ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Released Item Booklet

Grade 4

Augmented Benchmark Examination

April 2011

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Arkansas Department of Education

Table of Contents—2011 Augmented Benchmark Grade 4

Part I Overview—2011 Augmented Benchmark Grade 4

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 4 students in Arkansas public schools participated in the *Grade 4 Augmented Benchmark Examination* in April 2011.

This Released Item Booklet for the *Grade 4 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 1–6 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 20 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 4 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 4 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 4 Augmented Benchmark Examination* items align or correlate with the Arkansas Curriculum Frameworks to provide models for classroom instruction.

CALCULATOR NOT PERMITTED—ITEMS 1–6

1 The state of Arkansas covers 53,182 square miles. The state of Alabama covers 52,423 square miles, and the state of North Carolina covers 53,821 square miles.

Which inequality below shows the relationship among these numbers?

A $52,423 < 53,821 < 53,182$
* **B** $52,423 < 53,182 < 53,821$
C $53,821 > 52,423 > 53,182$
D $53,821 > 53,182 < 52,423$

2 Without looking, a student tosses a dart onto the numbered mat shown.

3	4	9	7
2	8	5	1

What is the probability that the dart will land on an even number?

A $\frac{1}{4}$
* **B** $\frac{3}{8}$
C $\frac{1}{2}$
D $\frac{3}{5}$

3 Owen recorded the number of points his team scored in each of its last 6 basketball games.

Total Points Scored

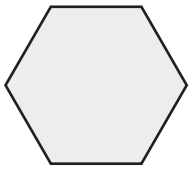
Game	Score
1	38
2	42
3	37
4	51
5	46
6	44

Based on the information in the table above, which is a reasonable prediction of the total number of points the team will score in the next game they play?

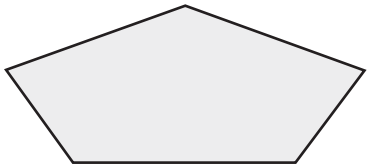
A 22
B 28
* **C** 45
D 63

4 Which polygon appears to be an irregular hexagon?

A



B



C

* **D**

5 A train arrives at a station 15 minutes before the train is to leave. The train leaves the station at 11:05 A.M.

What time did the train arrive at the station?

* **A** 10:50 A.M.

B 10:55 A.M.

C 11:15 A.M.

D 11:20 A.M.

6 Bernard reported to his class that there were 8543 fans at the basketball game last night. Which of the following is equivalent to 8543?

A $8000 + 50 + 40 + 3$

B $8000 + 500 + 400 + 3$

C $2000 + 2000 + 2000 + 2000 + 200 + 200 + 20 + 20 + 10 + 3$

* **D** $2000 + 2000 + 2000 + 2000 + 200 + 200 + 100 + 20 + 20 + 3$

CALCULATOR PERMITTED—ITEMS 7–20 and A–C

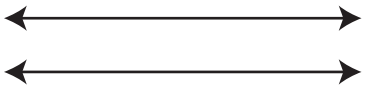
7 The total cost of 2 boxes of crackers is $5.00. Each box of crackers costs the same amount. What is the total cost of 5 boxes of crackers?

A $2.50
B $7.50
* **C** $12.50
D $17.50

---

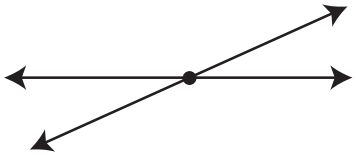
8 Cameron drew a ray on his paper. Which is Cameron's drawing?

A



B

C



* **D**

9 Victoria has a cube-shaped container. Which of these strategies could Victoria use to find the volume of her container?

* **A** Measure the length, width, and height of the cube with a ruler and multiply the numbers together

B Place the empty container on a scale and weigh it

C Measure the length, width, and height of the cube with a ruler and add the numbers together

D Fill the container with sand, place it on a scale, and weigh it

.

10 Rick was lining up to go home when he looked at the clock on the wall.

What time appears to be shown on the clock?

A 2 minutes after 3:00
* **B** 2 minutes before 3:00
C 15 minutes after 12:00
D 15 minutes before 12:00

11 The coastline of Greece is 8498 miles in length. Which is 10 miles more than the length of the coastline of Greece?

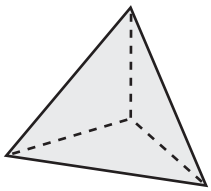
A 8408 miles
B 8488 miles
* **C** 8508 miles
D 8598 miles

12 Leslie wants to eat a piece of toast with jelly. She can choose from 2 types of bread and 4 types of jelly.

How many **different** combinations are there?

A 2
B 4
C 6
* **D** 8

13 Which statement about the solid figure shown is true?



* **A** The solid figure has 2 more edges than vertices.

B The solid figure has 2 more faces than vertices.

C The solid figure has 2 more vertices than edges.

D The solid figure has 2 more vertices than faces.

14 The fourth grade students at Miller Elementary collected 432 cans of food for a food drive. The fourth grade students at Johnson Elementary collected 517 cans for the same food drive.

Which equation shows t, the total number of cans collected by both groups of students?

A $432 + t = 517$

B $517 - 432 = t$

* **C** $432 + 517 = t$

D $517 + t = 432$

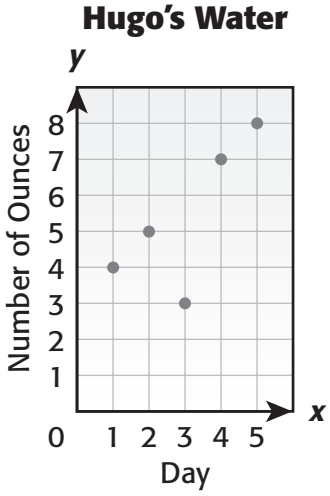
15 The table shows the number of ounces of water Hugo drank each day for five days.

