feet

1 pint = 2 cups

1 liter = 1000 milliliters

1 quart = 2 pints

1 gallon = 4 quarts

1 pound (lb) = 16 ounces (oz)

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Arkansas Department of Education April 2011.



PART III Item Correlation with Curriculum Framework—Grade 4

The Arkansas English Language Arts Curriculum Framework—Reading Strand*

Content Standards	Student Learning Expectations
9. Comprehension: Students shall apply a variety of strategies to read and comprehend printed material.	3. Form mental pictures reflecting vivid details and personal connections with the text. 5. Generate questions that reflect active engagement in the text. 6. Use additional resources to support answers to questions formulated before, during, and after reading. 8. Describe how the author's purpose determines the choice of language and information in a text. 9. Use inferences to expand understanding of content knowledge. 10. Sort relevant and irrelevant information based on the purpose of reading. 12. Summarize content of selection, identifying important ideas and providing details for each important idea.
10. Variety of Text: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.	6. Use graphic organizers, including main idea/detail maps and outlines to make meaning of the reading selection. 7. Evaluate texts for appropriateness to reading tasks. 19. Utilize functional texts, including brochures, newspaper articles, and magazines, to accomplish tasks.
11. Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.	1. Use context clues to determine the precise meaning of new words. 3. Explain words with multiple meanings. 4. Identify figurative language in reading. 9. Use word-reference materials, including the glossary, dictionary, and thesaurus, to make meaning of unknown words.

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

Released Items for Reading*

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

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

Non-Released Items for Reading*

Strand	Content Standard	Student Learning Expectation
R	9	12
R	9	8
R	9	5
R	9	8
R	10	19
R	9	12
R	11	9
R	10	7
R	9	9

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

The Arkansas English Language Arts Curriculum Framework—Writing Strand*

Content Standards	Student Learning Expectations
4. Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately.	13. Edit for spelling of appropriate words, <i>usage</i> , punctuation, capitalization, and sentence structure without the aid of a checklist.
5. Purpose, Topics, Forms, and Audiences: Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.	1. Write for a general audience (i.e., newspaper and website, etc.). 7. Write <i>free verse</i> and <i>limericks</i> .
6. Conventions: Students shall apply knowledge of Standard English conventions in written work.	6. Maintain appropriate tense throughout text. 10. Demonstrate use of conventional spelling by spelling most words correctly.
7. Craftsmanship: Students shall develop personal style and voice as they approach the craftsmanship of writing.	5. Use diagrams, charts, or illustrations appropriate to the text.

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

Released Items for Writing*

Item	Strand	Content Standard	Student Learning Expectation
1	W	5	1
2	W	5	7
3	W	7	5
4	W	6	6

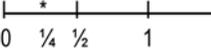
* Only the predominant Strand, Content Standard, and Student Learning Expectation are listed for the Writing items.

