# ACTAAP

**Arkansas Comprehensive Testing, Assessment, and Accountability Program**

## RELEASED ITEM BOOKLET

## GRADE 6

### AUGMENTED BENCHMARK EXAMINATION

## April 2011

**Arkansas Department of Education**

# Table of Contents—2011 Augmented Benchmark Grade 6

**PAGE(S)**

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 6 students in Arkansas public schools participated in the *Grade 6 Augmented Benchmark Examination* in April 2011.

This Released Item Booklet for the *Grade 6 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 18 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 6 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 the *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 6 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 6 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**   Riley's mom is making cookies. Each batch consists of 15 cookies. Which equation shows the **correct** solution of the number of batches she needs in order to make 60 cookies?

   **A**   $60 + 15 = 75$

   **B**   $60 - 15 = 45$

 * **C**   $60 \div 15 = 4$

   **D**   $60 \times 15 = 900$

**2**   Students in sixth grade were surveyed about their cracker preferences.

### Students' Cracker Preferences
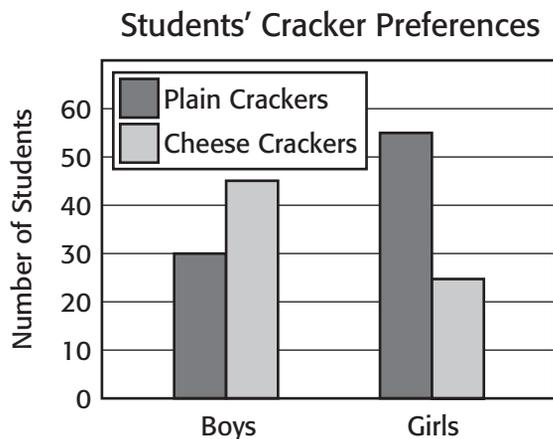


How many more boys than girls prefer cheese crackers?

   **A**   15

 * **B**   20

   **C**   25

   **D**   30

**3**   On Tuesday Claude woke up for school at 7:13 A.M. He needed to be in his classroom no later than 8:05 A.M.

How much time was there from the time Claude woke up to the time he needed to be in his classroom?

   **A**   92 minutes

 * **B**   52 minutes

   **C**   47 minutes

   **D**   18 minutes

**4**   Which types of triangles are always similar to each other?

   **A**   Right triangles

   **B**   Isosceles triangles

 * **C**   Equilateral triangles

   **D**   Acute triangles

## CALCULATOR PERMITTED—ITEMS 5–20 and A–C

**5** A class is playing a circle game in which one player stands in the center of the circle, and the rest of the players stand on the perimeter of the circle, as shown below.
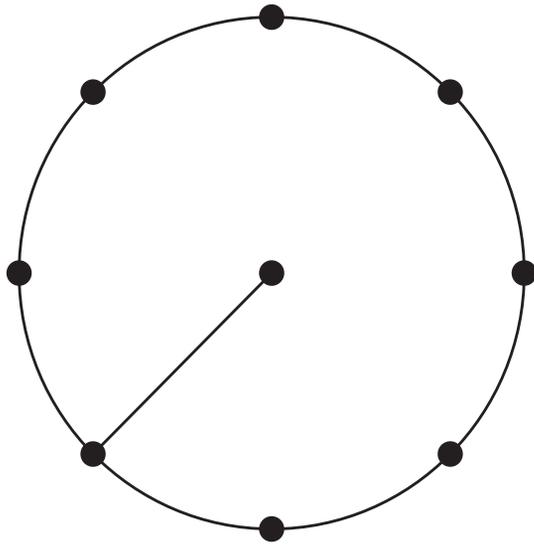
What is the name of the line segment that connects the player in the center with a player on the perimeter of the circle?

  **A**   chord
\* **B**   radius
  **C**   diameter
  **D**   circumference

**6** What is the distance from point A to point B on the number line below?

What is the distance from point A to point B on the number line below?

     A            B

20   40   60   80   100   120   140
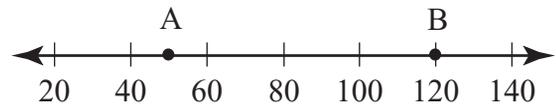
  **A**   50
\* **B**   70
  **C**   120
  **D**   170

**7** Haley has a goal of reading 25 books this year. If $b$ represents the number of books she has already read, which expression will determine the number of books she still needs to read in order to meet her goal?

\* **A**   $25 - b$
  **B**   $25 + b$
  **C**   $b \times 25$
  **D**   $b \div 25$

**8** Which figure has no lines of symmetry?

**A**

**B**

**C**

* **D**
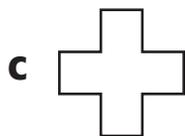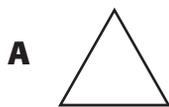
**9** Latoyah's lunch bill is $8.76. She wants to leave a tip that is 15% of her bill. What should be the amount of Latoyah's tip?

**A** $0.13

**B** $0.15

* **C** $1.31

**D** $1.50

**10** Jan is heating a beaker of water in science class and recording the temperature every minute. Which would be the **best** way to display her data?

* **A** line graph

**B** circle graph

**C** frequency table

**D** double-bar graph

**11** Which quantity would be measured in square feet?

**A** the width of a picture frame

**B** the volume of a desk drawer

* **C** the area of a basketball court

**D** the distance between the floor and the ceiling

**12** Amy's math notes on an obtuse scalene triangle, as shown below, are missing one important fact.

An obtuse scalene triangle has:
· One obtuse angle
· Two acute angles
· ?

Which additional fact would **correctly** complete her notes?

**A** one right angle

**B** two equal angles

**C** three sides with equal lengths

* **D** three sides with different lengths

**13** Amber is making party bags. She has 30 pencils to divide equally among 6 bags. How many pencils should she put in each bag?

\* **A**   5

**B**   6

**C**   24

**D**   36

**14** A student created the function table shown.

| x | y |
|---|---|
| 6 | 2 |
| 12 | 4 |
| 18 | 6 |
| 24 | 8 |
| 30 | 10 |

Which rule did the student use to create the function table?