Hugo's Water

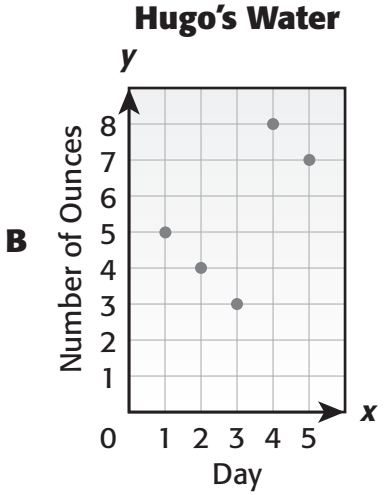
Day	1	2	3	4	5
Number of Ounces	4	5	3	7	8

Which graph represents the data in the table?

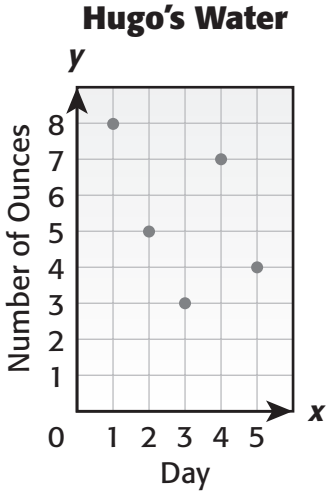
* **A**



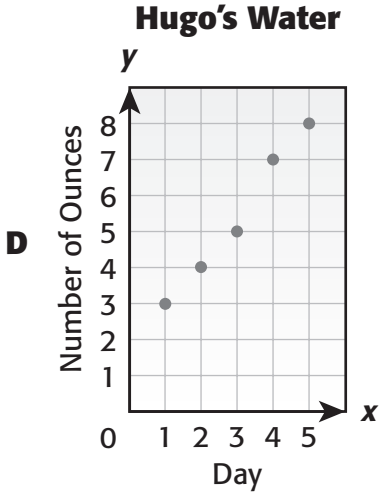
B



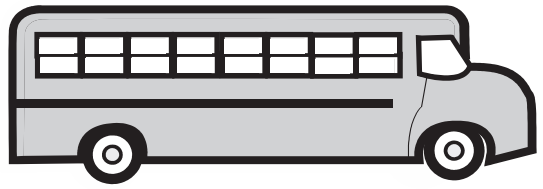
C



D

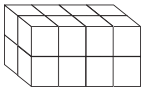


16 Martin used blocks to build a model of the bus shown below.

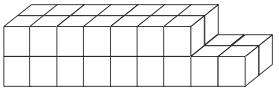


Which of the following is Martin's model?

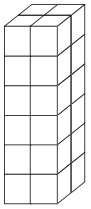
A



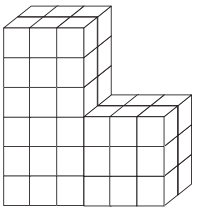
*** B**



C



D



17 Austin created the five-part repeating pattern shown.

● ◆ ⌘ ☒ ⌘ ● ◆ ⌘ ☒ ⌘ ● ? ? ☒ ⌘

Which of the following completes the pattern?

*** A** ◆⌘

B ⌘☒

C ●◆

D ☒⌘

18 The principal at Maxwell Elementary estimated that there will be 105 fourth grade students next year. There can be no more than 18 students in each class. What will be the least number of fourth grade classes needed for next year?

A 4

B 5

*** C** 6

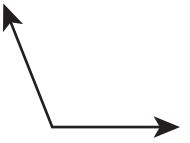
D 7

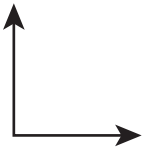
19 Trey put a bowl of rice in the microwave to cook for 240 seconds. What number of minutes is equal to 240 seconds?

1 minute = 60 seconds

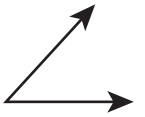
A 2 minutes
* **B** 4 minutes
C 24 minutes
D 60 minutes

20 Which angle has a measure less than a right angle?

A


B


C


* **D**


Mathematics Item A—2011 Grade 4

A Tyesha asked her classmates to choose their favorite hobbies from the following: drawing, playing sports, or playing video games. The data Tyesha collected are shown.

Favorite Hobbies

Drawing	Playing Sports	Playing Video Games
Jaden	Marta	Aiden
Roy	Danny	Erik
Haley	Joey	Carlos
Pak	Callie	Aziz
Steve		Tobby
		Michelle

1. On the grid provided in your Student Answer Document, create and complete a bar graph using the data Tyesha collected. Be sure to label your parts.
2. Which hobby is the most popular? Explain your answer using words, numbers, and/or pictures.
3. Tyesha made the frequency table shown of the data she collected. Is Tyesha's frequency table correct? Explain your answer using words, numbers, and/or pictures.

Favorite Hobbies

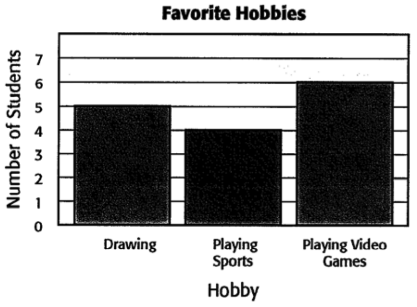
Hobby	Number of Students
Drawing	𝍸 |
Playing Sports	𝍸
Playing Video Games	𝍸 |

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

Mathematics Item A Scoring Rubric—2011 Grade 4

Score	Description
4	The student earns 5 points. The response contains no incorrect work.
3	The student earns 3½–4½ points.
2	The student earns 2–3 points.
1	The student earns ½–1½ points, or minimal understanding is shown. Ex.: A bar graph that successfully graphs any three known numbers.
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.)

