



Arkansas Comprehensive Testing, Assessment, and Accountability Program

TEACHER HANDBOOK

AUGMENTED BENCHMARK EXAMINATION GRADE 3

APRIL 2014 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 third-grade students. It consists of multiple-choice and open-response items that directly assess student knowledge relative to math, reading, and writing. The Arkansas Curriculum Frameworks are the basis for development of the Augmented Benchmark Examinations.

In April 2014, third-grade students participated in the *Grade 3 Augmented Benchmark Examination*. Results of this examination will be provided to all students, schools, and districts to be used as the basis for instructional change.

This handbook provides information about the scoring of student responses to three open-response items in math, two open-response items in reading, and to one direct writing prompt. It describes the scoring procedures and the scoring criteria (rubrics) used to assess student responses. Copies of actual student responses are provided, along with scores given to those responses, to illustrate how the scoring criteria were applied in each content area.

Additional information about the *Grade 3 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, and Math components of the *Grade 3 Augmented Benchmark Examination* are developed with the assistance and approval of the Content Advisory Committees. All passages and items on the *Grade 3 Augmented Benchmark Examination* are based on the Arkansas Curriculum Frameworks and developed with the assistance and approval of Content Advisory Committees and Bias Review Committees. These committees comprise active Arkansas educators with expertise in math, English, and/or language arts education.

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

Reader Training

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

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

After three or four of these practice sets, readers are given “qualifying rounds.” These are additional sets of pre-scored papers, and, in order to qualify, each reader scoring responses must score in exact agreement on at least 80% of the responses, and each reader scoring writing responses must score in exact agreement with 70% of the responses in each domain. Readers who do not score within the required rate of agreement are not allowed to score the *Grade 3 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 3 Augmented Benchmark Examination* open-response test items are scored independently by two readers. Those two scores are compared, and responses that receive scores that are non-adjacent (a “1” and a “3,” for example) are scored a third time by a Team Leader or the Scoring Director for resolution.

This Teacher Handbook includes the math open-response items, reading passages with their open-response items, and a writing prompt as they appeared in this year’s test. The specific scoring rubric for each item and annotated response for each score point of the rubric follows. The goal is for classroom teachers and their students to understand how responses are scored. It is hoped that this understanding will help students see what kind of performance is expected of them on the *Grade 3 Augmented Benchmark Examination*.

READING RESPONSES

from **Wiggling Worms at Work**

by Wendy Pfeffer
illustrated by Steve Jenkins

Down in the ground, under your feet, thousands of worms wiggle around flower bulbs and tunnel under trees. They twist and turn, eating almost anything in their way. These wiggling worms are at work.



Farmers plow their fields to loosen the soil. Crumbly soil lets the roots of plants spread out and grow. Worms also loosen the soil as they wiggle along. They are called nature's plows.

3 As worms twist and turn, they push aside loose soil. This creates tunnels. Air flows along these tunnels. Rainwater trickles down. Roots drink it up. Moist ground helps plants grow better.

Worms tunnel in hard-packed soil by swallowing it. The soil goes in the worm's mouth, slides into the crop¹, then passes down to the gizzard².

¹ crop: a pouch in the food tube of some animals where food is stored

² gizzard: a small digestive pouch found in certain animals

Worms do not have teeth. Muscles, fine grains of sand, and small stones in the gizzard grind the soil. Worms digest leaf and plant bits that are found in soil, just as you digest a salad.

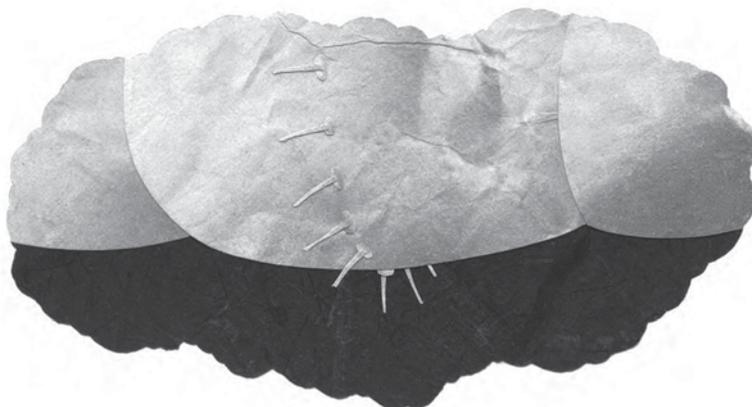
6 What’s left passes through a worm’s body and comes out its tail end in the form of pellets, called worm castings. These castings make good plant food. They help fruits and vegetables grow bigger and better.

Sometimes worms crawl above ground. When they tunnel back down into the ground, they pull dead leaves and plants down with them.

These plants make the soil better as they rot. Seeds come down, too. Some of these seeds send out roots. Seedlings sprout. Worms help new plants begin to grow.

