



Arkansas Comprehensive Testing, Assessment, and Accountability Program

# TEACHER HANDBOOK

## AUGMENTED BENCHMARK EXAMINATION GRADE 4

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 fourth-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, fourth-grade students participated in the *Grade 4 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 4 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 4 Augmented Benchmark Examination* are developed with the assistance and approval of Content Advisory Committees. All passages and items on the *Grade 4 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 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.

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 4 Augmented Benchmark Examination*.

# **READING RESPONSES**

## 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!*

- 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**

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

SCORE POINT: 4

The response identifies more than the two required animals that sleep in groups (“Elephants,” “fruit bat,” and “hippopotamuses”) and describes where or how each one sleeps using details from the passage (“they gather in a circle with the babies in the middle,” “on a tree,” “crowded together,” “using each other like a big fluffy pillow,” and “still alert”). The response demonstrates a thorough understanding of the task.

These are three kinds of animals  
that sleep together in groups.

First, Elephants sleep in  
groups to protect their babies. For example  
they gather in a circle with the babies  
in the middle.

Another animal is a fruit bat,  
they gather on a tree crowded together.  
So if any predators come they can protect  
the baby bats.

Last, hippopotamuses gather  
together using each other like a big  
fluffy pillow. Even though they're sleeping  
they're still alert, because their ears, eyes  
and nose are on top of their head.

That is 3 kinds of animals  
and how they sleep together.

**SCORE POINT: 3**

The response identifies two animals that sleep in groups (“bats” and “hippopotamuses”) and describes where or how one of them sleeps using details from the passage (“on trees” and “up-side down”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

One animal that sleep in a group is bats.	The last animal that sleeps in groups is a hippopotamuses.
↓	↓
The bats sleep on trees up-side down	The hippopotamuse sleep together in a big group.

**SCORE POINT: 2**

The response correctly identifies one animal that sleeps in groups (“hippos”) and describes where or how that animal sleeps using details from the passage (“use each other as pillows” and “alert”), and incorrectly identifies one animal that sleeps in groups (“foxes”). The response shows evidence of only a basic understanding of the task.

One animal that sleeps in groups are foxes which use there tails to keep warm during the night. Another animal that sleeps in groups are the hippos. They use each other as pillows and are alert while sleeping.

**SCORE POINT: 1**

The response does not identify any animals that sleep in groups but does describe where or how some animals sleep using details from the passage. The response provides evidence of minimal understanding.

It said they usually sleep on the ground  
and some of them sleep upside down.

---

**SCORE POINT: 0**

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

Snacks live in the ground sometimes  
They dig holes and are aware  
and protective of where they live.

---

## 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!<sup>1</sup>”

<sup>1</sup> Fender Stratocaster: a popular model of electric guitar designed in 1954

- 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**

<b>Score</b>	<b>Description</b>
<b>4</b>	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.
<b>3</b>	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.  <b>OR</b> 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.
<b>2</b>	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.  <b>OR</b> The response describes Bobby at the beginning of the story using at least two passage details.  <b>OR</b> The response describes Bobby at the end of the story using at least two passage details.
<b>1</b>	The response uses one passage detail to describe Bobby at either the beginning or at the end of the story.  <b>OR</b> The response demonstrates minimal understanding of the question.
<b>0</b>	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
<b>B</b>	Blank—No response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

**SCORE POINT: 4**

The response describes Bobby at the beginning of the story (“Annoyed, Mad”) using two passage details (“he wouldn’t talk to his parents unless they call him by his real name” and “he was turning 12, but his family still called him babyish nickname”) and describes how he is different at the end of the story (“Happy, Brave”) using two passage details (“He smiled at his family, and said ‘Good’” and “He told his parents and sibling to stop calling him baby names. Finally, they listened.”). The response demonstrates a thorough understanding of the task.

1. Beginning- Annoyed, Mad  
 Details- He said he wouldn't talk to his parents unless they call him by his real name.  
 Details- He said he was turning 12, but his family still called him babyish nickname.  
 a End- Happy, Brave  
 Details- He smiled at his family, and said "Good."  
 Details- He told his parents and sibling to stop calling him baby names. Finally, they listened.