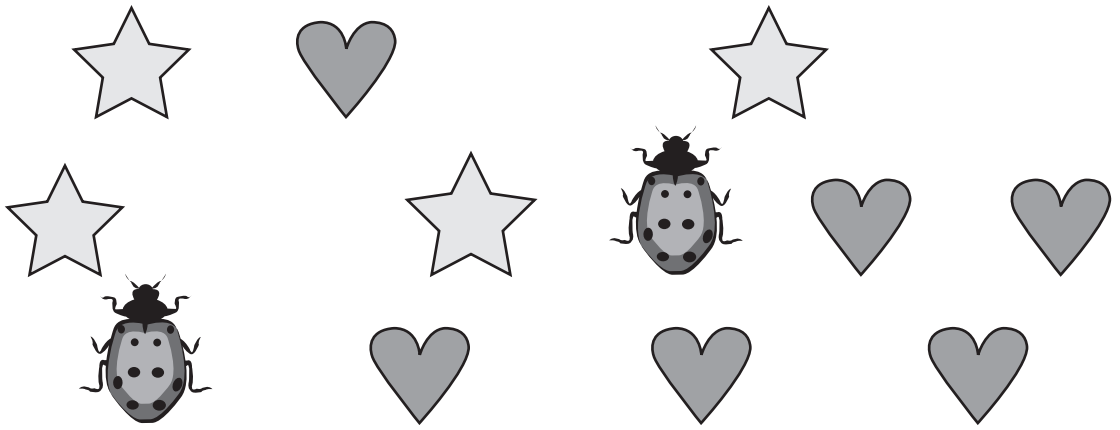
Solution and Scoring

Part	Points
1	**2 points possible** 2 points: Correct and complete graph including the following: • 3 bars are identified and are the correct height • *x*-axis label ("Hobby" or equivalent) • *y*-axis label ("Number of Students" or equivalent) • Intervals on *y*-axis are numbered and consistent *Note: A title is not necessary, even at the "4" level.*  **Note: Bar graphs may be rotated, resulting in horizontal bars and reversed *x* and *y-axes*** **OR** 1½ points: • 3 bars are identified and are the correct height • *x*-axis label and/or *y*-axis label is missing • Intervals on *y*-axis are numbered and consistent **or** • 3 bars are identified and are the correct height • *x* and *y*-axis labels are both included • Intervals on *y*-axis are not numbered or not consistent **OR** 1 point: • 3 bars are identified and are the correct height • *x*-axis label and/or *y*-axis label is missing • **Intervals on *y*-axis are not numbered** (assume each grid unit represent same #), but are consistent **or** intervals on *y*-axis are numbered, but **are not consistent** **or** • **2 bars are identified and are the correct height** • *x*-axis label and/or *y*-axis label is missing • Intervals on *y*-axis are numbered and consistent **OR** ½ point: • 2 bars are identified and are the correct height • *x*-axis label and/or *y*-axis label is missing • **Intervals on *y*-axis are not numbered** but are consistent

Part	Points
2	**1½ points possible** 1½ points: **Correct answer is stated or indicated, with a correct explanation.** *May be based on an incorrect Part 1.* Ex.: Video games, because 6 > 5 and 6 > 4 Ex.: VG, because it got the most votes Ex.: Video games is most popular because it has 6, and the other hobbies only have 5 and 4 Ex.: VG 6, D 5, PS 4 **OR** 1 point: **Correct answer is stated or implied, but with a vague or incomplete explanation.** *May be based on an incorrect Part 1.* Ex.: Video because it had 6 Ex.: 6 > 5 **OR** ½ point: **Correct answer is stated, with a missing or incorrect explanation.** *May be based on an incorrect Part 1.* Ex.: Video games Ex.: VG, because it had 7 and the others had less.
3	**1½ points possible** 1½ points: **Correct answer is stated or *implied*, with a correct explanation.** *May be based on an incorrect Part 1.* Ex.: No, it is not correct because Tyesha had 6 for Drawing instead of 5, and 5 for Sports instead of 4 Ex.: No, because there was one more in Drawing than there should have been Ex.: *Response shows a correct frequency table or correct numbers for all three hobby categories (implied answer)* **OR** ½ point: **Correct answer is stated with a missing, vague, incomplete, or incorrect explanation.** *May be based on an incorrect Part 1.* Ex.: No Ex.: No, because it's not the number of people Ex.: It's not correct because the frequencies aren't the same Ex.: The table isn't right because Drawing Ex.: No because Drawing and Sports should have 4 each

Mathematics Item B—2011 Grade 4

B Justine is using the stickers below to decorate a picture frame.



1. What fraction of Justine's stickers are hearts? Which of the numbers in your fraction represents the whole set of stickers?

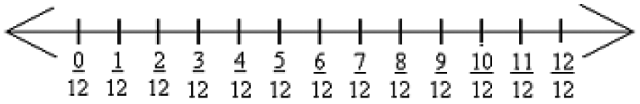
2. Draw and label a number line and mark an X on the number line to show the location of the fraction of Justine's stickers that are ladybugs.

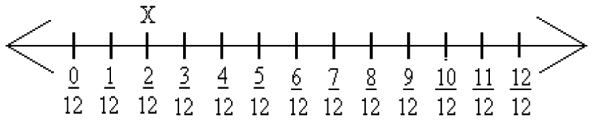
BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Mathematics Item B Scoring Rubric—2011 Grade 4

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.
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

<table>
<tr><th>Part</th><th>Points</th></tr>
<tr><td>1</td><td>
2 points possible
1 point: Correct answer: 6/12 (hearts/total stickers) or equivalent fraction
Ex.: 3/6
Ex.: 1/2
AND
1 point: Correctly identified number of the given fraction that represents the whole set of stickers.
Identification may be based on an incorrect fraction above.
Ex.: “The number that represents the whole set of stickers in the fraction is 12” with an answer of 6/12
Ex.: “2” with an answer of 1/2
Ex.: “the bottom number”
Ex: “The denominator and that’s the lower one”
Ex.: Identifies the denominator by circling, drawing an arrow, pointing at it, etc.
</td></tr>
<tr><td>2</td><td>
2 points possible
1 point: Correctly drawn and labeled number line (or line segment).
May be based on an incorrect fraction in Part 1.
Ex.:


