ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Teacher Handbook

Augmented Benchmark Examination
Grade 4

April 2011 Administration

Arkansas Department of Education

Table of Contents

The Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) includes an Augmented Benchmark Examination for grade 4 students. It consists of multiple-choice and open-response items that directly assess student knowledge relative to math, reading, and writing. The Arkansas Curriculum Frameworks are the basis for development of the Augmented Benchmark Examinations.

In April 2011, fourth-grade students participated in the *Grade 4 Augmented Benchmark Examination.* Results of this examination will be provided to all students, schools, and districts to be used as the basis for instructional change.

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

Additional information about the *Grade 4 Augmented Benchmark Examination* is available through the Arkansas Department of Education. Questions can be addressed to the Assessment Office at 501-682-4558.

The multiple-choice and open-response test items for the Math, Reading, and Writing components of the *Grade 4 Augmented Benchmark Examination* are developed with the assistance and approval of Content Advisory Committees. All passages and items on the *Grade 4 Augmented Benchmark Examination* are based on the Arkansas Curriculum Frameworks and developed with the assistance and approval of Content Advisory Committees and Bias Review Committees. These committees comprise active Arkansas educators with expertise in math, English, and/or language arts education.

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

Reader Training

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

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

After three or four of these practice sets, readers are given "qualifying rounds." These are additional sets of pre-scored papers, and, in order to qualify, each reader must score in exact agreement on at least 80% of the responses and have no more than 5% non-adjacent agreement on the responses. Readers who do not score within the required rate of agreement are not allowed to score the *Grade 4 Augmented Benchmark Examination* responses.

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

Scoring Procedures

All student responses to the *Grade 4 Augmented Benchmark Examination* open-response test items are scored independently by two readers. Those two scores are compared, and responses that receive scores that are non-adjacent (a "1" and a "3," for example) are scored a third time by a Team Leader or the Scoring Director for resolution.

This Teacher Handbook includes the math open-response items, reading passages with their open-response items, and a writing prompt as they appeared in this year's test. The specific scoring rubric for each item and annotated response for each score point of the rubric follows. The goal is for classroom teachers and their students to understand how responses are scored. It is hoped that this understanding will help students see what kind of performance is expected of them on the *Grade 4 Augmented Benchmark Examination*.

MATH RESPONSES

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

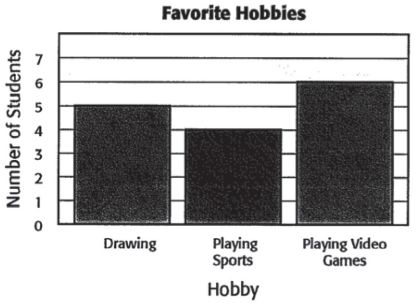
Hobby	Number of Students
Drawing	𝍸 |
Playing Sports	𝍸
Playing Video Games	𝍸 |

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

Math 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

SCORE: 4

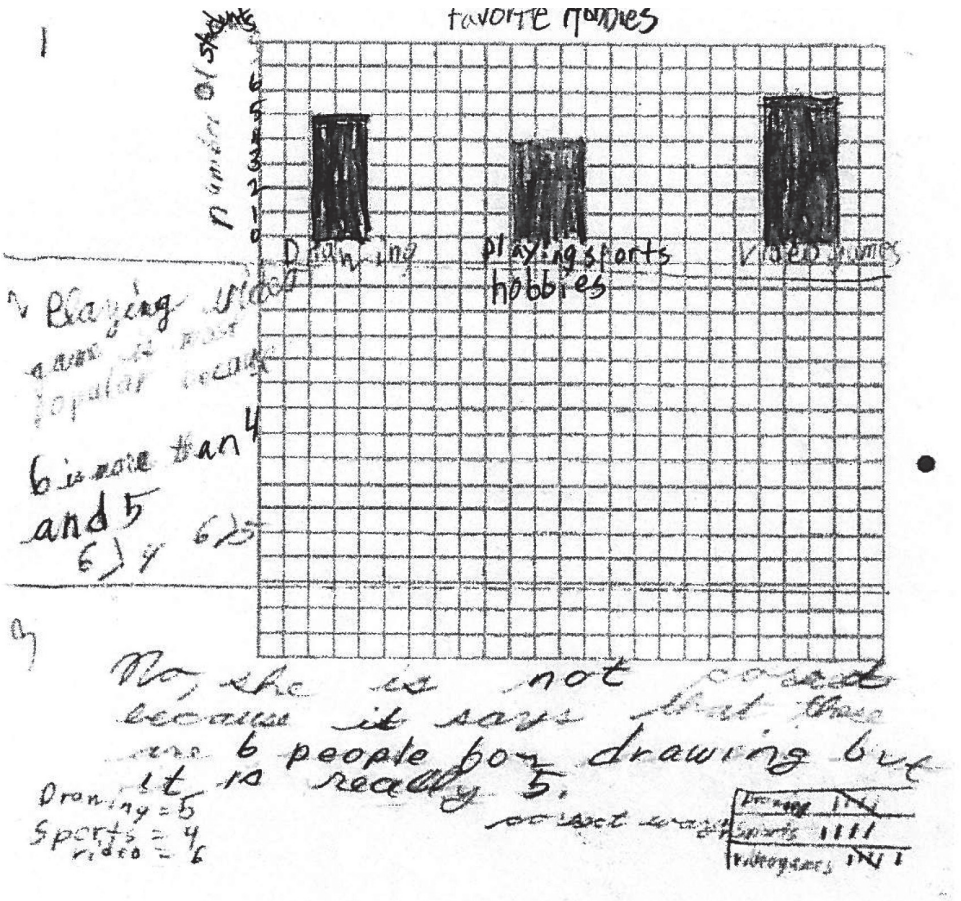
Part 1		**Points**
Correct graph:	*All labels, intervals and bars are correct*	**2**

Part 2

Correct answer and explanation:	"Playing video game is most popular because 6 is more than 4 and 5 6 > 4 6 > 5"	**1½**

Part 3

Correct answer and explanation:	"No, she is not correct because it says that there are 6 people for drawing but it is really 5." *Response then shows correct totals twice using numbers and tally marks*	**1½**
	Total Points	**5**



SCORE: 3

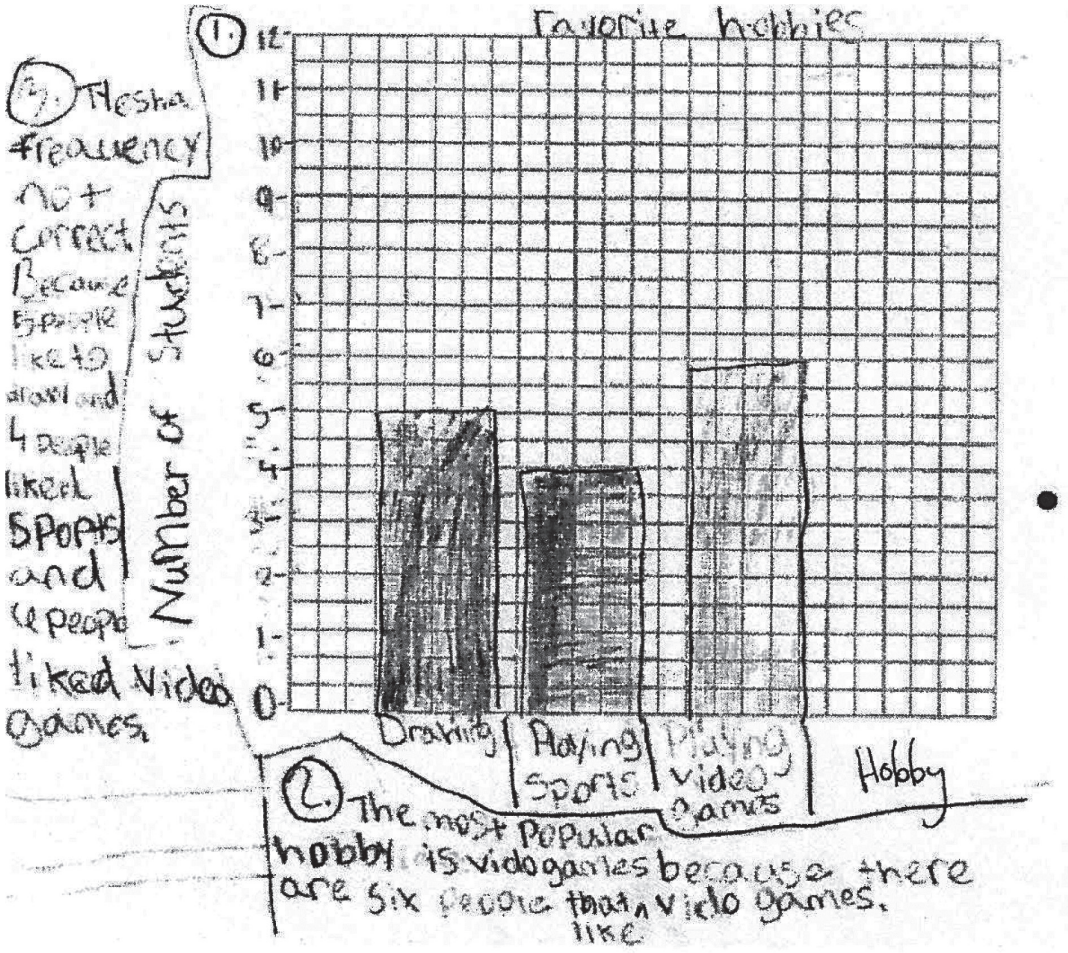
Part 1		**Points**
Graph with inconsistent intervals:	*Response has 3 grid units between 0 and 1 Otherwise, graph is correct*	**1½**

Part 2

Correct answer with incomplete explanation:	"The most popular hobby is vido games because there are six people that like vido games."	**1**

Part 3

Correct answer and explanation:	"Tyesha frequency not correct. Because 5 people like to draw and 4 people liked sports and 6 people liked video games."	**1½**
	Total Points	**4**



SCORE: 2

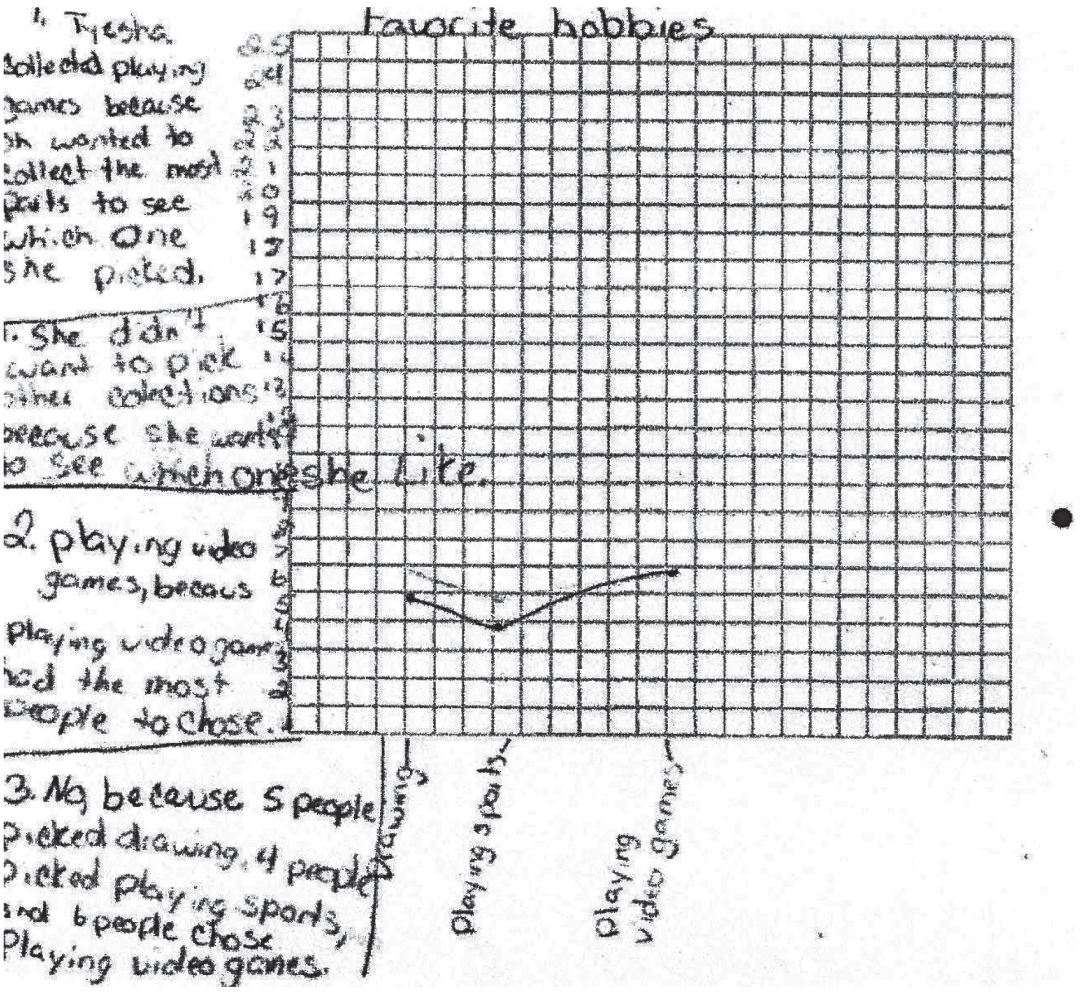
Part 1		Points
Incorrect graph:	*The response plots points and is not a bar graph*	-