\* **A**   $y = x \div 3$

**B**   $y = x \cdot 3$

**C**   $y = x - 4$

**D**   $y = x + 4$

**15** Which ordered pair is a point on the line segment below?
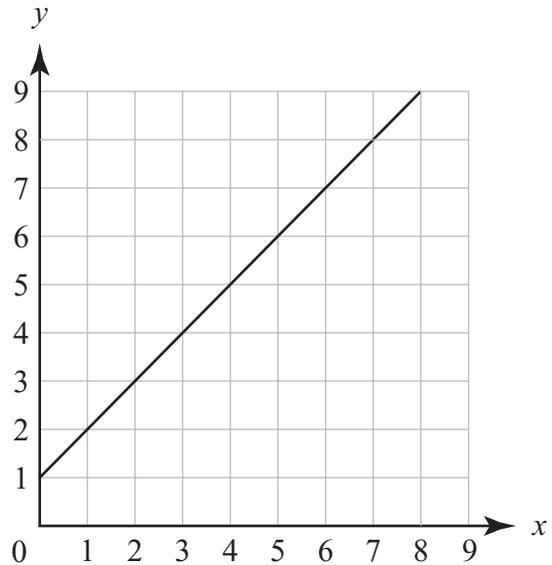


**A**   $(3, 2)$

\* **B**   $(5, 6)$

**C**   $(6, 5)$

**D**   $(8, 7)$

**16** Four students sold boxes of apples and boxes of oranges.
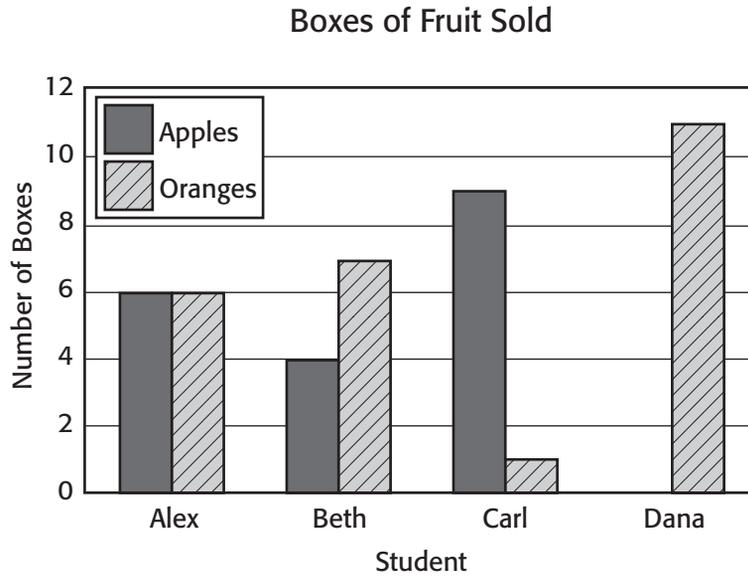
### Boxes of Fruit Sold



Which student sold the greatest number of boxes of fruit?

  * **A**  Alex
    **B**  Beth
    **C**  Carl
    **D**  Dana

**17**  Mel's Auto Parts tracked the sales of different products during the month of November, as shown in the bar graph below.
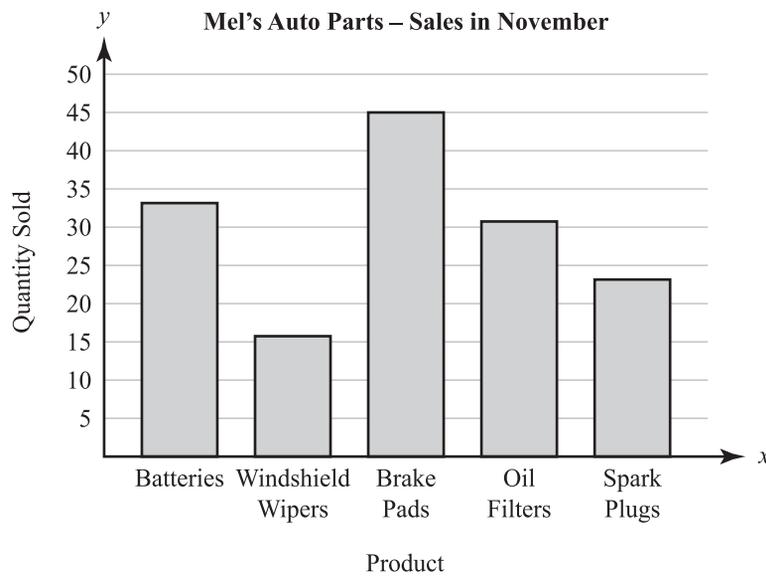


Based on the bar graph, which statement is true?

**A**  Fewer customers bought batteries than oil filters.

**B**  More customers bought spark plugs than brake pads.

**C**  Half as many customers bought oil filters as those that bought brake pads.

* **D**  Twice as many customers bought batteries as those that bought windshield wipers.

7

**18**  Hunter received $20.00. He spent
$12.00 on a new book. What
percentage of his money did Hunter
spend on the book?

