ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Released Item Booklet

Grade 3

Augmented Benchmark Examination

April 2011

Arkansas Department of Education

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Part I Overview—2011 Augmented Benchmark Grade 3

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

As part of this program, all grade 3 students in Arkansas public schools participated in the *Grade 3 Augmented Benchmark Examination* in April 2011.

This Released Item Booklet for the *Grade 3 Augmented Benchmark Examination* contains test questions or items that were asked of students during the April 2011 operational administration. The test items included in Part II of this booklet are some of the items that contributed to the student performance results for that administration.

Students were given approximately two hours each day to complete assigned test sessions during the four days of testing in April 2011. Students were permitted to use a calculator for the mathematics items (both multiple-choice and open-response items), with the exception of questions 1–4 in this Released Item Booklet (items 1–10 in the test booklet). Students were also supplied with a reference sheet to be used during the mathematics sessions so that all students would have equal access to this information during testing. (See the reference sheet on page 24 of this booklet.) All of the mathematics and reading multiple-choice items within this booklet have the correct response marked with an asterisk (*). The open-response questions for mathematics, reading, and the essay prompt for writing are listed with scoring guides (rubrics) immediately following. These rubrics provide information on the scoring model used for each subject, with the scoring model for writing defining the overall curricular and instructional link for that subject with the *Arkansas English Language Arts Curriculum Framework.* The domain scoring model, implemented within Arkansas for a number of years, illustrates the appropriate instructional approaches for writing within the state.

The development of the *Grade 3 Augmented Benchmark Examination* was based on the Arkansas Curriculum Frameworks. These frameworks have common distinct levels: Strands to be taught in concert, Content Standards within each Strand, and Student Learning Expectations within each Content Standard. Abridged versions of the *Arkansas Mathematics Curriculum Framework, Arkansas English Language Arts Curriculum Framework—Reading Strand,* and *Arkansas English Language Arts Curriculum Framework—Writing Strand* can be found in Part III of this booklet. It is important to note that these abridged versions list only the predominant Strand, Content Standard, and Student Learning Expectation associated with each item. However, since many key concepts within the Arkansas Curriculum Frameworks are interrelated, in many cases there are other item correlations or associations across Strands, Content Standards, and Student Learning Expectations.

Part III of the Released Item Booklet contains a tabular listing of the Strand, Content Standard, and Student Learning Expectation that each question was designed to assess. The multiple-choice and open-response items found on the *Grade 3 Augmented Benchmark Examination* were developed in close association with the Arkansas education community. Arkansas teachers participated as members of the Content Advisory Committee, for each subject area, providing routine feedback and recommendations for all items. The number of items associated with specific Strands, Content Standards, and Student Learning Expectations was based on approximate proportions suggested by the Content Advisory Committee, and their recommendations were accommodated to the greatest extent possible given the overall test design. Part III of the Released Item Booklet provides Arkansas educators with specific information on how the *Grade 3 Augmented Benchmark Examination* items align or correlate with the Arkansas Curriculum Frameworks to provide models for classroom instruction.

CALCULATOR NOT PERMITTED—ITEMS 1–4

1 Todd rode his bike for 100 minutes.

What is another way to write the amount of time Todd rode his bike?

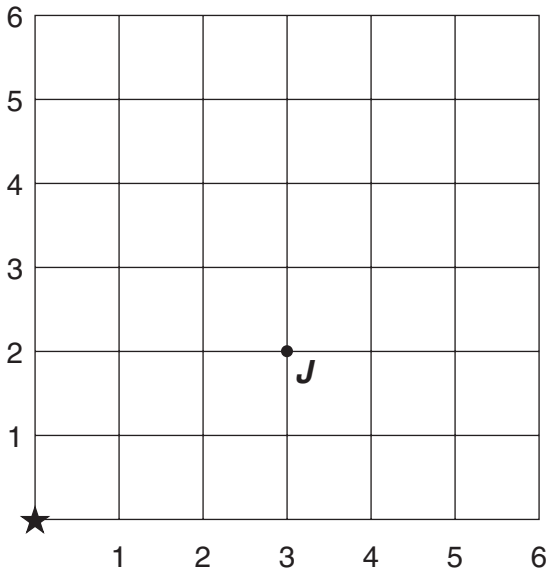
A 1 hour and 0 minutes

* **B** 1 hour and 40 minutes

C 2 hours and 0 minutes

D 3 hours and 10 minutes

2 Point *P* is located 3 horizontal units to the right of and 1 vertical unit up from point *J*.



Which ordered pair represents the location of point *P*?

A (3, 6)

B (4, 5)

C (5, 4)

* **D** (6, 3)

3 Hank uses 6 ounces of water to make 1 mug of hot chocolate.

Which number sentence models the number of ounces of water, w, Hank will need to make 12 mugs of hot chocolate?

A $6+12=w$

* **B** $6\times12=w$

C $12-6=w$

D $12\div6=w$

4 Which tool could a student use to find the mass of a soccer ball?

* **A** Balance scale

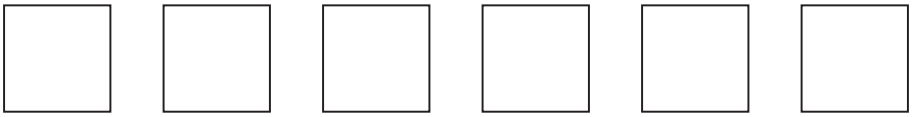
B Measuring cup

C Tape measure

D Thermometer

CALCULATOR PERMITTED—ITEMS 5–20 and A–C

5 Which geometric solid can be made from the shapes below?

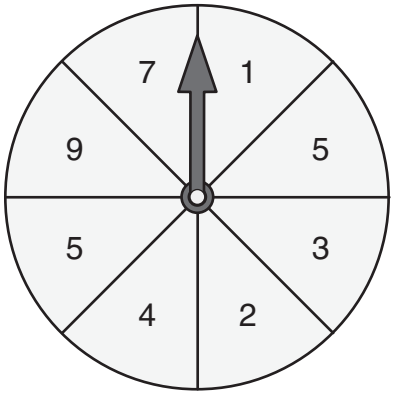


* **A** cube
B cone
C sphere
D cylinder

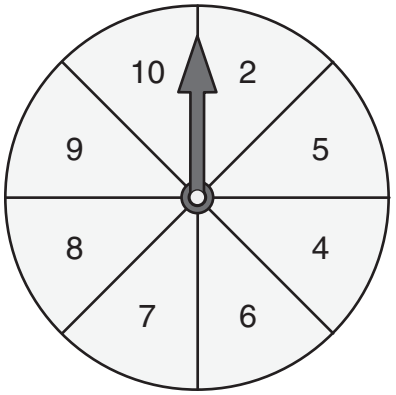
6 Julian and Olivia play a game with a numbered spinner. Julian gets 1 point if the spinner lands on an even number. Olivia gets 1 point if the spinner lands on an odd number.