**SCORE POINT: 3**

The response describes Bobby at the beginning of the story (“angry”) using two passage details (“his family still calls him by all these babyish nicknames” and “he thinks if they’re not going to call me by my real name then I am not going to answer them”) and describes how he is different at the end of the story (“happy”) using one passage detail (“he went back home and sang a song saying that his family needs to call him by his real name and so... they were calling him by his real name”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

At the beginning of the story Bobby is angry because his family still calls him by all these babyish nicknames. Also, he thinks if they're not going to call me by my real name then I am not going to answer them. Yet at the end of the story Bobby starts thinking how can I get them to listen because they never listen to him. So he went back home and sang a song saying that his family needs to call him by his real name and so he felt happy that they were calling him by his real name.

**SCORE POINT: 2**

The response describes Bobby at the beginning of the story (“mad\sad”) using one passage detail (“Bobby was getting called his baby nicknames and he didn’t like it”) and describes how he is different at the end of the story (“happy”) using one passage detail (“his family starts to call him by ‘Bobby’”). The response shows evidence of only a basic understanding of the task.

Bobby was getting called his baby nicknames and he didn't like it. That made him mad\sad. At the end Bobby is happy because his family starts to call him by "Bobby".

**SCORE POINT: 1**

The response describes Bobby at the beginning of the story (“mad” and “frustrated”) and describes how he is different at the end of the story (“happy” and “carefree”) but provides no details to support either description. The response provides evidence of minimal understanding.

in the	in the
begining he	begining he
is mad	is frustrated
in the	in the
end he	end he
is happy	is care free

**SCORE POINT: 0**

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

Bobby was a guitar player  
his dad is a pan cakes maker  
and he got a guitar and  
he also have a brother, mom,  
dad.



# **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 4 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 4 students in April 2014.

**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**

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 has a clear central idea (ways to cheer up a friend). Each suggested “tip” is evenly elaborated and appropriate for the topic. An organizational plan is evident and culminates with a strong conclusion. Consistent control of all Content features is demonstrated.

### **Style: 4**

This response contains vocabulary that suits the writer’s purpose (“comfort,” “bandage,” “feel warm inside”). The selection of purposeful information creates images for the reader (“take them to the nurse,” “share your snack,” “play ball or tag”). An interesting reading is created by sentences that vary in structure and length. The student’s voice is strong and caring throughout, ending with an appropriate rhetorical question. All features of Style are consistently controlled.

### **Sentence Formation: 4**

This response is comprised of simple, compound, and complex sentences. Transitional and conditional clauses are used to combine ideas. All features of Sentence Formation are skillfully and consistently controlled.

### **Usage: 4**

This response consistently maintains correct verb tense, standard inflections, agreement, and use of conventions. One or two errors do not detract from the writer’s control. The student demonstrates consistent control of the Usage domain.

### **Mechanics: 4**

This response demonstrates consistent control of all Mechanics features. Words are correctly capitalized. Formatting by paragraph indentation is utilized. Rules of punctuation, including dialogue are followed. A misspelled compound word (“them selves”), a homophone for they’re (“there”), and use of a numeral in place of a number word do not weaken the student’s control.

One of the ways you can cheer up a classmate, is if they miss some questions on a test, you can comfort them and tell them "It isn't the end of the world, and you should study and do better on the next test." You could also help them study during your free time.

Another way you can help cheer a classmate up, is if they hurt them selves on the playground you could take them to the nurse. You might get a bag of ice, a bandage, or whatever they might need in the situation.

One other way you could cheer a classmate up, is if there kind of poor and they didn't have a snack for snacktime you could share your snack with them whatever it may be. That would make them feel better because they weren't left out.

Another way to cheer up a classmate, is if there is a kid and he just doesn't have any friends, you could be

a friend and play ball or tag at recess together. You could try to be a friend but if they say, "NO!" then that's their fault.

Those are just a few tips on cheering up a classmate. You should try some of these tips. It will make you feel warm inside because you cheered someone up. Believe me, I know I've used at least 3 of these tips. Have you ever been in a situation like any of these?

## WRITING SAMPLE RESPONSE 2

### **Content: 3**

This response is focused on a central idea (cheering up a friend). Elaboration is uneven. Details are a mixture of very specific (“KC-club”) and very general (“be happy not sad”). Slight digressions occur but the student returns quickly to the central idea. The response is concluded effectively. Reasonable control of the features of Content is established.