Non-Released Items for Writing*

Strand	Content Standard	Student Learning Expectation
W	6	10
W	4	13
W	4	13
W	4	13

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

The Arkansas Mathematics Curriculum Framework*

Strands	Content Standards	Student Learning Expectations
<p>1—Number and Operations (N)</p>	<p>1. Number Sense: Students shall understand numbers, ways of representing numbers, relationships among numbers, and number systems.</p>	<p>1. Recognize <i>equivalent</i> representations for the same <i>whole number</i> and generate them by <i>composing</i> and <i>decomposing</i> numbers. Ex. $1,076 = 1,000 + 70 + 6; 500 + 500 + 25 + 25 + 1;$ $250 + 250 + 250 + 250 + 75 + 1, \text{ etc.}$</p> <p>2. Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving). Ex. $1,246,477 \underline{\hspace{1cm}} 1,244$</p> <p>3. Use mathematical language and symbols to compare and order any <i>whole numbers</i> with and without appropriate <i>technology</i> (<, >, =).</p> <p>4. Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of <i>whole numbers</i>, using models up to $12/12$. Ex. $\frac{1}{4}$ </p> <p>$\frac{1}{4} =$  </p> <p>$\frac{1}{4} =$ </p> <p>$\frac{1}{4} =$ One cookie shared by 4 children</p>
	<p>2. Properties of Number Operations: Students shall understand meanings of operations and how they relate to one another.</p>	<p>2. Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>3. Use conventional mathematical symbols to write <i>equations</i> for <i>contextual problems</i> involving multiplication.</p>
	<p>3. Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates.</p>	<p>2. Demonstrate fluency with combinations for multiplication and division facts (12×12) and use these combinations to mentally compute related problems (30×50).</p> <p>3. Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • <i>two-digit</i> by <i>two-digit</i> multiplication (larger numbers with <i>technology</i>), • up to <i>three-digit</i> by <i>two-digit</i> division (larger numbers with <i>technology</i>), • <i>strategies</i> for multiplication and dividing numbers, • performance of operations in more than one way, • <i>estimation of products</i> and <i>quotients</i> in appropriate situations, and • relationships between operations. <p>4. Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools (e.g., objects, mental computation, paper and pencil and with and without appropriate <i>technology</i>).</p>

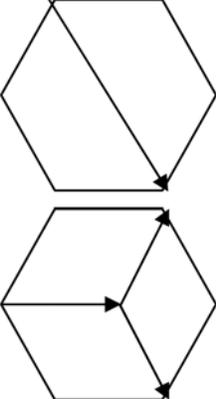
* The Content Standards and Student Learning Expectations listed are those that specifically relate to the released and non-released test items in this booklet.

The Arkansas Mathematics Curriculum Framework* (continued)

Strands	Content Standards	Student Learning Expectations							
2—Algebra (A)	4. Patterns, Relations, and Functions: Students shall recognize, describe, and develop patterns, relations, and functions.	1. Identify a number that is more or less than any <i>whole number</i> using <i>multiples</i> of 10, 100 and/or 1000. Ex. 100 more than 4987 is 5087 2. Use repeating and growing numeric and geometric <i>patterns</i> to make predictions and solve problems. 3. Determine the relationship between sets of numbers by selecting the rule (2 step rule in words).							
	5. Algebraic Representations: Students shall represent and analyze mathematical situations and structures using algebraic symbols.	1. Select and/or write number sentences (<i>equations</i>) to find the unknown in problem-solving contexts involving two- <i>digit</i> by one- <i>digit</i> division using appropriate labels. 2. Express mathematical relationships using simple <i>equations</i> and <i>inequalities</i> ($>$, $<$, $=$, \neq). Ex. 4×5 ____ $8 \times 2 + 3$ 3. Use a <i>variable</i> to represent an unknown quantity in a number sentence involving <i>contextual situations</i> and find the value. Ex. Susie bought 48 pencils. If the pencils came in packages of 12, how many packages of pencils did she buy? $P = 48 \div 12$							
	6. Algebraic Models: Students shall develop and apply mathematical models to represent and understand quantitative relationships.	1. Create a chart or table to organize given information and to understand relationships and explain the results. Ex. Troy must read independently for 2 hours a week. If Troy reads 20 minutes a day, how long will it take him to read a total of two hours?							
	7. Analysis of Change: Students shall analyze change in various contexts.	1. Identify, describe and generalize relationships in which quantities change proportionally. Ex. If a car travels at a rate of 50 mph, how far will it travel in three hours? <table border="1" data-bbox="906 1016 1192 1075"> <tr> <td>hours</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>miles</td> <td>50</td> <td>100</td> <td>150</td> </tr> </table>	hours	1	2	3	miles	50	100
hours	1	2	3						
miles	50	100	150						

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

The Arkansas Mathematics Curriculum Framework* (continued)