Part 2

Correct answer and explanation:	"playing video games, becaus playing video games had the most people to chose."	1½

Part 3

Correct answer and explanation:	"No, because 5 people picked drawing, 4 people picked playing sports, and 6 people chose playing video games."	1½
	Total Points	**3**



SCORE: 1

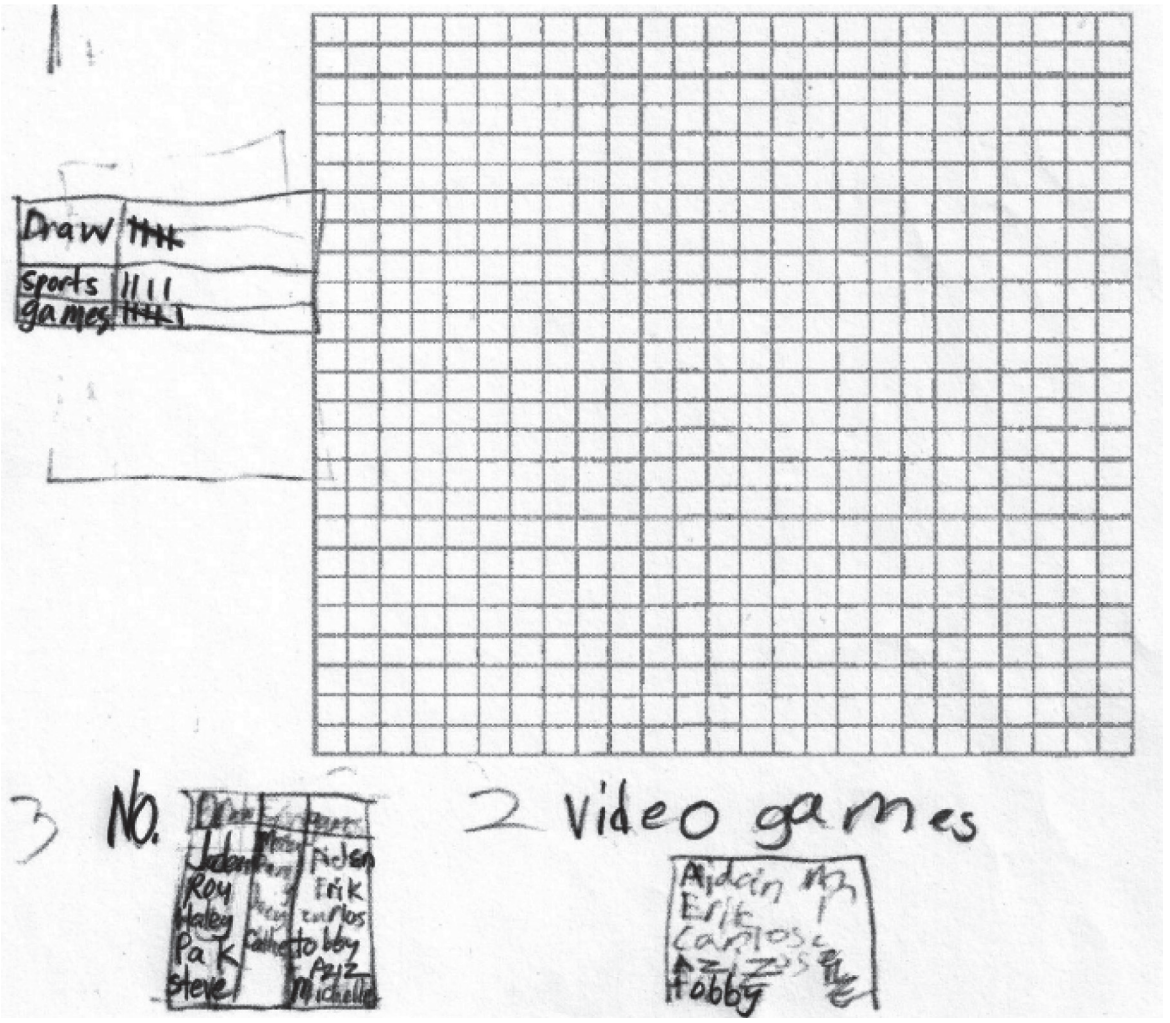
Part 1		**Points**
Incorrect graph:	*Response uses tally marks to show hobby category numbers*	-

Part 2

Correct answer with missing explanation:	"Video games" *Response only copies the 6 names choosing Playing Video Games*	½

Part 3

Correct answer with vague explanation:	"NO." *Response copies the Favorite Hobbies chart from the prompt*	½
	Total Points	**1**



SCORE: 0

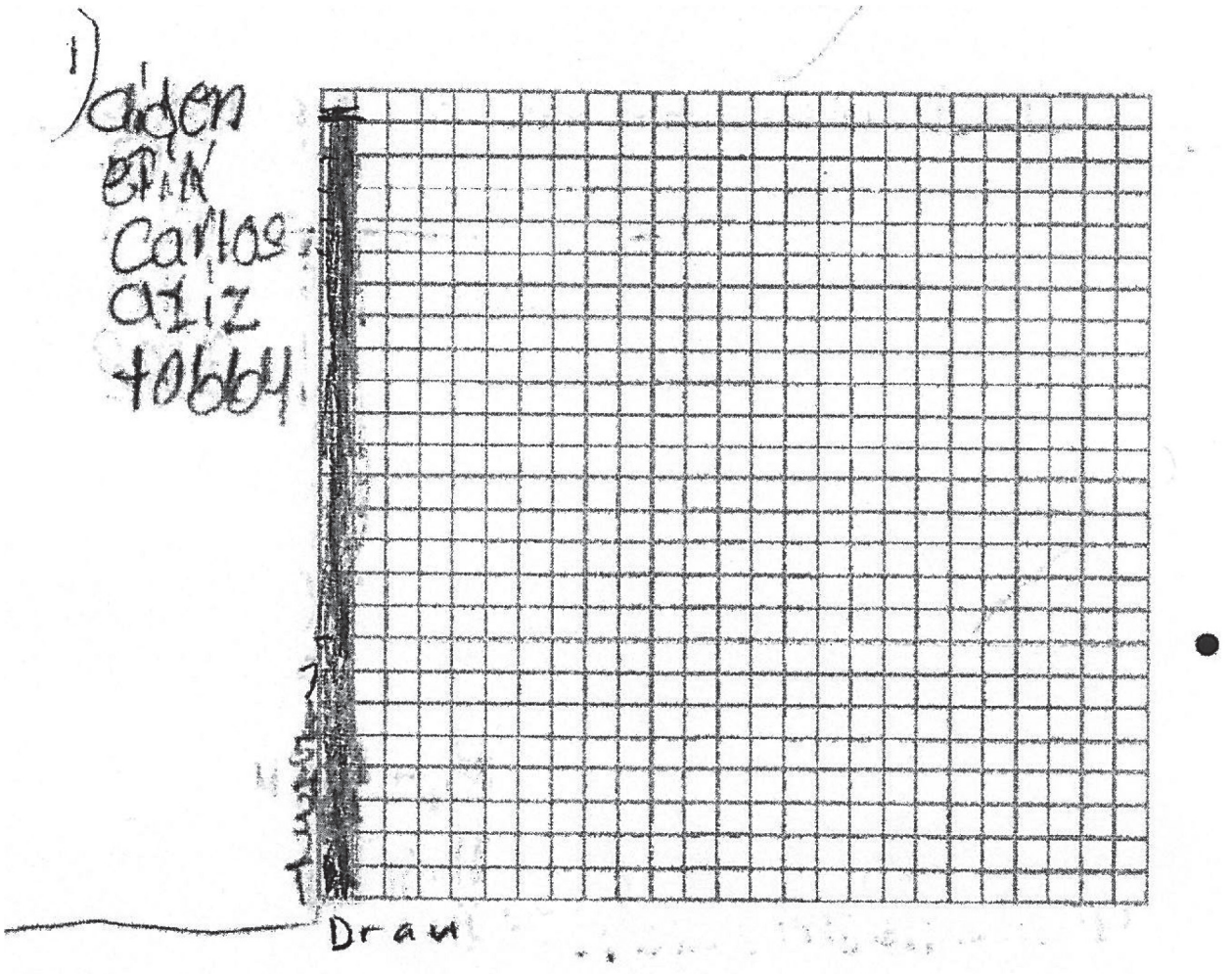
Part 1		**Points**
Incorrect graph:	*Response graphs 24 units for hobby category "Draw" and lists five names from PVG category*	-

Part 2

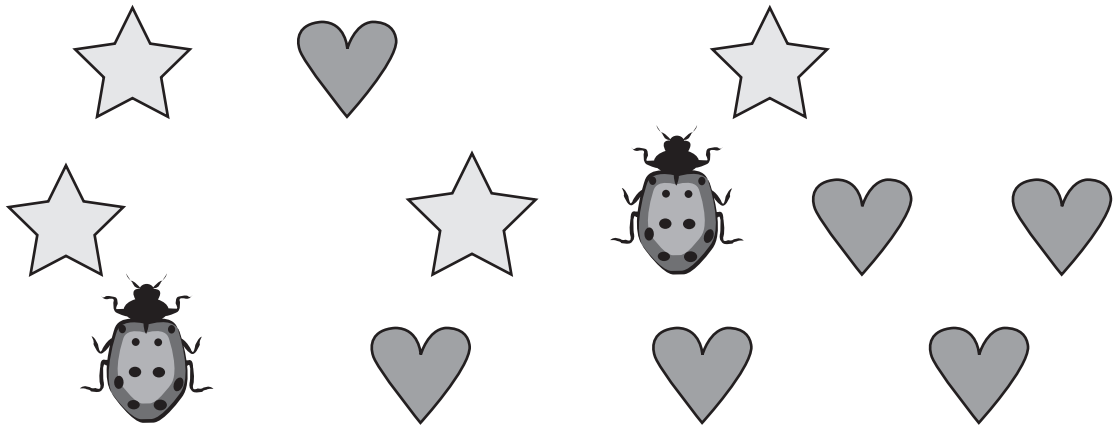
Missing answer:		-

Part 3

Missing answer:		-
	Total Points	**0**



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?