Which spinner makes the game fair for Julian and Olivia?

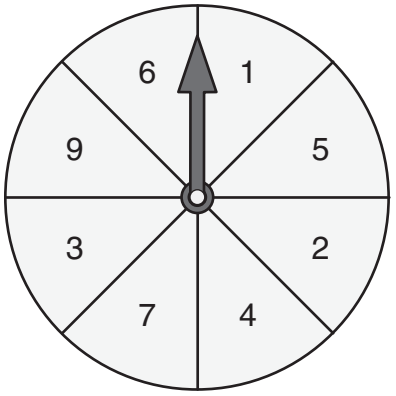
A



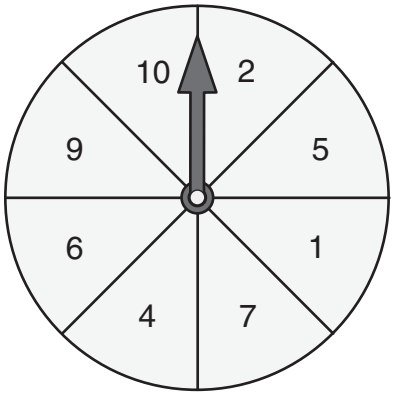
C



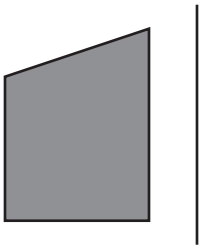
B



*** D**

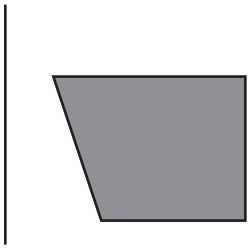


7 A teacher draws a figure on the left side of a segment.



Which drawing shows a slide (translation) of the figure across the segment?

A



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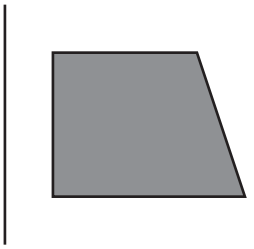

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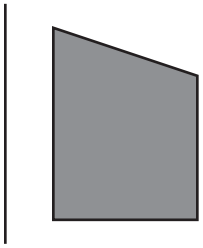
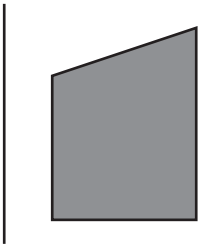


*** D**



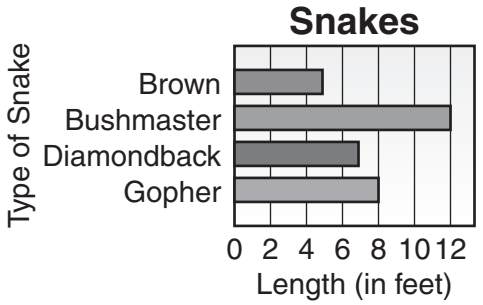
8 The table shows the lengths of four types of snakes.

Snakes

Type of Snake	Length (in feet)
Brown	5
Bushmaster	12
Diamondback	7
Gopher	8

Which bar graph shows the data in the table?

* **A**



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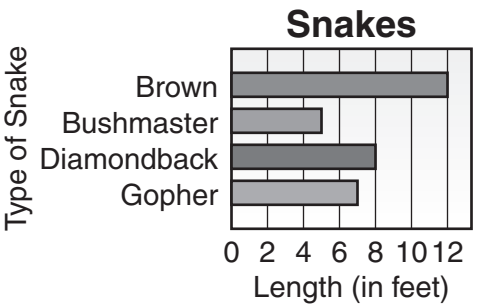

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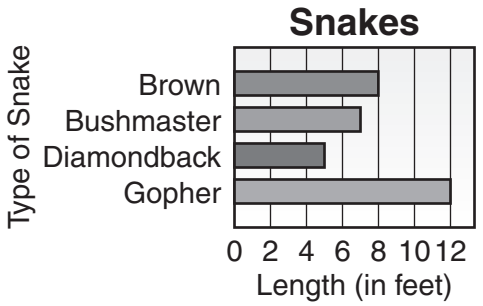
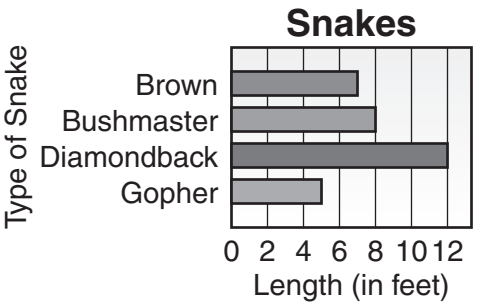


D



9 What is the greatest number of whole weeks in one year?

A 7

B 12

* **C** 52

D 365

10 The table shows the number of jobs a cleaning company had over five days.

Cleaning Jobs

Day	Number of Jobs
Monday	14
Tuesday	11
Wednesday	23
Thursday	16
Friday	17

Between which two days was there the greatest change in the number of jobs?

A Monday and Tuesday
* **B** Tuesday and Wednesday
C Wednesday and Thursday
D Thursday and Friday

11 Joshua has 8 pencils, 4 crayons, and 2 markers in a bag. If he pulls one writing utensil from the bag without looking, what is the probability he will pull out a crayon?

A $\frac{4}{12}$
B $\frac{2}{14}$
* **C** $\frac{4}{14}$
D $\frac{8}{14}$

12 A bank teller is adding up $100 bills. What amount of money will she count after $800?

A $700
B $801
C $810
* **D** $900

13 Terrell drew the drawing below in his math journal.

What term describes Terrell's drawing?

A Line
B Line segment
* **C** Ray
D Diagonal

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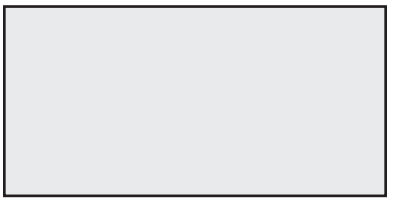
14 Tyrese used his inch ruler to draw the figure shown.



What is the perimeter, in inches, of Tyrese's figure?

A 1 inch
B 2 inches
C 4 inches
* **D** 6 inches

15 Mrs. Edmonds has 3 boxes of pencils. Each box has the same number of pencils in it. Mrs. Edmonds has a total of 24 pencils. Which of the following can be used to determine the number of pencils in each box?