9 Worms can wiggle, twist, turn, and even tie themselves in knots because they have no backbones. Their soft bodies are made up of rings, or segments. These segments act like the coils on a Slinky toy. They let a worm bend.

A worm has no legs, but eight bristles under each segment act a little like legs. They help a worm move. Strong muscles allow the worm to stretch out its front end. It becomes long and thin. Then the worm fastens its front bristles to the soil. The back end slinks up, making the worm short and fat.



This drawing shows the eight bristles under each segment of the worm’s body.

The worm wiggles along, stretching and slinking, stretching and slinking. With all its wiggling, twisting, and turning, it’s a wonder a worm knows where it’s headed. It has no eyes, no nose, no ears, and hardly any brain at all.

But a worm knows what’s happening nearby. It feels vibrations on the ground and senses a hungry robin. Quickly the worm slips back into its burrow. Hiding is the only way it can protect itself from enemies.

Worms also hide from the sun. They must live in damp soil since they breathe air through their moist skin. In the hot sun their skins dry up and they can’t breathe.

14 Sometimes worms crawl to the surface to find food. They select dead and decaying plants to drag back to their burrows. These plants contain bacteria that worms eat. Healthy plants do not. Worms pick leaves with pointed ends rather than round ones. No one knows why.

Worms also eat fungi and mold. They slurp the hairlike strands of mold the same way you might slurp strands of spaghetti.

Worms eat at the entrance of their burrows. Then each worm covers any leftover plants with its castings. This pile of worm castings is called a midden. It hides the top of the worm's burrow and acts like a door to keep out bad weather and rain.

- A** Describe four ways that worms help plants grow. Use specific information from the passage in your answer.

Reading Item A Scoring Rubric—2014 Grade 3

Score	Description
4	The response describes four ways that worms help plants grow using specific information from the passage.
3	The response describes three ways that worms help plants grow using specific information from the passage.
2	The response describes two ways that worms help plants grow using specific information from the passage.
1	<p>The response describes one way that worms help plants grow using specific information from the passage.</p> <p style="text-align: center;">OR</p> <p>The response demonstrates minimal understanding of the question.</p>
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SCORE POINT: 4

The response describes four ways worms help plants grow using specific information from the passage (“Their castings make good plant food,” “The dead leaves they pull down from the surface make the soil better when they rot,” “They ‘plow’ the dirt underground so plants’ roots can spread out and grow,” and “Worms create tunnels. Rain water trickles down. Roots drink it up”). The response demonstrates a thorough understanding of the task.

Here are four ways worms help plants grow:

1. Their castings make good plant food.
2. The dead leaves they pull down from the surface make the soil better when they rot.
3. They "plow" the dirt underground so plants' roots can spread out and grow.
4. Worms create tunnels. Rain water trickles down. Roots drink it up.

Those are my four ways worms help plants grow.

SCORE POINT: 3

The response describes three ways worms help plants grow using specific information from the passage (“They make tunnels for rain to trickle down and plants drink the water up. The worms moist soil helps the plants grow better,” “worms leave there leftover castings for the plants to eat. The castings help fruits and vegetables grow bigger and better,” and “Worms also pull little dead plants back down into the soil and sometimes they have seeds, so they will sprout again”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

They make tunnels for rain to
trickle down and plants drink
the water up. The worms moist
soil helps the plants grow bet-
ter. The worms leave there left-
over castings for the plants
to eat. The castings help fruits
and vegetables grow bigger and
better. Worms also pull little
dead plants back down into
the soil and sometimes they
have seeds, so they will sprout
again.

SCORE POINT: 2

The response describes two ways worms help plants grow using specific information from the passage (“Worms help loosen soil and help the roots spread” and “Worm castings make good plant food,”) and one incomplete way (“When worms tunnel back down into the ground, they pull dead leaves and plants down with them”). The response shows evidence of only a basic understanding of the task.

<p>Worms help loosen soil and help the roots spread.</p>	<p>Worm castings make good plant food.</p>
<p>The soil goes into the worms mouth, slide into the crop the passes down the gizzard.</p>	<p>When worms tunnel back down into the ground, they pull dead leaves and plants down with them.</p>

SCORE POINT: 1

The response does not describe any complete ways worms help plants grow using specific information from the passage but does describe multiple incomplete ways (“by dragging died plants farther under ground,” “They mix up the soil,” and “They leave their casting behind”) and one irrelevant way (“They eat fungi and mold”). The response provides evidence of minimal understanding.

Worms help plants grow by dragging died plants farther under ground. They mix up the soil. They leave their casting behind. They eat fungi and mold.

