



Arkansas Comprehensive Testing, Assessment, and Accountability Program

TEACHER HANDBOOK

AUGMENTED BENCHMARK EXAMINATION GRADE 8

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 eighth-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, eighth-grade students participated in the *Grade 8 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 8 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 8 Augmented Benchmark Examination* are developed with the assistance and approval of Content Advisory Committees. All passages and items on the *Grade 8 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 8 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 8 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 8 Augmented Benchmark Examination*.

READING RESPONSES

Sleep

You're busy with school, sports, after-school activities, homework, *and* a job. So be honest—how high on your priority list is a good night's sleep? For many teens, not very high. Perhaps you don't think you need much sleep ("I can get by on 6 hours") or maybe you figure you can make up for it on the weekend ("I always sleep until noon on Saturday").

Although you may think getting the right amount of ZZZs isn't all-important, it is. In the same way that you make sure to get enough to eat, good sleep habits are a big part of staying healthy. And it's not just about making your parents and teachers happy. If you want to do well on tests, play sports without falling on your face, and hang out with your friends without turning into a zombie, you'll want to take a hard look at your sleep routine.

The Skinny on Sleep

3 Sleep isn't simply the opposite of being awake. In fact, while you're in sweet slumber, your brain is still active. As you sleep, your brain passes through stages that are necessary for you to stay healthy. Sleep is actually food for

your brain. And like food, sleep is not an option. It's a need.

Many people—both teens and adults—believe that if they don't get enough sleep during the week, they can catch up on that lost sleep over the weekend and it will all even out. Although this seems like a simple trade-off, trying to pay back your sleep "debt" on weekends doesn't always work.

5 About every 90 minutes while you snooze, the brain passes through four stages of sleep—from light to deep—then moves into one of the most important stages of sleep, known as **REM** (rapid eye movement) sleep or the dream stage. **REM** sleep is believed to be important in learning and memory. As the night progresses, your brain spends more and more time in the **REM** stage, from about 10 minutes during the first cycle to over an hour at the end of 8 or 9 hours of sleep. So if you sleep for only 6 hours a night, and you use weekends to catch up, you may not get the same quality of sleep that you would have if you tacked on an extra 2 hours each night during the week. And you may be missing out on some of your best dreams.

Sleep Problems

Some teens experience sleep problems that go beyond the occasional late night out. If you have any of the following symptoms that make you think that you may have a problem, talk to your doctor.

Insomnia is what happens when you have a lot of trouble falling asleep, especially when it happens often. The most common cause for insomnia is stress. **Chronic insomnia** lasts more than a month and may be caused by problems like depression.

Sleepwalking is when you walk or move around during sleep. Because most sleepwalkers don't sleepwalk very often, it usually doesn't become a serious problem. But some sleepwalkers move around almost every night, and they're at risk of getting hurt if they go into the kitchen where there are sharp items, for example, or if they go outside.

Sleep apnea is a disorder that causes a person to stop breathing temporarily during sleep. Causes of apnea include enlarged adenoids (tissues located in the passage that connects the nose and throat) and tonsils and obesity. People with sleep apnea may experience snoring, difficulty breathing, choking, and heavy sweating during sleep. They may also feel extremely sleepy or irritable during the day.

Narcolepsy (pronounced: nar-kuh-lep-see) is a sleep problem in which the person has sleep "attacks" during the day and can't stay awake, no

matter how much sleep the person had the night before. Narcolepsy can be dangerous because people with it can fall asleep in perilous situations, such as while driving a car.

How Many ZZZs Do I Need?

Do you think that as a teen you need less sleep than your younger sister or brother? Actually, research shows that for teens to feel tops, on average they need a whopping 9 hours of sleep each night. But this number can be hard to reach. You don't need to be a math whiz to figure out that if you wake up for school at 6:00 a.m., you'd have to go to bed at 9:00 p.m. to reach the 9-hour mark. Recent studies have shown that many teens have trouble going to sleep so early—not because they don't want to sleep, but because their brains naturally work on later schedules and aren't ready for bed.

- 12 What happens if you don't get enough sleep? Plenty. You'll probably feel sleepy during the day and you may have trouble staying awake in class. This can affect your ability to concentrate, make good judgments, and get good grades. Most importantly, if you fall asleep while driving a car, you could be in a serious accident. Some teens experience emotional problems such as depression if they don't get enough sleep. You might also feel irritable, cranky, or more emotional than usual. When you don't get enough sleep, you might feel more clumsy and less coordinated. Not getting enough sleep can also contribute to acne and other skin problems.

Tips for Getting the Right Amount of ZZZs

If you want to make good sleep a habit, take a look at your everyday schedule.

Are you working so many hours at your after-school job that you end up staying up late to finish homework? Does football practice take up so much time that you never get to bed before 11:00 p.m.? If so, think about ways to make your schedule more manageable.

Can you work fewer hours if your job isn't essential? If football is especially important, can you drop another activity to make time for sleep?

If you're getting enough rest at night and you're still falling asleep during the day, it's a good idea to visit your doctor. The doctor will look at your overall health and sleep habits and may do a test to find out whether anything is happening during the night to disturb your sleep, like sleep apnea.

There are things you can do that might make it easier for you to fall asleep when you hit the sack. Here are some tips for good sleep habits:

- Have a regular bedtime and try to arrange your schedule so that you can stick to it.
- Try to stay on schedule even on the weekend. Don't go to sleep more than an hour later or wake up more than 2 to 3 hours later than usual.
- Don't nap a lot during the day. If you do take naps, limit them to 20 to 30 minutes.
- Leave some time to unwind before bed. This may mean saving a little time for the stress-reducing techniques that work best for you, such as meditation.
- Don't exercise right before bed. It's important to get enough regular exercise, but plan to do it in the morning or early afternoon if possible.
- Avoid beverages that contain caffeine, such as coffee or soft drinks, after late afternoon.
- Get into bright light as soon as possible in the morning, but avoid it in the evening. Bright light signals the brain that it's time to wake up.
- Say no to cramming for exams with all-nighters. The best way to prepare for a test is to spread your studying out over time and to get plenty of sleep.