• Units are clearly shown on line or line segment and labeled fractionally (e.g., 0/12, 1/12, 2/12,…)
• The line has an origin of 0 (or equivalent) and extends through 1 (or equivalent)
• The line has reasonably consistent intervals
• The line may have <u>more</u> units than those in the denominator, but not <u>fewer</u>
AND
1 point: Correct marking of the location on the number line showing the fraction of Justine’s stickers that are ladybugs.
May be based on an incorrect fraction in Part 1.
Ex. (for 2/12):


OR
<u>If a correctly drawn and labeled number line is not drawn</u>, this point may also be earned under the following conditions:
• The number line is labeled with fractions, but incorrectly (e.g., the line lacks an origin or contains less units than those in the denominator) and is marked at 2/12 (or 1/6 for a denominator of 6.)
• The number line is labeled with whole numbers, has an origin, and contains at least the number of units in the denominator and is marked at the “2/12” location on the line.
• The number line is unlabeled but contains exactly the number of units in the denominator and is marked at the “2/12” location on the line.
</td></tr>
</table>

Mathematics Item C—2011 Grade 4

C A cook is making a meal for a large group of people. The recipe he is using calls for 2 pounds of ground beef and 1 cup of cheese. The cook needs to make the recipe more than once.

1. The cook has 64 ounces of ground beef. How many pounds of ground beef does he have? Explain your answer using words, numbers, and/or pictures.
2. The cook wants to use all of the ground beef. How many times can he make the recipe? Explain your answer using words, numbers, and/or pictures.
3. How many cups of cheese will the cook need to complete the recipe using 64 ounces of ground beef? Explain your answer using words, numbers, and/or pictures.

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

Mathematics Item C Scoring Rubric—2011 Grade 4

Score	Description
4	The student earns 6 points. The response contains no incorrect work, including not having 64 ÷ 16 = # (or any division procedure) written vertically in any part of the response.
3	The student earns 4–5 points.
2	The student earns 2–3 points.
1	The student earns 1 point, or minimal understanding is shown.
0	The student earns 0 points. No understanding is shown. Ex. 16 × 4 = 64 in Part 1
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: 4 (pounds)** **AND** 1 point: **Correct and complete procedure explaining how the answer was determined in converting ounces to pounds.** (***Note: 64 ÷ 16 = # <u>written vertically</u> is acceptable, except at the "4" level***) Give credit to one of the following or equivalent: Ex.: 64 ÷ 16 = # Ex.: 16 + 16 + 16 + 16 = 64 (Guess & Check) Ex.: A graphic depiction of four groups, each containing 16 marks (or units) to total 64 Ex.: A complete and correct verbal description of one of the processes above
2	**2 points possible** 1 point: **Correct answer: 2 (times) or "twice"** (*or correct answer based on an incorrect answer in Part 1*) **AND** 1 point: **Correct and complete procedure explaining how the answer was determined.** *Work may be based on an incorrect answer in Part 1.* Ex.: 4 (pounds) ÷ 2 (pounds) = # Ex.: 2 (recipes) × 2 (lbs./rec.) = 4 (pounds) (Guess & Check) Ex.: 2 + 2 = 4 (Guess and Check) Ex.: "He can make it twice because he needs 2 pounds for each recipe and he has 4 pounds"
3	**2 points possible** 1 point: **Correct answer: 2 (cups)** (*or correct answer based on an incorrect answer in Part 1 and/or 2*) **AND** 1 point: **Correct and complete procedure explaining how the answer was determined.** *Work may be based on an incorrect answer in Part 1 and/or 2* Ex.: 1/2 = 2/4 Ex.: "he will need 2 cups of cheese because 1 cup of cheese goes with 2 lbs. of meat, and there's 4 lbs. of meat" Ex.: "It takes 1 cup per recipe and there are 2 recipes" Ex: "He needs 2 cups because each recipe needs 1 cup"

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Mathematics Reference Sheet
Grade 4

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

Square	**Rectangle**
Area = ***side*** × ***side***	Area = ***length*** × ***width***
Perimeter = ***4*** × ***side***	Perimeter = ***length*** + ***width*** + ***length*** + ***width***

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)

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Arkansas Department of Education April 2011.

QAI08567

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

A Toolmaking Crow

by Jack Myers, Ph.D.

Tools are so necessary for our way of life that we seldom think about how important they are. Try to imagine building a house out of wood without using any tools.

We once thought that only humans were smart enough to make and use tools. That meant that scientists who were studying animals in nature began looking for toolmaking by other animals. A number of cases have been found. A recently reported one is fun to think about.

Playful Birds

Scientists were observing a mated pair of crows kept in a laboratory. The crows played with common objects, which became their toys.

One day, the scientists set up a special problem, which you can see in the photos. A little bucket inside a plastic pipe contained food (a piece of meat). At first, the crows were given a choice between straight wires and wires bent into hooks. After a few tries, the birds learned that hooks worked better than straight wires for lifting out the bucket.

In one trial, the male took away the hooked wire. The female used her beak to bend a piece of straight wire into a hook.

Could She Do It Again?

That trick of making a hook looked so smart that the scientists tried to see if she could do it again. In 17 trials, she succeeded 9 times. The male crow sometimes stole one of the hooks his mate had made, but he never learned to make one himself.

Let's think about the accomplishment of that crow in making a hook as a special tool. Of course, if you had thought to do that, you likely would have been proud of yourself. But for a crow to do it—scientists considered that so remarkable that they took photos and wrote a scientific account.

It is clear enough that another animal can make a tool. But those tools are quite simple compared to the ones we make. You can see why the human is considered the "toolmaking" animal.