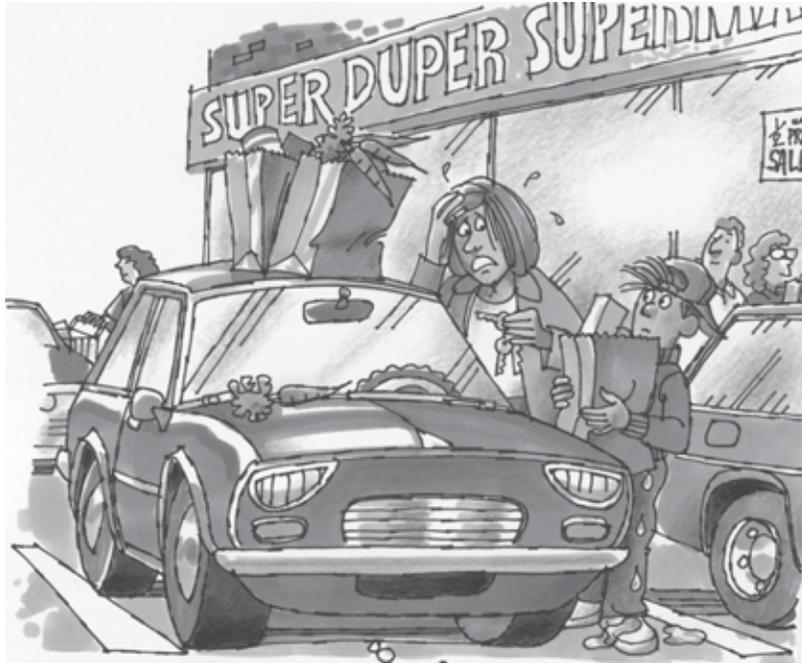
SCORE POINT: 0

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

Worms help plants and that helps us.

Mrs. Doosilly's Car Won't Open

by Carolyn Crimi



Mrs. Doosilly and Willy Doosilly came out to the supermarket parking lot with their arms full of grocery bags. Willy Doosilly held the bag with the mint chocolate chip ice cream.

2 “Hurry, Willy, or we’ll be late for your oboe lesson,” said Mrs. Doosilly as she hurried to the car. She tried to unlock the door on the driver’s side. Nothing happened. She turned the key again, but the door still would not unlock.

“Oh, honestly!” said Mrs. Doosilly. “What in the world is the matter with this car now?”

4 Mrs. Doosilly tried unlocking the door on the other side. She tried the door in the back. None of them would open. She peered through the window of the car and sighed.

“Well, something is definitely the matter,” said Mrs. Doosilly. “I don’t know what to do.”

“But, Mom—” said Willy.

“Please be quiet!” said Mrs. Doosilly. “I have to think of something to do.”

Just then a woman walked by with a French poodle on a leash.

“Excuse me,” said Mrs. Doosilly. “I can’t unlock my car, my son is late for his oboe lesson, and our ice cream is melting. Can you help?”

“I’ll try,” said the woman. First she tried the door on the driver’s side. Then she tried the door on the other side. Then she tried the back door. None of them would open. She and her French poodle peered into the windows.

“I can’t get it open,” she said.

“Oh my,” said Mrs. Doosilly. “Neither can I. What can I do?”

“But, Mom—” said Willy.

“Hush, Willy, while I think of something.”

A man walked by humming a little tune.

“Excuse me, sir, but I can’t get into my car, my son is late for his oboe lesson, and our ice cream is melting. Can you help?”

“Why, certainly,” said the man. He hummed while he tried the door on the driver’s side. He hummed while he tried the door on the other side. He hummed while he tried the back door. Finally he stopped humming and peered through the car window.

“Something’s wrong,” said the man.

“Very wrong,” said the woman with the French poodle.

“Oh my,” said Mrs. Doosilly. “What can I do now?”

“But, Mom—” said Willy.

“Quiet, Willy,” said Mrs. Doosilly. “Something must be done!”

Mrs. Doosilly stopped a Girl Scout troop as they were walking by, a soccer team on their way to a game, a clown on his way to the circus, a marching band on its way to a parade, and a kindergarten class on their way to the zoo. No one could help. They all waited to see what Mrs. Doosilly would do.



“I guess I’ll have to break the car window,” said Mrs. Doosilly. She took a can of peas out of the bag. Then she wound up her arm as if she were a baseball pitcher.

“NO, MOM, WAIT!” shouted Willy. Everyone turned to look at him.

“Oh, Willy, what is it?”

“That’s our car over there!” said Willy.

And so it was.

Mrs. Doosilly thanked everyone for their help. Then she and Willy drove home. It was too late for Willy’s oboe lesson, so they drank mint chocolate chip soup instead.

- B** How does Mrs. Doosilly try to solve her problem? Use at least four details from the passage in your answer.

Reading Item B Scoring Rubric—2014 Grade 3

Score	Description
4	The response tells how Mrs. Doosilly tries to solve her problem using at least four details from the passage.
3	The response tells how Mrs. Doosilly tries to solve her problem using three details from the passage.
2	The response tells how Mrs. Doosilly tries to solve her problem using two details from the passage.
1	The response tells how Mrs. Doosilly tries to solve her problem using only one detail from 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 uses four details from the passage to tell how Mrs. Doosilly tries to solve her problem (“Ms. Doosily stops a lady with a french poodle and tries to get her to open it,” “She stops a humming man and tries to get him to open the car,” “She stops a girl scout troupe, a soccer team, a clown, and kindergarteners, asking them to open the car,” and “she decides she should break the window”). The response demonstrates a thorough understanding of the task.