* **A** $3 \times \square = 24$

B $3 + \square = 24$

C $24 - \square = 3$

D $24 + 3 = \square$

16 Mrs. Warren wrote the number sentence (equation) below on the board for her students.

$$6 \times 7 = 42$$

Which statement about the number sentence (equation) is true?

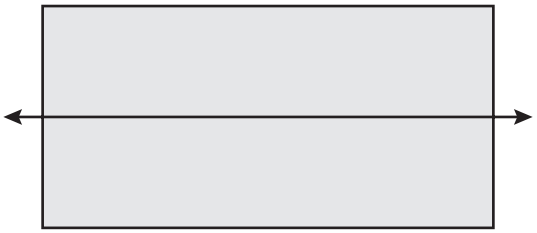
A 42 is a factor.

B 42 is the quotient.

* **C** 6 and 7 are factors.

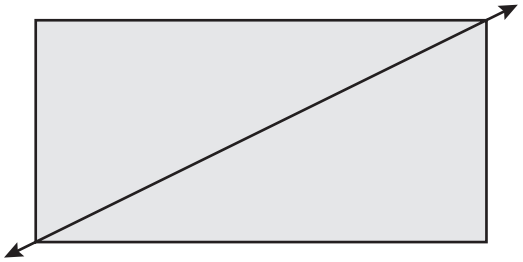
D 6 and 7 are multiples of 42.

17 The picture below shows a figure with one line of symmetry already drawn in it.

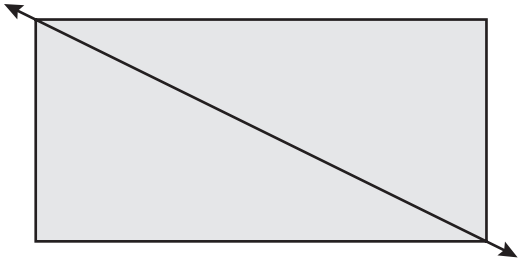


Which of these shows the correct location of the second line of symmetry?

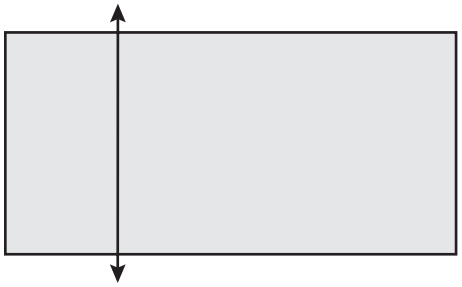
A



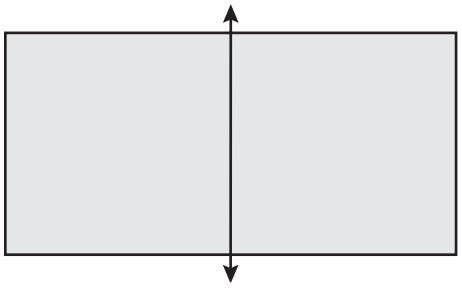
B



C



* **D**



18 Mr. Briggs wrote the pattern below on the board.

315 320 325 330

Which describes the rule for Mr. Briggs' pattern?

A add 3

* **B** add 5

C add 10

D add 15

19 Alliah bought $1.70 worth of items at the school store. She paid for her items with $2.00. Which of these shows the correct amount of change Alliah should receive using the fewest number of coins?

*** A**

B

C

D

20 Julie has a blue shirt, a pink shirt, and a white shirt. She also has a pair of jeans, a skirt, and a pair of shorts. How many **different** combinations of tops and bottoms can she wear?

A 3
B 6
* **C** 9
D 12

Mathematics Item A—2011 Grade 3

A Robert, Sally, Toni, and William each have 17 stickers.

1. How many total stickers do Robert, Sally, Toni, and William have? Show your work and/or explain your answer.

2. Allie has 12 stickers. She puts her stickers with the total number of stickers that Robert, Sally, Toni, and William have. The 5 friends decide to share all the stickers equally. How many stickers does each friend receive? Show your work and/or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Mathematics Item A Scoring Rubric—2011 Grade 3

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 points, or 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.)