Now that you know just how important slumber is to your health and happiness, be sure to stock up on sleep every night to feel your best.

A What is the author’s attitude about teenagers and sleep? How does the author make that attitude known?

Use at least **two** details from the passage to support your response.

Reading Item A Scoring Rubric—2014 Grade 8

Score	Description
4	The response explains the author’s attitude about teenagers and sleep and how the author makes this known and provides at least two accurate and relevant details from the passage.
3	The response explains the author’s attitude about teenagers and sleep and how the author makes this known and provides one accurate and relevant detail from the passage. OR The response explains the author’s attitude about teenagers and sleep or how the author makes this known and provides at least two accurate and relevant details from the passage.
2	The response explains the author’s attitude about teenagers and sleep and how the author makes this known, but fails to provide supporting details. OR The response explains the author’s attitude about teenagers and sleep and provides one supporting detail. OR The response explains how the author makes his attitude known and provides one supporting detail. OR The response provides at least two details that could show the author’s attitude about teenagers and sleep.
1	The response explains the author’s attitude about teenagers and sleep but fails to explain how the author makes his viewpoint known. OR The response explains how the author makes his attitude known but fails to explain the author’s attitude about teenagers and sleep. OR The response provides one detail that could show the author’s attitude about teenagers and sleep. OR The response demonstrates minimal understanding of the question.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SCORE POINT: 4

The response explains the author’s attitude about teenagers and sleep (“the author is trying to say that sleep is very important”) and how the author makes this known (“by trying to persuade teens to get more sleep”) and provides more than the required two details from the passage for support (“In the passage it states, although you may think getting the right amount of sleep isn’t all important, it is,” “the amount of sleep you get each night will affect your performance on tests, in sports, and hanging out with your friends...this will affect your concentration, judgement, grades, your driving, and may even cause emotional problems such as depression,” and “The passage also states that plenty can happen if you dont get enough sleep. You’ll probably feel sleepy during the day and you may have trouble staying awake in class”). The response demonstrates a thorough understanding of the task.

The author's attitude in the passage about teenagers and sleep is very persuasive. The author makes this known by trying to persuade teens to get more sleep. In the passage it states, although you may think getting the right amount of sleep isn't all important, it is. By stating this the author is trying to say that sleep is very important because the amount of sleep you get each night will affect your performance on tests, in sports, and hanging out with your friends. The passage also states that plenty can happen if you don't get enough sleep. You'll probably feel sleepy during the day and you may have trouble staying awake in class. By saying this the author is stating that this will affect your concentration, judgement, grades, your driving, and may even cause emotional problems such as depression.

SCORE POINT: 3

The response explains the author's attitude about teenagers and sleep ("they need more sleep so they can be more focused and energized") and provides two details from the passage for support ("they need to stop working long shifts at their daily job after school" and "stop hanging around with friends so late"). The response shows evidence of a general, but not a comprehensive, understanding of the task.

When he or she said
that they need more sleep
so they can be more
focused and energized for
they day and they need to
stop working long shifts at
their daily job after school
and also stop hanging around
with friends so late cause
that is causes lack of sleep.

SCORE POINT: 2

The response explains the author's attitude about teenagers and sleep ("is concerned") and how the author makes this attitude known ("they give us tips"), but fails to provide a detail from the passage for support. The response shows evidence of only a basic understanding of the task.

The author's attitude about teenagers and sleep is concerned. The author makes that attitude known because they give us tips

SCORE POINT: 1

The response explains the author's attitude about teenagers and sleep ("teens don't get enough sleep"), but fails to explain how the author makes his viewpoint known. The response provides evidence of minimal understanding.

teens don't get enough sleep. he tells us

SCORE POINT: 0

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

He know because maybe sometime he didn't sleep, so he know how is that feel and that's why he want to we know that.

For a copy of the passage
“Moon Garden” by Sharon Lovejoy,
used in the 2014 operational test,
please refer to the hard copy version
of the Teacher Handbook.

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of the Teacher Handbook.

- B** The author compares a Moon Garden to a “flowery welcome mat.” Identify two features of a Moon Garden that make it “welcoming” and explain how each feature does so.

Reading Item B Scoring Rubric—2014 Grade 8

Score	Description
4	The response identifies two features of a moon garden that make it “welcoming” and explains how each feature is “welcoming.”
3	The response identifies two features of a moon garden that make it “welcoming” and explains how one such feature is “welcoming.”
2	The response identifies two features of a moon garden that make it “welcoming.” OR The response identifies one feature of a moon garden that makes it “welcoming” and explains how that feature is “welcoming.”
1	The response identifies one feature of a moon garden that makes it “welcoming.” OR The response demonstrates minimal understanding of the question.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SCORE POINT: 4

The response identifies two features of a moon garden that make it “welcoming” (“‘Critters you never see in daylight stop for snacks’ or to raise families” and “Pale flowers that looked tired during the day bloom”) and explains how each feature is “welcoming” (“If you like nature and animals, observing them is a treat,” “The garden is shaped like crescent, as if to call nocturnal animals to it,” “‘Under a full moon, your garden looks enchanted’ glowing in the night; It welcomes those who love mysterious things,” and “‘Fragrance is the color of the night.’ Some animals may be attracted to smell. Plus, people like flowers’ scents too”). The response demonstrates a thorough understanding of the task.

A Moon Garden is welcoming:

① “‘Critters you never see in daylight stop for snacks’ or to raise families.”

- If you like nature and animals, observing them is a treat (people)
- The garden is shaped like crescent, as if to call nocturnal animals to it. (like a runway for planes) (animals)

② Pale flowers that looked tired during the day bloom.