1. Ms. Doosilly stops a lady with a french poodle and tries to get her to open it.

2. She stops a humming man and tries to get him to open the car.

3. She stops a girl scout troupe, a soccer team, a clown, and kindergarteners, asking them to open the car.

4. Finally, she decides she should break the window.

SCORE POINT: 3

The response uses three details from the passage to tell how Mrs. Doosilly tries to solve her problem (“She try’s to open every door,” “She Ask the woman with the poodle for help,” and “She Ask the humming man for help”) and one irrelevant detail (“every time the Got finish trying unlock every door She looks through it”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

1. She try's to open every door.
2. She Ask the woman with the poodle for help.
- 3 She Ask the humming man for help.
4. every time the Got finish trying unlock every door She looks through it.

SCORE POINT: 2

The response uses two details from the passage to tell how Mrs. Doosilly tries to solve her problem (“by trying to unlock the front door, unlock the passengers door, and the back door,” and “she ask for peoples help”). The response shows evidence of only a basic understanding of the task.

Mrs. Doosilly trys to solve her promblem by trying to unlack the front door, unlack the passengers door, and the back door but nothing would work. Then she asks for peoples help and it wouldnt work for them either.

SCORE POINT: 1

The response uses one detail from the passage to tell how Mrs. Doosilly tries to solve her problem (“She picks up a can of Peas and was was about to throw it”). The response provides evidence of minimal understanding.

she picky up a can of Peas and was was about to throw it in someones car!

SCORE POINT: 0

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

1. Willy told that's the wrong car.

2. Mrs. Doosilly should've listened to Willy.

3. Mrs. Doosilly should've not shushed him.

4. Mrs. Doosilly should've not talked so much.

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—
2014 GRADE 3 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 3 students in April 2014.

Prompt

Read this sentence and write a story about what happened next.

When I woke up this morning, I looked out and saw a bear in a uniform!

Now write a story about the bear in a uniform and what happened next. Give enough detail so that your teacher will understand.

WRITER'S CHECKLIST

1. Look at the ideas in your response.

- Have you focused on one main idea?
- Have you used enough detail to explain yourself?
- Have you put your thoughts in order?
- Can others understand what you are saying?

2. Think about what you want others to know and feel after reading your paper.

- Will others understand how you think or feel about an idea?
- Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper's subject.)
- Do you have sentences of different lengths? (Hint: Be sure you have a variety of sentence lengths.)

Are your sentences alike? (Hint: Use different kinds of sentences.)

3. Look at the words you have used.

- Have you described things, places and people the way they are? (Hint: Use enough detail.)
- Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)
- Have you used the right words in the right places?

4. Look at your handwriting.

- Can others read your handwriting with no trouble?

WRITING SAMPLE RESPONSE 1

Content: 4

This response is focused on a clear central idea (a bear in a uniform). Evenly elaborated events are presented from the narrator’s point of view. A narrative organizational plan is evidenced by the clear progression of ideas. Consistent control of all Content features is exhibited.

Style: 4

This response demonstrates consistent control of all Style features. Vocabulary (“animal control,” “hauksenating,” “survie”) and selected information (“Memorial day,” “sleep-over,” “friends were crowding around me,” “made me famous”) are specific and sustained throughout the response. Sentence variety creates interesting reading. The student’s strong voice is conveyed with a sense of pride and accomplishment.

Sentence Formation: 4

This response contains a variety of simple, compound, and complex sentence structures. Many ideas are expanded using coordinating conjunctions. Most sentences are constructed correctly using standard word order. Consistent control of Sentence Formation is demonstrated.

Usage: 4

This response exhibits correct use of inflections, agreement, word choice, and conventions. There are some spotty errors (“me and my dad was shocked,” “survie on himself,” “we to Grizzly home”) but there is enough evidence presented to indicate the student has consistent control of Usage features.

Mechanics: 4

This response is not formatted using indention or blocked paragraphs; however, correct application of punctuation, capitalization, and spelling rules is predominant. Some misspelled words (“hauksenating,” “responsabillaty,” “survie”) are difficult and above grade level. A few other misspellings (“becase,” “littel,” “belive,” “enogh”) do not indicate a weakness in this feature. Consistent control of Mechanics is demonstrated; however, this is an example of a lower “4” in this domain.