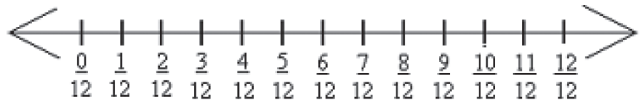
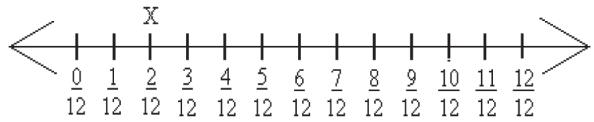
2. Draw and label a number line and mark an X on the number line to show the location of the fraction of Justine's stickers that are ladybugs.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Math 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

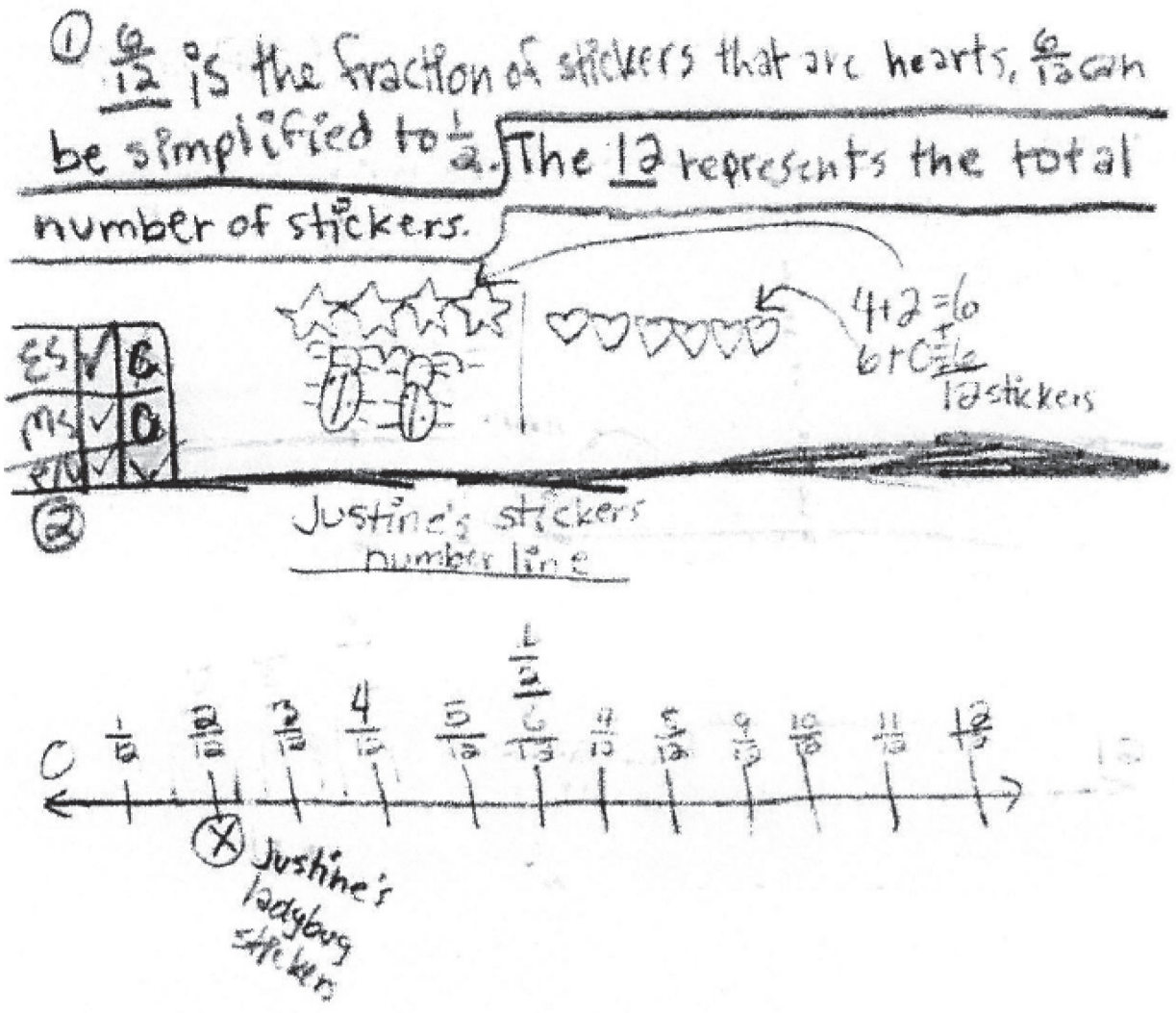
Part	Points
1	**2 points possible** 1 point: **Correct answer: 6/12** (hearts/total stickers) **or equivalent fraction** Ex.: 3/6 Ex.: 1/2 **AND** 1 point: **Correctly identified number of the given fraction that represents the whole set of stickers.** *Identification may be based on an incorrect fraction 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.*
2	**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.**

SCORE: 4

Part 1		**Points**
Correct fraction(s):	6/12 or 1/2	**1**
Correct identification:	"The 12 represents the total number of stickers."	**1**

Part 2

Correctly drawn and labeled number line:	*12 units are labeled fractionally*	**1**
Correct location of ladybugs fraction:	*An x is marked at 2/12*	**1**
	Total Points	**4**

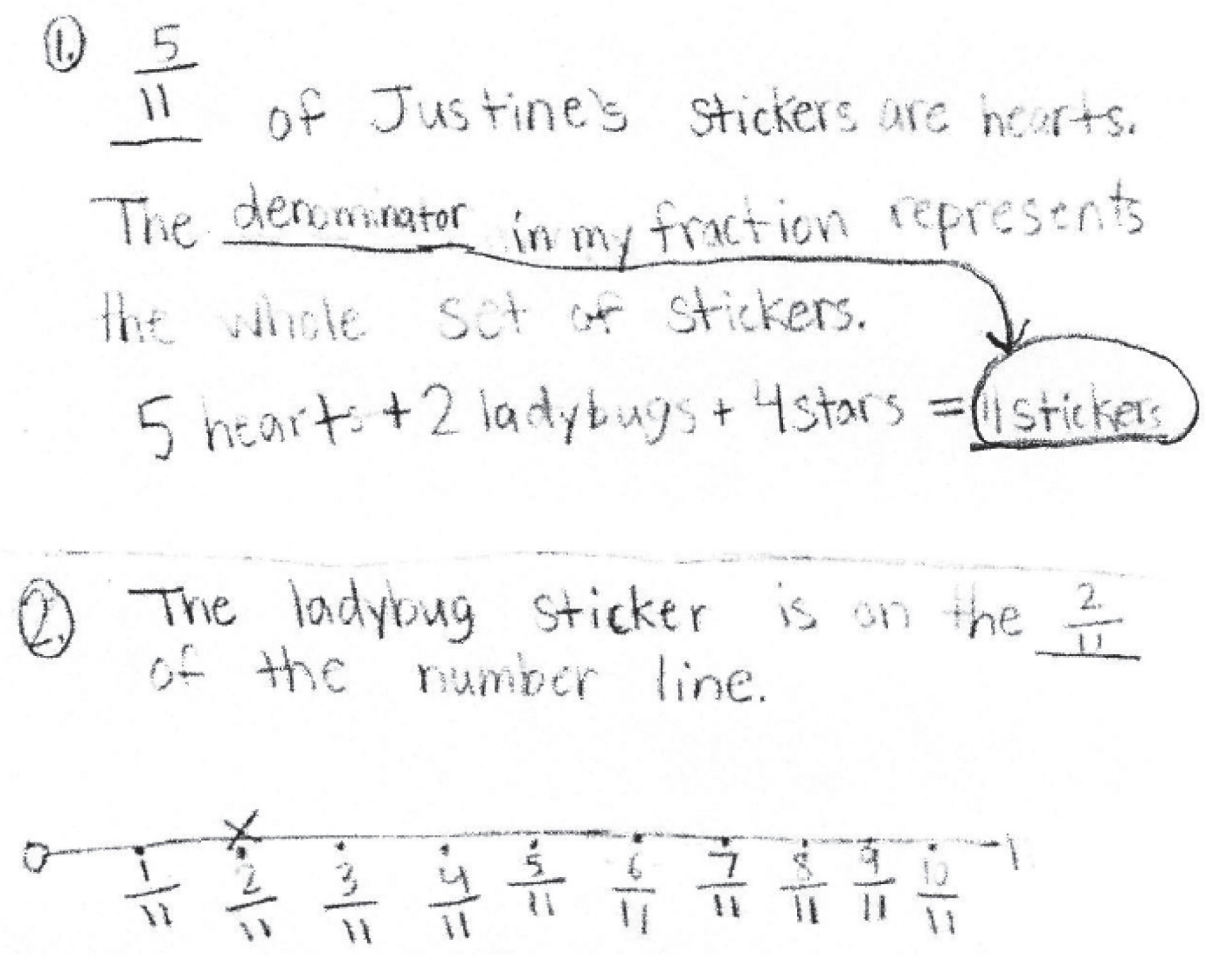


SCORE: 3

Part 1		**Points**
Incorrect fraction:	5/11	-
Correct identification *(based on incorrect fraction)*:	"11 stickers" is circled	**1**

Part 2

Correctly drawn and labeled number line *(based on incorrect Part 1)*:	*11 units are labeled fractionally*	**1**
Correct location of ladybugs fraction *(based on incorrect Part 1)*:	*An x is marked at 2/11*	**1**
	Total Points	**3**

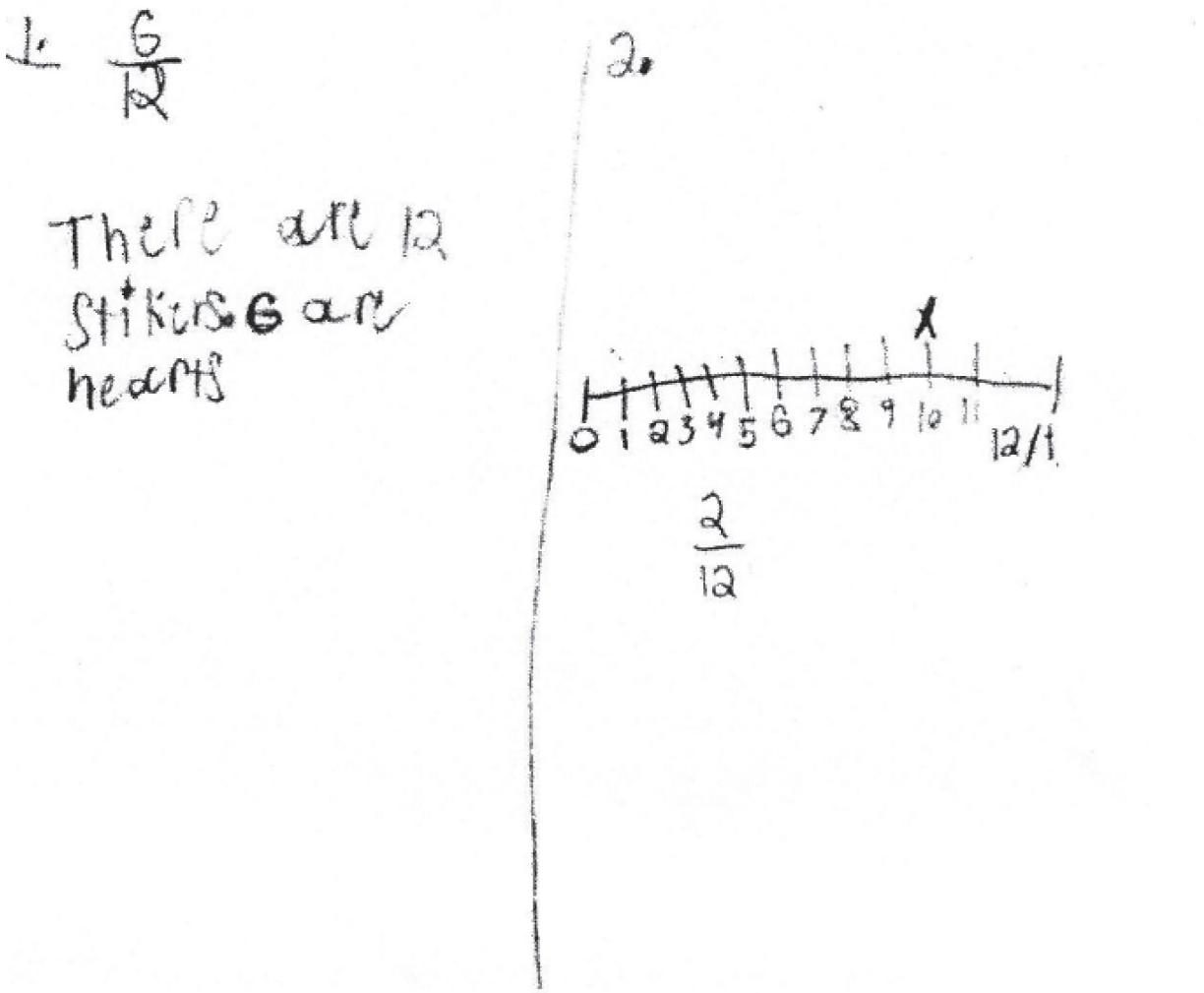


SCORE: 2

Part 1		**Points**
Correct fraction:	6/12	**1**
Correct identification:	"There are 12 stikers."	**1**