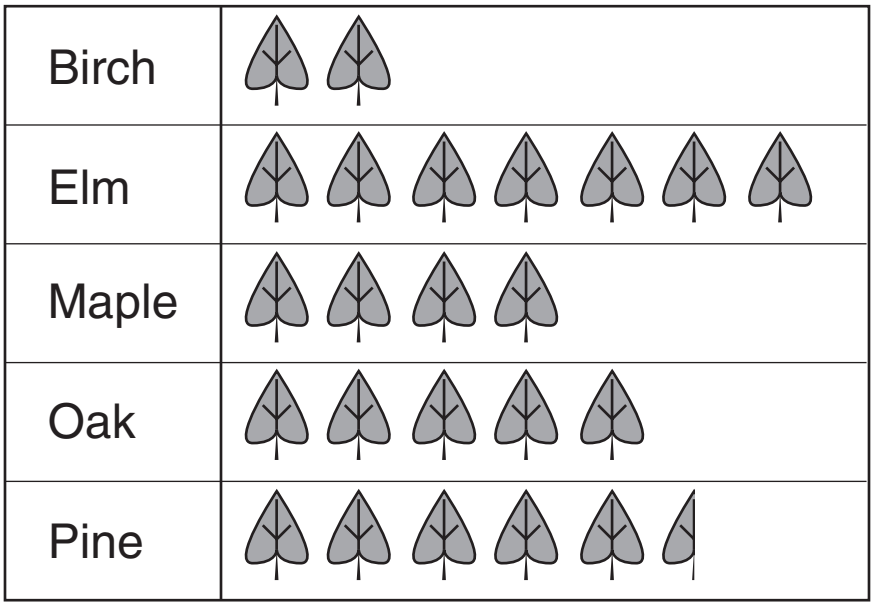
Solution and Scoring

Part	Points
1	**2 points possible** 1 point: **Correct answer: 68** (stickers) AND 1 point: **Correct and complete procedure shown and/or explained of how the answer was determined.** Give credit for one of the following or equivalent: • 17 × 4 = # • 17 + 17 + 17 + 17 = # Or ½ point: **Procedure contains a counting error +/– 1 or a copy error:** Give credit for one of the following or equivalent: • 17 × 3 = # • 17 + 17 + 17 = # • 17 × 5 = # • 17 + 17 + 17 + 17 +17 = # • 16 × 4 = # • 16 + 16 + 16 + 16 = #
2	**2 points possible** 1 point: **Correct answer: 16** (stickers) *(or correct answer based on an incorrect answer in Part 1, e.g., for a response with an answer of **51** in Part 1 a correct answer will be 51 + 12 = 63, 63 ÷ 5 = **12.6**)* AND 1 point: **Correct and complete procedure shown and/or explained of how the answer was determined**. *Work may be based on an incorrect answer in Part 1.* Give credit for one of the following or equivalent: • 68 + 12 = 80, 80 ÷ 5 = # • 17 + 17 + 17 + 17 + 12 = 80, 80 ÷ 5 = # • 68 + 12 = 80, 16 × 5 = 80 (Guess & Check) • 68 + 12 = 80, with a graphic depiction of 5 groups, clearly consisting of 16 units each, totaling 80. Or ½ point: **Correct but incomplete procedure, with the step of adding the total stickers up or dividing the total stickers by 5 not shown.** *Work may be based on an incorrect answer in Part 1.* Give credit for one of the following or equivalent: • 80 ÷ 5 = # • 16 × 5 = 80 (Guess & Check) • 68 + 12 = #

Mathematics Item B—2011 Grade 3

B Lucy made a pictograph of the types of trees on Blossom Lane.

Trees on Blossom Lane



Each  represents 2 trees.

1. How many total trees are on Blossom Lane? Show your work and/or explain your answer.

2. Jimmy also made a pictograph of the types of trees on Blossom Lane. His pictograph has a key of 1 leaf represents 4 trees. How many leaves did Jimmy draw to represent the elm trees on Blossom Lane? Show your work and/or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Mathematics Item B Scoring Rubric—2011 Grade 3

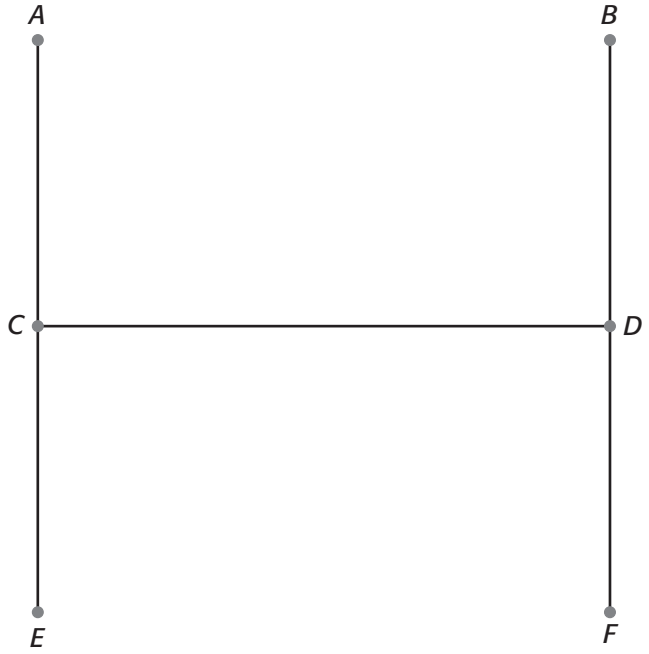
Score	Description
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or minimal understanding is shown. Ex.: The five correct subtotals (4, 14, 8, 10, 11) are given as the answer in Part 1.
0	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	**2 points possible** 1 point: **Correct answer:** **47** (trees) AND 1 point: **Correct (and complete) procedure shown and/or explained of how the answer was determined**. *Work may contain a calculation error, copy error, or counting (+/– 1 whole tree leaf) error for any street.* Give credit for one of the following or equivalent: • 4 + 14 + 8 + 10 + 11 = • 23 x 2 = 46; 46 + 1 = • 23 ½ x 2 = • 2 added 23 times + 1 = • 10 + 10 + 10 + 10 + 7 = (any grouping that includes one odd number is acceptable) • 4 + *12* + 8 + 10 + 11 = # (*counting error –1 whole leaf*) • A graphic depiction clearly showing the number of trees adding up to 47, with the conversion of the half-unit into a whole unit (e.g., bar graphs or grid boxes checked) • "I counted by 2's until I got to the half symbol which would be + 1 to get my total."
2	**2 points possible** 1 point: **Correct answer:** **3 ½** (leaves, which may be drawn) AND 1 point: **Correct (and complete) procedure shown and/or explained of how the answer was determined.** *Work may be based on an incorrect answer in Part 1 and/or contain a calculation or copy error.* Give credit for one of the following or equivalent: • 14 ÷ 4 = • 7 ÷ 2 = • 4 + 4 + 4 + 2 = 14 • 4, 8, 12, 14 (skip counting) • A graphic depiction clearly showing 7 leaves converted to 3 ½ leaves. • "I counted the pairs of leaves and there were 3 pairs and 1 leaf by itself."

Mathematics Item C—2011 Grade 3

C Kelly drew the line segments shown.



1. Name 2 line segments in Kelly's figure that appear to be parallel to each other.
2. Name 2 line segments in Kelly's figure that appear to be intersecting each other.
3. Copy Kelly's figure in your Student Answer Document. Draw and label a new line segment that intersects line segment *CD*. Use words, numbers, and/or pictures to explain why the line segment you drew is intersecting line segment *CD*.

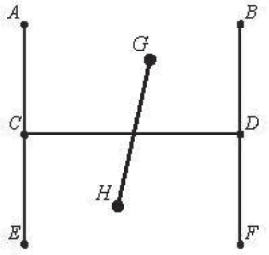
BE SURE TO LABEL YOUR RESPONSES 1, 2, AND 3.

Mathematics Item C Scoring Rubric—2011 Grade 3

Score	Description
4	The student earns 4 points. The response contains no incorrect work. Kelly's figure is correctly copied in Part 3.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or minimal understanding is shown. Ex.: Response includes a verbal description and/or graphic depiction of parallel and/or intersecting lines in any part of the response that clearly demonstrates the meaning of one or both.
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	**1 point possible** 1 point: **Correctly names 2 line segments that are parallel to each other.** Give credit for any of the following pairs (or equivalent): • Line segments AE and BF • $\overline{AC}$ and $\overline{BD}$ • $\overline{CE}$ and $\overline{DF}$ • $\overline{AE}$ and $\overline{BD}$ • $\overline{AE}$ and $\overline{DF}$ • $\overline{AC}$ and $\overline{BF}$ • $\overline{CE}$ and $\overline{BF}$ • $\overline{AC}$ and $\overline{DF}$ • $\overline{CE}$ and $\overline{BD}$
2	**1 point possible** 1 point: **Correctly names 2 line segments that are intersecting each other.** Give credit for any of the following pairs (or equivalent): • Line segments AE and CD • $\overline{BF}$ and $\overline{CD}$ • $\overline{AC}$ and $\overline{CD}$ • $\overline{BD}$ and $\overline{CD}$ • $\overline{CE}$ and $\overline{CD}$ • $\overline{DF}$ and $\overline{CD}$ • $\overline{AC}$ and $\overline{CE}$ • $\overline{BD}$ and $\overline{FD}$