I thought I was hallucinating when I saw a bear outside with a uniform on! I got up and got dressed, then I went to tell my dad. He woke up my mom, and I showed them the bear in the uniform. When we all got outside the bear looked at us like we were crazy! Then we called animal control but they were closed because it was Memorial Day! The bear started to walk towards me. I was scared! But the bear just went up to lay down beside me. He was so cute! My dad said that he was only a cub so I asked if we could keep it. My dad said we could just until he grows up. I was so happy. I told my dad that I was going to take care of him and keep my responsibilities. I named the bear Grizzly because he was a grizzly bear. At first taking care of the cub was a little hard, but I got used to taking him on walks and taking to the park. When I told my friends they didn't believe me then I had a sleep-over and I invited all of my friends! When they saw Grizzly it looked like they were shocked! The next day at school all my friends were crowding around me! Grizzly had made me famous at school! Grizzly was getting

older. Now Grizzly is old enough to survive
 on himself. So me and my dad take Grizzly
 to the wild to let him go. But when we get there,
 and tried to let him go but he stayed in
 the car! Me and my dad was shocked! We took
 Grizzly home and he stayed for the rest of
 his life!

The End!

WRITING SAMPLE RESPONSE 2

Content: 3

This response is developed around a clear central idea (a bear in a uniform). Elaboration is organized sequentially with each step of the narrative revealing a little more information, resulting in uneven elaboration. There is a strong conclusion. Content features are reasonably controlled.

Style: 3

This response is an example of reasonable control of Style. Several precise words (“blink,” “wird”) are mixed with mostly general word choice. A combination of mostly general (“He had big teeth,” “He was big”) and some specific information (“mean look in his eye,” “he took of his head and it was just a man,” “frindly guy that was always nice to people”) is presented. Choppy and repetitive sentence structure detracts from rhythmic reading. When information is more specific and purposeful, the student’s voice emerges.

Sentence Formation: 3

This response contains many correctly constructed simple and compound sentences. When the student attempts to create a more complex sentence by combining ideas using coordinating conjunctions, a lengthy sentence formation error occurs (“I woke up...man in a bear uniform”). Reasonable control of Sentence Formation is demonstrated.

Usage: 4

This response exhibits consistent control of all features of Usage. Inflections, word meaning, and conventions are handled skillfully. Consistent verb tense is sustained throughout the response.

Mechanics: 4

This response has very few mechanics errors. All rules of capitalization and punctuation are followed. A few spelling errors do not impede understanding. No formatting is demonstrated; however, overall, consistent control of Mechanics features is evident.

When I woke up this morning,
 I looked out and saw a bear in
 a uniform. He had big teeth.
 He was big.
 He looked at me with a mean
 look in his eye. I was so scared
 that I did I did not take my
 eyes off of him.
 When I finally took my eyes off
 of him to blink he was gone.
 Then I sat down to think. I
 thought about the policeman
 uniform that he was wearing.
 It looks wild to see a bear
 in a uniform.
 I went to my room and got
 in bed and went to sleep
 to forget the bear in the
 uniform.
 I wake up and I still
 could remember the bear
 in the uniform then I went
 out side and I saw the
 bear and he took of his head
 and it was just a man in a bear.

uniform. He waved at me and I
waved back.
I felt so silly to think he was a
real five legs that was wearing
a uniform. He was just a
friendly guy that was always
nice to people.

WRITING SAMPLE RESPONSE 3

Content: 2

This response has a central idea (a bear in uniform). Presented information resembles a plot summary, progressing logically through time. The student rarely pauses to elaborate, and there are gaps in the sequence of events. Significant weakness in most features indicates inconsistent control of the Content domain.

Style: 2

This response demonstrates inconsistent control of the Style features. General vocabulary and lack of specific information result in a flat tone. Sentence formation errors impact the fluency of the writing. The student’s voice emerges sporadically when a more descriptive detail is used.

Sentence Formation: 1

This response contains one correctly constructed sentence. A sentence fragment as well as a very lengthy on-and-on indicate little control of Sentence Formation.

Usage: 3

Several errors (“a office,” “he had just got,” “what he come out here for,” “till”), considering the amount of writing, demonstrate a weakness in the Usage domain. Control of Usage is reasonable; however, this is an example of a high “3” in this domain.

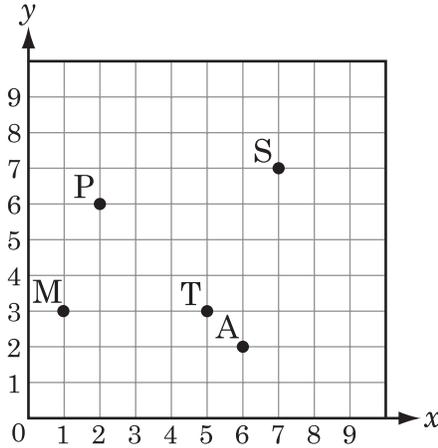
Mechanics: 2

This response demonstrates the student’s control of formatting and use of capital “I.” Some sentences are closed with punctuation. There are numerous spelling errors of basic words. Errors are more significant when there is less writing to consider. This response is a demonstration of inconsistent control of Mechanics features.