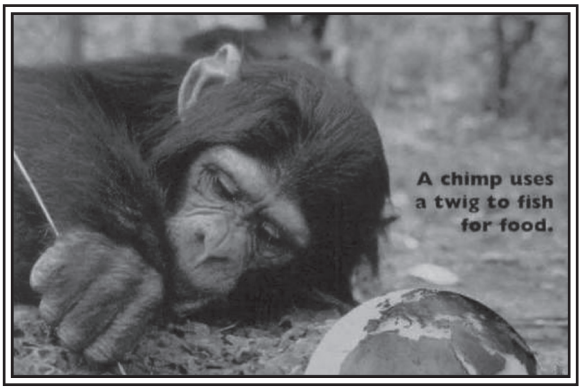
Monkey Business

The chimp stood looking at the palm nut. How to crack it open? A twig? Nope. After a moment, the chimp picked up a rock and went to work.

Scientists have known for years that chimps use tools in the wild. Now researchers have discovered that chimps learn to use a variety of tools for different tasks.

Termite Fishing

In addition to cracking nuts with rocks, chimps in the Goulougo Triangle, a remote African forest in the Republic of the Congo, use stick tools to fish for termites. Termites are insects that live together in huge colonies in big, mound-shaped nests. For many years, scientists had found the chimps' termite-fishing sticks around the mounds, but few researchers had seen the chimps actually using the tools.



Scientists decided to set up remote-controlled cameras around the termite nests to spy on the chimps. They discovered that chimps come to the nests with their tool belts on, so to speak.

They bring along different tools so that they have everything they need to hunt for bugs.

The chimps of the Goulougo Triangle use short sticks to dig into mounds above the ground and bigger sticks to drill holes into deep nests. To push the big sticks into the ground, they use their feet, in the same way a farmer steps on a shovel.

After poking into a nest, chimps use specially designed termite-fishing sticks to catch the bugs. The chimps fray the ends of the fishing sticks with their teeth to make them perfect for termite catching.

Other groups of chimps in other parts of Africa use different types of tools. In a rain forest in the Ivory Coast, for example, chimps use stones as hammers to crack open nuts.

Chimps Have a Culture Too

Why do different chimp groups use different kinds of tools? Each group has its own **culture**. A culture is a set of behaviors and traditions passed down from adults to children. Young chimpanzees learn how to fish for termites or crack nuts by watching older chimps. Scientists used to think that only humans had culture. Now they know that chimps and other animals have culture too.

The scientists in the Congo discovered that fishing for termites with the chimpanzees' tools isn't easy. After watching videos of chimps using the tools, the researchers tried the apes' methods themselves. Even the young, inexperienced chimps caught more termites than the scientists did!

1 If a student were researching crows, "A Toolmaking Crow" would provide the **most** information about —

A the type of toys crows like
B the kind of food crows eat
C how crows treat each other
* **D** how crows solve problems

2 Which idea about tools is **best** supported by "A Toolmaking Crow"?

A Tools are very important for animals to live.
B Tools can be used as toys.
* **C** Tools are used by animals as well as by humans.
D Tools can be difficult to make.

3 Look at the table below, which has been partly completed with information from "Monkey Business."

Scientists Knew or Used to Think	Scientists Now Know
Chimps could use tools.	Chimps use different tools to do different jobs.
Human beings were the only animals who pass traditions down to their children.	?

Based on "Monkey Business," which sentence correctly completes the table?

A Chimps eat termites.
* **B** Chimps pass down their own culture.
C Chimps pass along their culture to people.
D Chimps use sticks and rocks to catch their food.

4 What does the author of "Monkey Business" mean by describing the chimps as coming to the nests "with their tool belts on"?

A The chimps are facing a difficult challenge using tools.
* **B** The chimps are prepared for the job of catching termites.
C The chimps want to teach the young chimps how to catch termites.
D The chimps have everything they need with them to make tools.

5 Which statement is **best** supported by information in "Monkey Business"?

A Chimps raised in a zoo cannot use tools.
B Chimps use tools only in the wild in Africa.
* **C** Chimps use tools that fit the type of food available.
D Chimps learn to make and use tools by watching scientists.

6 According to "Monkey Business," scientists have discovered that chimps —

A use termites to fish for food in the wild

* **B** use different tools depending on the task

C learn from humans how to use tools for certain tasks

D make tools when caged as well as when living in the wild

7 How can a reader **most** clearly know that both "A Toolmaking Crow" and "Monkey Business" are nonfiction rather than fiction?

A Both are about animals using tools.

B Both are about scientists and their lives.

C Both are about something that happened.

* **D** Both give details based on what scientists saw.

8 What is similar about the way the researchers in "A Toolmaking Crow" and "Monkey Business" did their studies?

A They remained out of the sight of the animals.

B They changed the settings where the animals lived.

* **C** They closely watched the animals they were studying.

D They repeated their studies a number of times with the same animals.

Reading Item A—2011 Grade 4

A Both "A Toolmaking Crow" and "Monkey Business" are scientific studies about clever animals.

Give two examples from "A Toolmaking Crow" that show how the crows are clever.

Give two examples from "Monkey Business" that show how the chimps are clever.

Reading Item A Scoring Rubric—2011 Grade 4

Score	Description
4	The response gives two accurate and relevant examples from "A Toolmaking Crow" and two accurate and relevant examples from "Monkey Business" that show how the animals are clever.
3	The response gives two accurate and relevant examples from "A Toolmaking Crow" and one accurate and relevant example from "Monkey Business" that show how the animals are clever. **OR** The response gives two accurate and relevant examples from "Monkey Business" and one accurate and relevant example from "A Toolmaking Crow" that show how the animals are clever.
2	The response gives one accurate and relevant example from "A Toolmaking Crow" and one accurate and relevant example from "Monkey Business" that show how the animals are clever. **OR** The response gives two accurate and relevant examples from either "A Toolmaking Crow" or "Monkey Business" that show how the animals are clever.
1	The response gives only one accurate and relevant example from either "A Toolmaking Crow" or "Monkey Business" that shows how the animals are clever. **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.