Part	Points
3	**2 points possible** 2 points: **Correct and complete diagram with support:** Response contains the following: • Diagram is drawn showing a new, correctly labeled line segment intersecting $\overline{CD}$. *Note: Letters A-F cannot be used to designate a new point.* *Note: Kelly's figure does not need to be copied in its entirety, except at the "4" level.* Example:  • **Support explains and/or shows an understanding of intersection using words and/or pictures:** Ex: "Any line segment that crosses line segment CD is intersecting." Ex: "One line crosses (goes across) another line." Ex: "One line segment goes through another line segment." Ex: "One line meets another line." Ex: "My line touches the other line." Ex: "The segment connects with another segment." *Note: Do not deduct if the student uses the term "line" instead of "line segment", even at the "4" level.* OR 1 point: **Give credit for the following.** • Diagram is drawn showing a new, incorrectly *labeled* line segment intersecting $\overline{CD}$, with or without a supporting explanation. **or** • Diagram is drawn showing a new, incorrectly *labeled* line segment intersecting another *labeled* line segment, with a supporting explanation as defined above.

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Mathematics Reference Sheet
Grade 3

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

1 foot = 12 inches

1 yard = 3 feet

1 cup = 8 ounces (oz)

1 pint = 2 cups

1 quart = 2 pints

1 gallon = 4 quarts

1 kilogram = 1000 grams

1 liter = 1000 milliliters

1 pound (lb) = 16 ounces (oz)

Read the passage. Then answer multiple-choice questions 1 through 8 and open-response question A.

The Gingerbread Blues

by Linell Wohlers

1 Felix had just about had it. His sisters and brother really knew how to ruin an afternoon in the snow.

"Stay back, Felix," ordered Cynthia.

"You will wreck our snowman!" warned Phillip.

"You wreck everything, Felix," complained Teresa.

Felix felt like kicking their stupid old snowman. He would have, too, but Mrs. Jeffers called him to her back door. He smeared a couple of half-frozen tears from his cheek so she would not know he had been crying.

"Think you can help me roll out some cookie dough?" she asked, handing Felix a big rolling pin.

"Sure," said Felix, jumping up on the step stool that Mrs. Jeffers kept for him. A mountain of dark dough sat on the counter amid white sprinkles of flour.

"What kind are you making?" asked Felix.

"Gingerbread," said Mrs. Jeffers, patting flour onto the rolling pin. "They are for my brother William," she said, smiling. "He looks forward to them every Christmas."

Thump, thump! Felix banged the rolling pin hard against the mountain of dough. "I would not give cookies to my brothers or sisters," he grumbled. "They are mean!"

"So was William," chuckled Mrs. Jeffers. "We fought like cats and dogs. But he is still pretty special."

Felix stared at Mrs. Jeffers. It was hard to imagine her fighting with anyone.

Mrs. Jeffers got out the cookie cutters. She began cutting out boys, and Felix set to work cutting out gingerbread girls.

Next, Felix stuck raisin eyes and cherry smiles on each gingerbread child. They all looked like baby Joseph, his younger brother. Joseph was a problem, too—drooling on Felix's book and stealing all the attention.

"I am not even little enough to be important," said Felix.

16 "That itty-bitty brother of yours is crowding you, is he?" Mrs. Jeffers asked as she shoved a cookie sheet into the oven. Then she got out another batch of dough.

"Yes," said Felix.

18 While Mrs. Jeffers flattened the dough, Felix pinched off a tiny piece of it. It felt like baby Joseph's toes. Felix could remember playing with him that morning. Joseph was not a problem then. He was as cuddly soft as gingerbread dough.

Felix and Mrs. Jeffers began to cut out trees. They reminded Felix of presents, which reminded him of his sister. "Cynthia made a surprise for me and put it under the tree," he said, smiling.

"Oh, my!" said Mrs. Jeffers. "I wish I had a sister as nice as that."

Felix started to cut out rabbits. They looked like Phillip's rabbit. "Sometimes Phillip lets me hold Whiskers," he said.

"Really!" said Mrs. Jeffers. "William never did let me hold his pets. He was always afraid I would drop them."

23 Felix cut out teddy bears and thought of Teresa's stuffed bear, Jones. "Some nights when I get scared, Teresa lets me sleep with Jones," he remembered gratefully.

"Hmmm," said Mrs. Jeffers. "William never did that for me, either."

"I guess I am pretty lucky," admitted Felix.

"I guess you are lucky!" said Mrs. Jeffers, placing the beautiful gingerbread cookies in a box. "You came in singing the blues, and now you have turned those blues into lovely gingerbread cookies for your family! Here you go, sweetie," she said, placing the box in Felix's hands.

"For me? Wow, thanks, Mrs. Jeffers!" said Felix. "But what about William?"

"You come back tomorrow, and we will make another batch for William," said Mrs. Jeffers.

"You bet!" promised Felix, leaping out the door. He hurried home to surprise his sisters and brothers with the yummy gingerbread cookies. After all, they were pretty special.

1 Which event happens first in the passage?

A Felix decides to surprise his brothers and sisters.

B Felix and Mrs. Jeffers cut out gingerbread trees.

C Mrs. Jeffers says she will bake more cookies for her brother.

* **D** Mrs. Jeffers and Felix cut out gingerbread boys and girls.

2 Which word is closest in meaning to <u>ruin</u> as it is used in paragraph 1?

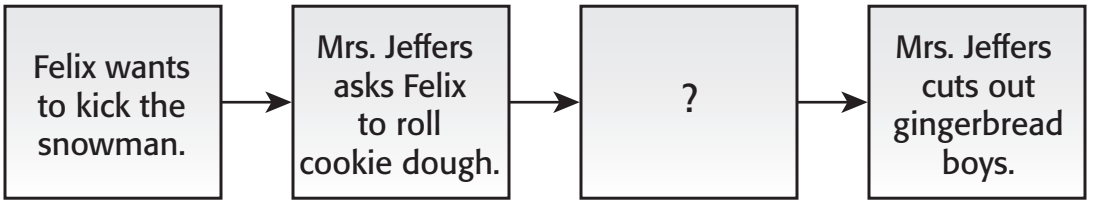
* **A** Destroy

B Enjoy

C Fight

D Plan

3 Look at the graphic organizer below.



Which event completes the graphic organizer?