Part 2

Incorrectly labeled number line:	*12 units are labeled with whole numbers*	-
Incorrect location of ladybugs fraction:	*An x is marked at 10*	-
	Total Points	**2**

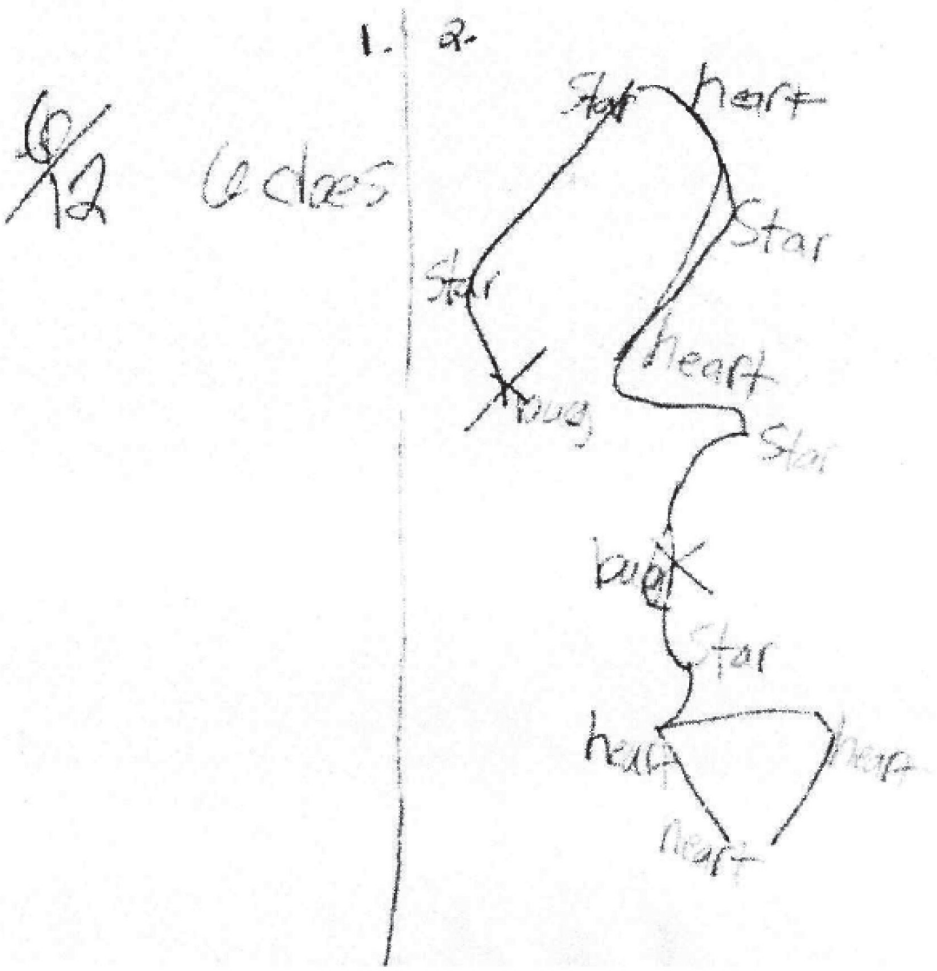


SCORE: 1

Part 1		**Points**
Correct fraction:	6/12	**1**
Incorrect identification:	"6 does"	-

Part 2

Incorrect number line:	*Line is not straight and is labeled with names*	-
Incorrect location of ladybugs fraction:	N/A	-
	Total Points	**1**

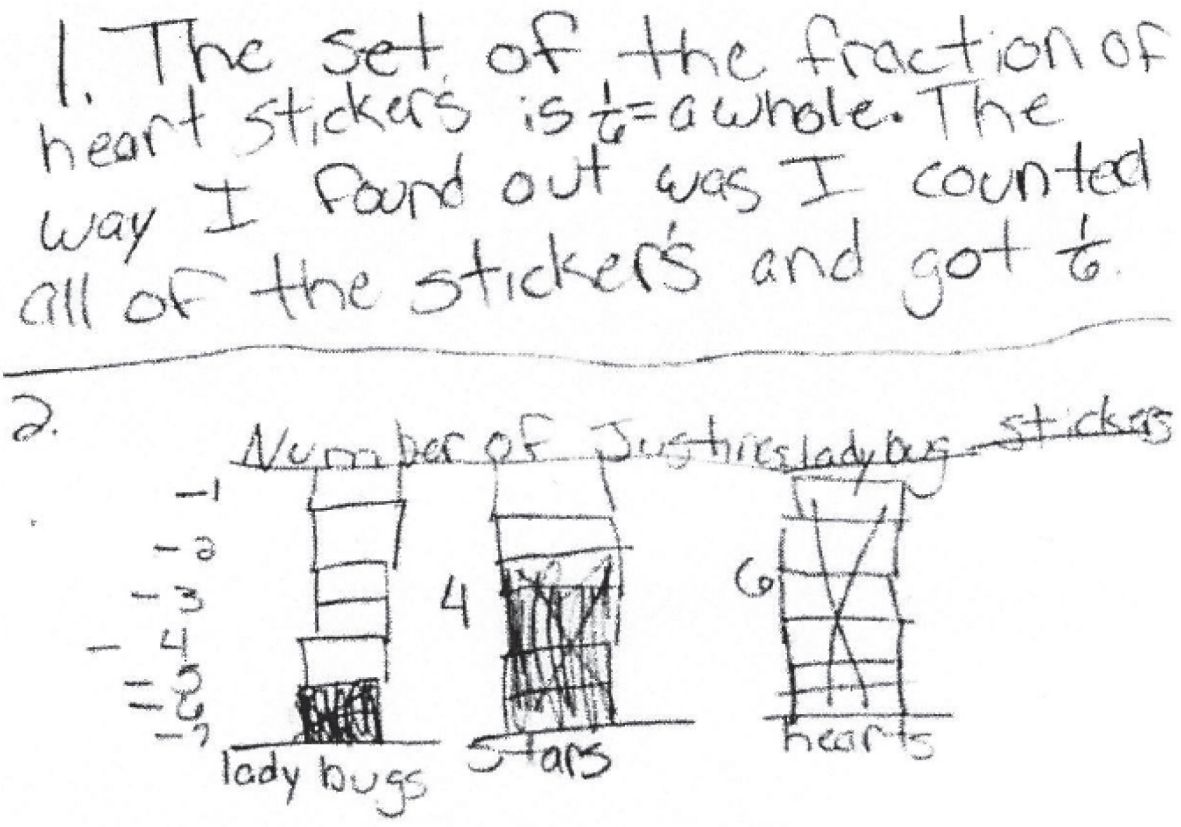


SCORE: 0

Part 1		**Points**
Incorrect fraction:	1/6	-
Incorrect identification:	"1/6 = a whole"	-

Part 2

Incorrect number line:	*A bar graph is drawn*	-
Incorrect location of ladybugs fraction:	N/A	-
	Total Points	**0**



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.

Math 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 = # written vertically 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"

SCORE: 4

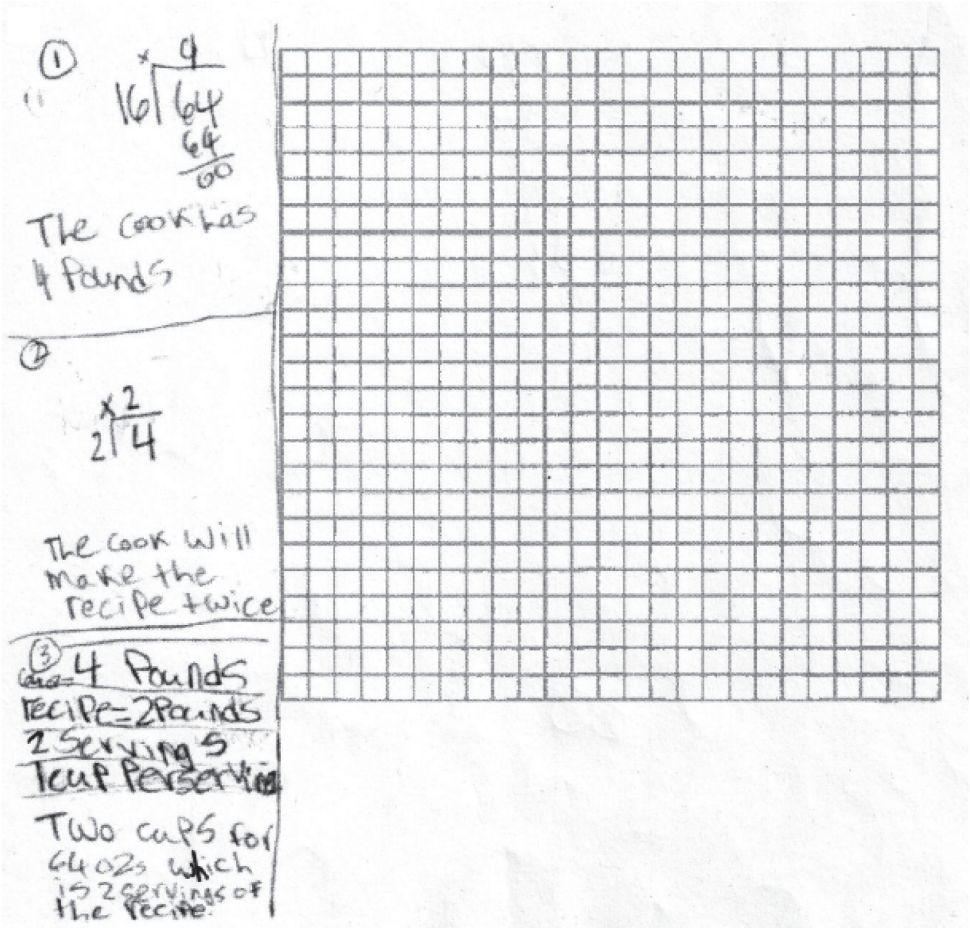
Part 1		**Points**
Correct answer:	"4 Pounds"	**1**
Correct procedure:	64 ÷ 16 =	**1**