Thankful After All

by Kelly Barson

1 *What am I thankful for?* Avery wonders.

Max sneaks up behind her and playfully grabs her paper. "What's this?"

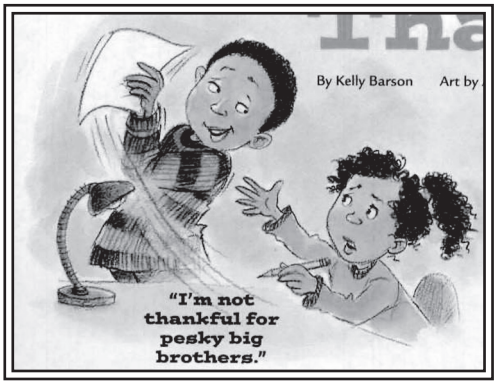
"Give it back!" says Avery. "I have to write down what I'm thankful for."

"Looks like you have a lot of work to do," says Max. "This paper is blank."

"I'm not thankful for pesky big brothers," says Avery.

Mom called from the kitchen, "Avery, will you help me, please?"

"I'm not thankful for helping in the kitchen," mumbles Avery as she marches down the stairs.



"Can you stir the lima beans into the casserole?" asks Mom.

"I don't like lima beans," says Avery as she begins stirring.

"Grandma likes them," says Mom. "And so does Aunt Mildred."

11 *Aunt Mildred leaves red lipstick smudges on my face, and Grandma tells me to eat lima-bean casserole,* thinks Avery. *I'm not thankful for red lipstick or lima beans.*

"Honey, make sure your room is clean," says Mom. "Uncle Lester might need a nap after dinner."

"OK," says Avery, heading back up to her room.

Uncle Lester wears too much aftershave, Avery thinks while making her bed and picking up her toys. *I'm not thankful for messy rooms or smelly uncles.*

Dad peeks into Avery's room. "You'll help Aunt Marcy with the twins, won't you?"

16 Avery nods, but thinks, *I'm not thankful for sticky hands that always get into my stuff. This is going to be the worst Thanksgiving ever. What is there to be thankful for?*

Ding-dong!

"They're here!" calls Mom. "Come down and say hello."

Avery smiles as she greets Aunt Mildred at the door.

"Oh, Avery!" says Aunt Mildred. "You're growing into a beautiful young lady." No kiss. No red smudge.

I'm thankful for my aunt who says I'm beautiful, thinks Avery.

At dinner, Grandma passes the lima bean casserole to Avery. "Help yourself, dear."

"No, thank you," says Avery. "I don't care for lima beans."

"I didn't know that," says Grandma. "I don't care for sweet potatoes."

"I love sweet potatoes," says Avery. "I'll eat your sweet potatoes if you'll eat my lima beans."

"You've got yourself a deal," says Grandma.

Avery thinks, *I'm thankful for my grandma who doesn't make me eat lima beans and shares her sweet potatoes.*

"Hey, Avery," says Uncle Lester. "What happened to the turkey whose feathers were pointing the wrong way?"

"I don't know," says Avery. "What?"

"He was tickled silly," says Uncle Lester.

Avery laughs. *I'm thankful for my uncle who tells funny jokes,* she thinks.

After dinner, Avery runs upstairs to write everything down while it's still fresh in her mind. Soon she is stuck. "Ugh," she says.

Just then, Max walks by. "What's wrong?" he says.

"How do you spell *special*?" asks Avery.

35 "S-P-E-C-I-A-L," says Max. "Can I read what you have so far?" He peers over her shoulder.

"Sure," says Avery as she writes the word *special.*

Max reads about why Avery is thankful for Aunt Mildred, Grandma, and Uncle Lester. Then he reads the end: "This is the best Thanksgiving ever. I have a lot to be thankful for. I am thankful for my special family."

"I have something else to add," says Avery. She writes: *I'm also thankful for my brother who helps me spell hard words.*

Clop-clop! Shhff-shhff! Avery looks up. The twins, Rosie and Jack, shuffle into her room wearing her shoes, clothes, scarf, and headband. "Avery!"

Rosie says. "We look just like you."

"Yes, you do," Avery says, giggling. She takes their hands. "I thought so—sticky. Come on, you two. Let's wash these hands."

"OK," says Rosie.

"Will you wash our faces, too?" says Jack. "They have lipstick kisses on them."

"Of course I will," says Avery. "I know just how you feel."

As Avery marches the twins off to the bathroom, she smiles and thinks, *Maybe I'm not finished with my paper just yet.*

9 Read this sentence from paragraph 1 of the passage.

What am I thankful for?

Why does the author **most** likely include this sentence at the beginning of the passage?

A To show what Max says out loud
B To show what the author is thinking
* **C** To show what Avery is thinking
D To show what the mother says out loud

10 What bothers Avery the **most** at the beginning of the passage?

* **A** How her family behaves
B How much homework she has
C That she does not have a quiet place to write
D That she cannot spend the day with friends

11 Read this sentence from paragraph 11 of the passage.

Aunt Mildred leaves red lipstick smudges on my face, and Grandma tells me to eat lima-bean casserole, thinks Avery.

Based on the sentence above, what does the word smudges mean?

A Bumps
B Smiles
C Notes
* **D** Marks

12 Read this sentence from paragraph 16 of the passage.

This is going to be the worst Thanksgiving ever.

Who is telling this part of the story?

A Max
B A narrator
* **C** Avery
D The children's mother

13 Where do the events of this passage take place?

* **A** Avery's house
B Grandma's house
C Aunt Mildred's house
D Uncle Lester's house

14 Below are events that take place in the passage.

1. Max takes Avery's paper away.
2. Avery helps her mother in the kitchen.
3. _____
4. The family has Thanksgiving dinner.
5. Avery writes about her day.
6. Avery helps the twins.