  **A**  12%

  **B**  20%

  **C**  32%

* **D**  60%

**19**  Olivia is planting a flower garden that has 5 rows, as shown below.

Row 1  

Row 2  

Row 3  

Row 4  
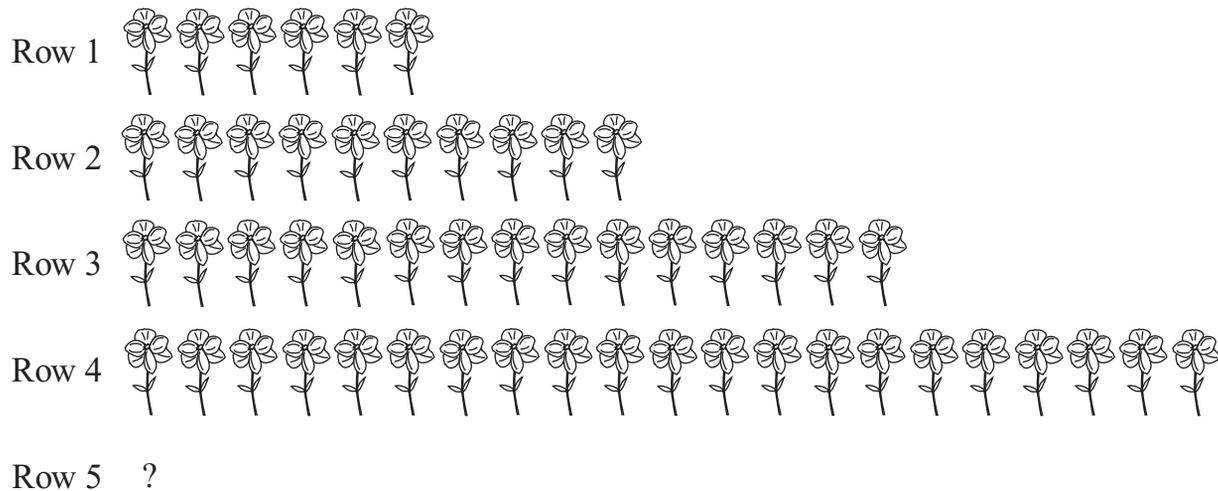
Row 5    ?

  If the pattern continues, how many plants will be in Row 5?

  **A**  25

  **B**  26

  **C**  27

* **D**  28

**20**  Mrs. Stone has a bag containing colored counters, as shown below.

**Bag of Color Counters**

| Color of Counter | Number of Counters |
|---|---|
| red | 6 |
| green | 2 |
| yellow | 10 |
| orange | 6 |

If a student draws 1 counter out of the bag without looking, what is the theoretical probability that the counter will be orange?

**A**  1 out of 3
* **B**  1 out of 4
  **C**  2 out of 18
  **D**  10 out of 24

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## Mathematics Item A—2011 Grade 6

**A**  The table shows the relation between the number of calories, $c$, and the number of grams of fat, $f$, in different amounts of soy milk.

### Soy Milk

| Calories (c) | Grams of Fat (f) |
|:---:|:---:|
| 70 | 2 |
| 175 | 5 |
| 420 | 12 |

1. Write an equation that represents the relation between the number of calories and the number of grams of fat in different amounts of soy milk. Show your work and/or explain your answer.

2. How many grams of fat will there be in an amount of soy milk that has 560 calories? Show your work and/or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

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## Mathematics Item A Scoring Rubric—2011 Grade 6

| 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

| Part | Points |
|------|--------|
| **1** | **2 points possible** <br> 2 points:      **Correct equation:      c = 35f or c / f = 35 or c / 35 = f  (or equivalent)** <br> **Correct procedure shown and/or explained** <br> Give credit for the following or equivalent: <br> Ex: "c = f x 35  70 ÷ 2 = 35  175 ÷ 5 = 35." <br><br> **OR** <br> 1 point:      • **Correct equation:      c = 35f or c / f = 35 or c / 35 = f  (or equivalent)** <br>    **Procedure is incomplete, incorrect or missing** <br><br>              **or** <br><br> • **Incorrect or missing equation** <br>    **Correct procedure is shown and/or explained** |
| **2** | **2 points possible** <br> 2 points:      • **Correct answer:     16** <br>    **Correct procedure shown and/or explained** <br> Give credit for the following or equivalent: <br> Ex: "f  = c ÷ 35          560 ÷ 35 = 16" <br> Ex: "560 = 35f          16 = f" <br><br>              **or** <br> • **Correct answer based on an incorrect equation in part 1.** <br>    **Correct procedure shown and/or explained** <br><br> **OR** <br> 1 point:      • **Correct answer:     16** <br>    **Procedure is incomplete, incorrect or missing** <br><br>              **or** <br> • **Incorrect answer due to a calculation or copy error** <br>    **Correct procedure shown and/or explained** |

## Mathematics Item B—2011 Grade 6

**B**    Six students compared their scores on two different tests.

### Test Scores

| Test 1 | Test 2 |
|--------|--------|
| 80 | 83 |
| 82 | 96 |
| 77 | 28 |
| 80 | 83 |
| 75 | 95 |
| 80 | 83 |

1.  Find the mean score for each test. Label each answer. Show your work and/or explain your answer.

2.  Find the range of scores for each test. Label each answer. Show your work and/or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

## Mathematics Item B Scoring Rubric—2011 Grade 6

| Score | Description |
|-------|-------------|
| 4 | The student earns 4 points. The response contains no incorrect work. |
| 3 | The student earns 3–3½ points. |
| 2 | The student earns 2–2½ points. |
| 1 | The student earns ½–1½ 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**<br>2 points:    **Correct answers with labels:    Test 1-79 <u>and</u> Test 2-78**<br>        **Correct procedure shown and/or explained**<br>        Give credit for the following or equivalent:<br>        Ex:        "80+82+77+80+75+80=474,  474÷6=79<br>                        **and**<br>                83+96+28+83+95+83=468,  468÷6=78."<br><br>**OR**<br>1½ points:    • **Correct answers with labels:    Test 1-79 <u>and</u> Test 2-78**<br>        **Correct procedure shown and/or explained for one test**<br>            **or**<br>        • **1 Correct answer and 1 incorrect answer due to calculation**<br>        **or copy errors with labels.**<br>        **Correct procedure shown and/or explained**<br><br>**OR**<br>1 point:    • **Correct answers with labels:    Test 1-79 <u>and</u> Test 2-78**<br>        **Procedure is incomplete, incorrect or missing**<br>            **or**<br>        • **Correct answers without label:    79 <u>and</u> 78**<br>        **Correct procedure shown and/or explained**<br>            **or**<br>        • **1 Correct answer with label:    Test 1-79 <u>or</u> Test 2-78**<br>        **Correct procedure shown and/or explained**<br>            **or**<br>        • **Incorrect answers with labels due to calculation or copy errors**<br>        **Correct procedure shown and/or explained**<br><br>**OR**<br>½ point:    • **Correct answers without labels:    79 <u>and</u> 78**<br>        **Procedure is incomplete, incorrect or missing**<br>            **or**<br>        • **1 Correct answer without label:    79 <u>or</u> 78**<br>        **Correct procedure shown and/or explained**<br>            **or**<br>        • **Incorrect answers without labels due to calculation or copy errors**<br>        **Correct procedure shown and/or explained** |

