



Arkansas Comprehensive Testing, Assessment, and Accountability Program

TEACHER HANDBOOK

AUGMENTED BENCHMARK EXAMINATION GRADE 6

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

In April 2014, sixth-grade students participated in the *Grade 6 Augmented Benchmark Examination*. Results of this examination will be provided to all students, schools, and districts to be used as the basis for instructional change.

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

Additional information about the *Grade 6 Augmented Benchmark Examination* is available through the Arkansas Department of Education. Questions can be addressed to the Office of Student Assessment at 501-682-4558.

The multiple-choice and open-response test items for the Reading, Writing, and Math components of the *Grade 6 Augmented Benchmark Examination* are developed with the assistance and approval of Content Advisory Committees. All passages and items on the *Grade 6 Augmented Benchmark Examination* are based on the Arkansas Curriculum Frameworks and developed with the assistance and approval of Content Advisory Committees and Bias Review Committees. These committees comprise active Arkansas educators with expertise in math, English, and/or language arts education.

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

Reader Training

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

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

After three or four of these practice sets, readers are given “qualifying rounds.” These are additional sets of pre-scored papers, and, in order to qualify, each reader scoring responses must score in exact agreement on at least 80% of the responses, and each reader scoring writing responses must score in exact agreement with 70% of the responses in each domain. Readers who do not score within the required rate of agreement are not allowed to score the *Grade 6 Augmented Benchmark Examination* responses.

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

Scoring Procedures

All student responses to the *Grade 6 Augmented Benchmark Examination* open-response test items are scored independently by two readers. Those two scores are compared, and responses that receive scores that are non-adjacent (a “1” and a “3,” for example) are scored a third time by a Team Leader or the Scoring Director for resolution.

This Teacher Handbook includes the math open-response items, reading passages with their open-response items, and a writing prompt as they appeared in this year’s test. The specific scoring rubric for each item and annotated response for each score point of the rubric follows. The goal is for classroom teachers and their students to understand how responses are scored. It is hoped that this understanding will help students see what kind of performance is expected of them on the *Grade 6 Augmented Benchmark Examination*.

READING RESPONSES

The Old Apple Tree

by Adriana Devoy
 illustrated by Bev Simon

1 I can't remember a time when the old apple tree wasn't outside my window. Every spring it was there, growing pink and white flowers striped like the swirls of strawberry-vanilla ice cream. The petals felt soft as butterfly wings. Those flowers smelled sweeter than any perfume. The scent would slip through the screen of my bedroom window and sneak up to tickle my nose.



In the summer, the flowers dropped off to make way for the apples. The apples were never good enough to eat. They were small, hard, and green. Sometimes the insides were brown. We had to buy apples at the farm down the road. Since no one picked our apples, they fell off by themselves and squished onto the ground. I'd have to rake them into a pile once a week. But I didn't mind because Grandpa said the tree was sick.

I asked how we could make our tree better.

"Don't think we can, Andie," Grandpa said. "That tree is real old."

I asked, "How old?"

"I don't exactly know," he said. "But that tree was there when I was a boy, and when my pa was a boy. Your father thinks we should chop it down."

"No, Grandpa!" I panicked. "Just because something's old doesn't mean you should get rid of it." Grandpa seemed to agree because he patted my hand and smiled.

Sometimes when I was done raking the apples, I'd pick up a few that were still whole and practice my throwing. I got so good that soon I could hurl an apple 50 feet right into the woods behind our house. My dog, Chet, loved to chase and fetch those apples. He had trouble finding the ones that landed in the backwoods, so I threw a couple only 10 feet or so, especially for him.

9 One time one of those rotting apples fell smack on Mr. Tate's head. Mr. Tate came to talk to my dad about Chet's barking. "That hound keeps me up all night with his yapping!" he yelled at my dad. I just sat there on the back steps with my arm slung around Chet's neck. Just then the biggest, hardest apple that tree ever grew shook itself loose and landed PLOP right on Mr. Tate's head. Mr. Tate's face flamed brighter than a sunset. He started sucking up air like there was going to be a shortage. I think Grandpa saw the whole thing because I swore I heard a chuckle coming from the kitchen.

I always felt safe with that tree outside my window. I knew if there was ever a fire in the house, that thick branch under my window would be waiting like a strong arm to catch me.

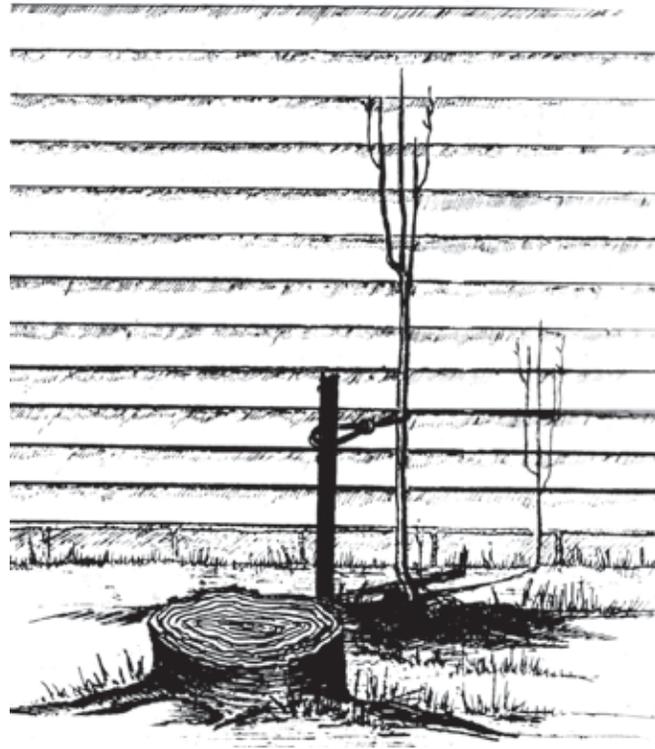
Our cat, Tickey, made a regular use of that branch. She'd climb up it and jump onto the roof to catch some sun. If I forgot to let her into the house at night, she'd climb up the branch and thud a white paw on my window screen to remind me.

One day a fierce storm from the ocean knocked the old apple tree down. I could smell the ocean in our backyard. Salt water was warm and thick in the air. It made my skin tingle. Grandpa and I kicked our way through the fallen branches and leaves that carpeted the ground. The old apple tree was split in half. One side was lying on the ground; the other was resting on our house.

Dad cut the tree into small pieces with a saw. We stacked the pieces into a pile to be taken away with the rest of the damage from the storm. All that was left of our tree was a stump as high as my knees. Grandpa showed me how we could finally figure out our tree's age. We counted the annual rings on the saw-cuts in the stump. Our tree was 150 years old!

Next day Grandpa came home with a new apple tree. It wasn't quite like our old one. This one was a tiny twig. It was smaller than the smallest branch on our old apple tree.