- “‘Under a full moon, your garden looks enchanted’ glowing in the night; It welcomes those who love mysterious things (people)
- “‘Fragrance is the color of night.’ Some animals may be attracted to smell. Plus, people like flowers’ scents too. (animals)

SCORE POINT: 3

The response identifies two features of a moon garden that make it “welcoming” (“At night it releases a fragrance that only happens during the night” and “A Moon garden is a shelter...”), but explains only how the second feature is “welcoming” (“...for very rare animals that come for a snack and sometimes stay to live there and raise a family”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

1. At night it releases a fragrance that only happens during the night.

2. A Moon garden is a shelter for very rare animals that come for a snack and sometimes stay to live there and raise a family.

SCORE POINT: 2

The response identifies two features of a moon garden that make it “welcoming” (“magic happens and miricals unfold” and “fragrance is the color of night”). The response shows evidence of only a basic understanding of the task.

That magic happens and miricals unfold
 Fragrance is the color of night

SCORE POINT: 1

The response identifies one feature of a moon garden that makes it “welcoming” (“toads, frogs, glow-worms, and fireflies become you guest”). The response provides evidence of minimal understanding.

① Spread out you flowers/ welcome
 mat and wait for darkness fall.

② toads, frogs, glow-worms, and fireflies
 become you guest.

SCORE POINT: 0

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

The moon Garden will need a 10 by 10
 space where it gets 6 hours of sunlight
 daily. It also has to be a certain direction.

The welcome mat can be put anywhere. It
 does not have to be in a certain spot or
 facing a certain directions.

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 8 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 8 students in April 2014.

Prompt

Your teacher asked you to write an essay about an adult you want to be like when you get older.

Before you begin to write, think about an adult you want to be like when you get older. Who is that person? What is that adult like and **why** do you want to be like him or her?

Now write an essay about an adult you want to be like when you get older. 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 has a clear central idea (wanting to become like the writer’s mother) and is evenly and fully elaborated. There is clear organization and an effective closing. Overall, consistent control of Content features is demonstrated.

Style: 4

This response includes purposefully chosen information and vivid, precise vocabulary selected to affect the reader throughout (“discontinue being anadolescent,” “supports my dream to be a musician by putting me in many music-oriented lessons,” “enjoys expressing herself through the culinary arts”). The variety in sentence beginnings and lengths creates an interesting reading. An appropriate tone of admiration is maintained throughout, and the writer’s voice is strong. This response demonstrates consistent control of Style features.

Sentence Formation: 4

This response displays mature sentence structures, using expansion through coordination and embedding through subordination. There is consistent control of the Sentence Formation domain.

Usage: 4

Although this response is not perfect (“mom always brings back several gifts for myself,” “mom always serves my father and I first”), there is consistent use of standard inflections, agreement, word meaning, and conventions throughout the response which demonstrates consistent control of Usage features.

Mechanics: 4

Although this response has an occasional error in spelling (“anadolescent,” “asto”) and a missing apostrophe, consistent control of Mechanics features is demonstrated.

Many people have a hero or role model. My role model is particularly influential in my life. When I discontinue being an adolescent, I want to be like my mother. She is intelligent, caring, and puts others before herself.

My mother, Donna, is a very intellectual person. She is very book smart. No matter what subject I need assistance in, she is always able to aid me. Not only is she book smart, mom is street smart. My mother teaches me how to be safe in cities and in the suburban areas. Once, we were in a store when there was a robbery. She knew to make sure I was quiet. Luckily, everyone was unharmed. My mother's remarkable intellect is just one of her great qualities.

Mom is also extremely kind. My mother always does everything she can to help my ambitions and goals be accomplished. She supports my dream to be a musician by putting me in many music-oriented lessons. Mother also does kind deeds for the community. Last Christmas, she baked a dozen batches of cookies and took them to the local nursing home. Mom also gives me the support I need when drama occurs at school. She is patient and listens, then advises me as to what I should do.

Mama puts others before herself. My mama is an enthusiastic shopper. Whenever she goes, however, it is not for herself. Mom always brings back several gifts for myself and for my dad. Also, mom enjoys expressing herself through the culinary arts. When our family sits at the table for a meal, mom always serves my father and I first. She also puts my activities before her own. One weekend, I had a swim meet. She canceled her ladies night out to take me.

Mom is truly a spectacular person! Whenever I am down, she always brings my spirits up. Mama is better than I could ever ask for in a parent. She is very important in my life. If I lost my mom, I don't know what I would do. She is my support system. I love her so much!

WRITING SAMPLE RESPONSE 2

Content: 3

This response has a clear central idea (wanting to grow up to be like Carrie Underwood), although the reasons given at the end of the introduction are not strictly followed. Some ideas build from one another, especially in the last body paragraph (“In her music video for ‘Cowboys Cassanova’ her dress looks like fancy old timy clothes”), but elaboration is not complete enough to receive a higher score. Ideas are logically organized, yet move somewhat quickly from one admirable quality to the next. A simplistic closure is present. Overall, the response demonstrates reasonable control of the Content domain.

Style: 3

This response has purposefully selected vocabulary in some instances (“Cowboy Cassinova,” “wardrobe,” “old timy”). There is some variety in beginnings and lengths of sentences (“I grew up with a family that loved to sing,” “She writes great songs,” “In her music videos”). The writer’s tone is appropriate, and a voice is present that fades at times when the information becomes general. The response demonstrates reasonable control of Style features.

Sentence Formation: 3

This response includes a sentence that requires embedding of ideas (“Shes good hearted, and loving person, and a person who cares”) and contact run-ons (“Almost every song she has come out with I’ve loved my faviorte is Cowboy Cassinova,” “They are beautiful when I get older I want to be able to wear those fancy kind of clothes in my music video”). However, the writer demonstrates the ability to form some complex sentences. This response displays reasonable control of the Sentence Formation domain.