### **Style: 3**

This response is comprised of some precise vocabulary (“KC-club,” “compassionet,” “posters,” “links”) mixed with general. Some details are selected to affect the reader but are not sustained. When digressions occur, the tone shifts and the student’s voice fades. Voice is strong at the end of the response (“you could have changed their life”). Reasonable control of Style is demonstrated.

### **Sentence Formation: 3**

This response is composed with correctly constructed simple and compound sentences. Attempts at more complex structures result in several run-on sentences and an on-and-on formation error. Reasonable control of Sentence Formation is established.

### **Usage: 4**

This response demonstrates consistent control of Usage features. Inflections, tense agreement, and conventions are skillfully handled. The student’s use of dialect is for effect (“if you don’t know one of ‘em get to know ‘em”).

### **Mechanics: 4**

This response exhibits the student’s ability to apply grade level rules of capitalization and punctuation. One time indentation is utilized in formatting. Most words are spelled correctly. Misspelling the same word repeatedly is considered one error (“makeshour”). There are two homophone errors (“when there down or sad,” “if your with your friends”). All features of Mechanics are consistently controlled.

What are some good ways to cheer up a classmate? I think you should see what's wrong and talk it out with them. Also you should see what they want to do about it. Helping a classmate is like helping a friend. You can't just let them sit there and be mad. You need to help them. Make show they talk it out with someone. You want them to be happy not sad so make show you treat your classmate like a friend. You love everyone you shouldn't hate everyone. You want to make show that you cheer someone up when they're down or sad. Like if you're with your friends playing and you see someone alone with no one to play

with playing with them don't let them be sad. Make show they feel like your friend and know that you just helped someone. At our school we have something called the KC-club. It's being kind and compassionate with others and deciding what's best for the school. We make posters, collect links, and do a lot of other things. Helping a classmate or a friend can really help them be more kind and compassionate. A classmate is who you're with every year. So if you don't know one of them get to know 'em. It could make a big difference if you just say hi. Your classmate can be your best-friend or just your friend but no matter what they will have been your classmate and you could have changed their life.

## WRITING SAMPLE RESPONSE 3

### **Content: 2**

This response has a central idea (cheering up a classmate) but elaboration only consists of a short list of highlights. While the point of view is consistent and an organizational plan is utilized, the student does not pause to provide any details. The features of Content are inconsistently controlled.

### **Style: 3**

This response is purposefully shaped by the student using attitude and presence. Vocabulary and selected information are general but the reader is effected by rhetorical questions and contrasting descriptions of the classmate (“poor,” “sad person,” “happy,” “fun friend”). Sentences are varied. The lack of development limits opportunities to demonstrate more than reasonable control of Style features.

### **Sentence Formation: 4**

This response is composed of correctly constructed simple, compound, and complex sentences. Control of the Sentence Formation domain is consistent.

### **Usage: 4**

This response maintains tense and adheres to the rules of word inflections and conventions. One agreement error (“It is just a few”) does not indicate a weakness in this feature. Consistent control of Usage is evident.

### **Mechanics: 4**

This response is consistently controlled in all features of Mechanics. Rules of formatting, capitalization, and punctuation are followed and spelling is correct.

Do you have a sad classmate? Well, if you do make sure you're nice to that peer, sad, person. And if you don't know how to be nice to this peer, sad, person I'll tell you now in three easy words, cheer... them... up! Now, you say you don't know how to cheer them up? Then I will tell you. It is just a few very, very easy steps. The first step is to say nice things, and ask what's wrong. The second step is to let them play with you. Say nice things to them, and don't be a bully. See, was it really that hard cheering up a classmate? Now, they're having fun with you again. You can thank me later for telling you how to cheer up your happy, fun, friend.

# **MATH RESPONSES**

**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.

<b>Math Item A Scoring Rubric—2014 Grade 4</b>
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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>B</b>	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

**SOLUTION AND SCORING**

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

SCORE: 4

Part 1		Points
Fully correct list:	990 90,090 99,000 909,000 9,000,090 9,009,000	2
Part 2		Points
Correct value:	9,988,888	2
Total Points		4

① 990, 90,090, 99,000, 909,000,  
9,000,090, 9,009,000

The numbers are organized from least to greatest.

② My number is 9,988,888, because it is seven digits long. It has exactly two digits that are 9. The other digits are anything other than nine, and is the largest possible number.