When I wake up this morning, I looked
 out and saw a bear in a uniform! And I could not
 believe my eyes and then I thought that he had
 been some where and I looked a little bit closer
 and saw that he had been at a office and he
 had worked there for a long time so I guess
 that he had just got a little tired and decided
 that he would stop and go for a little walk in the
 forest and that is when I saw him in the
 uniform and he just layed back on the ground
 and he wated the birds fly across the sky blue
 sky and so he did what he came out here for
 and the day went on till mid night so I went to bed
 and he went to his own house and he went to
 bed and so did I and that is the end of my
 paper.

MATH RESPONSES

- A** A town developer is planning a new neighborhood. He uses a coordinate grid to map the location of some of the new places to be built. The grid shows each building and its location.



1. Copy the table below in your answer document. Complete the table using ordered pairs to identify the locations of the buildings.

Building	Location
Park (P)	
School (S)	
Athletic Club (A)	
Tennis Court (T)	

2. Each square on the grid equals one city block. Describe the shortest way to go from the Movie Theater (M) to the Athletic Club (A) along the grid lines.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Math Item A Scoring Rubric—2014 Grade 3

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: 4 correct ordered pairs</p> <p>Give credit for the following or equivalent:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Building</th> <th style="text-align: center;">Location</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Park (P)</td> <td style="text-align: center;">(2, 6)</td> </tr> <tr> <td style="text-align: center;">School (S)</td> <td style="text-align: center;">(7, 7)</td> </tr> <tr> <td style="text-align: center;">Athletic Club (A)</td> <td style="text-align: center;">(6, 2)</td> </tr> <tr> <td style="text-align: center;">Tennis Court (T)</td> <td style="text-align: center;">(5, 3)</td> </tr> </tbody> </table> <p style="text-align: center;">OR</p> <p>1 point: 2 – 3 correct ordered pairs</p> <p style="text-align: center;">OR</p> <p>1 point: 4 correct ordered pairs Table is missing</p>	Building	Location	Park (P)	(2, 6)	School (S)	(7, 7)	Athletic Club (A)	(6, 2)	Tennis Court (T)	(5, 3)
Building	Location										
Park (P)	(2, 6)										
School (S)	(7, 7)										
Athletic Club (A)	(6, 2)										
Tennis Court (T)	(5, 3)										
2	<p>2 points possible:</p> <p>2 points: Correct description of the shortest route from Point M to Point A along the gridlines</p> <p>Give credit for the following or equivalent: Ex. “Go 5 blocks right, then 1 block down” Ex. “Go 1 block down, then 5 blocks right” Ex. “Go 5 blocks horizontally, then 1 block vertically down” Ex. “Go across five and down one”</p> <p style="text-align: center;">OR</p> <p>1 point: Correct description of a route from Point M to Point A along the gridlines that is not the shortest route</p> <p>Give credit for the following or equivalent: Ex. “Go 2 blocks down, 5 blocks right, then back up a block” Ex. “I would go up three blocks, right six blocks, then down four blocks, and lastly left one block”</p> <p style="text-align: center;">OR</p> <p>1 point: Correct description of the shortest route from Point M to Point A but not along the gridlines</p> <p>Give credit for the following or equivalent: Ex. “I went in a straight line from (1,3) to (6,2)”</p>										

SCORE: 4

Part 1		Points
4 correct ordered pairs:	(2,6) (7,7) (6,2) (5,3)	2
Part 2		Points
Correct description of shortest route:	"Down one, and right five"	2
Total Points		4

①

Building	Location
Park (P)	(2, 6)
School (S)	(7, 7)
athletic club (A)	(6, 2)
Tennis court (T)	(5, 3)

②

Down one, and right five

SCORE: 2

Part 1		Points
4 correct ordered pairs:	(2,6) (7,7) (6,2) (5,3)	2
Part 2		Points
Incorrect description of shortest route:	(6,2)	-
Total Points		2

1. building | Location

Park	(2,6)
School	(7,7)
athletic club	(6,2)
tennis court	(5,3)

2. (6,2)

SCORE: 1

<u>Part 1</u>		Points
3 correct ordered pairs and 1 incorrect:	(2,6) (6,2) (5,3) (8,7)	1
<u>Part 2</u>		Points
Incorrect description of shortest route:	"You go up 3, across 3, down 1, and across 1."	-
Total Points		1

①

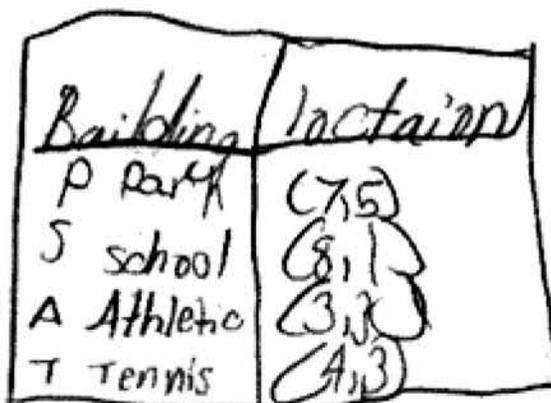
Building	Location
Park (P)	(2, 6)
school (S)	(2, 7)
Athletic (A)	(6, 2)
tennis court (T)	(5, 3)

② You go up 3, across 3,
down 1, and across 1.