Grandpa and I planted it close to the old tree. The new tree was so fragile. We anchored it to a pole, so Chet wouldn't knock it down.



“How long will it take before it’s as big as our old tree?” I asked.

“Well, Andie,” Grandpa said, “I don’t think it’ll reach that height in your lifetime. Maybe by the time your children have children, and their children have children, it’ll be as big as the old one.”

That seemed like a long time to me. Then I remembered how our old tree was 150.

“Grandpa, do you think one of the new branches will grow right under my window?” I asked.

“I don’t see why not,” he said.

Since Chet had no apples to chase anymore, I bought him a rubber ball instead. I practice my throwing now with our school softball team. I’m the outfielder. I suppose it was all those days throwing apples that helped me land the position.

Tickey hasn’t been doing much climbing lately. She just had kittens. I suspect in a few weeks she’ll be planning to climb the old tree again. I explained to her about the new tree and how her kittens’ kittens could climb it someday.

Whenever I start missing the old apple tree, I remember the new one. I think of how generations will once again smell blossoms in spring and watch the apples grow in summer.

- A** Identify two examples of figurative language from the passage. Explain how each contributes to the plot.

Reading Item A Scoring Rubric—2014 Grade 6

Score	Description
4	The response identifies at least two examples of figurative language and explains how each contributes to the plot.
3	The response identifies two examples of figurative language and explains how one contributes to the plot.
2	<p>The response identifies one example of figurative language and explains how it contributes to the plot.</p> <p style="text-align: center;">OR</p> <p>The response identifies two examples of figurative language but fails to explain how either one contributes to the plot.</p>
1	<p>The response identifies one example of figurative language but does not explain how it contributes to the plot.</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 identifies more than two examples of figurative language (“Every spring it was there, growing pink and white flowers striped like the swirls of strawberry-vanilla ice cream,” “The scent would slip through the screen of my bedroom window and sneak up to tickle my nose,” and “Mr. Tate’s face flamed brighter than a sunset”) and explains how each contributes to the plot (“by explaining what the apple tree was like,” “by telling that the scent of the flowers on the tree were really sweet; that the smell made her happy. It was a happy memory of the apple tree,” and “by being a funny rising action. It explained how mad Mr. Tate got when he got hit in the head with an apple”). The response demonstrates a thorough understanding of the task.

*Every spring it was there, growing pink and white flowers striped like the swirls of strawberry-vanilla ice cream.

- This figurative language contributes to the plot by explaining what the apple tree was like. It was stated at the beginning of the story describing one of the main characters.

*The scent would slip through the screen of my bedroom window and sneak up to tickle my nose.

- This figurative language contributes to the plot by telling that the scent of the flowers on the tree were really sweet; that the smell made her happy. It was a happy memory of the apple tree.

*Mr. Tate's face flamed brighter than a sunset.

- This figurative language contributes to the plot by being a funny rising action. It explained how mad Mr. Tate got when he got hit in the head with an apple.

SCORE POINT: 3

The response identifies two examples of figurative language (“Mr. Tate started to suck up air like there was going to be a shortage,” “the thick branch under the window would be waiting like a strong arm to catch Andie”) and explains how one contributes to the plot (“Andie doesn’t want the apple tree gone because if there is a fire the tree would be there to catch her”). The response also contains an incorrect explanation (“Mr. Tate wants the apple tree gone because of the apples”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

Figurative Language plays a big role in the plot. On example of this is when Mr. Tate started to suck up air there was going to be a shortage. This is an example of a simile. This simile contributes to the plot because Mr. Tate wants the apple tree gone because of the apples. Another example is when the thick branch under the window would be waiting like a strong arm to catch Andie. This is another simile. This simile contributes to the plot because Andie doesn't want the apple tree gone because if there is a fire the tree would be there to catch her.

SCORE POINT: 2

The response identifies more than two examples of figurative language (“The petals felt soft as butter fly wings,” “Mr. Tates face flamed brighter than a sunset,” “He started sucking up air like there was going to be a shortage,” and “growing pink and white flowers striped like the swirls of strawberry vanilla ice cream”) but fails to explain how any of them contribute to the plot. The response shows evidence of only a basic understanding of the task.

One example of figurative language is "The petals felt soft as butter fly wings." That sentence is found in the first passage. Another example of figurative language is "Mr. Tates face flamed brighter than a sunset." That sentence is found in paragraph nine. Also "He started sucking up air like there was going to be a shortage." found in paragraph nine is yet another example. If you look in paragraph one you will see "growing pink and white flowers striped like the swirls of strawberry vanilla ice cream." is also a type of figurative language.

SCORE POINT: 1

The response identifies one example of figurative language (“Mr tates face flamed brighter than a sun set”) but fails to explain how it contributes to the plot. The response provides evidence of minimal understanding.

The parts of figurative language from the passage is from when "Mr tates face flamed brighter than a sun set."

SCORE POINT: 0

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

They they live farm. A big house. Grow animal thing produce food. They live down the apple pick storm and down the road. The old tree still can grow but new one can to.

Great Green Leaf Prints

by Ellen B. Senisi

Sometimes in winter, the feeling of green and growing is far away. You can make a collage to hang on the wall to remind you of spring. Or write about a favorite scene or object from nature with homemade green ink.



What you are making:

A collage of green leaves, stems, and vines, hammered onto plain cloth

Materials:

- an assortment of green leaves, stems, and vines
- unbleached muslin cloth
- scrap pieces of the same cloth
- tape
- wax paper
- a hammer

**How to do it:**

- Find a sturdy worktable or a sidewalk to work on.
- Choose leaves, stems, and vines. (You will find that thick, sturdy, dark green leaves usually work best. Be sure to use green stems instead of brown, woody ones. The green shoots of some vines will add graceful, curving lines to your collage.)
- Test your leaves on the scrap pieces of cloth. Some kinds will work well and some won't. Place the top, or shiny side, of the leaves face up and the bottom, or dull side, face down, touching the cloth. Use a few pieces of tape to hold them in place.
- Put wax paper over the leaves and hammer away. (Hammer evenly and hard, going over and over every part of the leaves. Some leaves may need a lot of hammering to give up their color.)
- Remove the wax paper and carefully peel away the tape and leaves—the imprint of the leaves will be left on the cloth.
- Now arrange new leaves, vines, and stems on your big piece of cloth. You can use the leaves as shapes and the stems and vines as lines to create a picture or pattern.
- Repeat the hammering process above.

Colors in a Leaf

What You'll Need:



coffee filter



scissors



leaves



coin



rubbing alcohol



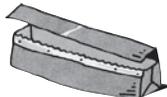
jar



pencil



tape



aluminum foil

- 1 Leaves have a green pigment called chlorophyll that they use to capture sunlight. But did you know that leaves also have pigments of other colors to capture colors of light that chlorophyll misses? You can use chromatography to see the many colors in a leaf.