| Part | Points |
|------|--------|
| **2** | **2 points possible**<br>2 points:    **Correct answers with labels:    Test 1-7 <u>and</u> Test 2-68**<br>    **Correct procedure shown and/or explained**<br>    Give credit for the following or equivalent:<br>    Ex: "Test 1-7,  82–75=7, Test 2-68, 96–28=68."<br><br>**OR**<br>1½ points:    • **Correct answers with labels:    Test 1-7 <u>and</u> Test 2-68**<br>      **Correct procedure shown and/or explained for one test**<br>        **or**<br>    • **1 Correct answer and 1 incorrect answer due to calculation or copy errors with labels.**<br>      **Correct procedure shown and/or explained**<br><br>**OR**<br>1 point:    • **Correct answers with labels:    Test 1-7 <u>and</u> Test 2-68**<br>      **Procedure is incomplete, incorrect or missing**<br>        **or**<br>    • **Correct answers without labels:    7 <u>and</u> 68**<br>      **Correct procedure shown and/or explained**<br>        **or**<br>    • **1 Correct answer with label:    Test 1-7 <u>or</u> Test 2-68**<br>      **Correct procedure shown and/or explained**<br>        **or**<br>    • **Incorrect answers with labels due to calculation or copy errors**<br>      **Correct procedure shown and/or explained**<br><br>**OR**<br>½ point:    • **Correct answers without labels:    7 <u>and</u> 68**<br>      **Procedure is incomplete, incorrect or missing**<br>        **or**<br>    • **1 Correct answer without label:    7 <u>or</u> 68**<br>      **Correct procedure shown and/or explained**<br>        **or**<br>    • **Incorrect answers without labels due to calculation or copy errors**<br>      **Correct procedure shown and/or explained**<br><br>**Note: If labels are missing in both parts only deduct the point once.** |

## Mathematics Item C—2011 Grade 6

**C**    A student needs to evaluate the expression shown.

$$6\left(\frac{2 \cdot x}{6} + 10\right)$$

1.  Write **two** values that $x$ could represent that will make $2 \cdot x$ divisible by 6. Show your work and/or explain your answer.

2.  What is true of **all** values of $x$ that will make divisible $2 \cdot x$ by 6? Explain your answer using words, numbers, and/or pictures.

3.  Use a value of $x$ from Part 1 or Part 2 and evaluate the entire expression. Show your work and/or explain your answer.

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

## Mathematics Item C Scoring Rubric—2011 Grade 6

| 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. |
| 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**<br>2 points:    **2 Correct answers:    3 and 6 (or any multiple of 3)**<br>        **Correct procedure shown and/or explained for both.**<br>        Give credit for the following or equivalent:<br>        Ex:        "3 and 6   2 x 3 = 6,  6 ÷ 6 = 1  **and**  2 x 6 = 12,  12 ÷ 6 = 2."<br><br>**OR**<br>1½ points:    **2 Correct answers:    12 and 30 (or any multiples of 3)**<br>        **Correct procedure shown and/or explained for 1 answer.**<br>        Give credit for the following or equivalent:<br>        Ex:        "12 and 30   2 x 12 = 24,  24 ÷ 6 = 4  **or**  2 x 30 = 60,  60 ÷ 6 = 10."<br><br>**OR**<br>1 point:    • **2 Correct answers:    15 and 18 (or any multiple of 3)**<br>          **Procedure is incomplete, incorrect or missing.**<br>                    or<br>       • **1 Correct answer:    9 (or any multiple of 3)**<br>          **Correct procedure shown and/or explained.**<br><br>**OR**<br>½ point:    **1 Correct answer:    9 (or any multiple of 3)**<br>        **Procedure is incomplete, incorrect or missing.** |
| **2** | **1 point possible**<br>1 point:    **Correct answer:    All values of x must be multiples of 3.**<br>        Give credit for the following or equivalent:<br>        Ex: "multiples of three"<br>        Ex: "each number can be divided by 3" |

| Part | Points |
|------|--------|
| 3 | **2 points possible**<br>2 points:    • **Correct evaluation of the entire expression using an answer from part 1 or 2. (Answer from part 1 or 2 may be correct or incorrect.) Correct procedure is shown and/or explained.**<br>Give credit for the following or equivalent:<br><br>Ex:    "$6\left(\dfrac{2 \bullet 3}{6}+10\right), 6\left(\dfrac{6}{6}+10\right), 6\times 11 = 66$"<br><br>**OR**<br>1½ points:    **Correct evaluation of the entire expression using multiple of 3 not used in part 1 or 2.**<br>**Correct procedure is shown and/or explained.**<br>Give credit for the following or equivalent:<br><br>Ex:    "$6\left(\dfrac{2 \bullet 21}{6}+10\right), 6\left(\dfrac{42}{6}+10\right), 6\times 17 = 102$"<br><br>**OR**<br>1 point:    • **Correct evaluation of the entire expression using an answer from part 1 or 2.  Answer from part 1 or 2 may be correct or incorrect. Procedure is incomplete or missing.**<br><br>Ex:    "$6\left(\dfrac{2 \bullet 3}{6}+10\right) = 66$"<br><br>**or**<br>• **Incorrect evaluation of the entire expression using an answer from part 1 or 2 due to a calculation or copy error. Correct procedure shown and/or explained.**<br><br>**or**<br>• **Correct evaluation of the entire expression and answer is missing. Correct procedure shown and/or explained** |

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# Mathematics Reference Sheet
# Grade 6

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

| **Square** | **Rectangle** | **Triangle** | **Parallelogram** |
|---|---|---|---|
| Area = $s^2$ <br> Perimeter = $4s$ | Area = $lw$ <br> Perimeter = $2l + 2w$ | Area = $\frac{1}{2}(b \times h)$ <br> Perimeter = $a + b + c$ | Area = $bh$ <br> Perimeter = $2a + 2b$ |

**Miscellaneous Conversions**

$\pi \approx 3.14$

1 foot = 12 inches          1 cup = 8 ounces (oz)          1 kilogram = 1000 grams

1 yard = 3 feet             1 pint = 2 cups               1 meter = 100 centimeters

1 mile = 5,280 feet         1 quart = 2 pints            1 decimeter = 10 centimeters

                            1 gallon = 4 quarts          1 centimeter = 10 millimeters

                                                         1 kilometer = 1000 meters

1 pound (lb) = 16 ounces (oz)                            1 liter = 1000 milliliters

QAI08569

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

# The Dots of Louis Braille

by Helen L. Worley

Only three books in the school library. And young Louis Braille, who had come to this strange, lonely place to learn to read, could read none of them.