Strands	Content Standards	Student Learning Expectations
3—Geometry (G)	8. Geometric Properties: Students shall analyze characteristics and properties of 2- and 3-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	1. Identify, describe and classify <i>three-dimensional</i> solids by properties including the number of <i>vertices</i> , <i>edges</i> , and shapes of <i>faces</i> using models. 2. Identify regular and <i>irregular polygons</i> including octagon. 3. Identify, draw, and describe a <i>line</i> , <i>line segment</i> , a <i>ray</i> , an angle, <i>intersecting</i> , <i>perpendicular</i> , and <i>parallel lines</i> . 4. Identify and describe <i>intersecting</i> , <i>perpendicular</i> and <i>parallel lines</i> in problem solving context. 5. Classify angles relative to 90° as more than, less than or equal to.
	9. Transformation of Shapes: Students shall apply transformations and the use of symmetry to analyze mathematical situations.	1. Determine the result of a <i>transformation</i> of a <i>two-dimensional</i> figure as a <i>slide (translation)</i> , <i>flip (reflection)</i> or <i>turn (rotation)</i> and justify the answer.
	11. Visualization and Geometric Models: Students shall use visualization, spatial reasoning, and geometric modeling.	1. Construct a <i>three-dimensional</i> model composed of <i>cubes</i> when given an illustration. 2. Create new figures by combining and subdividing models of existing figures in multiple ways and record results in a table. Ex. 

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

The Arkansas Mathematics Curriculum Framework* (continued)

Strands	Content Standards	Student Learning Expectations
4—Measurement (M)	12. Physical Attributes: Students shall use attributes of measurement to describe and compare mathematical and real-world objects.	<ol style="list-style-type: none"> 1. Recognize that 60 seconds equals 1 minute. 4. Create and complete a conversion table to show relationships between units of measurement in the same system.
	13. Systems of Measurement: Students shall identify and use units, systems, and processes of measurement.	<ol style="list-style-type: none"> 1. Using a calendar to determine <i>elapsed time</i> from month to month. 2. Solve problems involving conversions between minutes and hours. 4. Determine <i>elapsed time</i> in <i>contextual situations</i> to five-minute intervals with beginning time unknown. Ex. Mary watched a movie for 1 hour and 15 minutes. The movie ended at 8:15. When did the movie begin? 5. Apply money concepts in <i>contextual situations</i>. Ex. <ul style="list-style-type: none"> • determine the better buy • determine change back with the least amount of currency • compare money 10. Use <i>strategies</i> for finding the <i>area</i> of a rectangle. 11. Use <i>strategies</i> to find the <i>volume</i> (cubic units) of <i>rectangular prisms</i> and <i>cubes</i>.
5—Data Analysis and Probability (D)	14. Data Representation: Students shall formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	<ol style="list-style-type: none"> 1. Create a data collection plan after being given a topic and collect, organize, display, describe and interpret simple data using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i>.
	15. Data Analysis: Students shall select and use appropriate statistical methods to analyze data.	<ol style="list-style-type: none"> 1. Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one. 2. Match a set of data with a graphical representation of the data.
	16. Inferences and Predictions: Students shall develop and evaluate inferences and predictions that are based on data.	<ol style="list-style-type: none"> 1. Make predictions for a given set of data.
	17. Probability: Students shall understand and apply basic concepts of probability.	<ol style="list-style-type: none"> 1. Use fractions to predict <i>probability</i> of an event. Ex. There are 5 blue tiles, 3 red tiles, and 2 green tiles. What is the <i>probability</i> of pulling out a green tile? 3. Find all possible combinations of two or three sets of objects.

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

Released Items for Mathematics*

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

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

Non-Released Items for Mathematics*

Strand	Content Standard	Student Learning Expectation
A	6	1
A	4	2
M	13	1
G	8	3
G	9	1
A	5	2
G	11	2
M	13	2
G	8	4
A	4	2
D	16	1
D	15	1
N	3	4
M	13	5
N	3	2
N	3	3
M	13	10
D	15	1
N	3	4
N	1	4
N	2	2
D	15	1

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

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