Cut a strip one inch wide from a coffee filter. Cut one end of the strip so that it is pointed. Place a leaf on the paper 1/4 inch above the point. Roll the edge of a coin over the leaf, pressing green leaf juice into the paper. Let the paper dry. Then repeat the process with three different leaves.

Pour a 1/2-inch layer of rubbing alcohol into the bottom of a jar. Tape your paper strip to the middle of a pencil and hang it so that the very tip of the strip touches the alcohol. The colored strip of leaf “juices” should not touch the alcohol. You may have to adjust the length of the strip. Lay a piece of foil over the top of the jar to keep the alcohol from evaporating. Watch carefully as the alcohol moves up the filter paper, carrying the pigments along with it. In 10 to 20 minutes the colors should be separated. Do not allow them to run to the top of the paper. How many colors do you see? Could you see them in the leaf itself? The finished paper is called a chromatograph. Let it dry and use your chromatograph as a special bookmark.

- B** Explain how the hammer and the coin are alike in these activities, using at least one detail from the passage to support that similarity. Explain how the hammer and the coin are different in these activities, using at least one detail from the passage to support that difference.

Reading Item B Scoring Rubric—2014 Grade 6

Score	Description
4	The response explains how in these activities the hammer and the coin are alike and how they are different, using at least one detail to support each explanation.
3	The response explains how in these activities the hammer and the coin are alike and how they are different, using at least one detail to support one explanation.
2	The response explains how in these activities the hammer and the coin are alike or how they are different, using at least one detail to support that explanation.
	OR
1	The response explains how in these activities the hammer and the coin are alike and how they are different.
	OR
0	The response demonstrates minimal understanding of the question.
	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 explains how the hammer and the coin are alike in these activities (“They are used to get the juices out of the leaves”) and supports the similarity with more than one detail (“Some leaves need a lot of hammering to give up their color” and “Roll the edge of a coin over the leaf, pressing green leaf juice into the paper”). The response explains how the hammer and the coin are different in these activities (“because of how they are used on the leaves”) and supports the difference with more than one detail (“You have to hit the leaves with the hammer,” “Hammer evenly and hard, going over and over every part of the leaves,” and “You have to...roll the edge of a coin on them,” “Roll the edge of a coin over the leaf pressing green leaf juice into the paper”). The response demonstrates a thorough understanding of the task.

1. The coin and hammer have one similarity in the passages "Great Green Leaf Prints" and "Colors in a Leaf." They are used to get the juices out of the leaves. In the first passage it said, "Some leaves need a lot of hammering to give up their color." In the second passage it said, "Roll the edge of a coin over the leaf, pressing green leaf juice into the paper." Those are two examples.

The hammer and coin are different because of how they are used on the leaves. You have to hit the leaves with the hammer and roll the edge of a coin on them. In the first passage it said, "Hammer evenly and hard, going over and over every part of the leaves." In the second passage it said, "Roll the edge of a coin over the leaf, pressing green leaf juice into the paper."

Those are two ways how the hammer and coin are similar and different.

SCORE POINT: 3

The response explains how the hammer and the coin are alike in these activities (“they help get the color of the leaf”) but fails to provide a detail to support the similarity. The response explains how the hammer and the coin are different in these activities (“they have different jobs”) and supports the difference with details from the passage (“the hammer pushes the leaves down on the cloth forcing the color to come out” but “the coin is like a conductor which makes the color of the leaf come off on to the coffee filter”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

The hammer and the coin are alike because they help get the color of the leaf.

The hammer and the coin are different because they have different jobs because the hammer pushes the leaves down on the cloth forcing the color to come out but, the coin is like a conductor which makes the color of the leaf come off on to the coffee filter.

SCORE POINT: 2

The response explains how the hammer and the coin are alike in these activities (“they both take the green juice out of the leaves”) and provides two details to support the similarity (“some leaves may need a lot of hammering to give up their color” and “roll the edge of a coin over the leaf, pressing green leaf juice into the paper”), but fails to explain how they are different in these activities. The response shows evidence of only a basic understanding of the task.

The hammer and the coin are alike in these activities because they both take the green juice out of the leaves. It says some leaves may need a lot of hammering to give up their color. It also says roll the edge of a coin over the leaf, pressing green leaf juice into the paper.

SCORE POINT: 1

The response explains only how the hammer and the coin are alike in these activities (“they are use to get the green leaf juice out of the leaf”). The response provides evidence of minimal understanding.

The coins and the hammer are alike in these
activities because they are use to get the
green leaf juice out of the leaf

SCORE POINT: 0

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

You may have to adjust the
length of the strip let a piece of
foil over the top of the bag

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 6 AUGMENTED BENCHMARK EXAMINATION****Content (C)**

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

- Central idea
- Unity
- Elaboration
- Organization

Style (S)

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

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

Sentence Formation (F)

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

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

Usage (U)

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

- Standard inflections
- Word meaning
- Agreement
- Conventions

Mechanics (M)

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

- Capitalization
- Formatting
- Punctuation
- Spelling

This is one of the two writing prompts administered to all grade 6 students in April 2014.

Prompt

You have attended school for several years. Which grade have you enjoyed the most?

Before you begin to write, think about all the years you have been in school. Which grade have you liked the best? **Why?**

Now write about the grade that you have enjoyed the most. Be sure to tell what grade it is and why you enjoyed it so much. Be sure to 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 focuses on the central idea that first grade is the student’s favorite grade. Ideas are elaborated with details, descriptions, and explanations throughout. Elaboration is appropriately organized by idea (“watched movies,” “carved a pumpkin,” “the Talent Show”). The writer closes the entire response (“Even though I’m in 6th grade now, 1st grade is still, by far, my favorite grade”). The response demonstrates consistent control of the features of the Content domain.

Style: 4

Purposely selected information and vocabulary are used to affect the reader and to create imagery. Details related to watching movies every afternoon, carving the pumpkin, and the talent show are consistently provided. The student uses a variety of sentence structures which create an interesting reading for the audience. A tone of nostalgic pleasure is evident, as is the student’s voice in remembering these events. Consistent control of Style features is demonstrated.

Sentence Formation: 4

Consistent and accurate construction of a variety of simple, compound, and complex sentences is demonstrated in this response.

Usage: 4

This response demonstrates highly accurate use of inflections, agreement, word choice, and conventions. Consistent control of Usage is shown.

Mechanics: 4

Consistent control of capitalization, punctuation, spelling, and formatting is displayed in this response.

Question: What is your favorite grade in school? Answer: My favorite grade is 1st grade, because all we ever did was have fun!

One of the things we did in 1st grade was that we watched movies and ate candy all the time. Every afternoon we would move our chairs and turn ~~off~~ the lights and watch a movie while eating candy. One of my favorite movies we watched was the newer version of The Parent Trap. It is still one of my favorites.