Louis Braille was only ten years old when he became a student at the National Institute for Blind Youth in Paris. In that year of 1819, most blind children were unwanted, ridiculed, and often abandoned in the streets of the city, left to beg or survive in any way they could. Louis was more fortunate. His patient, loving parents were determined to do anything they could do to help their son try to reach his impossible goal—to become a teacher.

Louis was bitterly disappointed. Only three books. And what heavy, awkward books they were. The pages were filled with big, embossed (raised) letters that were traced with the fingers. Each letter was so large that one page held only eight or ten words. Readers could easily forget the beginning of a sentence before reaching the end of it.

This method of writing for the blind was designed by Valentin Hauy, who also founded the school that Louis attended. But it was not the first type of "touch-writing" to be invented. A captain in the French Army, Charles Barbier, had already developed a system that he called "night-writing," or sonography. Barbier's system used a code of dots and dashes punched on cardboard. Messages sent to his officers, written in this way, could be read in the dark without alerting enemy soldiers with telltale candlelight.

Although it was a good tool for the military, night-writing was not very useful for blind students. The dots and dashes of the code stood for sounds, not letters, so proper spelling and punctuation could not be taught. The code patterns took up so much space that only the simplest messages could be written.

Captain Barbier did, however, invent a device that gave blind students a way to write. A piece of paper was fitted onto a slate and locked into place with a sliding bar. A pointed tool, called a stylus, was pushed through openings in the

bar. Louis felt the pin-pricks of the underside of the paper. And for the first time since arriving in Paris, he felt hopeful that blind students might someday be able to read all the wonderful books their sighted friends enjoyed.

7      Throughout the summer of 1824, Louis struggled, punching out dots with his writing slate and stylus. He was convinced that a code could be devised that would substitute alphabet letters for sound patterns. He worked with smaller units of dots and tested hundreds of possible combinations. Time after time he would become excited about a new development, only to find it not as useful as he had imagined.

At last, although Louis was only fifteen years old, he successfully created the system of touch-writing that bears his name—braille. Braille-writing is made up of cells of six raised dots, three lines deep and two lines wide. For each letter of the alphabet, certain dots are raised. The card pictured (courtesy of the American Foundation for the Blind) shows what the brailled alphabet looks like.  Through years of hard work and determination, Louis Braille reached his goal. He became a teacher at the National Institute for the Blind and taught there all his life. Because of his efforts, blind students now have many more than three books in their school libraries. In fact, almost every book published for sighted readers is available in a braille edition. The original braille alphabet now includes numerals, punctuation marks, and even musical notation. A six-key machine, called a braillewriter, can be used to write in braille.

Louis Braille died in 1852 at the age of forty-three. He never knew how important his discovery would be. But today, in the village square of his hometown of Coupvray, there stands a monument in his honor. A message carved into the stone base reads: *A Braille, les Aveugles Reconnaissants—* To Braille, the Grateful Blind.
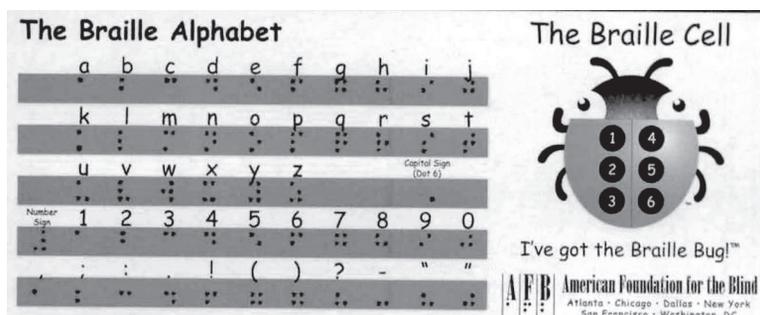
**1**    Which statement **best** explains how blind students in France read books during the early 1800s?

   **A**    They used a tool called a stylus to locate holes in the pages.

\* **B**    They moved their fingers over large raised letters on the page.

   **C**    They touched dots and dashes that were punched into cardboard.

   **D**    They moved a bar across a piece of paper that was locked onto a slate.

**2**    Why did Charles Barbier develop his system of touch-writing?

   **A**    To increase the number of books in libraries for the blind

   **B**    To create a way for young blind students to read

\* **C**    To give soldiers the ability to read coded messages in the dark

   **D**    To develop a secret code that could be used by only a few people

**3**    What is the meaning of the phrase "Time after time" as it is used in paragraph 7?

   **A**    In the past

   **B**    A certain period of time

   **C**    Very quickly

\* **D**    Again and again

**4**    How did Louis Braille's attitude about reaching his goal to become a teacher change from 1819 to 1824?

\* **A**    From discouraged to hopeful

   **B**    From angry to carefree

   **C**    From troubled to cheerful

   **D**    From anxious to calm

**5**   Which statement **best** describes the system of touch-writing that Louis Braille created?

   **A**   By punching dots into paper, writers create both sounds and individual letters.

   **B**   Letters of the alphabet are represented by various combinations of dots and dashes.

 * **C**   Each letter of the alphabet is represented by a different combination of raised dots.

   **D**   Instead of writing each letter separately, the writer punches codes for different sounds.

**6**   How has Braille-writing changed since Louis Braille's death?

 * **A**   Punctuation marks have been added.

   **B**   A complete alphabet has been created.

   **C**   Each cell has six raised dots.

   **D**   Individual letters have replaced sounds.

**7**   Which sentence from the passage is an opinion?

 * **A**   "Although it was a good tool for the military, night-writing was not very useful for blind students."