Part 2

Correct answer:	"twice"	**1**
Correct procedure:	4 ÷ 2 =	**1**

Part 3

Correct answer:	"Two cups"	**1**
Correct procedure:	"64 oz. = 4 Pounds, recipe = 2 Pounds, 2 Servings 1 cup Per service, Two cups for 64 ozs which is 2 servings of the recipe."	**1**
	Total Points	**6**



SCORE: 3

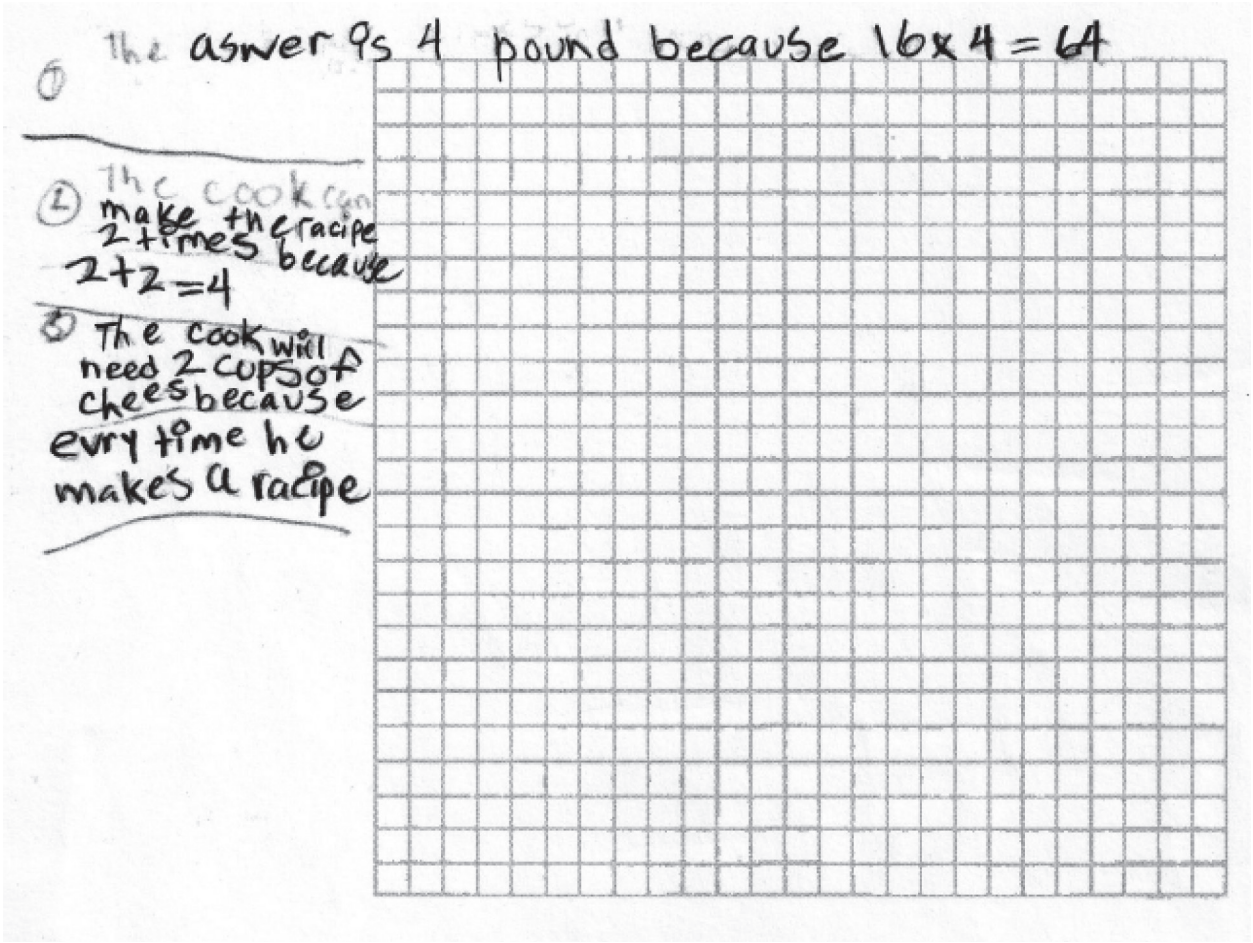
Part 1		**Points**
Correct answer:	"4 pound"	**1**
Correct procedure:	16 × 4 =	**1**

Part 2

Correct answer:	"2 times"	**1**
Correct procedure:	2 + 2 = 4	**1**

Part 3

Correct answer:	"2 cups of chees"	**1**
Incomplete procedure:	"The cook will need 2 cups of chees because evry time he makes a racipe"	**-**
	Total Points	**5**



SCORE: 2

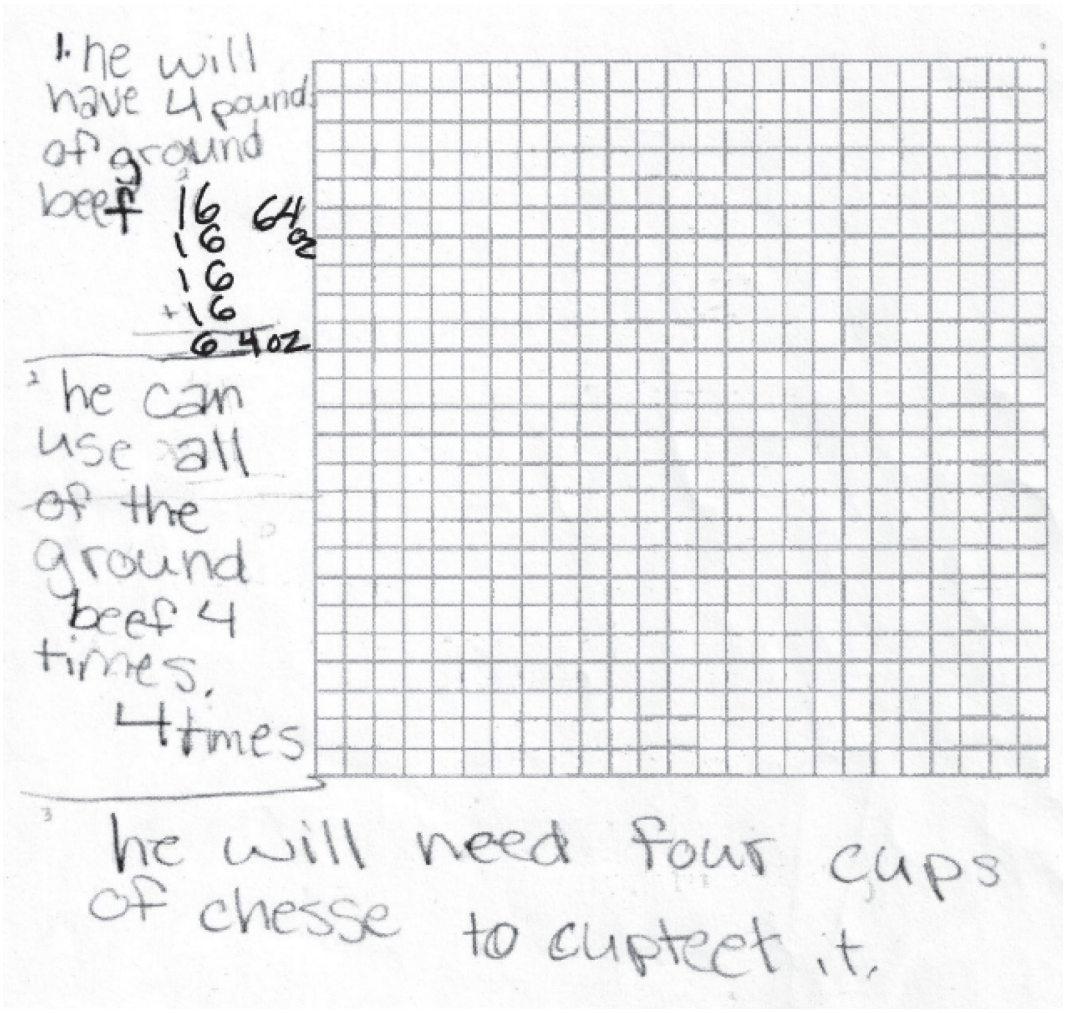
Part 1		**Points**
Correct answer:	"4 pound of ground beef"	**1**
Correct procedure:	16 + 16 + 16 + 16 = 64 oz	**1**

Part 2

Incorrect answer:	"4 times"	-
Missing procedure:		-

Part 3

Correct answer *(based on incorrect Part 2)*:	"four cups of chesse"	**1**
Missing procedure:		-
	Total Points	**3**



SCORE: 1

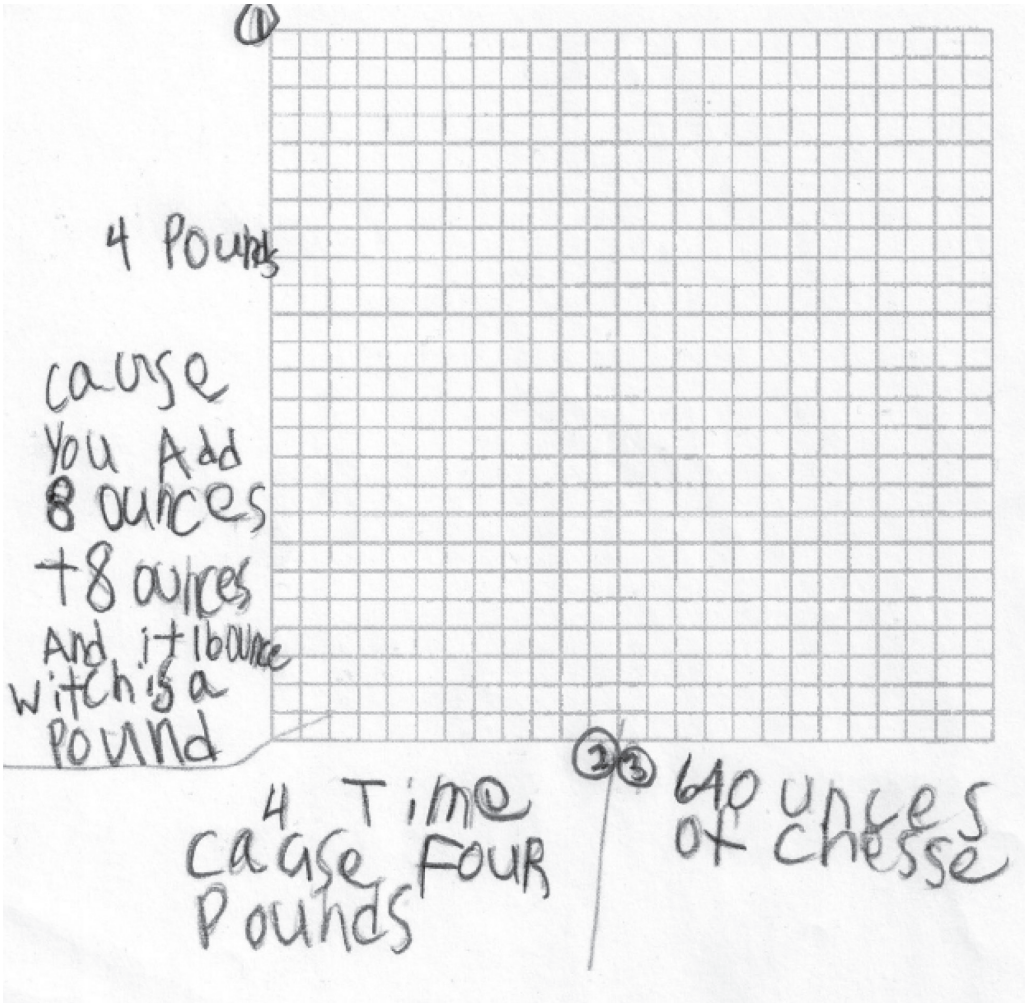
Part 1		**Points**
Correct answer:	"4 Pounds"	**1**
Incomplete procedure:	"cause you add 8 ounces + 8 ounces And it 16 ounce witch is a pound"	-