Usage: 4

Although this response includes a few errors (“a adult,” “a could write songs,” “This is a few reasons”), there is consistent use of correct standard inflections, agreement, word meaning, and conventions throughout the response which demonstrates consistent control of the Usage domain.

Mechanics: 4

Although this response has a few misspelled words (“romodel,” “faviorte,” “old timy”) and some missing punctuation, there is consistent control of Mechanics features.

When I grow up a adult I would want to be is Carrie Underwood. Carrie Underwood is a good role model for kids my age because she's not like some other singers she's good hearted, and loving person, and a person who cares. I

I would like to be Carrie Underwood because she does something I've always dreamed of doing. She is a famous country singer and I've always wanted to be a singer. I grew up with a family that loved to sing, so I've grown up with music.

Another reason I would like to to be like her is her music. Almost every song she has come out with I've loved my favorite is Cowboy Casanova. She writes great songs and I wish I could write songs like her. She inspires me so much.

One last reason why I would like to be like Carrie Underwood when I get older is her fancy, beautiful style.

In her music videos her wardrobe is beautiful and amazing. In her music video for "Cowboys Cassinova" her dress looks like fancy old timey clothes. They are beautiful when I get older I want to be able to wear those fancy kind of clothes in my music videos. This is a few reasons why I would like to become like Carrie Underwood.

WRITING SAMPLE RESPONSE 3

Content: 2

This response has a central idea focused on wanting to be like Steve Austin. Due to the lack of elaboration, the details are a list-like summary. Although the response is organized, the overall lack of elaboration and closure demonstrate inconsistent control of the Content domain.

Style: 2

This response includes general information and functional vocabulary that fails to affect the reader. Most sentences are simple (“Then he was a movie star,” “Then he was a wrestler,” “I like wrestling”) which create a choppy reading. As a result, the tone is flat and the voice is dim. There is inconsistent control of the features of Style.

Sentence Formation: 3

This response has a missing word and a contact run-on (“I love every movie there is my favorites Have Steve Austin in them”). Many sentences are formed correctly, yet are of simplistic construction, which, along with the error, demonstrate reasonable control of the Sentence Formation domain.

Usage: 4

This response includes consistent use of correct standard inflections, agreement, word meaning, and conventions throughout the response which demonstrates consistent control of the Usage domain.

Mechanics: 4

Although the features of Mechanics in this response are not controlled perfectly as evidenced by a few errors, there is demonstration of consistent control of the domain; however, the response is considered an example of a lower “4” in Mechanics.

When I get older I would like to be like "Stone Cold" Steve Austin. He was once a wrestler. Then he was a movie star. Then he was a wrestler. I really want to be professional wrestler and movie star, because it would be fun. I would be a very good wrestler. I also would make a good movie star. I like wrestling, I watch it every time it comes on. I love every movie there is my favorite, have Steve Austin in them.

MATH RESPONSES

A Cameron has two options for a cell phone plan. Plan A costs \$39.99 per month for up to 450 minutes per month, with a \$0.45 charge per additional minute. Plan B costs \$59.99 per month for up to 900 minutes per month, with a \$0.40 charge per additional minute.

1. If Cameron uses 600 minutes in a given month, which plan will charge less for the month and by how much? Show your work and/or explain your answer.
2. If Cameron uses 600 minutes per month for a year (12 months), how much more would he pay for the entire year for the more expensive plan than the less expensive plan for this number of minutes? Show your work and/or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Math Item A Scoring Rubric—2014 Grade 8
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Score	Description
4	The student earns 4 points. The response contains no incorrect work. Dollar signs are present in both Parts 1 & 2.
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>2½ points possible:</p> <p>1 point: Correct answer: Plan B by \$47.50 or Plan A costs more, \$47.50</p> <p>AND</p> <p>1 point: Correct work leading to Plan A Cost <i>(Only 1 arithmetic or copy error allowed on Part 1)</i> Ex. $450 + 150 = 600$ $39.99 + 0.45 \times 150 = 107.49$</p> <p>AND</p> <p>½ point: Correct work leading to difference of the plans <i>(Only 1 arithmetic or copy error allowed on Part 1)</i> Ex. $107.49 - 59.99 =$</p>
2	<p>1½ points possible:</p> <p>1 point: Correct answer: \$ 570 <i>Or correct answer based on Part 1</i></p> <p>AND</p> <p>½ point: Correct and complete explanation or work shown <i>Work may contain an arithmetic or copy error</i> Give credit for the following or equivalent: Ex. $(39.99 + 0.45 \times 150) \times 12 = 1289.88$ $59.99 \times 12 = 719.88$ $1289.88 - 719.88 =$ Ex. $12 \times 47.50 =$</p>

SCORE: 4

<u>Part 1</u>		Points
Correct answers:	Plan B and \$47.50	1
Correct procedure for Plan A:	$600 - 450 = 150$ $150 \times .45$ $39.99 + 67.5 = 107.49$	1
Correct procedure for difference:	$107.49 - 59.99 =$	1

<u>Part 2</u>		Points
Correct answer:	\$570	$\frac{1}{2}$
Correct procedure:	$(39.99 + 67.5) \times 12 = 1289.88$ $(59.99)12 = 719.88$ $1289.88 - 719.88 =$	$\frac{1}{2}$
Total Points		4

1)

a- 39.99/month
450 min/month
0.45 after 7

b- 59.99/month
900 min/month
0.40 after 7

A = 39.99(67.5)
600 \$107.49 (more)
450 B = 59.99 (less)
150
107.49
.45 - 59.99 \$47.50

*Plan B costs less by \$47.50.

2) 600 min/month for a year | 1 year = 12 months

A = (39.99 + 67.5) / 12 = 1289.88/year

B = (59.99) / 12 = 719.88

$\begin{array}{r} 1289.88 \\ - 719.88 \\ \hline 570.00 \end{array}$

*Plan B costs less by \$570.00.