Another thing that we did in 1st grade was that we carved a pumpkin and turned it into a witch. First, we took out all the seeds. Then we made the face with a knife, and we cut out little holes for the hair. Next, we put lollipops through the holes for hair. Finally, we put it outside of our classroom for everyone to see. Also, around Halloween, we had a terrific party! We had wormy punch, a Frankenstein cake, and we had ghostly cookies.

Now, what you've all been waiting for, my most favorite thing in 1st grade was the Talent Show! It was ~~soooooo~~ much fun!! Everyday before the show, we would practice at school with everybody in our act.

I was in "Great Balls of Fire" and "A,B,C". My partner for "Great Balls of Fire" was Josh. We had to hold hands and dance! It was a nightmare. But, I still had fun because everyone clapped for me.

Even though I'm in 6th grade now, 1st grade is still, by far, my favorite grade. So, now that I've told you my favorite grade, you need to tell me yours.

WRITING SAMPLE RESPONSE 2

Content: 3

This response has a clear central idea of fourth grade being the student’s favorite grade. Elaboration is uneven, with some ideas being developed while missing opportunities to further describe or explain others (“Our teacher was so easy-going.... She could explain stuff really well.” “...after-school-parties. ...games... food and pictures!”). There is a lapse in organization when the student digresses from describing the teacher to writing about friends, then back to the teacher. The response ends with a simple statement. Reasonable control of the features of the Content domain is demonstrated.

Style: 3

Some precise vocabulary (“easy-going,” “single,” “reward,” “after-school-parties”) helps further understanding; however, most of the information is general. This mix of specific and general information and vocabulary cause a shift in tone and dimming of voice in the more general sections. A variety of different sentence structures creates a more interesting reading. This response demonstrates reasonable control of Style features.

Sentence Formation: 4

The vast majority of sentences are constructed correctly and demonstrate grade-appropriate variety despite the presence of a contact run-on. Consistent control of Sentence Formation is evident.

Usage: 4

Consistent control of inflections, agreement, word choice, and conventions is demonstrated in this response.

Mechanics: 4

A few spelling, capitalization, and punctuation errors are present, but there are not enough to lower the score. Perfection is not required for a “4.” Consistent control of Mechanics features is demonstrated.

I have gone to Elementry for about 5 years! But, my favorite year at that place was fourth grade! There are several reasons why I loved fourth grade! One of the reasons was I loved my teacher. She was awesome! And I think I was one of her favorite students!

Our teacher was so easy-going on us, she could explain stuff really well. It was probably the easiest year in school, ever for me!

Another reason I loved fourth grade was I had all my best friends in that class with me—every single one of them and more!

Our teacher never really gave us homework, if we didn't finish class work we would just finish it the next day.

If we went a whole day without talking she would reward us with extra recess!

Our school had after-school-parties, that was kind of like dances, we would

go in the cafeteria and they would set up games, they would have a d.j. and food and pictures! But, you only got to go to them if you were in fourth or fifth grade. Those were always so fun, you only got to go to them if you got good grades each of the nine weeks, and since our class was so easy we could usually always go to them!

Those are the reasons.
My favorite year was fourth grade!

WRITING SAMPLE RESPONSE 3

Content: 2

This response contains a brief introduction and a simple closure. The body consists of a list of three reasons why first grade is the student’s favorite grade. Minimal elaboration is provided for one of the reasons (“salad bar...get to pick out what you want to eat.”) The response stays focused on the central idea and an attempt at organization is made by ordering the reasons (“One reason.... The second reason.... The third reason....”). More elaboration is necessary for a higher score. Inconsistent control of the Content domain is demonstrated.

Style: 2

General vocabulary and general information create a flat tone and dim voice. While there are varied sentences, repetitive structure and wording detract from Style (“I’m going to give you 3 reasons.... One reason is because.... The second reason is because.... The third reason is because.... Those are three reasons....”). This response demonstrates inconsistent control of Style features.

Sentence Formation: 3

Although sentences are constructed correctly, the repetitious structure does not demonstrate the ability to correctly form a variety of complex sentences. This response displays reasonable control of the Sentence Formation domain.

Usage: 4

Consistent control of inflections, agreement, word choice, and conventions is demonstrated.

Mechanics: 4

Consistent control of capitalization, punctuation, spelling, and formatting is displayed in this response.

My favorite grade is 6th grade. I'm going to give you 3 reasons why it's my favorite grade. One reason is because the teachers are so nice. The second reason is because you get to have a salad bar and get to pick out what you want to eat. The third reason is because you get to have art and gym every day. Those are three reasons why 6th grade is my favorite grade.

MATH RESPONSES

A Maya has \$8. After she sells a box of cookies, she has \$11.

1. Using c to represent the cost of a box of cookies, write an equation that can be used to find the cost of a box of cookies. Show your work and/or explain your answer.
2. Find the cost of a box of cookies using your equation. Show your work and/or explain your answer.
3. Tim also sells a box of cookies for the same price. If he has \$9 after selling the box of cookies, how much money (m) did he have before he sold the cookies? Write an equation and solve. Show your work and/or explain your answer.

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

Math Item A Scoring Rubric—2014 Grade 6
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Score	Description
4	The student earns 4 points. The response contains no incorrect work and Parts 2 and 3 have correct units.
3	The student earns 3 – 3½ points.
2	The student earns 2 – 2½ points.
1	The student earns ½ – 1½ point(s), or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SOLUTION AND SCORING

Part	Points
1	<p>1 point possible:</p> <p>1 point: Correct equation: $C + 8 = 11$ Or equivalent</p> <p>OR</p> <p>½ point: Correct equation with variable other than C</p>
2	<p>1 point possible:</p> <p>1 point: Correct answer: \$3 <i>Or correct answer based on previous parts</i> Correct and complete explanation or work shown Give credit for the following or equivalent: Ex. $C + 8 = 11$ $C = 11 - 8$ $C = 3$</p> <p>OR</p> <p>½ point: Correct answer: \$3 <i>Or correct answer based on previous parts</i> Work is incomplete, missing, or incorrect</p> <p>or</p> <p>Answer is incorrect due to arithmetic error (or is missing) Correct and complete work shown</p>

Part	Points
3	<p>2 points possible:</p> <p>1 point: Correct equation: $M + 3 = 9$ Or equivalent Or correct answer based on previous parts</p> <p>OR</p> <p>½ point: Correct equation with variable other than M Or correct answer based on previous parts</p> <p>AND</p> <p>1 point: Correct answer: \$6 Or correct answer based on previous parts Correct and complete explanation or work shown Give credit for the following or equivalent: Ex. $M + 3 = 9$ $M = 9 - 3$ $M = 6$</p> <p>OR</p> <p>½ point: Correct answer: \$6 Or correct answer based on previous parts Work is incomplete, missing, or incorrect</p> <p>or</p> <p>Answer is incorrect due to arithmetic error (or is missing) Correct and complete work shown</p>