SCORE: 3

Part 1		Points
Partially correct list:	9,009,000 9,000,090 909,000 99,000 90,090 990 Greatest to Least instead	1
Part 2		Points
Correct value:	9,988,888	2
<b>Total Points</b>		<b>3</b>

① greatest

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

smallest

9,988,888

9,988,888

②

SCORE: 2

<b>Part 1</b>		<b>Points</b>
Partially correct list with 5 values in correct order:	990, 90090, 99000, 909000, 9009000, 9000090	1
<b>Part 2</b>		<b>Points</b>
Partially correct value:	9900,880 Is a seven digit number with a 9 in both the millions and the hundred thousands place	1
<b>Total Points</b>		<b>2</b>

1.  
 990, 90090, 99000, 909000, 9009000, 9000090

2. 99

9900, 880

it is the largest number

SCORE: 1

<u>Part 1</u>		Points
Partially correct list:	1. 990 2. 90,090 3. 99,000 4. 909,000 5. 9,009,000 6. 9,000,090	1
<u>Part 2</u>		Points
Incorrect value:	900,000,9	0
<b>Total Points</b>		<b>1</b>

1. 90,090      11. 990  
~~9,000,090~~      2. 90,090  
~~909,000~~      3. 99,000  
~~99,000~~      4. 909,000  
 990      5. 9,009,000  
~~9,000,090~~      6. 9,000,090

2. 900,000,9

SCORE: 0

<u>Part 1</u>		Points
Incorrect list:	990 9,000,090 9,009,000 <b>90,090</b> 909,000 <b>99,000</b>	0
<u>Part 2</u>		Points
Incorrect value:	9,900	0
<b>Total Points</b>		<b>0</b>

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

①  


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 ②    (9,900)

- 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.

<b>Math Item B Scoring Rubric—2014 Grade 4</b>
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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>B</b>	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SOLUTION AND SCORING

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

SCORE: 4

<u>Part 1</u>		Points
Correct answer:	96	1
Correct number sentence:	$8 \times 12 = h$	1
<u>Part 2</u>		Points
Correct answer:	16	1
Correct number sentence:	$96 \div 6 = s$	1
<b>Total Points</b>		<b>4</b>

1

$8 \times 12 = h$  Jack has 96  
stickers

---

2  $96 \div 6 = s$  Jack will use 16  
stickers on each card

SCORE: 3

<b>Part 1</b>		<b>Points</b>
Correct answer:	96	1
Incorrect number sentence:	The student's work is done vertically rather than horizontally, so it's incorrect	0
<b>Part 2</b>		<b>Points</b>
Correct answer:	16	1
Correct number sentence:	$96 \div 6 = 16$	1
<b>Total Points</b>		<b>3</b>

$$\begin{array}{r} 8 \\ \times 12 \\ \hline 96 \end{array}$$
  
 JACK HAS 96 STICKERS ON THE FIRST PAGE.

JACK WOULD PUT 16 STICKERS ON EACH CARD.
   

$$96 \div 6 = 16$$
  

$$16 \times 6 = 96$$
  

$$\begin{array}{r|l} 6 & 96 \\ \hline & 34 \\ \hline & 24 \\ \hline & 0 \end{array}$$

SCORE: 2

<u>Part 1</u>		Points
Incorrect answer:	48	0
Incorrect number sentence:	$12 \times 8 = 96 \div 2 = h$	0
<u>Part 2</u>		Points
Correct answer based on their Part 1:	8	1
Correct number sentence based on incorrect Part 1:	$48 \div 6 = s$	1
<b>Total Points</b>		<b>2</b>

1.  $12 \times 8 = 96 \div 2 = h$  Jack has 48 happy-face stickers because  $12 \times 8 = 96 \div 2 = 48$ .

2.  $48 \div 6 = 8$  so Jack can use 8 happy-face stickers and 8 other stickers on each card so 16 stickers on each card because  $48 \div 6 = 8$ .

SCORE: 1

<b>Part 1</b>		<b>Points</b>
Missing answer:		0
Correct number sentence:	$8 \times 12 = h$	1

<b>Part 2</b>		<b>Points</b>
Incorrect answer:	6	0
Incorrect number sentence:	The students work is done vertically rather than horizontally, therefore it is incorrect	0
<b>Total Points</b>		<b>1</b>

①  $8 \times 12 = h$

---

②  $8 \times 12 = 96$   
 $\begin{array}{r} 8 \times 12 = 96 \\ + 16 \\ \hline 6 \end{array}$  We should have six on each card.