A Felix thinks about a stuffed toy teddy bear.
B Felix makes gingerbread cookies that look like rabbits.
C Mrs. Jeffers and Felix talk about a surprise gift his sister made.
* **D** Mrs. Jeffers tells Felix that she is making cookies for her brother.

4 What does the author mean by the phrase "crowding you" in paragraph 16?

A Felix dislikes how Joseph ruins his books.
B Felix has to share his bedroom with Joseph.
* **C** Joseph receives more attention than Felix does.
D Joseph wants Felix to play with him all the time.

5 Which sentence is the **best** summary of paragraphs 18 through 23?

A Felix bangs the rolling pin against the cookie dough.
B Felix realizes that he should be nice to his baby brother.
C Felix puts raisins and cherries on the gingerbread cookies.
* **D** Felix remembers why he cares about his brothers and sisters.

6 Look at the graphic organizer below.

Name	How the Person Is Kind to Felix
Cynthia	Makes Felix a special gift
Teresa	?
Phillip	Allows Felix to hold his rabbit

Which phrase correctly completes the graphic organizer?

A Talks to Felix when he feels scared
* **B** Lets Felix use her teddy bear
C Helps Felix look for his favorite toy
D Helps Felix with his homework

7 The reader can tell that Mrs. Jeffers —

A helps Felix learn how to fight his battles

B wishes she could visit her brother William

* **C** cares about Felix and the rest of his family

D thinks Felix is similar to her brother William

8 Based on the ending of the passage, what will **most** likely happen next?

* **A** Felix will share the cookies with his family.

B Felix will eat all of the cookies by himself.

C Felix's brothers and sisters will ask Mrs. Jeffers for some cookies.

D Felix's brothers and sisters will help Mrs. Jeffers make more cookies.

Reading Item A—2011 Grade 3

A When Felix begins helping Mrs. Jeffers with the gingerbread cookies he feels sad, but by the time they are finished making the cookies, he feels happy.

Provide two reasons why Felix feels sad.

Provide two reasons why Felix feels happy.

Reading Item A Scoring Rubric—2011 Grade 3

Score	Description
4	The response provides two reasons why Felix feels sad and two reasons why Felix feels happy.
3	The response provides two reasons why Felix feels sad and one reason why Felix feels happy. **OR** The response provides one reason why Felix feels sad and two reasons why Felix feels happy.
2	The response provides two reasons why Felix feels sad. **OR** The response provides two reasons why Felix feels happy. **OR** The response provides one reason why Felix feels sad and one reason why Felix feels happy.
1	The response provides one reason why Felix feels sad. **OR** The response provides one reason why Felix feels happy. **OR** The response demonstrates minimal understanding of the question.
0	Response is incorrect or 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.)

Read the passage. Then answer multiple-choice questions 9 through 16 and open-response question B.

Bannock: Bread on a Stick

by Lynn Brunelle

Bannock is an old word meaning "wilderness bread." The cool thing about bannock is that you start it in the kitchen at home, bring the dry ingredients in a bag to camp, add water, put it on a stick, and bake it over a fire. It smells amazing, and when it's done it's the most delicious hot trail bread you can imagine! Bannock is great as a snack with butter and jam, or with a meal of chili, stew, or soup.

What You Need

2 cups all-purpose flour

4 teaspoons baking powder

1/2 stick (4 tablespoons) butter, plus extra if cooking in a skillet

2 teaspoons white sugar

1/2 teaspoon salt

1/2 cup cold water

1 gallon-size zip-top bag

Permanent marker

2 Good Sticks

Before You Leave Home

1. Place the flour, baking powder, butter, sugar, and salt in the zip-top bag.
2. Seal the bag and massage[1] it until you end up with a crumbly mixture.
3. Write "Add 1/2 cup cold water" on the bag with a permanent marker.
4. Toss the bag in the cooler (the butter in the bread mixture will spoil if it's not kept cold).

[1] massage: squeeze

A Good Stick

You can cook almost anything on a stick—from bread to hot dogs to dessert—but you need to have a good one first. Here are a few tips:

- Look for a young stick (it should be flexible and greenish on the inside). Older sticks will catch fire.
- Find a stick that's straight, strong, and about the width of your index finger and the length of your arm.
- Have a grown-up remove all the bark and branches and sharpen the end of the stick with a knife. The point makes it easier to insert the stick into food—think hot dogs or marshmallows—and stripping the bark makes the stick a little cleaner and less likely to spark up.

At the Campsite

1. Add 1/2 cup of water to the bag. Seal it and massage the bag well until a dough forms.
2. Open the bag and pull out the dough. Divide it into 4 balls.
3. Roll each ball between your hands to make a snake about the width of a hotdog.
4. Wind each snake around a stick.
5. Roast the bread sticks over hot embers.[2] Hold the bread close to but not touching any ember or flame.
6. When the bread is puffy and golden brown, you know it's done—10 to 20 minutes, depending on how hot the fire is.
7. Let it cool, then dig in.

Makes 4 Servings

[2] embers: wood that is burning in the fire

9 According to information in the section "Before You Leave Home," the zip-top bag should contain flour, baking powder, butter, salt, and —

A pepper
* **B** sugar
C water
D jam

10 What is the meaning of the word spoil as it is used in the section "Before You Leave Home"?

A Fall apart
* **B** Go bad
C Cool
D Dry

11 The author writes the section "Before You Leave Home" by —

A comparing different types of tasks
B explaining what something looks like
* **C** showing the order that the tasks should be done
D listing the most important facts to least important facts

12 Why should the sticks be sharpened to a point?

A To keep the sticks from burning
B To keep the sticks from bending
C To help the bark fall off the sticks
* **D** To help the dough go onto the sticks

13 What is the meaning of the word <u>insert</u> as it is used in the section "A Good Stick"?

A To give to
* **B** To put into
C To hold onto
D To jump onto

14 When making bannock, what is the first step that should be done after taking the dough out of the bag?

A The dough should be put on a stick.
B The butter should be mixed into the dough.
C The dough should be cooked over a fire.
* **D** The dough should be divided into four balls.

15 Which step comes before putting the dough on a stick?

A Keeping the bag for leftover food
B Pouring water on the campfire
C Cooking the bread over a fire
* **D** Rolling each ball into a snake

16 Which kind of book would have information **most** like the information in the passage?

* **A** A recipe book
B A history book
C A collection of poetry
D A collection of short stories

Reading Item B—2011 Grade 3

B The author states, "You can cook almost anything on a stick—from bread to hot dogs to dessert—but you need to have a good one first."