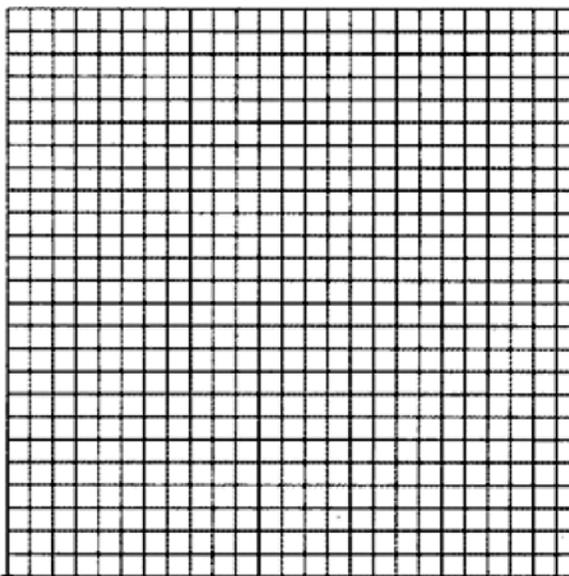
SCORE: 4

<u>Part 1</u>		Points
Correct equation:	$8 + c = 11$	1
<u>Part 2</u>		Points
Correct answer and procedure:	“The box of cookies costs \$3.” $11 - 8 =$	1
<u>Part 3</u>		Points
Correct equation:	$m + 3 = 9$	1
Correct answer and procedure:	“Tim had \$6 before...” $9 - 3 =$	1
Total Points		4

1. $8 + c = 11$

$$\begin{array}{r} 11 \\ - 8 \\ \hline 3 \end{array}$$

That is the equation to find out what the box of cookies cost.



2. $8 + c = 11$
 $c = 3$

$$\begin{array}{r} 11 \\ - 8 \\ \hline 3 \end{array}$$

The box of cookies costs \$3.

3.

$m + 3 = 9$ $m = 6$

$$\begin{array}{r} 9 \\ - 3 \\ \hline 6 \end{array}$$

Tim had \$6 before he sold the box of cookies

SCORE: 3

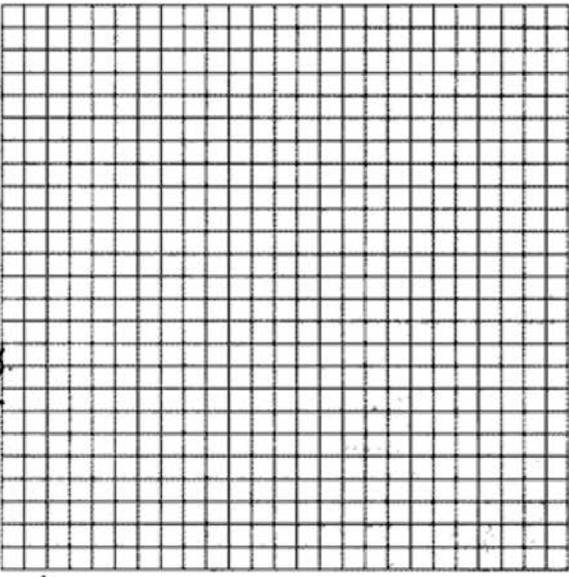
Part 1		Points
Correct equation with incorrect variable:	$\$8 + r = \11	½
Part 2		Points
Correct answer and procedure:	“The box of cookies cost \$3.” $\$11 - \$8 =$	1
Part 3		Points
Correct equation:	$\$9 - \$3 = M$	1
Correct answer and procedure:	$\$6$ $\$9 - \$3 =$	1
Total Points		3½

1. $\$8 + r = \11
or
 $\$11 - \$8 = r$
one of this equations will help find the cost of a box of cookies.

2. $\$11 - \$8 = \$3$

The box of cookies cost \$3.

3. $\$9 - \$3 = M$ equation
 $\$9 - \$3 = \$6$ equation answered



SCORE: 2

Part 1		Points
Missing equation:	Student response has no variable.	-
Part 2		Points
Correct answer and procedure:	“\$3 each box” $11 - 8 =$	1
Part 3		Points
Missing equation:		-
Correct answer and procedure:	“\$6 dollors” $\$9 - \$3 =$	1
Total Points		2

①

~~11
- 8

3~~

~~3 dollors pice of cookie box~~

11 minus 8 is the answer

2

③

~~11
- 3

8~~

③ each box

~~9
- 3

6~~

6 dollors

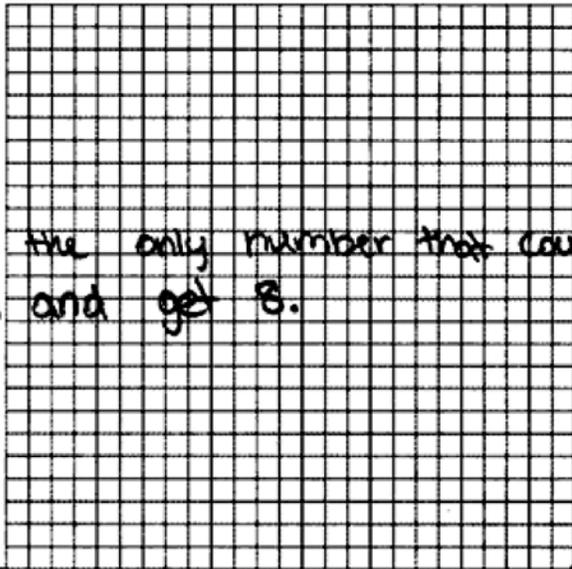
Tim had 6 dollors to start with.

SCORE: 1

Part 1		Points
Incorrect equation:	$3 \div 11 = c$	-
Part 2		Points
Correct answer and incorrect procedure:	"3 would work..." $3 \div 11 =$	$\frac{1}{2}$
Part 3		Points
Missing equation:		-
Correct answer and procedure:	"He had 6\$..." $9 - 3 =$	1
Total Points		$1\frac{1}{2}$

1.
 $3 \div 11 = c$

I used three because 3 was the only number that could divid from 11 and get 8.



2. $3 \div 11 = 8$ so 3 would work as C, the cost of the box of cookies.

3. He had ~~3~~ 6\$ because the box of cookies costed 3\$, so since they were the same price I subtracted and got 6\$
 $9 - 3 = 6$

SCORE: 0

<u>Part 1</u>		Points
Incorrect equation:	$C + 2 = 11 - c = 11\$$	-
<u>Part 2</u>		Points
Incorrect answer and missing procedure:	"One box of cookies cost eight to Eleven dollars total"	-
<u>Part 3</u>		Points
Missing equation:		-
Correct answer and missing procedure:	"Tim had one to two dollars..."	-
Total Points		0

①

Each box of cookies cost 8/eight dollars.

$C + 2 = 11 - C = 11\$$

② One box of cookies cost eight to Eleven dollars total

$C + 2 = 11 - C = 11\$$

③ Tim had one to two dollars before he sold the cookies.