SCORE: 0

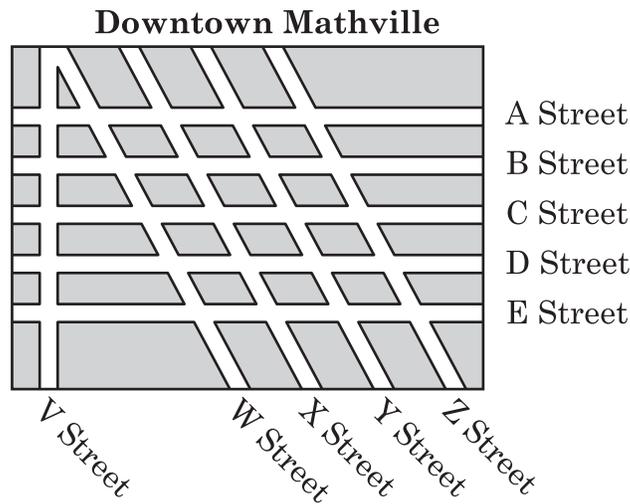
<u>Part 1</u>		Points
Missing answer:		0
Incorrect number sentence:	$12 + 8 = h$	0

<u>Part 2</u>		Points
Missing answer:		0
Incorrect number sentence:	$6 \times s = 12$	0
<b>Total Points</b>		<b>0</b>

1.  $12 + 8 = h$   
This is my answer

2.  $6 \times s = 12$   
This is my answer to

**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.

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

SOLUTION AND SCORING

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

SCORE: 4

<u>Part 1</u>		Points
Correct answer:	5	1
<u>Part 2</u>		Points
3 correct answers:	X Street, Y Street, and Z Street	1½
<u>Part 3</u>		Points
5 correct pairs:	A and V, B and V, C and V, D and V, E and V	2½
<b>Total Points</b>		<b>5</b>

(1) 5 streets | (2) X street, Y street, and Z Street | (3) A and V street, B and V street, and V street, D and V street, and E and V street.

SCORE: 3

<b>Part 1</b>		<b>Points</b>
Incorrect answer:	4	0
<b>Part 2</b>		<b>Points</b>
3 correct answers:	X, y, and z	1½
<b>Part 3</b>		<b>Points</b>
5 correct pairs:	"A, B, C, D, and E street are perpendicular with V street"	2½
<b>Total Points</b>		<b>4</b>

1. 4 streets intersect with B street on the road.

---

2. X, y, and z street are parallel to W street.

---

3. A, B, C, D, and E street are perpendicular with V street.

SCORE: 2

<u>Part 1</u>		Points
Correct answer:	5	1
<u>Part 2</u>		Points
3 correct answers:	X, Y, and Z	1½
<u>Part 3</u>		Points
0 correct pairs:	V and W	0
<b>Total Points</b>		<b>2½</b>

15 street Even though it doesn't tell you to explain I am going to do it any ways. I got that because all of the streets on the bottom intersect from Street B.

2. X, Y, and Z. I got that because just like number one they never go over it but they are side by side of it and parallel.

3. Street V, and W. I got that because V and W both come together at the end of the map.

SCORE: 1

<u>Part 1</u>		Points
Correct answer:	5	1
<u>Part 2</u>		Points
1 correct answer:	X Street	$\frac{1}{2}$
<u>Part 3</u>		Points
0 correct pairs:	Z to W streets	0
<b>Total Points</b>		<b>1<math>\frac{1}{2}</math></b>

1 | 5 roads inter-  
 sect with B Street

2 | X Street and V Street  
 are parallel to W Street

---

3 | Z to W streets are  
 perpendicular

SCORE: 0

<u>Part 1</u>		Points
Incorrect answer:	4	0
<u>Part 2</u>		Points
0 correct answers:	A, B, C, D, E	0
<u>Part 3</u>		Points
0 correct pairs:	V, W, X, Y, Z	0
<b>Total Points</b>		<b>0</b>

①

There are 4 intersects with b street.

② A Street, B Street, C Street, D Street, E Street appear to be parallel to W Street.

③

V Street, W Street, X Street, Y Street, Z Street are perpendicular.





# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

QAI 13070-AR1402-THB-GR4