Give four details from the passage that explain what makes a stick good for cooking.

Reading Item B Scoring Rubric—2011 Grade 3

Score	Description
4	The response gives at least four accurate and relevant details from the passage to explain what makes a stick good for cooking.
3	The response gives three accurate and relevant details from the passage to explain what makes a stick good for cooking.
2	The response gives two accurate and relevant details from the passage to explain what makes a stick good for cooking.
1	The response gives one accurate and relevant detail from the passage to explain what makes a stick good for cooking. **OR** The response demonstrates minimal understanding of the question.
0	Response is incorrect or 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.)

Acknowledgments

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WRITING PROMPT

Your teacher has asked you to write about your favorite toy.

Now write about **one** toy and give reasons **why** it is your favorite. Give enough detail so that your teacher will understand your ideas.

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?

Domain Scoring Rubric

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

- Central idea
- Elaboration
- Unity
- Organization

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

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

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

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

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

- Standard inflections
- Agreement
- Word meaning
- Conventions

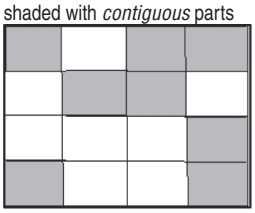
Mechanics (M)
The Mechanics domain includes the system of symbols and cueing devices a writer uses to help readers make meaning. Features are:

- Capitalization
- Punctuation
- Formatting
- Spelling

Scoring Scale
Each domain is scored independently using the following scale.
4 =The writer demonstrates **consistent**, though not necessarily perfect, control* of almost all of the domain's features.
3 =The writer demonstrates **reasonable**, but not consistent, control* of most of the domain's features, indicating some weakness in the domain.
2 =The writer demonstrates **inconsistent** control* of several of the domain's features, indicating significant weakness in the domain.
1 =The writer demonstrates **little** or **no** control* of most of the domain's features.
*Control: The ability to use a given feature of written language effectively at the appropriate grade level. A response receives a higher score to the extent that it demonstrates control of the features in each domain.
The application of the scale, using actual student writing, is done with the assistance of a committee of Arkansas teachers, language arts supervisors, and representatives of the Arkansas Department of Education.

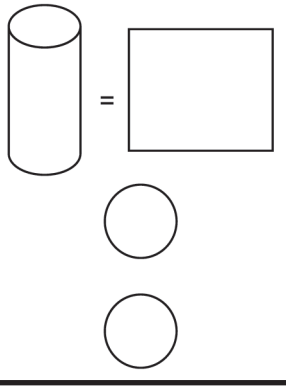
Nonscoreable and Blank Papers
Nonscoreable papers include student responses that are off-topic, illegible, incoherent, written in a language other than English, or too brief to assess. Nonscoreable papers will receive a score of "0." Blank papers indicate no response was written and will be reported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

The Arkansas Mathematics Curriculum Framework*

Strands	Content Standards	Student Learning Expectations
1—Number and Operations (NO)	1. Number Sense: Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.	2. Use the *place value* structure of the base ten number system and be able to represent and compare *whole numbers* including thousands (using models, illustrations, symbols, *expanded notation* and problem solving). Ex. 2,308___2,038 4. Represent fractions (halves, thirds, fourths, sixths and eighths) using words, numerals and physical models. Ex. • identify and illustrate parts of a whole and parts of sets of objects. • recognize that a fractional part of a rectangle does not have to be shaded with *contiguous* parts 
	2. Properties of Number Operations: Students shall understand meanings of operations and how they relate to one another.	2. Apply *number theory* • determine if a three-*digit* number is *even* or *odd* • use the terms *multiple, factor, product* and *quotient* in an appropriate context (Since 3 x 4 = 12, 3 and 4 are *factors*; 12 is the *product*, 3, 6, 9, 12 are *multiples* of 3; 4, 8,12,16 are *multiples* of 4; 12 ÷ 4 = 3, *quotient*.) 4. Model, represent and explain division as measurement and partitive division including equal groups, related rates, price, *rectangular arrays* (area model), combinations and multiplicative comparison. Ex. • translate contextual situations involving division into conventional mathematical symbols • explain how a remainder may impact an answer in a real world situation
	3. Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates.	1. Develop, with and without appropriate *technology, computational fluency,* in multi-*digit* addition and subtraction through 999 using contextual problems • *strategies* for adding and subtracting numbers • *estimation* of sums and *differences* in appropriate situations • relationships between operations 2. Develop, with and without appropriate *technology*, fluency with basic number combinations for multiplication and division facts (10 x 10) 3. Develop, with and without appropriate *technology*, *computational fluency* in multiplication and division up to two-*digit* by one-*digit* numbers using two-*digit* by one-*digit* number *contextual problems* using • *strategies* for multiplying and dividing numbers, • performance of *operations* in more than one way, • *estimation* of *products* and *quotients* in appropriate situations, and • relationships between operations 4. Solve simple problems using one operation involving addition and subtraction using a variety of methods and tools (e.g., objects, mental computation, paper and pencil and with and without appropriate *technology*)

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

The Arkansas Mathematics Curriculum Framework* (continued)

Strands	Content Standards	Student Learning Expectations
2—Algebra (A)	4. Patterns, Relations, and Functions: Students shall recognize, describe, and develop patterns, relations, and functions.	1. Count forward and backward when given a number less than or equal to 1000 ____, 399, ____, ____ 3. Identify a number that is more or less than any *whole number* up to 1000 using *multiples* of ten and/or 100. Ex. 100 less than 587 is 487 10 more than 196 is 206 4. Use repeating and growing numeric or geometric *patterns* to solve problems. 5. Determine the relationship between sets of numbers by selecting the rule (1 step rule in words).
	5. Algebraic Representations: Students shall represent and analyze mathematical situations and structures using algebraic symbols.	1. Select and/or write number sentences (*equations*) to find the unknown in problem-solving contexts involving two-*digit* times one-*digit* multiplication using appropriate labels. 3. Use a symbol to represent an unknown quantity in a number sentence involving *contextual situations* and find the value. Ex. Mary buys *two* bags of candy with the same number of pieces in each bag. If she has sixteen pieces in all, how many pieces of candy are in each bag? 2 x ˜ = 16
	7. Analysis of Change: Students shall analyze change in various contexts.	1. Identify the change over time. Ex. We have recorded the morning and afternoon temperatures all week. Which day had the greatest change in temperature?
3—Geometry (G)	8. Geometric Properties: Students shall analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	1. Compare, contrast and build *three-dimensional* solids by investigating the number of *faces, edges*, and *vertices* on models. 3. Identify and draw *line*, *line segment* and *ray* using appropriate labels. 4. Identify and draw *intersecting* and *parallel lines*.
	9. Transformation of Shapes: Students shall apply transformations and the use of symmetry to analyze mathematical situations.	1. Draw one or more *lines of symmetry* in a *polygon.* 2. Describe the motion (*transformation*) of a *two-dimensional* figure as a *flip* (*reflection*), *slide* (*translation*) or *turn* (*rotation*).
	10. Coordinate Geometry: Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.	1. Locate and identify points on a *coordinate grid* and name the *ordered pair* (*quadrant* one only) using common language and geometric vocabulary (horizontal and vertical).
	11. Visualization and Geometric Models: Students shall use visualization, spatial reasoning, and geometric modeling.	2. Determine which new figure will be formed by combining and subdividing models of existing figures. Ex. 