- B** Mr. Thomas wants to hang student art from a string that runs the length of his classroom. He measures his room and finds it is 11 yards long.
1. How many feet of string does Mr. Thomas need to cover the length of his room? Show your work and/or explain your answer.
 2. Mr. Thomas finds a ball of string that is 468 inches long. Show whether or not he has enough string to complete his project. Show your work and/or explain your answer.
 3. What is the longest distance, in yards, that Mr. Thomas' string could reach, pulled straight from one end to the other? Show your work and/or explain your answer.

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

Math Item B Scoring Rubric—2014 Grade 6
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Score	Description
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 – 3½ points.
2	The student earns 2 – 2½ points.
1	The student earns ½ – 1½ point(s), or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SOLUTION AND SCORING

Part	Points
1	<p>1 point possible:</p> <p>1 point: Correct answer: 33 (feet) Correct and complete explanation or work shown Give credit for the following or equivalent: Ex. $3 \times 11 = \#$</p> <p>OR</p> <p>½ point: Correct answer: 33 (feet) Work is incomplete, missing, or incorrect</p> <p>or</p> <p>Answer is incorrect due to arithmetic error (or is missing) Correct and complete work shown</p>
2	<p>1 point possible:</p> <p>1 point: Correct answer: Yes <i>Or correct answer based on previous parts</i> Correct and complete explanation or work shown Give credit for the following or equivalent: Ex. $33 \times 12 = 396$ $396 < 468$</p> <p>OR</p> <p>½ point: Correct answer: Yes <i>Or correct answer based on previous parts</i> Incomplete explanation or work shown Give credit for the following or equivalent: Ex. $33 \times 12 = 396$</p> <p><i>Note: There must be valid work; just Yes or No gets no credit.</i></p>

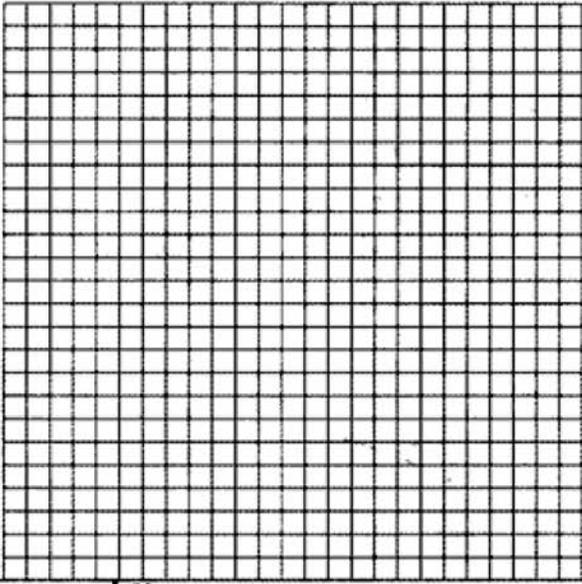
Part	Points
3	<p>2 points possible:</p> <p>2 points: Correct answer: 13 Yards Correct and complete explanation or work shown Give credit for the following or equivalent: Ex. $468 \div 12 = 39$ $39 \div 3 = 13$</p> <p>OR</p> <p>1 point: Correct answer: 13 (yards) Work is incomplete, missing, or incorrect</p> <p>or</p> <p>Answer is incorrect due to arithmetic error (or is missing) Correct and complete work shown</p>

SCORE: 4

<u>Part 1</u>		Points
Correct answer and procedure:	“33 ft of string” $11 \cdot 3 = 33$	1
<u>Part 2</u>		Points
Correct answer and procedure:	“Yes he does have enough.” $33 \cdot 12 = 396$ $468 > 396$	1
<u>Part 3</u>		Points
Correct answer and procedure:	“13 yards” $468 \div 12 = 39$ $39 \div 3 = 13$	2
Total Points		4

1) 33 ft of string

1 yd = 3 ft
11 yd = 33

$$\begin{array}{r} 11 \\ \cdot 3 \\ \hline 33 \end{array}$$


2) Yes he does have enough.

$33 \cdot 12 = 396$

$$\begin{array}{r} 468 \\ -396 \\ \hline 72 \text{ left over} \end{array}$$

$468 > 396$

72 left over

3) 13 yards

$468 \div 12 = 39$

$$\begin{array}{r} 39 \\ 12 \overline{)468} \\ \underline{36} \\ 108 \\ \underline{108} \\ 0 \end{array}$$

13

SCORE: 3

Part 1		Points
Correct answer and procedure:	“He will need 33 ft of string” $11 \times 3 = 33$	1
Part 2		Points
Correct answer and procedure:	“yes, he does have enough string.” $33 \times 12 = 396$ $396 < 468$	1
Part 3		Points
Incorrect answer and correct procedure:	“His string could go 12.1 yards...” $468 \div 12 = 39$ $39 \div 3 =$	1
Total Points		3

①
$$\begin{array}{r} 11 \\ \times 3 \\ \hline 33 \end{array}$$

He will need 33ft of string

②
$$\begin{array}{r} 33 \\ \times 12 \\ \hline 66 \\ +330 \\ \hline 396 \end{array}$$

396 < 468
yes, he does have enough string.

③ $468 \text{ inches} = 39 \text{ feet} = 12.1 \text{ yards}$

$$\begin{array}{r} 39 \\ 12 \overline{)468} \\ \underline{36} \\ 108 \\ \underline{108} \\ 0 \end{array}$$

$$\begin{array}{r} 12.10 \\ 3 \overline{)39.0} \\ \underline{36} \\ 30 \\ \underline{30} \\ 0 \end{array}$$

His string could go 12.1 yards if it was stretched end to end.

SCORE: 2

<u>Part 1</u>		Points
Correct answer and procedure:	“He will need 33 feet of string.” $11 \times 3 = 33$	1
<u>Part 2</u>		Points
Correct answer and procedure:	“yes he will have enough” $12 \times 33 = 396$ $468 - 396 = 72$	1
<u>Part 3</u>		Points
Incorrect answer and procedure:	“He will have 11 yrds...” $33 \div 3 = 11$	-
Total Points		2

① HE will need 33 feet of string.
1 yrd. = 3 feet

$$\begin{array}{r} 11 \\ \times 3 \\ \hline 33 \end{array}$$

② yes he will have enough

ft = 12 inches

$$\begin{array}{r} 468 \\ - 396 \\ \hline 72 \end{array}$$

he has left

$$\begin{array}{r} \times 12 \\ 33 \\ \hline 396 \end{array}$$

③ He will have 11 yds all the way around his Room.

key: 1 yrd = 3 ft

$$\begin{array}{r} 33 \\ \div 3 \\ \hline 11 \end{array}$$

SCORE: 1

Part 1		Points
Correct answer and missing procedure:	"He will need a 33 foot string"	½
Part 2		Points
Incomplete answer and procedure:	"Yes he does have enough" <i>Student must show why it is not enough.</i>	-
Part 3		Points
Incorrect answer and missing procedure:	"it can reach up to 156 yards."	-
Total Points		½

1
He will need a 33 foot string

2 yes he does have enough.