Part 2

Incorrect answer:	"4 Time"	-
Incomplete procedure:	"cause FouR pounds"	-

Part 3

Incorrect answer:	"64 ounces of chesse"	-
Missing procedure:		-
	Total Points	**1**



SCORE: 0

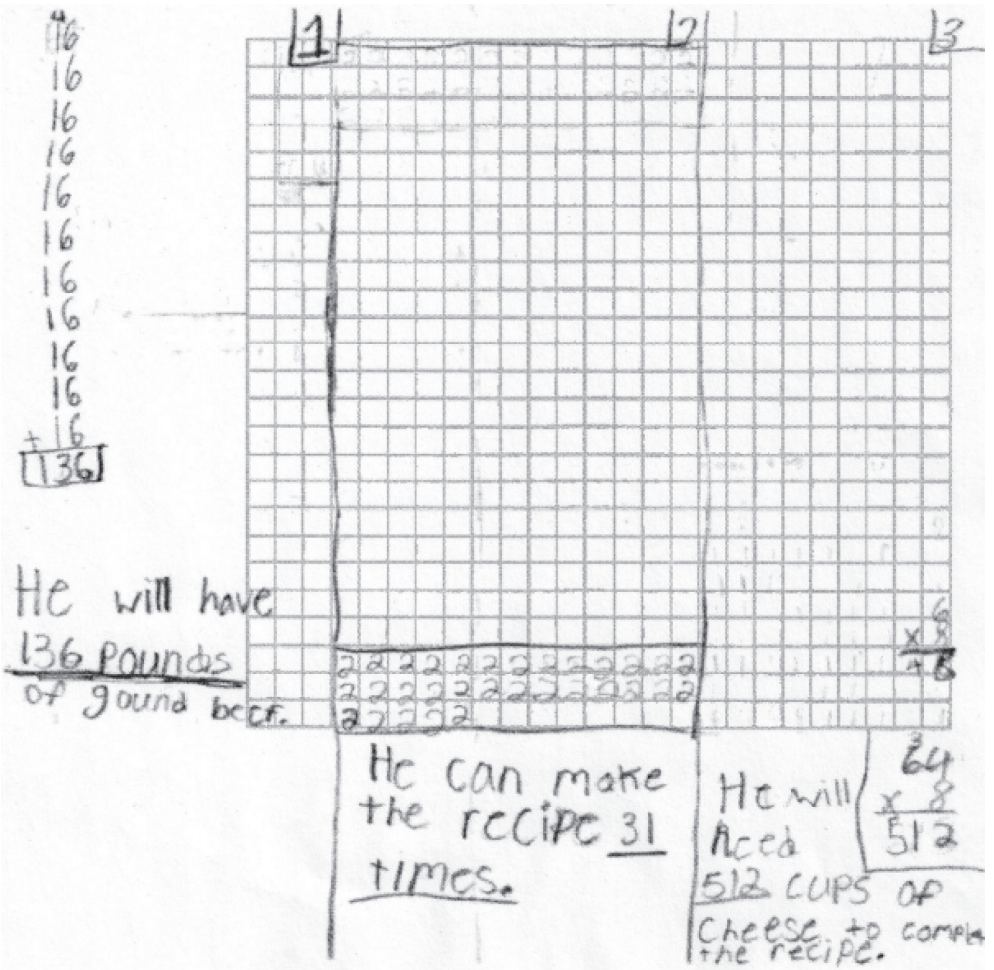
Part 1		**Points**
Incorrect answer:	"136 pounds of gound beef"	-
Incorrect procedure:	*The response attempts to add 16 eleven times.*	-

Part 2

Incorrect answer:	"31 times"	-
Incorrect procedure:	*The response shows a grouping of 31 "2"s*	-

Part 3

Incorrect answer:	"512 cups of cheese"	-
Incorrect procedure:	64 × 8 =	-
	Total Points	**0**



READING RESPONSES

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.

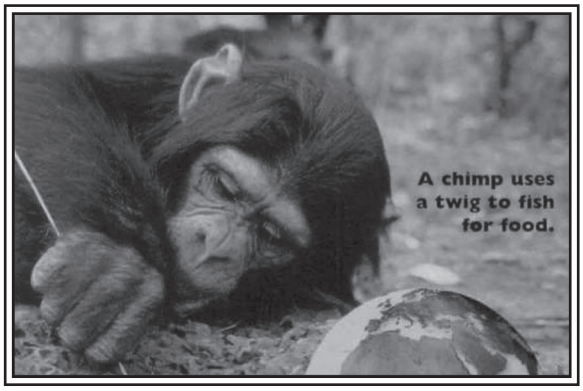
Monkey Business

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!

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.

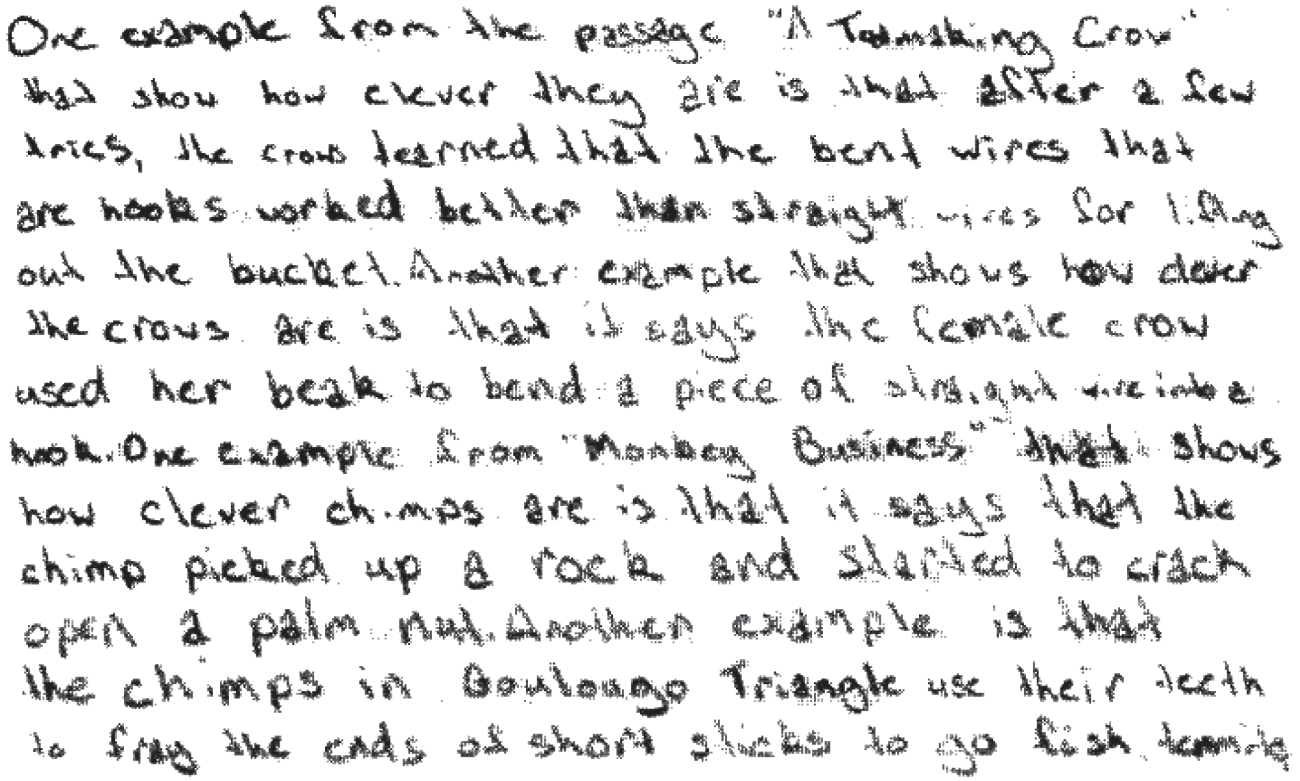
Give two examples from "Monkey Business" that show how the chimps are clever.

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.)

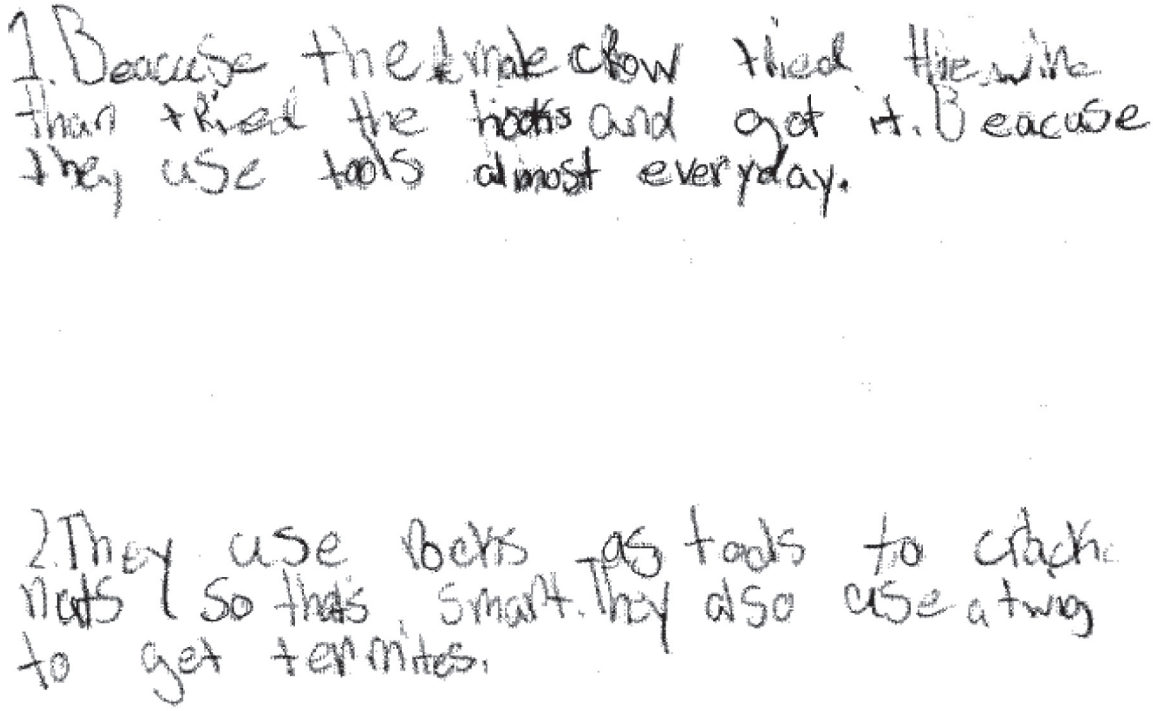
SCORE POINT: 4

The student provides two examples from "A Toolmaking Crow" that show how the crows are clever: 1) "after a few tries, the crows learned that the bent wires that are hooks worked better than straight wires for lifting out the bucket"; 2) "the female crow used her beak to bend a piece of straight wire into a hook" and two examples from "Monkey Business" that show how the chimps are clever: 1) "the chimp picked up a rock and started to crack open a palm nut"; 2) "the chimps in Goulougo Triangle use their teeth to fray the ends of short sticks to go fish termite." The response demonstrates a thorough understanding of the passage.