Which event belongs as number 3?

A Uncle Lester tells a funny joke.
* **B** Aunt Mildred and other relatives arrive.
C Avery asks Max how to spell *special*.
D Avery says she is not thankful for Max.

15 Read this sentence from paragraph 35 of the passage.

He peers over her shoulder.

Which word is the **best** synonym for peers?

A Hangs
* **B** Looks
C Reaches
D Throws

16 What can readers learn from the final paragraph of this passage?

* **A** Avery believes she has a wonderful family.
B Avery is thinking she will be a good babysitter.
C Avery is grateful for having such a good dinner.
D Avery hopes she will have a wonderful life.

Reading Item B—2011 Grade 4

B Avery's feelings change in the passage.

Tell how she feels at the beginning of the passage, and give an example from the passage to explain how she feels at the beginning.

Tell how she feels at the end of the passage, and give an example from the passage to explain how she feels at the end.

Reading Item B Scoring Rubric—2011 Grade 4

Score	Description
4	Response tells how Avery feels at the beginning and end of the passage and gives one accurate and relevant example from the passage to explain how she feels at the beginning of the passage and one accurate and relevant example from the passage to explain how she feels at the end of the passage.
3	Response tells how Avery feels at the beginning and end of the passage and gives one accurate and relevant example from the passage to explain how she feels at the beginning of the passage or at the end of the passage. **OR** Response tells how Avery feels either at the beginning or the end of the passage and gives one accurate and relevant example from the passage to explain how she feels at the beginning of the passage and one accurate and relevant example from the passage to explain how she feels at the end of the passage.
2	Response tells how Avery feels at the beginning and end of the passage. **OR** Response tells how Avery feels either at the beginning or the end of the passage and gives one accurate and relevant example from the passage to explain how she feels at the beginning or at the end of the passage. **OR** Response gives one accurate and relevant example from the passage to explain how she feels at the beginning of the passage and one accurate and relevant example from the passage to explain how she feels at the end of the passage.
1	Response tells how Avery feels at the beginning or end of the passage. **OR** Response gives one accurate and relevant example from the passage to explain how she feels at the beginning or at the end of the passage. **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 the most unusual object you have ever received.

Before you begin to write, think about what you received and what made it so unusual.

Now write an essay for your teacher describing the most unusual object you have ever received. Be sure to give enough detail so that your teacher will understand.

WRITER'S CHECKLIST

1. Look at the ideas in your response.
   - _____ Have you focused on one main idea?
   - _____ Have you used enough detail to explain yourself?
   - _____ Have you put your thoughts in order?
   - _____ Can others understand what you are saying?
2. Think about what you want others to know and feel after reading your paper.
   - _____ Will others understand how you think or feel about an idea?
   - _____ Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper's subject.)
   - _____ Do you have sentences of different lengths? (Hint: Be sure you have a variety of sentence lengths.)
   - _____ Are your sentences alike? (Hint: Use different kinds of sentences.)
3. Look at the words you have used.
   - _____ Have you described things, places and people the way they are? (Hint: Use enough detail.)
   - _____ Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)
   - _____ Have you used the right words in the right places?
4. Look at your handwriting.
   - _____ Can others read your handwriting with no trouble?

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

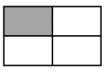
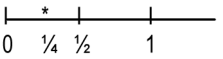
Mechanics (M)
The Mechanics domain includes the system of symbols and cueing devices a writer uses to help readers make meaning. Features are:

- 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.	1. Recognize *equivalent* representations for the same *whole number* and generate them by *composing* and *decomposing* numbers. Ex. 1,076 = 1,000 + 70 + 6; 500 + 500 + 25 + 25 + 25 + 1; 250 + 250 + 250 + 250 + 75 + 1, etc… 4. Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of *whole numbers*, using models up to 12/12. Ex. ¼  ¼ =  ¼ =  ¼ = One cookie shared by 4 children
	2. Properties of Number Operations: Students shall understand meanings of operations and how they relate to one another.	2. Apply *number theory* • determine if any number is *even* or *odd* • use the terms *multiple, factor,* and divisible by in an appropriate context • generate and use *divisibility* rules for 2, 5, and 10 • demonstrate various multiplication & division relationships
	3. Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates.	2. Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems (30 x 50). 3. Attain, with and without appropriate *technology*, *computational fluency* in multiplication and division using *contextual problems* using • two-*digit* by two-*digit* multiplication (larger numbers with *technology*), • up to three-*digit* by two-*digit* division (larger numbers with *technology*), • *strategies* for multiplication 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 operations involving addition, subtraction, and multiplication using a variety of methods and tools. (e.g., objects, mental computation, paper and pencil and with and without appropriate *technology*)

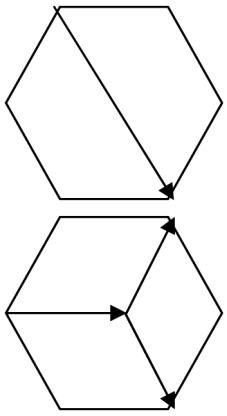
* The Content Standards and Student Learning Expectations listed are those that specifically relate to the released and non-released test items in this booklet