   **B**   "Captain Barbier did, however, invent a device that gave blind students a way to write."

   **C**   "Braille-writing is made up of cells of six raised dots, three lines deep and two lines wide."

   **D**   "The original braille alphabet now includes numerals, punctuation marks, and even musical notation."

**8**   The reader knows this passage is a biography because it is —

   **A**   about a character who lived a long time ago

   **B**   the history of how something new was invented

 * **C**   a true account of one person's life, written by another person

   **D**   a narrative handed down from earlier times that may or may not be true

---

## Reading Item A—2011 Grade 6

**A**  What character trait would **best** describe Louis Braille?

Support your answer with at least three details from the passage.

## Reading Item A Scoring Rubric—2011 Grade 6

| Score | Description |
|-------|-------------|
| 4 | The response identifies one character trait that describes Louis Braille and provides at least three accurate and relevant details from the passage to support the response. |
| 3 | The response identifies one character trait that describes Louis Braille and provides two accurate and relevant details from the passage to support the response. |
| 2 | The response identifies one character trait that describes Louis Braille and provides one accurate and relevant detail from the passage to support the response.<br>**OR**<br>The response provides two accurate and relevant details from the passage that illustrate a trait. |
| 1 | The response identifies one character trait that describes Louis Braille.<br>**OR**<br>The response provides one accurate and relevant detail from the passage that illustrates a trait.<br>**OR**<br>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.*

# Miss Perfect

by Teresa Kraus

Kim grabbed her backpack as the school bell rang.

"Oh! One more thing!" Mrs. Jones stopped the fourth graders before they bolted out the door. "I was supposed to tell you this morning—the Diné Culture Committee is sponsoring an essay contest on what it means to be Navajo. The prize is a week long vacation to Los Angeles to represent our school at the Native American Kids' Conference."

Kim swept her hair out of her face. She focused intently on Mrs. Jones.

"If you decide to enter, your essay is due Monday morning. The winner will be announced Friday afternoon. Have fun!"

*Maybe winning this contest will finally prove to everyone that I am as good as Amanda,* Kim thought as she climbed onto the school bus. She plopped down on a green seat.

Just then, Amanda bounced onto the bus.

"Did you hear about—" Kim began.

"The contest?" Amanda interrupted. "I wrote my essay at lunch. Are you going to enter?"

Kim mumbled an answer as Amanda smoothed her new sweater and matching skirt. How did she finish the essay so quickly?

It was hard having "Miss Perfect" for a sister. Amanda got straight A's. She was captain of the girls' basketball team. Her experiment won first place at the Science Fair, and her drawing won a ribbon at the Northern Shiprock Fair. She always did everything right!

Kim folded her arms and stared out at the mesa as the school bus bounced over the dirt road toward their house. *We'll just see who wins this time,* she thought.

*What does being Navajo mean to me?* Kim wondered as the school bus pulled to a stop in front of her family's white trailer.

As Kim and Amanda stepped off the bus, Kim could see her grandmother sweeping sand from her doorstep. Nálí lived in the round hogan behind the trailer. She had taught Kim a lot about being Navajo.

As Nálí turned her head, Kim smiled and waved. Now she knew what to write.

Kim rushed to her room, pulled out her notebook, and began to write.

*Everything I know about being Navajo, I learned from my nálí . . . .*

16    Kim's words flooded onto the page. She wrote about helping shear the sheep and then washing the wool. She told how Nálí had taught her which roots and bark to collect for dyeing the yarn. She <u>recounted</u> the many winter evenings she'd played string games while watching Nálí weave. And she described how she always loved hearing the story of how Spider Woman had taught the Diné people to weave. Kim could have written a hundred pages!

As she closed her notebook, Amanda peeked into the room. "Finished? Let me read it."

Kim watched her nervously as Amanda read.

"Good." Amanda said, handing the essay back to Kim, then leaving the room.

*Good?* Kim scowled. *What does that mean? Not good enough,* Kim concluded. She ripped the essay out of her notebook, crumpled it, and threw it on the floor.

Kim stared at a clean sheet of paper. Maybe she should make her essay more exciting. She could write about what a great dancer she was and how she danced at all the powwows. Or she could tell how she had learned to speak Navajo when she was just a baby and how she knew all the stories and traditions.

But those were lies! Kim had never danced at a powwow and only knew enough Navajo to understand Nálí.

Kim reached down and picked up her crumpled essay. She carefully smoothed out the wrinkles and began to recopy it neatly onto a new sheet of paper. Another thing Nálí had taught her was to be honest. Boring or not, this was the essay she would enter.

Early Monday morning, Kim handed in her essay. The week crept by, and Kim thought the big day would never come.

25    When Friday finally arrived, Kim could hardly concentrate on her schoolwork. She felt as if she might explode. When would they announce the winner?

At last the three o'clock bell rang, but still no announcement. Kim held back tears as she trudged to the bus.

"Kimberly!"

Kim glanced back to see Amanda waving a paper at her.

"Kim, the contest! They announced the winner!"

Kim sighed. "You won?"

"No, you did! They told me to give you this letter."

Kim hurriedly read the letter. She couldn't believe it! She had finally won something!

"They announced the winner!"
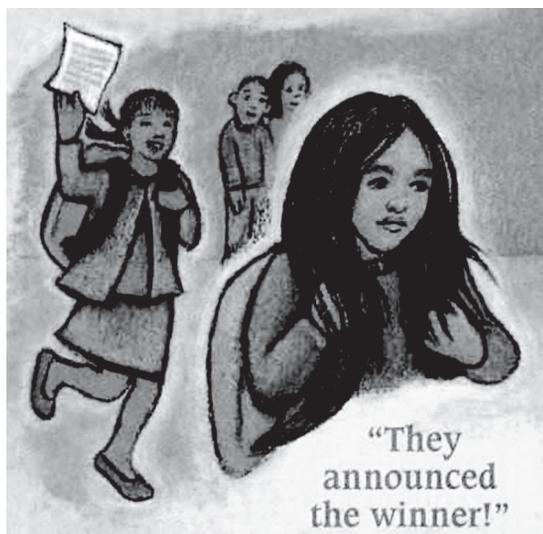
"I told you it was good," Amanda said, smiling.