SCORE: 3

Part 1		Points
Correct answer:	Plan B and 47.50	1
Correct procedure for Plan A:	$.45 \times 150 = 67.50$ $67.50 + 39.99 = 107.49$	1
Correct procedure for difference:	$107.49 - 59.99 =$	1

Part 2		Points
Incorrect answer:	\$576	0
Correct procedure with a copy error:	$107.99 \times 12 = 1295.88$ $59.99 \times 12 = 719.88$ $1295.88 - 719.88 =$	$\frac{1}{2}$
Total Points		$3\frac{1}{2}$

Handwritten work on the grid:

$$\begin{array}{r} .45 \\ \times 150 \\ \hline 67.50 \\ + \\ 39.99 \\ \hline \$107.49 \end{array}$$

$$\begin{array}{r} 9\ 16\ 14 \\ 107.49 \\ - 59.99 \\ \hline 47.50 \end{array}$$

$$\begin{array}{r} 107.99 \\ \times 12 \\ \hline 1295.88 \end{array}$$

$$\begin{array}{r} 59.99 \\ \times 12 \\ \hline 719.88 \end{array}$$

$$\begin{array}{r} 12815 \\ 1295.88 \\ - 719.88 \\ \hline 576.00 \end{array}$$

(1) Plan B 47.50 less
 (2) \$576.00 more if you are on plan A
~~1295.88~~
~~- 719.88~~
 22

SCORE: 2

Part 1		Points
Incomplete answer:	Plan B	0
Correct procedure for Plan A:	$600 - 450 = 150$ $150 \times 0.45 = 67.50$ $67.50 + 39.99 = 107.49$	1
Missing procedure for difference:		0

Part 2		Points
Correct answer:	\$570	½
Correct procedure:	$107.49 \times 12 = 1289.88$ $59.99 \times 12 = 719.88$ $1289.88 - 719.88 =$	½
Total Points		2

2) Plan A =
 $39.99 + 0.45x$
 450 mins = 39.99
 $150 \times 0.45 =$
 $67.50 = 125 \text{ mins}$
 39.99
 $+ 67.50$
 107.49
 Plan A = \$107.49 for 600 mins.

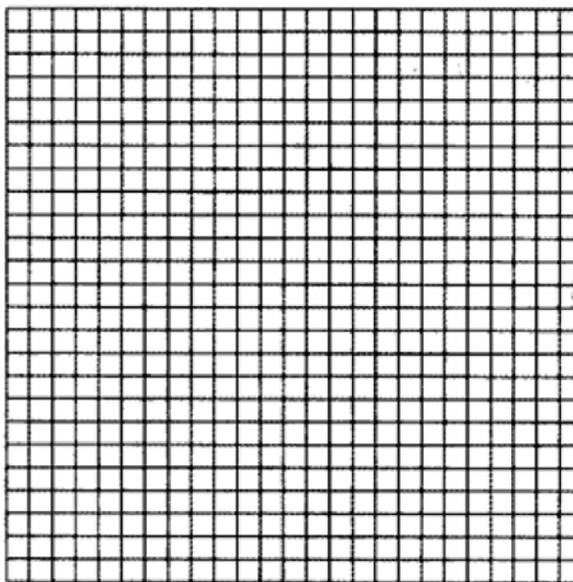
Plan B = 59.99 a month for 900 mins.
 Plan B is cheaper because $\$59.99 < \107.49

2) Expensive Plan = \$107.49 a month
 12 months = 1 year,
 $\$107.49 \times 12 = \$1,289.88$
 Less expensive plan = 59.99 a month
 $\$59.99 \times 12 = \719.88
 $\$1,289.88 - 719.88 = \570.00
 He would spend an extra \$570.00 a year if he went with the expensive plan.

SCORE: 1

<u>Part 1</u>		Points
Incomplete answer:	Plan B	0
Missing procedure for Plan A:		0
Missing procedure for difference:		0
<u>Part 2</u>		Points
Correct answer:	\$570	½
Correct procedure:	$107.49 \times 12 = 1289.88$	½
	$59.99 \times 12 = 719.88$	
	$1289.88 - 719.88 =$	
Total Points		1

② $\$39.99 + \$67.50 =$
 $\$107.49 \times 12 = \1289.88
 For plan A.
 $\$59.99 \times 12 = \719.88
 For plan B.
 $\$1289.88 - 719.88 = \570
 He would save \$570
 if he uses Plan B.



① The phone he could pick is Plan B. I + would allow him to
 have the normal texting and calling time he usually has and
 some more.

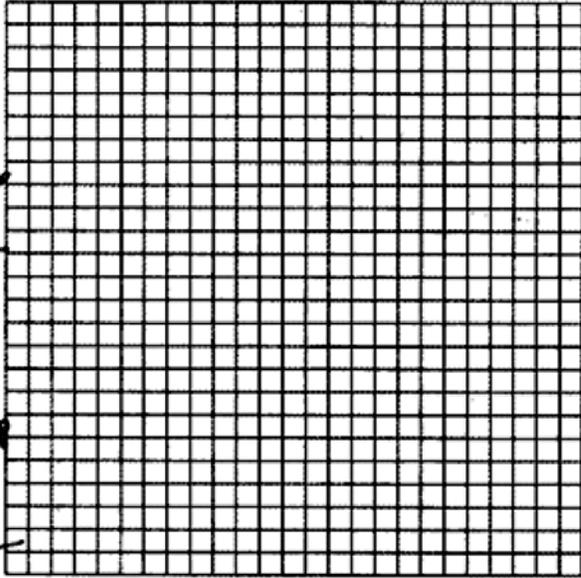
SCORE: 0

Part 1		Points
Incomplete answer:	Plan B	0
Missing procedure for Plan A:		0
Missing procedure for difference:		0