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. Identify a number that is more or less than any *whole number* using *multiples* of 10, 100 and/or 1000. Ex.100 more than 4987 is 5087 2. Use repeating and growing numeric and geometric *patterns* to make predictions and solve problems 3. Determine the relationship between sets of numbers by selecting the rule (2 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* by one-*digit* division using appropriate labels. 2. Express mathematical relationships using simple *equations* and *inequalities* (>, <, =, ≠). Ex. 4 x 5 ____ 8 x 2 + 3 3. Use a *variable* to represent an unknown quantity in a number sentence involving *contextual situations* and find the value. Ex. Susie bought 48 pencils. If the pencils came in packages of 12, how many packages of pencils did she buy? P = 48 ÷ 12
	6. Algebraic Models: Students shall develop and apply mathematical models to represent and understand quantitative relationships.	1. Create a chart or table to organize given information and to understand relationships and explain the results. Ex. Troy must read independently for 2 hours a week. If Troy reads 20 minutes a day, how long will it take him to read a total of two hours?
	7. Analysis of Change: Students shall analyze change in various contexts.	1. Identify, describe and generalize relationships in which quantities change proportionally. Ex. If a car travels at a rate of 50 mph, how far will it travel in three hours? hours | 1 | 2 | 3 miles | 50 | 100 | 150

* 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
3—Geometry (G)	8. Geometric Properties: Students shall analyze characteristics and properties of 2- and 3-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	1. Identify, describe and classify *three-dimensional* solids by properties including the number of *vertices*, *edges*, and shapes of *faces* using models. 2. Identify regular and *irregular polygons* including octagon. See the *Polygons* page in the Appendix. 3. Identify, draw, and describe a *line, line segment*, a *ray*, an angle, *intersecting*, *perpendicular*, and *parallel lines.* 5. Classify angles relative to 90° as more than, less than or equal to.
	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.	1. Construct a *three-dimensional* model composed of *cubes* when given an illustration. 2. Create new figures by combining and subdividing models of existing figures in multiple ways and record results in a table. 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. Recognize that 60 seconds equals 1 minute. 2. Distinguish the temperature in contextual problems using the Fahrenheit scale on a thermometer. 3. Use the relationship among units of measurement Length: 12 in = 1 ft 3 ft = 1 yd 36 in = 1 yd 100 cm = 1 m Capacity: 2 cups = 1 pint 2 pints = 1 quart 4 quarts = 1 gallon Weight: 16 ounces = 1 lb
	13. Systems of Measurement: Students shall identify and use units, systems, and processes of measurement.	1. Using a calendar to determine *elapsed time* from month to month. 4. Determine *elapsed time* in *contextual situations* to five-minute intervals with beginning time unknown. Ex. Mary watched a movie for 1 hour and 15 minutes. The movie ended at 8:15. When did the movie begin? 5. Apply money concepts in *contextual situations.* Ex. • determine the better buy • determine change back with the least amount of currency • compare money 10. Use *strategies* for finding the *area* of a rectangle. 11. Use *strategies* to find the *volume* (cubic units) of *rectangular prisms* and *cubes*.
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. Create a data collection plan after being given a topic and collect, organize, display, describe and interpret 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. Represent and interpret *data* using *pictographs, bar graphs* and *line 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. There are 5 blue tiles, 3 red tiles, and 2 green tiles. *What* is the probability of pulling out a green tile? 2. Conduct simple *probability* experiments, record the data and draw conclusions about the likelihood of possible *outcome* (roll number *cubes*, pull tiles from a bag, spin spinner, or determine the fairness of the game). 3. Find all possible combinations of two or three sets of objects.

* 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	A	5	2
2	D	17	1
3	D	16	1
4	G	8	2
5	M	13	4
6	N	1	1
7	A	6	1
8	G	8	3
9	M	13	11
10	M	13	4
11	A	4	1
12	D	17	3
13	G	8	1
14	A	5	3
15	D	15	2
16	G	11	1
17	A	4	2
18	N	3	3
19	M	12	1
20	G	8	5
A	D	14	1
B	N	1	4
C	M	12	3

* 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	5	1
G	10	1
A	7	1
D	14	1
G	11	2
G	8	2
A	4	3
M	13	1
D	17	2
M	12	2
A	6	1
G	8	3
D	15	1
D	15	1
M	13	10
M	13	5
N	1	4
N	2	2
N	3	2
N	3	3
N	3	4
N	3	4

* 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.	2. Make connections that demonstrate a deeper understanding of text related to self, text, and/or world. 7. Infer the purpose of the text to expand comprehension. 8. Describe how the author's purpose determines the choice of language and information in a text. 9. Use inferences to expand understanding of content knowledge. 10. Sort relevant and irrelevant information based on the purpose of reading. 12. Summarize content of selection, identifying important ideas and providing details for each important idea.
10. Variety of Texts: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.	2. Compare and contrast fiction and nonfiction. 6. Use graphic organizers, including main idea/detail maps and outlines to make meaning of the reading selection. 7. Evaluate texts for appropriateness to reading tasks. 9. Recognize *expository* text structures which are comparative. 10. Read critically to compare information from two or more sources. 12. Identify and compare the story elements of mysteries and realistic fiction. 19. Utilize functional texts, including brochures, newspaper, articles and magazines, 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. Explain words with multiple meanings.

* 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	10	7
2	R	9	9
3	R	10	6
4	R	9	2
5	R	9	9
6	R	9	12
7	R	10	2
8	R	10	10
A	R	9	12
9	R	9	8
10	R	9	9
11	R	11	1
12	R	10	12
13	R	10	12
14	R	10	6
15	R	11	1
16	R	9	12
B	R	10	12

* 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	10	19
R	9	10
R	11	3
R	9	7
R	11	1
R	10	9
R	10	19
R	10	10
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.	13. Edit for spelling of appropriate words, usage, punctuation, capitalization, and sentence structure without the aid of a checklist.
6. Conventions: Students shall apply knowledge of Standard English conventions in written work.	10. Demonstrate use of conventional spelling by spelling most words correctly.
7. Craftsmanship: Students shall develop personal style and voice as they approach the craftsmanship of writing.	7. Respond to the writing of others by giving specific feedback on the clarity, coherence, logical order, elaboration, and support of ideas.

* 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	13
W	4	13
W	4	13
W	4	13
W	4	13
W	7	7
W	7	7

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

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