3 it can reach up to 156 yards.

SCORE: 0

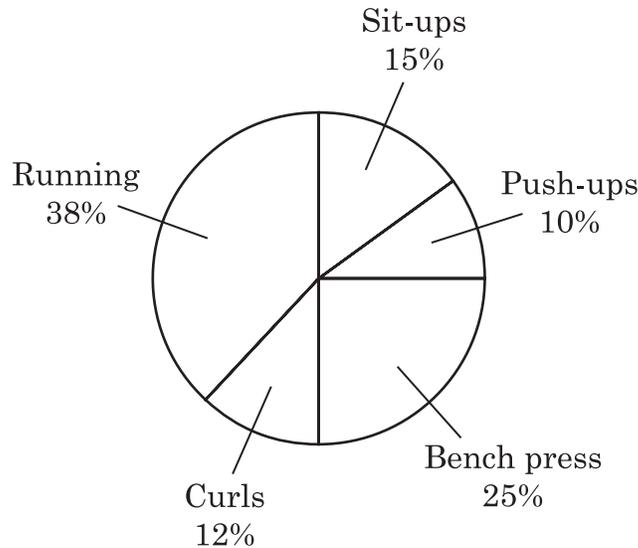
Part 1		Points
Incorrect answer and missing procedure:	"22 ft of string"	-
Part 2		Points
Incorrect answer and procedure:	"He will have 246 peaces of string left." $468 - 22 = 246$	-
Part 3		Points
Incorrect answer and missing procedure:	"wall need to be 468 long."	-
Total Points		0

1] 22 ft of string

2]
$$\begin{array}{r} 468 \\ - 22 \\ \hline 246 \end{array}$$
 He will have 246 peaces of string left.

3] wall need to be 468 long.

- C** Kerry spends 80 minutes in the gym on Thursday. The percentage of time he spent on each of 5 activities is shown in the circle graph below.



- How much time did Kerry spend on push-ups? Show your work and/or explain your answer.
- How much more time did Kerry spend on the bench press than on push-ups? Show your work and/or explain your answer.
- The difference in the amount of time Kerry spent on the bench press than on push-ups is equal to the number of minutes he spent on what other activity? Show your work and/or explain your answer.

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

Math Item C Scoring Rubric—2014 Grade 6

Score	Description
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 – 3½ points.
2	The student earns 2 – 2½ points.
1	The student earns ½ – 1½ point(s), or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SOLUTION AND SCORING

Part	Points
1	<p>1 point possible:</p> <p>1 point: Correct answer: 8 minutes Correct and complete explanation or work shown Give credit for the following or equivalent: Ex. $80 \times .1 = 8$</p> <p>Note: At a 4 level units must be included.</p> <p>OR</p> <p>½ point: Correct answer: 8 minutes Work is incomplete, missing, or incorrect</p> <p>or</p> <p>Answer is incorrect due to arithmetic error (or is missing) Correct and complete work shown</p>
2	<p>2 points possible:</p> <p>2 points: Correct answer: 12 minutes <i>Or correct answer based on previous parts</i> Correct and complete explanation or work shown Give credit for the following or equivalent: Ex. $.25 \times 80 = 20$ $20 - 8 = 12$</p> <p>Note: At a 4 level units must be included.</p> <p>OR</p> <p>1 point: Correct answer: 12 minutes <i>Or correct answer based on previous parts</i> Work is incomplete, missing, or incorrect</p> <p>or</p> <p>Answer is incorrect due to arithmetic error (or is missing) Correct and complete work shown</p>

Part	Points
3	<p>1 point possible:</p> <p>1 point: Correct answer: Sit-ups <i>Or correct answer based on previous parts</i> Correct and complete explanation or work shown Give credit for the following or equivalent: Ex. $12 \div 80 = .15$ $.15 = 15\%$ the same as sit-ups Ex. BP 25% PU - <u>10%</u> 15% the same as sit-ups</p> <p>OR</p> <p>½ point: Correct answer: Sit-ups <i>Or correct answer based on previous parts</i> Work is incomplete, missing, or incorrect</p> <p>or</p> <p>Answer is incorrect due to arithmetic error (or is missing) Correct and complete work shown</p>

SCORE: 4

<u>Part 1</u>		Points
Correct answer and procedure:	"8 minutes" $.10 \times 80 = 8.00$	1
<u>Part 2</u>		Points
Correct answer and procedure:	"12 minutes" $.25 \times 80 = 20.00$ $20 - 8 = 12$	2
<u>Part 3</u>		Points
Correct answer and procedure:	"Sit-ups" $.15 \times 80 = 12.00$	1
Total Points		4

① 10% of 80

$$\begin{array}{r} .10 \\ \times 80 \\ \hline 800 \\ + 800 \\ \hline 8000 \end{array}$$

8 minutes

② 25% of 80

$$\begin{array}{r} .25 \\ \times 80 \\ \hline 400 \\ + 1600 \\ \hline 2000 \end{array}$$

20

12 minutes

③ 15% of 80

$$\begin{array}{r} .15 \\ \times 80 \\ \hline 400 \\ + 800 \\ \hline 1200 \end{array}$$

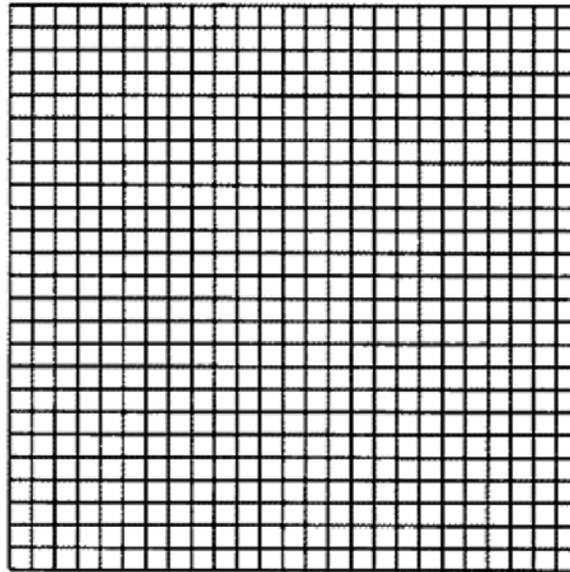
Sit-ups

1200 minutes

SCORE: 3

Part 1		Points
Correct answer and procedure:	"8 min." $0.10 \cdot 80 = 8 \text{ min.}$	1
Part 2		Points
Correct answer and procedure:	"12 min." $0.25 \cdot 80 = 20 \text{ min}$ $20 \text{ min} - 8 = 12 \text{ min}$	2
Part 3		Points
Incorrect answer and procedure:	"curls and push-ups" $Bp = 20$ $pu + c = 20$ $8 + 12 = 20$	-
Total Points		3