Kim looked at Amanda. She truly seemed pleased for Kim. Suddenly Kim felt silly for being jealous of Amanda.

"The letter says I win a trip to L.A. for me and my family," Kim said, grinning. "We're going to have so much fun together!"

Then she gave her perfect sister a big hug.

**9** What is the main problem at the beginning of the passage?

   **A** Kim learns about a contest after everyone else.

   **B** Kim struggles to decide on an essay topic.

   **C** Kim worries her essay topic is too boring.

  * **D** Kim feels people notice her sister more.

**10** Read this sentence from paragraph 12 of the passage.

*What does being Navajo mean to me?*

What does this sentence show about Kim?

  * **A** She is considering her topic carefully.

   **B** She is having difficulty developing an idea.

   **C** She is writing her essay already.

   **D** She is struggling to understand the task.

**11** Read this sentence from paragraph 16 of the passage.

She <u>recounted</u> the many winter evenings she'd played string games while watching Nálí weave.

In the word <u>recounted</u>, the prefix "re-" means to do something —

  **A**  later

  **B**  enjoyable

\* **C**  again

  **D**  correctly

**12** Kim did **not** include Navajo dancing or language in her essay because she wanted the essay to be —

  **A**  exciting

\* **B**  accurate

  **C**  original

  **D**  amusing

**13** Kim's thoughts and actions show that she is especially proud of her —

  **A**  relationship with her sister

  **B**  participation in several dances

  **C**  performance at the Science Fair

\* **D**  connection to the Navajo culture

**14** Read this sentence from the passage.

She felt as if she might explode.

Based on the way the sentence is used in paragraph 25, the author uses figurative language to show that Kim is feeling —

  **A**  angry

\* **B**  nervous

  **C**  joyful

  **D**  confident

**15** Which of Amanda's actions surprises Kim?

  **A**  Amanda's choice of an essay topic

  **B**  Amanda's decision to enter the contest

  **C**  Amanda's compliment after reading Kim's essay

\* **D**  Amanda's response after Kim's victory in the contest

**16** The author uses italics throughout the passage to show —

  **A**  action

  **B**  dialogue

  **C**  Kim's words

\* **D**  Kim's thoughts

## Reading Item B—2011 Grade 6

**B**    Identify at least four examples from the passage that show what Kim has learned from her grandmother.

## Reading Item B Scoring Rubric—2011 Grade 6

| Score | Description |
|---|---|
| 4 | The response identifies at least four accurate and relevant examples from the passage that show what Kim has learned from her grandmother. |
| 3 | The response identifies three accurate and relevant examples from the passage that show what Kim has learned from her grandmother. |
| 2 | The response identifies two accurate and relevant examples from the passage that show what Kim has learned from her grandmother. |
| 1 | The response identifies one accurate and relevant example from the passage that shows what Kim has learned from her grandmother.<br>**OR**<br>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

| WRITING PROMPT |
|---|

Your teacher has asked you to write an essay on the following health topic:

**Is a regular bedtime important for a sixth-grade student?**

Before you begin to write, think about your own bedtime.  As a sixth grader, does it matter when you go to bed?  **Why** do you think the way you do?

Now write an essay about bedtimes for sixth graders.  Be sure to give specific reasons why you think the way you do.  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?

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## 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. Find decimal and *percent equivalents* for proper fractions and explain why they represent the same value. |
| | 2. Properties of Number Operations: Students shall understand meanings of operations and how they relate to one another. | 1. Use *divisibility rules* to determine if a number is a *factor* of another number (4, 6, 9).<br>4. Apply rules (conventions) for *order of operations* to *whole numbers* with and without parentheses. |
| | 3. Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates. | 1. Apply, with and without appropriate *technology*, *algorithms* with *computational fluency* to perform *whole number operations* (+, -, x, /).<br>2. Develop and analyze *algorithms* for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without *technology*, *computational fluency* in their use and justify the solution.<br>3. Solve, with and without appropriate *technology*, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil).<br>6. Use proportional reasoning and *ratios* to represent problem situations and determine the reasonableness of solutions with and without appropriate *technology* (Ex. unit *rates*).<br>7. Determine the *percent* of a number and solve related problems in real world situations.<br>Ex. tip, sales tax, discounts, etc |
| 2—Algebra (A) | 4. Patterns, Relations, and Functions: Students shall recognize, describe, and develop patterns, relations, and functions. | 1. Solve problems by finding the next term or missing term in a *pattern* or *function* table using real world situations.<br>2. Interpret and write an *algebraic* rule for a one *operation function table*.<br>Ex. y=x+ 3 |
| | 5. Algebraic Representations: Students shall represent and analyze mathematical situations and structures using algebraic symbols. | 1. Model, write and solve one-step *equations* by informal methods using manipulatives and appropriate *technology*.<br>2. Write simple *algebraic expressions* using appropriate operations (+, -, x, /) with one *variable*.<br>3. Evaluate *algebraic expressions* with one *variable* using appropriate properties and operations (+, -, x, /). |
| | 6. Algebraic Models: Students shall develop and apply mathematical models to represent and understand quantitative relationships. | 1. Complete, with and without appropriate *technology*, and interpret tables and *line graphs* that represent the relationship between two *variables* in *quadrant* I.<br>Ex. time and distance |
| | 7. Analysis of Change: Students shall analyze change in various contexts. | 1. Identify and compare situations with constant or varying *rates* of change.<br>Ex. a student's rate of growth each year is a varying rate, hourly wages is a constant rate |