One example from the passage "A Toolmaking Crow" that show how clever they are is that after a few tries, the crows learned that the bent wires that are hooks worked better than straight wires for lifting out the bucket. Another example that shows how clever the crows are is that it says the female crow used her beak to bend a piece of straight wire into a hook. One example from "Monkey Business" that shows how clever chimps are is that it says that the chimp picked up a rock and started to crack open a palm nut. Another example is that the chimps in Goulougo Triangle use their teeth to fray the ends of short sticks to go fish termite

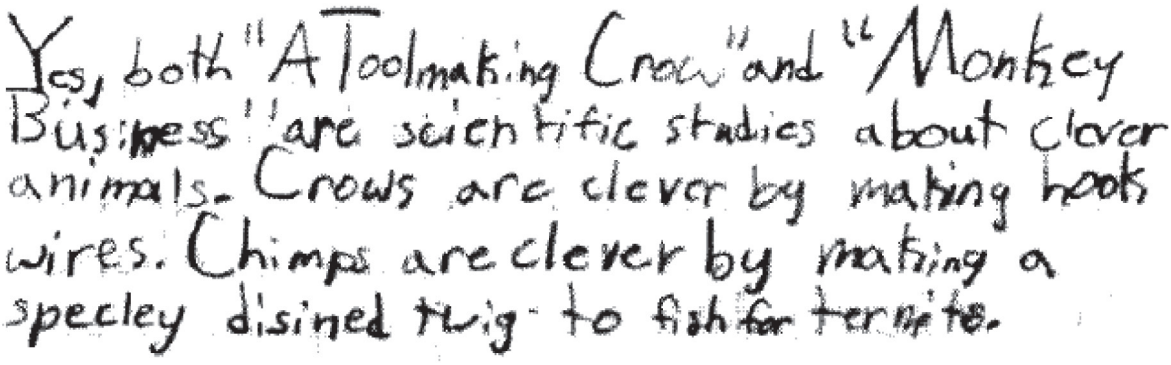
SCORE POINT: 3

The student provides only one example from "A Toolmaking Crow" that shows how the crows are clever "the female cRow tried the wire than tRied the hooks and got it" and two examples from "Monkey Business" that show how the chimps are clever: 1) "They use rocks as tools to crack nuts"; 2) "They also use a twig to get termites." The response provides evidence of general but not comprehensive understanding of the passage.



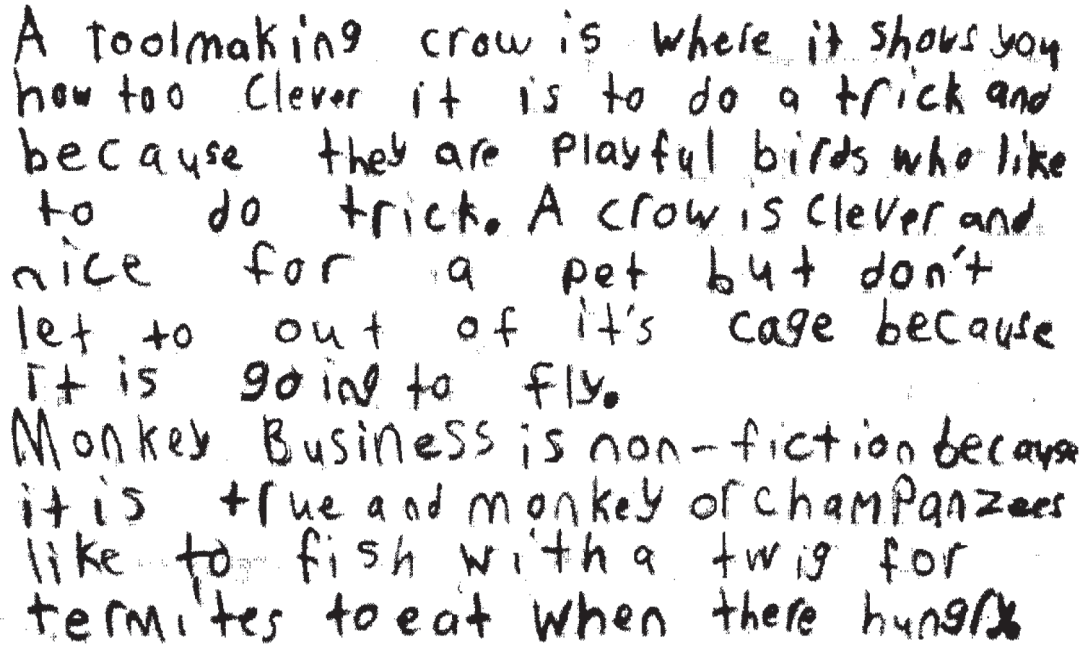
SCORE POINT: 2

The student provides one example from "A Toolmaking Crow" that shows how the crows are clever "Crows are clever by making hook wires." and one example from "Monkey Business" that shows how the chimps are clever "Chimps are clever by making specley disined twig to fish for termites." This is an example of a basic understanding of the passage.


Yes, both "A Toolmaking Crow" and "Monkey Business" are scientific studies about clever animals. Crows are clever by making hook wires. Chimps are clever by making a specley disined twig to fish for termite.

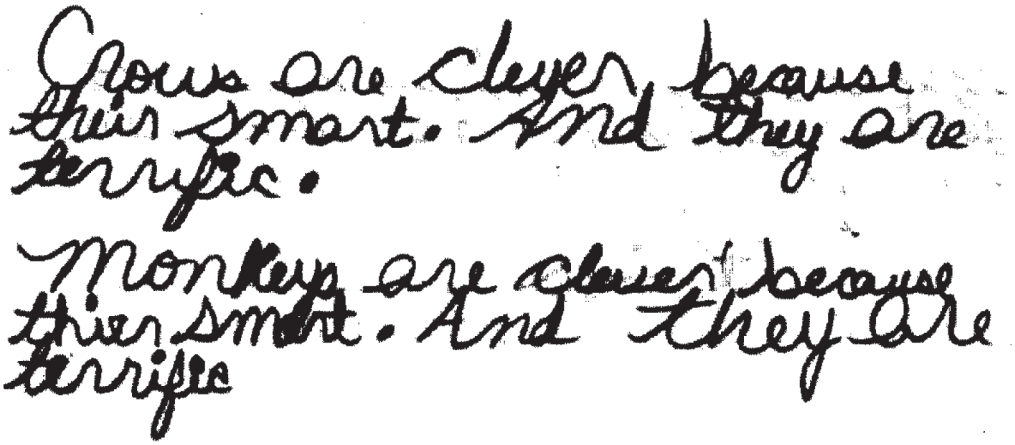
SCORE POINT: 1

The student provides one example from "Monkey Business" that shows how the chimps are clever "monkey or champanzees like to fish with a twig for termites to eat when there hungry." The response is inadequate and provides evidence of minimal understanding.


A toolmaking crow is where it shows you how too clever it is to do a trick and because they are playful birds who like to do trick. A crow is clever and nice for a pet but don't let to out of it's cage because it is going to fly.
Monkey Business is non-fiction because it is true and monkey or champanzees like to fish with a twig for termites to eat when there hungry

SCORE POINT: 0

Despite the mention that "crows are clever" and "monkeys are clever," there is no evidence that the student read the passage or understood the task. The response is irrelevant.



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?"

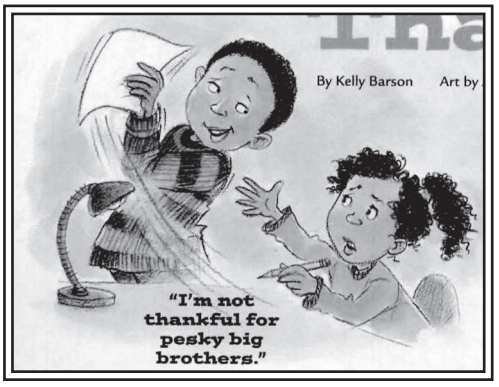
"Give it back!" says Avery. "I have to write down what I'm thankful for."

"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.*

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.

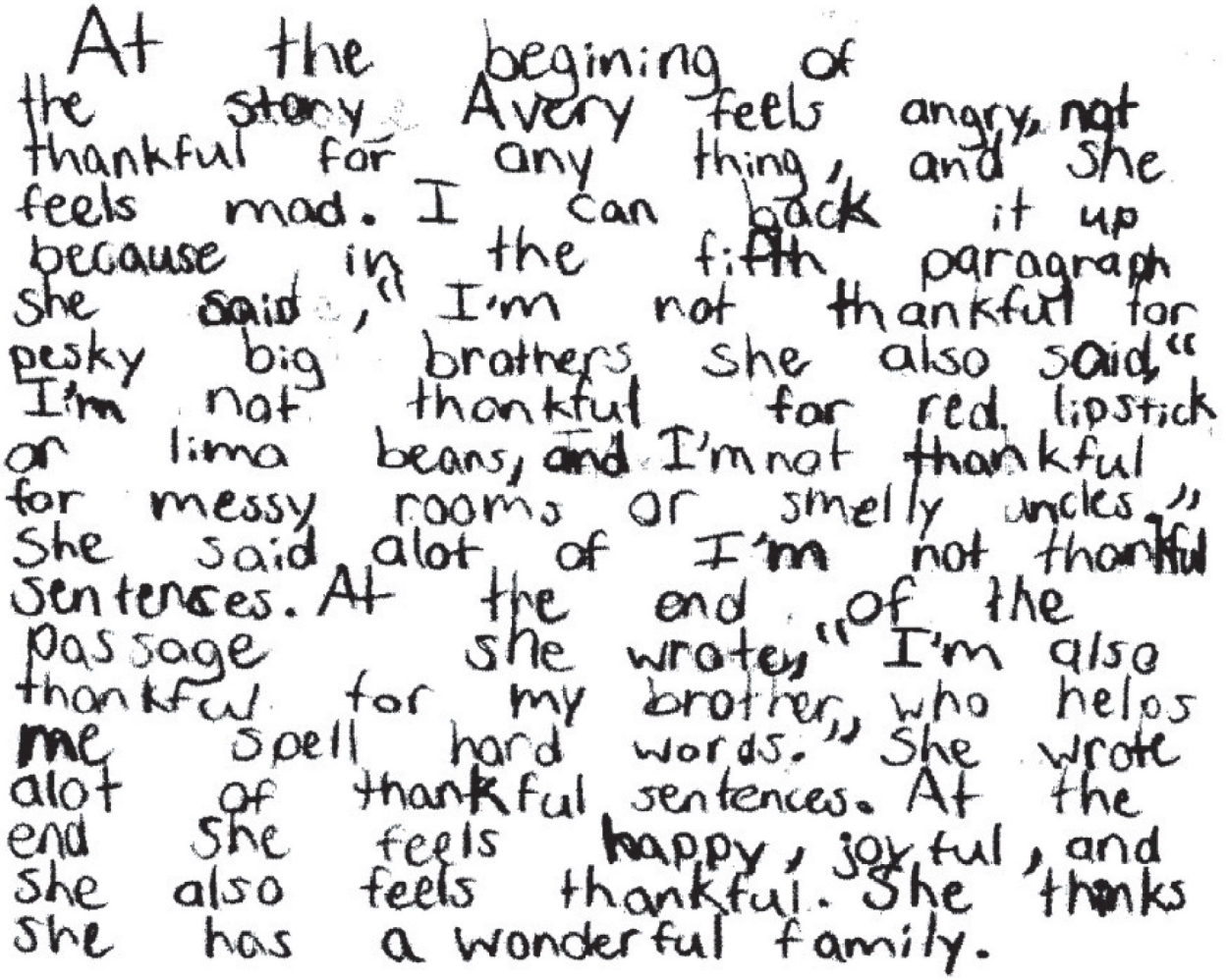
Tell how she feels at the end of the passage, and give an example from the passage to explain how she feels at the end.

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.)