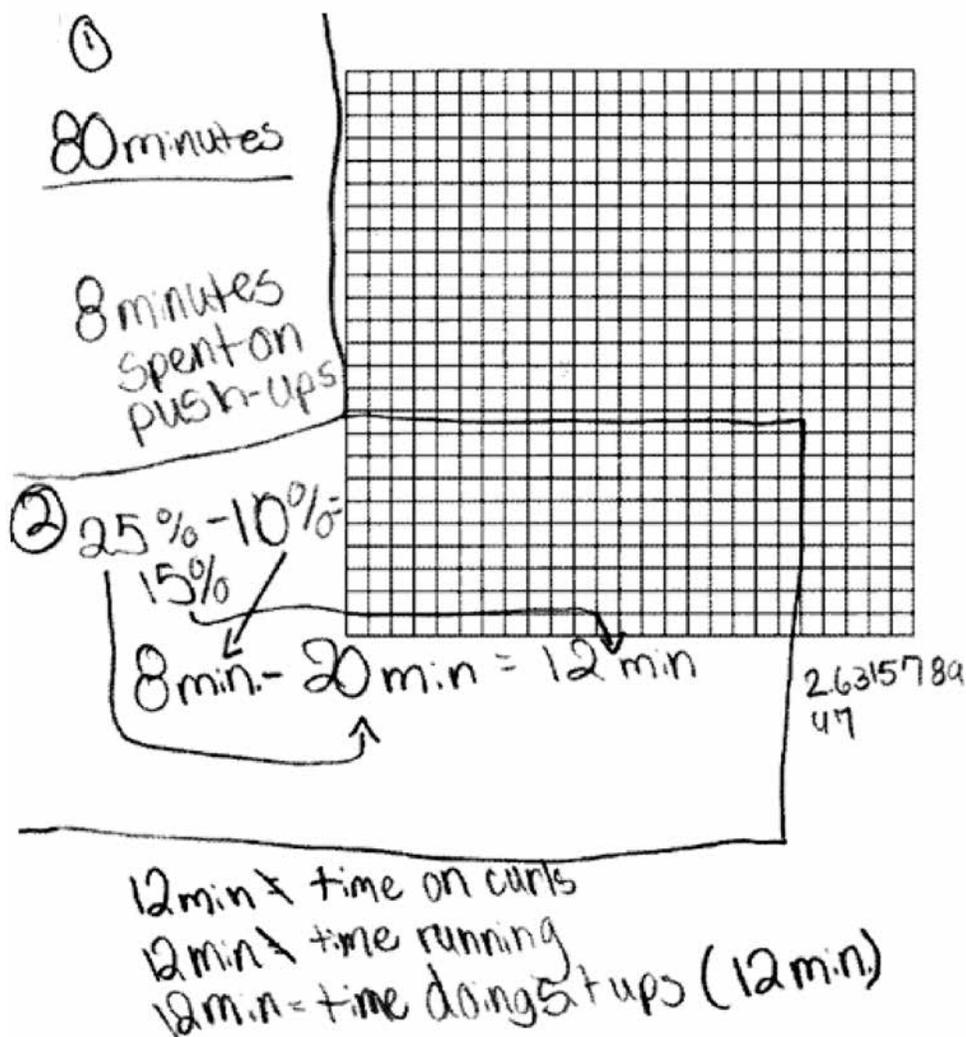
$0.10 \cdot 80 = 8 \text{ min.}$
A: 8 min.



20 12 min.	30 curls and push-ups.
$0.25 \cdot 80 = 20 \text{ min}$	$Bp = 20$
$0.10 \cdot 80 = 8$	$pu + c = 20$
12 min	$8 + 12 = 20$

SCORE: 2

Part 1		Points
Correct answer and missing procedure:	"8 minutes spent on push-ups"	½
Part 2		Points
Correct answer and incorrect procedure:	"12 min" 8 min. - 20 min = 12 min	1
Part 3		Points
Correct answer and missing procedure:	"12 min = time doing situps (12 min.)"	½
Total Points		2

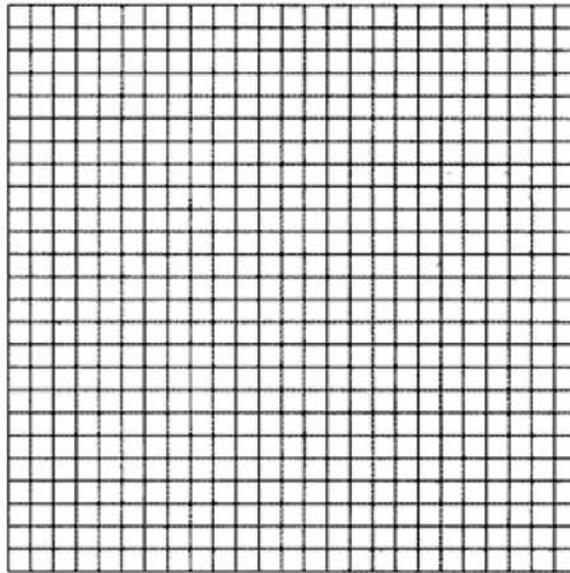


SCORE: 1

Part 1		Points
Correct answer and missing procedure:	“8 minutes” $.10 \times 80 = 8.0$	1
Part 2		Points
Incorrect answer and procedure:	“8 minutes more than push-ups”	-
Part 3		Points
Correct answer and incorrect procedure:	“sit-ups” “Both parts on the pie look the same”	$\frac{1}{2}$
Total Points		$1\frac{1}{2}$

1.
$$\begin{array}{r} .10 \\ \times 80 \\ \hline 800 \end{array}$$
 8 minutes

2. 8 minutes more than push-ups.



3. Sit-ups
Both parts on the pie look the same.

SCORE: 0

<u>Part 1</u>		Points
Incorrect answer and missing procedure:	"Kerry spend on push-ups 10 times."	-
<u>Part 2</u>		Points
Incorrect answer and incorrect procedure:	"...15 more times..." $25\% - 10\% = 0.15$ $0.15 \times 100 = 15$	-
<u>Part 3</u>		Points
Incorrect answer and incorrect procedure:	"Kerry spend 65 minutes on sit-up, Running, and curls." $38 + 15 + 12 = 65$	-
Total Points		0

1. Kerry spend on push-ups 10 times.

Running 35%
Sit-ups 15%
Push-ups 10%
Bench press 25%
Curls 15%

2. Kerry spend on bench press 15 more times then push-ups.
 $25\% - 10\% = 0.15$
 $0.15 \times 100 = 15$ more times

3. Kerry spend 65 minutes on sit-up, Running, and curls.
 $38 + 15 + 12 = 65$ minutes.

ACTAAP

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