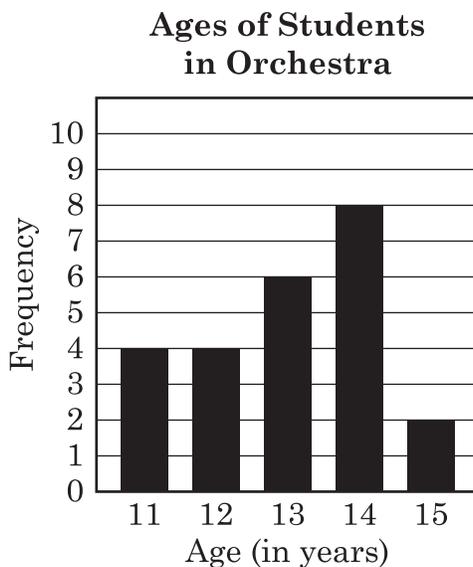
Part 2		Points
Incorrect answer:	\$15	0
Missing procedure:	0	0
Total Points		0

① Plan B because he could have more minutes in case of emergency

② He would pay 15 dollars more for the more exercise plan rather than the less expensive plan.



- B** There are 24 students in the Clearview Middle School orchestra. Their ages are represented in the graph below.



1. What is the mean of the students' ages in the orchestra? Show your work and/or explain your answer.
2. If Liza, John, and Stephen, who are all 13-year-olds, join the orchestra, how will the mode be affected? Show your work and/or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Math Item B Scoring Rubric—2014 Grade 8

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

SOLUTION AND SCORING

Part	Points
1	<p>2 points possible:</p> <p>1 point: Correct answer: 13</p> <p>AND</p> <p>1 point: Correct and complete explanation or work shown <i>Work may contain an arithmetic or copy error</i> Give credit for the following or equivalent: Ex. $\frac{4 \times 11 + 4 \times 12 + 6 \times 13 + 8 \times 14 + 2 \times 15}{24} =$</p>
2	<p>2 points possible:</p> <p>1 point: Correct answer: Mode will change to 13</p> <p>AND</p> <p>1 point: Correct and complete explanation or work shown <i>Work may contain an arithmetic or copy error</i> Give credit for the following or equivalent: Ex. The mode changed to 13 because the mode before was 14 due to 8 kids at that age. After adding 3 more 13 year olds, there is 1 more 13 year old than 14 year old.</p>

SCORE: 4

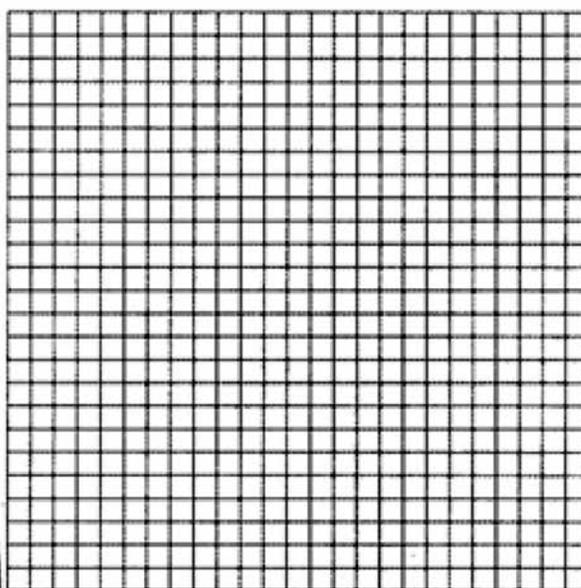
<u>Part 1</u>		Points
Correct answer:	13	1
Correct procedure:	$11 + 11 + 11 + 11 + 12 + 12 + 12 + 12 + 13 + 13 + 13 + 13 + 13 + 13 = 170$ $14 + 14 + 14 + 14 + 14 + 14 + 14 + 14 + 15 + 15 = 142$ $170 + 142 = 312; 312 \div 24 = 13$	1

<u>Part 2</u>		Points
Correct answer:	13	1
Correct procedure:	“there will be nine 13 year olds and only eight 14 year olds”	1
Total Points		4

① The mean of the student's ages is 13.

$$\begin{array}{r} \dots \\ 11 \\ 11 \\ 11 \\ 11 \\ 12 \mid 4 \\ 12 \mid 4 \\ 12 \mid 4 \\ 12 \mid 4 \\ 13 \mid 5 \\ \hline 170 \quad 172 \end{array}$$

$$\begin{array}{r} 170 \\ + 142 \\ \hline 312 \\ \div 24 \\ \hline 13 \end{array}$$



② The mode will be changed to 13 year olds because then there will be nine 13 year olds and only eight 14 year olds. Right now there are six 13 year olds and only eight 14 year olds.

SCORE: 3

<u>Part 1</u>		Points
Incorrect answer:	13.5	0
Correct procedure with an arithmetic error:	$(11 \times 4) + (12 \times 4) + (13 \times 6) + (14 \times 8) + (15 \times 2) = 324$ $324 \div 24 =$	1
<u>Part 2</u>		Points
Correct answer:	13	1
Correct procedure:	The student writes two tables representing the number of students in each grade before and after the three 13 year olds join the orchestra.	1
Total Points		3

1). (11×4) ← age multiplied by amount of students that age.
 $+ (12 \times 4)$
 $+ (13 \times 6)$
 $+ (14 \times 8)$
 $+ (15 \times 2)$ total students
 $\hline 324 \div 24 = 13.5$

The mean of the students in orchestra's ages is 13.5 years old.

Before L, L & S join		After L, L & S join	
age	# of students	age	# of students
11	4	11	4
12	4	12	4
13	6	13	9
14	8	14	8
15	2	15	2
mode: 14		mode: 13	

If John, Liza and Stephen join orchestra, the amount of 13-year-olds would surpass the amount of 14-year-olds by 1, making the new mode 13.