SCORE: 0

Part 1		Points
4 incorrect ordered pairs:	(7,5) (8,1) (3,3) (4,3)	-
Part 2		Points
Incorrect description of shortest route:	"you go up four go across three and down one."	-
Total Points		0

1



2
you go up four go across three and down one.

B Langdon is looking at this flyer of bicycle sale prices.



BIKE SALE!!!!

THIS WEEKEND ONLY!!!

Red Rocket
Eighty-nine dollars and twenty-nine cents

Yellow Jacket
Forty-four dollars and eighty-nine cents

Blue Dragon
Forty-eight dollars and ninety-seven cents

1. Write the price of each bike in number form using decimals. Be sure to label the price with the name of the bike.
2. List the prices of the bikes in order from least expensive to most expensive.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Math Item B Scoring Rubric—2014 Grade 3

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: Three correct and labeled prices</p> <p>Give credit for the following or equivalent: Ex. “Red Rocket: \$89.29, Yellow Jacket: \$44.89, Blue Dragon: \$48.97”</p> <p>OR</p> <p>1 point: Three correct but unlabeled prices</p> <p>Give credit for the following or equivalent: Ex. \$89.29, \$44.89, \$48.97 Ex. 89.29, 44.89, 48.97</p> <p>OR</p> <p>1 point: One or two correct and labeled prices</p> <p>Give credit for the following or equivalent: Ex. “The Red Rocket is \$89.29, the others are \$44.89 and \$48.97” Ex. “The Blue Dragon is \$48.97” Ex. “Red Rocket \$89.29, Yellow Jacket \$44.89”</p> <p>OR</p> <p>1 point: Three correct and labeled prices in numerical form without a decimal</p> <p>Note: The response must have a dollar sign with <u>at least one</u> of the prices in Part 1. If this condition is not met it is a 4/3 issue.</p>

SOLUTION AND SCORING

Part	Points
2	<p>2 points possible:</p> <p>2 points: Correct listing of all prices from least expensive to most expensive <i>May be based on an incorrect answer in Part 1</i></p> <p>Give credit for the following or equivalent: Ex. \$44.89, \$48.97, \$89.29</p> <p>OR</p> <p>1 point: Two consecutive prices are listed in the correct order from least expensive to most expensive <i>May be based on an incorrect answer in Part 1</i></p> <p>Give credit for the following or equivalent: Ex. \$44.89, \$48.97 Ex. \$48.97, \$89.29 Ex. \$48.97, \$89.29, \$44.89</p> <p>OR</p> <p>1 point: Listing of all prices from most expensive to least expensive <i>May be based on an incorrect answer in Part 1</i></p> <p>Give credit for the following or equivalent: Ex. \$89.29, \$48.97, \$44.89</p> <p>Note: The response must have a dollar sign with <u>at least one</u> of the prices in Part 2. If this condition is not met it is a 4/3 issue.</p>

SCORE: 4

<u>Part 1</u>		Points
Correct prices and labels:	“Red Rocket \$89.29 Yellow Jacket \$44.89 Blue Dragon \$48.97”	2
<u>Part 2</u>		Points
All prices ordered lowest to highest:	“Yellow Jacket \$44.89 Blue Dragon \$48.97 Red Rocket \$89.29”	2
Total Points		4

①
 Red Rocket \$89.29
 Yellow Jacket \$44.89
 Blue Dragon \$48.97

②
 - Yellow Jacket \$44.89
 Blue Dragon \$48.97
 Red Rocket \$89.29

SCORE: 3

Part 1		Points
Correct prices and labels:	“Red Rocket \$89.29 Yellow Jacket \$44.89 Blue Dragon \$48.97”	2
Part 2		Points
All prices ordered highest to lowest:	“Red Rocket. cost: \$89.29 Blue Dragon. cost: \$48.97 Yellow Jacket. cost: \$44.89”	1
Total Points		3

1. Bike Names | Cost

Red Rocket	\$89.29
Yellow Jacket	\$44.89
Blue Dragon	\$48.97

2. Most expensive: Red Rocket. cost: \$89.29

A good amount: Blue Dragon. cost: \$48.97

Least expensive: Yellow Jacket. cost: \$44.89

SCORE: 2

<u>Part 1</u>		Points
Correct prices and labels:	“Red Rocket \$89.29 Yellow Jacket \$44.89 Blue Dragon \$48.97”	2
<u>Part 2</u>		Points
Incorrect prices ordered highest to lowest:	“red rocket \$100.00 yellow Jacket \$99.99 blue dragon 90.99”	-
Total Points		2