\* 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 *three-dimensional* geometric figures using models (*rectangular prisms, cylinders, cones, pyramids* and *spheres*).<br>2. Investigate with manipulatives or grid paper what happens to the *perimeter* and *area* of a *two-dimensional* shape when the dimensions are changed.<br>Ex. length of sides are doubled<br>3. Identify, describe, draw, and classify triangles as *equilateral, isosceles, scalene, right, acute, obtuse,* and *equiangular.*<br>4. Draw, label and determine relationships among the *radius, diameter, center* and *circumference* (e.g. *radius* is half the *diameter*) of a circle.<br>5. Identify *similar figures* and explore their properties. |
|  | 9. Transformation of Shapes: Students shall apply transformations and the use of symmetry to analyze mathematical situations | 1. Identify and describe *line* and *rotational symmetry* in *two-dimensional* shapes, *patterns* and designs.<br>2. Describe positions and orientations of shapes under *transformation* (*translation, reflection* and *rotation*) recognizing the size and shape do not change. |
|  | 10. Coordinate Geometry: Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems. | 1. Use *ordered pairs* to plot points in *Quadrant I.* |
|  | 11. Visualization and Geometric Models: Students shall use visualization, spatial reasoning, and geometric modeling. | 1. Identify *two-dimensional patterns* (*nets*) for *three-dimensional* solids, such as *prisms, pyramids, cylinders,* and *cones.* |
| 4—Measurement (M) | 12. Physical Attributes: Students shall use attributes and tools of measurement to describe and compare mathematical and real-world objects. | 1. Identify and select appropriate units and tools from both systems to measure.<br>Ex. angles with degrees, distance with feet/meters<br>2. Make conversions within the same measurement system in real world problems.<br>Ex. hours to minutes to seconds, meters to centimeters, feet to inches, liters to milliliters, quarts to gallons, etc.<br>3. Compare and contrast the differences among linear units, square units, and cubic units. |
|  | 13. Systems of Measurement: Students shall identify and use units, systems, and processes of measurement. | 1. Solve real world problems involving one *elapsed time*, counting forward and backward (calendar and clock).<br>3. Draw and measure distance to the nearest mm and 1/8 inch accurately.<br>4. Establish and apply formulas to find *area* and *perimeter* of triangles, rectangles, and parallelograms.<br>5. Find the distance between two points on a number line.<br>6. Use estimation to check the reasonableness of measurements obtained from use of various instruments (including angle measures). |
| 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. Formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population.<br>2. Collect data and select appropriate graphical representations to display the data including *Venn diagrams.*<br>3. Construct and interpret graphs, using correct scale, including *line graphs* and *double-bar graphs.* |
|  | 15. Data Analysis: Students shall select and use appropriate statistical methods to analyze data. | 1. Interpret graphs such as *double line graphs* and *circle graphs.*<br>2. Compare and interpret information provided by measures of *central tendencies* (*mean, median* and *mode*) and *measures of spread* (*range*). |
|  | 16. Inferences and Predictions: Students shall develop and evaluate inferences and predictions that are based on data. | 1. Use observations about differences in data to make justifiable inferences. |
|  | 17. Probability: Students shall understand and apply basic concepts of probability. | 1. Distinguish between *theoretical* and *experimental probability.* |

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

* 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. | 6.  Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text.<br>7.  Make inferences and draw conclusions about characters' traits and actions based on plot, setting, motives, and responses to other characters.<br>8.  Analyze literary elements of character, plot, and setting.<br>10.  Distinguish among facts and inferences supported by evidence and opinions in text.<br>11.  Use text information and background knowledge to draw conclusions and to make inferences (e.g., theme, etc.).<br>12.  Identify main ideas and supporting evidence in short reading passages<br>13.  Use the *text features* to locate and recall information, with emphasis on cue words and phrases.<br>14.  Use knowledge of text structure(s) to enhance understanding with emphasis on cause/effect and compare/contrast.<br>15.  Classify and organize text information by determining subtopics of information.<br>16.  Use skimming and scanning to locate specific information to develop a general overview.<br>17.  Analyze information from the text, based on purpose and/or level of importance<br>18.  Summarize the content of a text. |
| 10.  Variety of Text: Students shall read, examine, and respond to a wide range of texts for a variety of purposes. | 2.  Read texts that reflect contributions of different cultural groups.<br>10.  Read a variety of literature, including historical fiction, autobiography, and realistic fiction.<br>13.  Read and utilize functional/*practical texts*, including advertisements, slogans, brochures, and timelines.<br>14.  Analyze message through pictures, images, and photographs. |
| 11.  Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently. | 4.  Use knowledge of root words and affixes and word relationships to determine meaning.<br>8.  Explain the meaning of figurative language such as idioms, similes and metaphors.<br>10.  Use context clues to select appropriate dictionary definition. |

\* 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 | 12 |
| 2 | R | 9 | 16 |
| 3 | R | 11 | 8 |
| 4 | R | 9 | 6 |
| 5 | R | 9 | 18 |
| 6 | R | 9 | 12 |
| 7 | R | 9 | 10 |
| 8 | R | 10 | 10 |
| A | R | 9 | 11 |
| 9 | R | 9 | 8 |
| 10 | R | 9 | 17 |
| 11 | R | 11 | 4 |
| 12 | R | 9 | 12 |
| 13 | R | 10 | 2 |
| 14 | R | 11 | 8 |
| 15 | R | 9 | 7 |
| 16 | R | 9 | 14 |
| B | R | 9 | 8 |

* 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 | 8 |
| R | 10 | 13 |
| R | 11 | 10 |
| R | 9 | 17 |
| R | 9 | 13 |
| R | 9 | 13 |
| R | 9 | 12 |
| R | 10 | 14 |
| R | 9 | 15 |

* 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 individually or in groups for appropriate grade-level conventions, within the following features:<br>• *Sentence formation*<br> • Completeness<br> • Absence of fused sentences<br> • Expansion through standard coordination and modifiers<br> • Embedding through standard subordination and modifiers<br> • Standard word order<br>• *Usage*<br> • Standard inflections<br> • Agreement<br> • Word meaning<br> • Conventions<br>• *Mechanics*<br> • Capitalization<br> • Punctuation<br> • Formatting<br> • Spelling |
| 6.  Conventions: Students shall apply knowledge of Standard English conventions in written work. | 5.  Identify and correct fragments and run-ons.<br>8.  Apply correct spelling to commonly misspelled words. |

* 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 | 8 |
| W | 4 | 11 |
| W | 4 | 11 |
| W | 4 | 11 |
| W | 4 | 11 |
| W | 4 | 11 |
| W | 4 | 11 |
| W | 6 | 5 |

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

# A*C*TAAP

## Arkansas Comprehensive Testing, Assessment, and Accountability Program

AR1102

QAI08531