I compared the mode before and after, thus finding out that the mode changed from 14 to 13 after John, Liza & Stephen joined orchestra.

SCORE: 2

<u>Part 1</u>		Points
Correct answer:	13	1
Correct procedure:	$11 \times 4 + 12 \times 4 + 13 \times 6 + 14 \times 8 + 15 \times 2 = 312$ $312 \div (4 + 4 + 6 + 8 + 2) =$	1
<u>Part 2</u>		Points
Incorrect answer:	No change	0
Incorrect procedure:	$11 \times 4 + 12 \times 4 + 13 \times 9 + 14 \times 8 + 15 \times 2 = 351$ $351 \div (4 + 4 + 9 + 8 + 2) =$	0
Total Points		2

①

$$\begin{array}{r}
 11 \times 4 \\
 12 \times 4 \\
 13 \times 6 \\
 14 \times 8 \\
 + 15 \times 2 \\
 \hline
 312
 \end{array}$$

$312 \div (4 + 4 + 6 + 8 + 2) =$

⑬

②

$$\begin{array}{r}
 11 \times 4 \\
 12 \times 4 \\
 13 \times 9 \\
 14 \times 8 \\
 + 15 \times 2 \\
 \hline
 351
 \end{array}$$

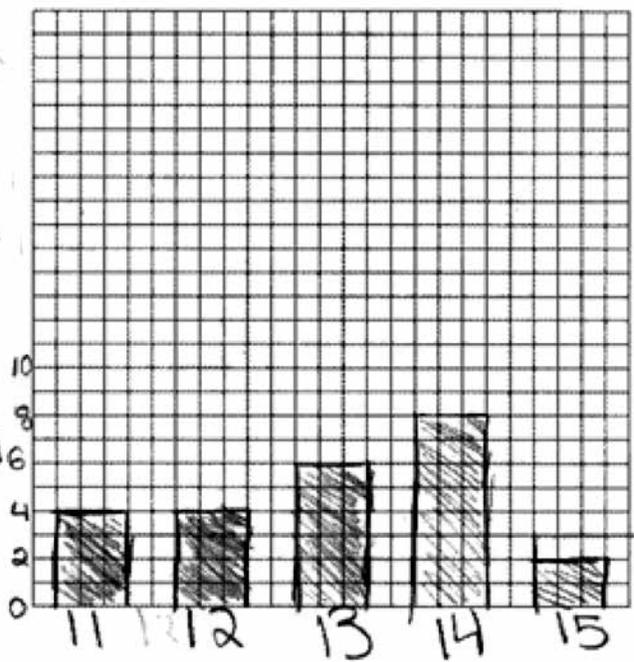
$351 \div (4 + 4 + 9 + 8 + 2) = 13$

No, the mean will not change.

SCORE: 1

Part 1		Points
Incorrect answer:	62.4	0
Incorrect procedure:	$11 \times 4 = 44; 12 \times 4 = 48; 13 \times 6 = 78; 14 \times 8 = 112; 15 \times 2 = 30$ $44 + 48 + 78 + 112 + 30 = 312$ $312 \div 5 =$	0
Part 2		Points
Correct answer:	13	1
Missing procedure:	-	0
Total Points		1

1.
 $11 \times 4 = 44$
 $12 \times 4 = 48$
 $13 \times 6 = 78$
 $14 \times 8 = 112$
 $15 \times 2 = 30$
 $\hline 312$
 $312 \div 5 = \boxed{62.4}$



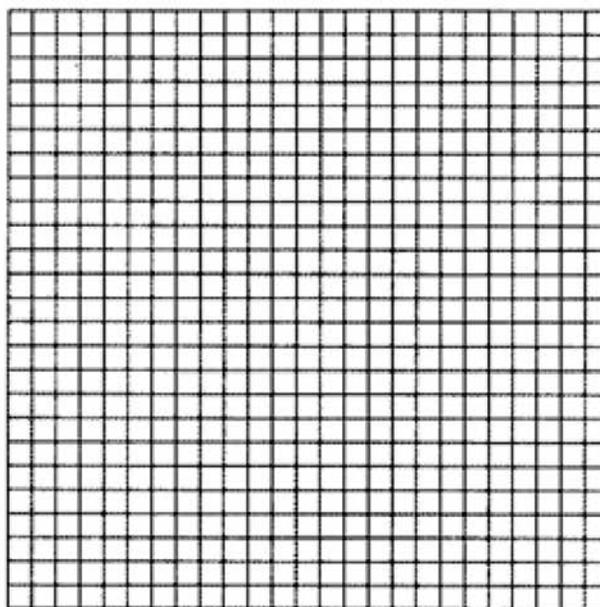
2. The mode will change. Instead of 14 being the mode, 13 will be the mode.

SCORE: 0

<u>Part 1</u>		Points
Incorrect answer:	.0769230769	0
Incorrect procedure:	$11 + 11 + 11 + 11 + 12 + 12 + 12 + 12 + 13 + 13 + 13 + 13 + 13$ $+ 13 + 14 + 14 + 14 + 14 + 14 + 14 + 14 + 14 + 14 + 15 + 15 = 312$ $24/312 =$	0

<u>Part 2</u>		Points
Incorrect answer:	“then it will change to 9 and their will not be 6”	0
Missing procedure:	-	0
Total Points		0

$11 + 11 + 11 + 11 + 12 + 12$
 $+ 12 + 12 + 13 + 13 + 13$
 $+ 13 + 13 + 13 + 14 + 14$
 $+ 14 + 14 + 14 + 14 + 14$
 $+ 14 + 15 + 15 = 312$
 $24/312 = .076923$
 0769



² then it will change to 9 and their will not be 6

- C** In order to participate in a 100-mile bike ride for a charity, each participant must raise at least \$4,000 in donations to the charity.
1. Giuliana contributed \$100 herself and then collected the remaining amount from 6 other people. Write an inequality that can be used to determine the least amount of money each person had to donate if they contributed equal amounts.
 2. If each person donated \$675, did Giuliana raise enough money to participate in the bike ride? Show all your work.
 3. If the bike ride has 700 participants, what is the minimum amount of money the charity will receive?