1.
 Red Rocket + \$89.29
 Yellow Jack + \$44.89
 Blue Dragon \$48.97

2.
 Red rocket + \$100.00 PLUS tax
 Yellow Jacket + \$99.99
 blue dragon 90.99

SCORE: 1

Part 1		Points
2 correct prices and labels:	"Red Rocket \$89.29 Blue Dragon \$48.97"	1
Part 2		Points
No prices ordered lowest to highest:	"Red Rocket \$89.29 Blue dragon \$48.97 Yellow Jacket \$48.97"	-
Total Points		1

Red Rocket
\$89.29

Yellow Jacket
\$40.89

Blue Dragon
\$48.97

① → Highest
Red Rocket
\$89.29

② → Middle
Blue dragon
\$48.97

③ → Least
Yellow Jacket
\$48.97

SCORE: 0

<u>Part 1</u>		Points
No correct prices and labels:	“red roket \$89 yellow Jaket \$44 Blue Dragon \$48”	-
<u>Part 2</u>		Points
Incorrectly ordered prices:	Student lists prices in many different orders (correct and incorrect).	-
Total Points		0

1.

red roket \$89
yellow Jaket \$44
Blue Dragon \$48

2.

\$89.00 \$48 \$44
\$48.00 \$44 \$48
\$44.00 \$89 \$89

- C** Trevor helps to put rope measured in yards around garden plots. The rope is sold by the foot. He uses the table below to determine how much rope to buy.

Number of Yards	Number of Feet
1	
2	
3	
4	
5	

- Copy the table in your answer document and complete it to find the number of feet in the given number of yards.
- The total number of yards around all of the garden plots is 15 yards. How many feet of rope will Trevor need? Show your work and/or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Math Item C Scoring Rubric—2014 Grade 3

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: 5 correct table values</p> <p>Give credit for the following or equivalent: Ex. 3, 6, 9, 12, 15</p> <p>OR</p> <p>1 point: 3 – 4 correct table values</p> <p>Give credit for the following or equivalent: Ex. 3, 6, 9</p>
2	<p>2 points possible:</p> <p>1 point: Correct answer: 45 (feet) <i>Or correct answer based on previous parts</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></p> <p>Give credit for the following or equivalent: Ex. $3 \times 15 = \#$ Ex. From Part 1 table: $1 + 2 + 3 + 4 + 5 = 15$ (yards) $3 + 6 + 9 + 12 + 15 = 45$ (feet) Both steps required</p>

SCORE: 4

Part 1

Points

5 correct values:	3, 6, 9, 12, 15	2
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Part 2

Points

Correct answer:	“He will need 45 feet of rope.”	1
Correct procedure:	$3 \times 15 = 45$	1

Total Points

4

①

Number of Yards	Number of feet
1	3
2	6
3	9
4	12
5	15

②

He will need 45 feet of rope.

$3 \times 15 = \boxed{45}$

SCORE: 3

Part 1		Points
3 correct values:	3, 6, 9 36, 45	1

Part 2		Points
Correct answer:	45	1
Correct procedure:	$15 \times 3 = 45$	1
Total Points		3

1

Numbers of yards	Number of feet
1	3
2	6
3	9
4	36
5	45

2

$$\begin{array}{r}
 15 \\
 15 \\
 +15 \\
 \hline
 45
 \end{array}
 \qquad
 \begin{array}{r}
 15 \\
 \times 3 \\
 \hline
 45
 \end{array}$$

That is the Answer.

SCORE: 2

Part 1		Points
5 correct values:	3, 6, 9, 12, 15	2

Part 2		Points
Incorrect answer:	"He will need 5 ropes of yards for is work in the garden"	-
Missing procedure:		-
Total Points		2

①

Number of yards	Number of feet
1	3
2	6
3	9
4	12
5	15

② He will need 5 ropes of yards for is work in the garden

SCORE: 1

Part 1		Points
3 correct values:	3, 6, 9 13, 16	1

Part 2		Points
Incorrect answer:	6 Ft	-
Missing procedure:		-
Total Points		1

1. 3 6 9 13 16

1. | 6

1 3 6 9 13 16

Number of Yards	Number of Feet
1	3
2	6
3	9
4	13
5	16

2. 6 Ft

2. | 5 yards

2. 6 feet

SCORE: 0

Part 1		Points
No correct values:	12, 24, 36, 48, 60	-
Part 2		Points
Incorrect answer:	3	-
Incorrect procedure:	"because he can count by 5's..."	-
Total Points		0

①

Number of yards	Number of feet
1	12
2	24
3	36
4	48
5	60

There are 60 feet around the garden.

②

3 because he can count by 5's and go 5, 10 and 15 and that is 3 numbers and thats how i got 3.

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

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