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

The Arkansas Mathematics Curriculum Framework* (continued)

Strands	Content Standards	Student Learning Expectations
4—Measurement (M)	12. Physical Attributes: Students shall use attributes of measurement to describe and compare mathematical and real-world objects.	1. Determine the number of days in a month, days in a year and identify the number of weeks in a year. 2. Recognize that 60 minutes equals 1 hour and that a day is divided into A.M. and P.M. 5. Create and complete a conversion table (from larger unit to smaller unit) to show relationships between units of measurement in the same system. Ex. change feet to inches using multiplication
	13. Systems of Measurement: Students shall identify and use units, systems, and processes of measurement.	4. Determine *elapsed time* in *contextual situations* to five-minute intervals. End time unknown Ex. Lunch began at 10:45 and lasted 25 minutes. When was lunch over? Elapsed hours unknown Ex. John went to Tim's house at 3:15. He left at 4:20. How long did he stay? 6. Apply money concepts in *contextual situations* up to $10.00. Ex. • determine change with the least amount of currency • compare money 8. Use appropriate customary measurement tools for length, *capacity* and *mass.* 9. *Estimate* and measure length, *capacity/volume* and *mass* using appropriate customary units Length: 1 inch Perimeter: inches, feet, etc Area: square inches (use models) Weight: pounds/ounces Capacity: cups, pints, quarts, gallons 10. Find the *perimeter* of a figure by measuring the length of the sides.
5—Data Analysis and Probability (DAP)	14. Data Representation: Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.	1. Design a survey question after being given a topic and collect, organize, display and describe simple data using *frequency tables* or *line plots*, *pictographs*, and *bar graphs.*
	15. Data Analysis: Students shall select and use appropriate statistical methods to analyze data.	1. Read and interpret *pictographs* and *bar graphs* in which symbols or intervals are greater than one. 2. Match a set of data with a graphical representation of the data.
	16. Inferences and Predictions: Students shall develop and evaluate inferences and predictions that are based on data.	1. Make predictions for a given set of data.
	17. Probability: Students shall understand and apply basic concepts of probability.	1. Use fractions to predict *probability* of an event. Ex. If there were 5 blue tiles, 3 red tiles, and 2 green tiles in a bag, what is the *probability* you would pull out a green tile? 2. Conduct simple *probability* experiments, record the data and draw conclusions about the likelihood of possible *outcomes* (roll number *cubes*, pull tiles from a bag, spin a spinner, or determine the fairness of games). 3. Use physical models, pictures, and organized lists to find combinations of two sets of objects. Ex. Sarah has a red shirt, white shirt, and blue shirt. She also has a pair of khaki pants and blue pants. How many different combinations of shirts and pants can she wear?

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

Released Items for Mathematics*

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

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

Non-Released Items for Mathematics*

Strand	Content Standard	Student Learning Expectation
A	4	1
D	15	1
G	8	4
D	16	1
M	12	5
A	4	4
M	13	4
G	8	4
G	8	1
D	14	1
A	5	3
N	3	4
A	4	4
D	16	1
M	13	4
M	13	9
N	1	2
N	1	4
N	2	4
N	3	1
N	3	2
N	3	3

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

The Arkansas English Language Arts Curriculum Framework—Reading Strand*

Content Standards	Student Learning Expectations
9. Comprehension: Students shall apply a variety of strategies to read and comprehend printed material.	3. Make connections from text to world during reading. 7. Ask questions and support answers by connecting prior knowledge with literal and inferential information found in the text. 8. Discuss why an author may have selected particular words or phrases. 9. Draw inferences, such as conclusions or generalizations, and support them with text evidence and/or personal experiences. 10. Organize information and events logically. 12. Summarize a story. 13. Summarize major points found in nonfiction materials. 14. Follow directions encountered in functional texts.
10. Variety of Texts: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.	6. Use graphic organizers including character webs and K-W-L charts to make meaning of the reading selection. 8. Read a variety of informational texts, including sequential formats. 9. Recognize *expository* text structures which are sequential. 10. Describe in own words new information gained from texts and relate it to prior knowledge. 19. Use functional print, including recipes, menus, and maps, to accomplish tasks.
11. Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.	1. Use context clues to determine the precise meaning of new words. 3. Recognize the relationship between a pronoun and its referent. 5. Recognize and use variations of print.

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

Released Items for Reading*

Item	Strand	Content Standard	Student Learning Expectation
1	R	9	10
2	R	11	1
3	R	9	10
4	R	9	8
5	R	9	12
6	R	10	6
7	R	9	9
8	R	9	9
A	R	9	12
9	R	10	19
10	R	11	1
11	R	10	9
12	R	9	7
13	R	11	1
14	R	9	14
15	R	9	10
16	R	10	8
B	R	9	13

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

Non-Released Items for Reading*

Strand	Content Standard	Student Learning Expectation
R	11	5
R	9	7
R	11	1
R	11	3
R	9	3
R	9	13
R	10	6
R	9	9
R	10	10

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

The Arkansas English Language Arts Curriculum Framework—Writing Strand*

Content Standards	Student Learning Expectations
4. Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately.	11. Edit for spelling of appropriate words, *usage*, punctuation, capitalization, and sentence structure.
6. Conventions: Students shall apply knowledge of Standard English conventions in written work.	10. Use correct spelling for high frequency words, including irregular plurals.

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

Non-Released Items for Writing*

Strand	Content Standard	Student Learning Expectation
W	6	10
W	4	11
W	4	11
W	4	11
W	4	11
W	4	11
W	4	11
W	4	11

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

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

AR1102

QAI08528