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

Math Item C Scoring Rubric—2014 Grade 8
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Score	Description
4	The student earns 4 points. The response contains no incorrect work. \$ present in Part 3.
3	The student earns 3 – 3½ points.
2	The student earns 2 – 2½ points.
1	The student earns ½ – 1½ points, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

SOLUTION AND SCORING

Part	Points
<p>1</p>	<p>1 point possible:</p> <p>1 point: Correct inequality: $6x + 100 \geq 4000$ <i>Or equivalent</i> Ex. $6x \geq 3900$ Ex. $x \geq 650$</p> <p>OR</p> <p>½ point: Correct equation or incorrect inequality sign Ex. $6x + 100 = 4000$ Ex. $6x + 100 \leq 4000$ Ex. $6x + 100 > 4000$</p>
<p>2</p>	<p>2 points possible:</p> <p>2 points: Correct answer: Yes she did raise enough money <i>Or correct answer based on Part 1</i> Correct and complete explanation or work shown Give credit for the following or equivalent: Ex. $6x + 100 \geq 4000$ $6(675) + 100 \geq 4000$ $4050 + 100 \geq 4000$ $4150 \geq 4000$</p> <p>OR</p> <p>1 point: Correct answer, work is incomplete (some correct math is shown) <i>Work may contain an arithmetic or copy error</i></p> <p>or</p> <p>Answer is incorrect due to arithmetic error (or is missing) Correct and complete work shown</p>
<p>3</p>	<p>1 point possible:</p> <p>½ point: Correct answer: \$2,800,000.00</p> <p>AND</p> <p>½ point: Correct and complete explanation or work shown <i>Work may contain an arithmetic or copy error</i> Give credit for the following or equivalent: Ex. $700 \times 4000 =$</p>

SCORE: 4

Part 1		Points
Correct inequality:	$4000 \leq 100 + 6x$	1
Part 2		Points
Correct answer and work:	“yes, Giuliana raised enough” $4000 \leq 100 + (6 \times 675)$; $4000 \leq 100 + 4050$; $4000 \leq 4150$	2
Part 3		Points
Correct answer:	\$2,800,000	$\frac{1}{2}$
Correct procedure:	$700 \times 4000 =$	$\frac{1}{2}$
Total Points		4

1] $4000 \leq 100 + 6x$

2] $4000 \leq 100 + (6 \cdot 675)$ yes, Giuliana raised enough to participate in the bike ride.
 $4000 \leq 100 + 4050$
 $4000 \leq 4150$

3] $700 \cdot 4000$ The minimum the charity will receive is \$2,800,000.
 2800000

SCORE: 3

<u>Part 1</u>		Points
Correct equation:	$6x + 100 = 4000$	$\frac{1}{2}$
<u>Part 2</u>		Points
Correct answer and work:	“She raised \$4150 so yes she did” $675 \times 6 = 4050$; $4050 + 100 = 4150$	2
<u>Part 3</u>		Points
Correct answer:	\$2,800,000	$\frac{1}{2}$
Correct procedure:	$700 \times 4000 =$	$\frac{1}{2}$
Total Points		$3\frac{1}{2}$

1

$$6x + 100 = 4,000$$

2

$$\begin{array}{r} 675 \\ \times 6 \\ \hline 4050 \\ + 100 \\ \hline 4150 \end{array}$$

she raised \$4150 so yes she did

3

$$\begin{array}{r} 700 \\ \times 4000 \\ \hline 2,800,000 \end{array}$$

charity will receive \$2,800,000

SCORE: 2

<u>Part 1</u>		Points
Missing inequality:		0
<u>Part 2</u>		Points
Correct answer with some work:	"Yes" $675 \times 6 = 4050$	1
<u>Part 3</u>		Points
Correct answer:	\$2,800,000	$\frac{1}{2}$
Correct procedure:	$700 \times 4000 =$	$\frac{1}{2}$
Total Points		2

① $3,900 = 6(650)$

② Yes

$$\begin{array}{r} 675 \\ \times 6 \\ \hline 4050 \end{array}$$

③

$$\begin{array}{r} 700 \\ \times 4000 \\ \hline \$2,800,000 \end{array}$$

SCORE: 1

Part 1		Points
Missing inequality:		0
Part 2		Points
Correct answer with incorrect work:	Yes. $\$675.00 \times 7 = \4725.00	0
Part 3		Points
Correct answer:	$\$2,800,000$	$\frac{1}{2}$
Correct procedure:	$\$4000 \times 700 =$	$\frac{1}{2}$
Total Points		1

①
$$\frac{\$4,000}{7} = \$571.00$$

Each person would have to pay \$571.00 if they contributed equal amounts

②
$$\$675.00 \times 7 = \$4725.00$$

Gisliana raised enough money because she raised \$4725.00

③
$$\begin{array}{r} \$4,000 \\ \times 700 \\ \hline \$2,800,000 \end{array}$$

The minimum amount that the charity could receive would be \$2,800,000.00

SCORE: 0

<u>Part 1</u>		Points
Incorrect inequality:	$166.6 \leq 1,000$	0
<u>Part 2</u>		Points
Correct answer with incorrect work:	“yes,” “because half of it when everyone donate it was 166.6...”	0
<u>Part 3</u>		Points
Incorrect answer:	\$4200	0
Missing procedure:		0
Total Points		0

1.) $166.6 \leq 1,000$

2.) yes, because half of it when everyone donate it was 166.6 but if I round it off it will be 167.

3.) The charity is going to receive \$4200 if 700 people participate.

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

QAI 13074-AR1402-THB-GR8