SCORE POINT: 4

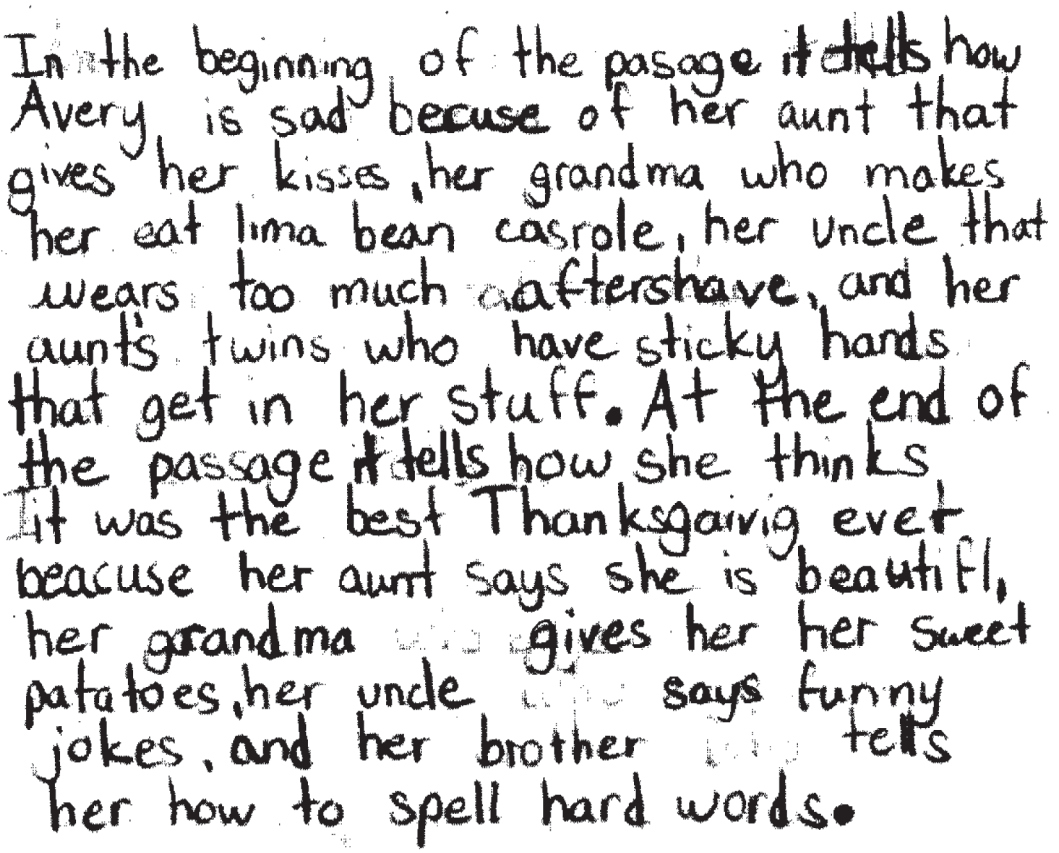
The student provides Avery's feelings at the beginning of the passage: "angry"; "not thankful for any thing"; "mad" and supports those feelings with several accurate and relevant examples: "I'm not thankful for pesky big brothers"; "I'm not thankful for red lipstick or lima beans"; "I'm not thankful for messy rooms or smelly uncles." Then the student provides Avery's feelings at the end of the passage: "happy"; "joyful"; "thankful" and supports those feelings with accurate and relevant examples: "'I'm also thankful for my brother, who helps me spell hard words.'"; "She thinks she has a wonderful family." The response demonstrates a thorough understanding of the passage.



At the beginig of the story Avery feels angry, not thankful for any thing, and she feels mad. I can back it up because in the fifth paragraph she said, "I'm not thankful for pesky big brothers she also said, "I'm not thankful for red lipstick or lima beans, and I'm not thankful for messy rooms or smelly uncles." She said alot of I'm not thankful sentences. At the end of the passage she wrote, "I'm also thankful for my brother, who helps me spell hard words." She wrote alot of thankful sentences. At the end she feels happy, joyful, and she also feels thankful. She thinks she has a wonderful family.

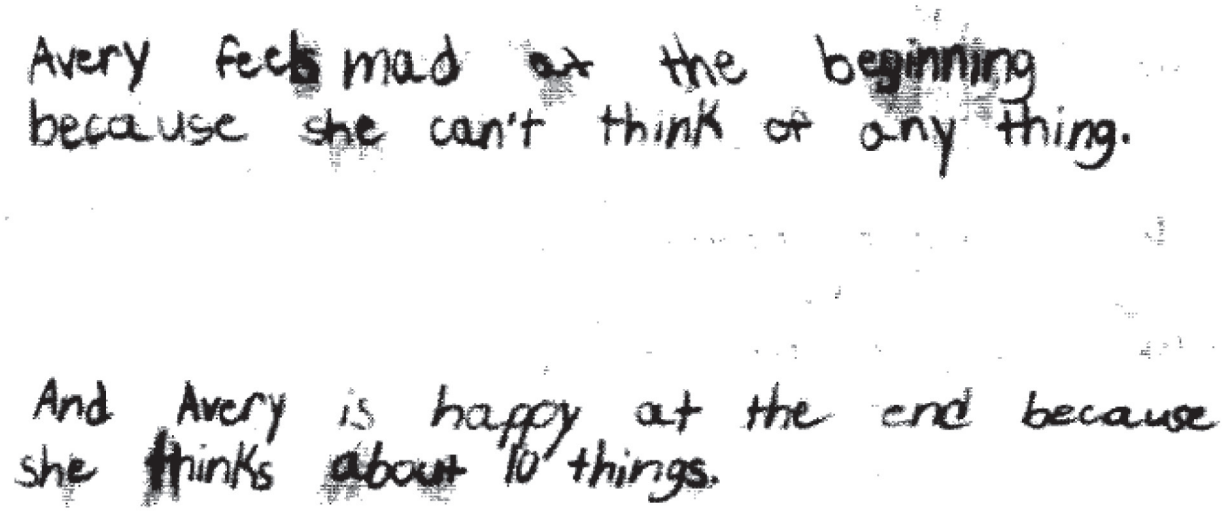
SCORE POINT: 3

The student provides Avery's feelings at the beginning of the passage "Avery is sad," and uses accurate and relevant examples to support those feelings, "her aunt that gives her kisses"; "her grandma who makes her eat lima bean casrole"; "her uncle that wears too much aftershave" and "her aunt's twins who have sticky hands that get in her stuff." Then the student gives accurate and relevant examples to explain how Avery feels at the end of the passage, "her aunt says she is beautifl"; "her grandma gives her her sweet patatoes"; "her uncle says funny jokes"; " her brother tells her how to spell hard words" but, does not provide a feeling. The response provides evidence of general but not comprehensive understanding of the passage.


In the beginning of the pasage it tells how Avery is sad becuse of her aunt that gives her kisses, her grandma who makes her eat lima bean casrole, her uncle that wears too much aftershave, and her aunts twins who have sticky hands that get in her stuff. At the end of the passage it tells how she thinks It was the best Thanksgaivig evet beacuse her aunt says she is beautifl, her grandma gives her her sweet patatoes, her uncle says funny jokes, and her brother tells her how to spell hard words.

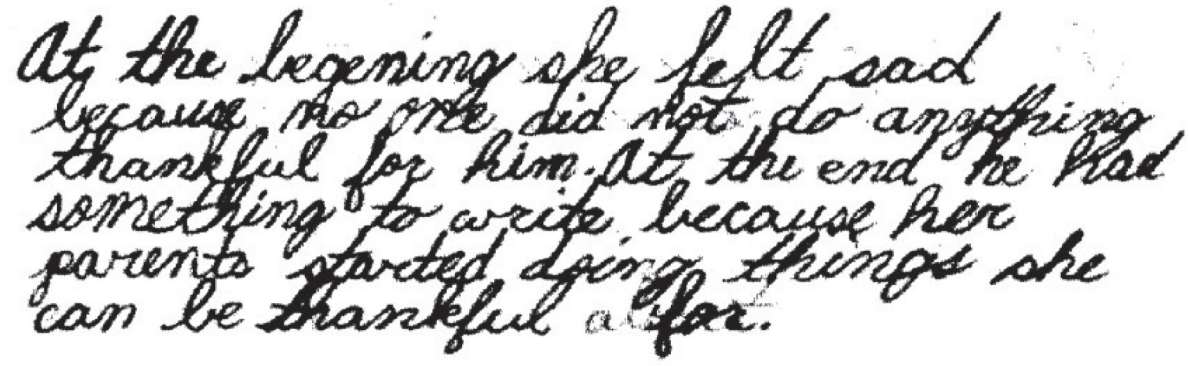
SCORE POINT: 2

The student provides Avery's feelings at the beginning of the passage "Avery feels mad" and at the end of the passage "Avery is happy." However, no supporting examples from the passage are provided. This is an example of basic understanding of the passage.



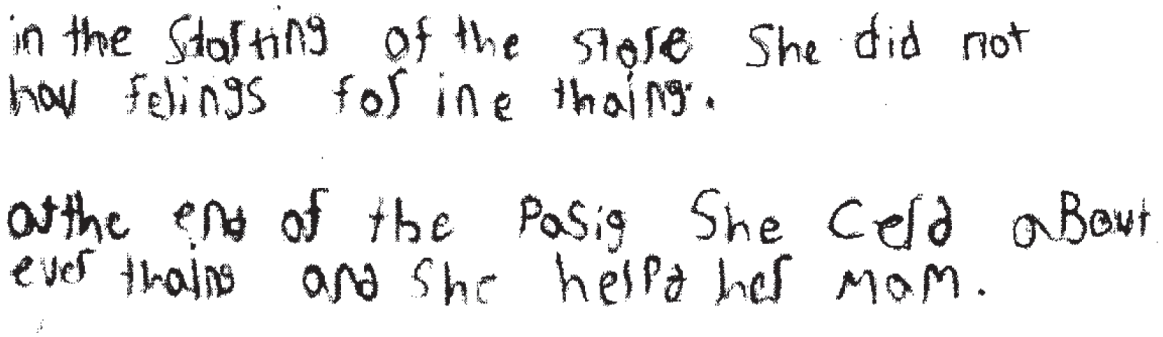
SCORE POINT: 1

The student provides Avery's feelings at the beginning "she felt sad" but, uses little or no evidence or information from the passage to support it. The response is inadequate and provides evidence of minimal understanding.



SCORE POINT: 0

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



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WRITING RESPONSES

Scoring Student Responses to Writing Prompts

Domain Scoring

In domain scoring, which was developed in conjunction with Arkansas educators, the observation of writing is divided into several domains (categories), each composed of various features. The domains scored for Arkansas compositions are Content, Style, Sentence Formation, Usage, and Mechanics. (These domains are defined on the following page.) Each domain is evaluated holistically; the domain score indicates the extent to which the features in that domain appear to be under the control of the writer. The score reflects the student's performance for the entire domain with all features within the domain being of equal importance.

All responses are read independently by at least two readers. The two scores are averaged by domain. In cases where the two readers' scores are non-adjacent (a "1" and a "3," for example) in any domain, the response is read by a third reader for resolution.

The domain scores, along with an awareness of the features comprising each domain, can be used to plan developmental or remedial instruction for the student.

Scoring Scale

Each domain is scored independently using the following scale:

4 = The writer demonstrates **consistent**, though not necessarily perfect, control* of almost all of the domain's features.

3 = The writer demonstrates **reasonable**, but not consistent, control* of most of the domain's features, indicating some weakness in the domain.

2 = The writer demonstrates **inconsistent** control* of several of the domain's features, indicating significant weakness in the domain.

1 = The writer demonstrates **little** or **no** control* of most of the domain's features.

*Control: The ability to use a given feature of written language effectively at the appropriate grade level. A response receives a higher score to the extent that it demonstrates control of the features in each domain.

The application of the scale, using actual student writing, was done with the assistance of a committee of Arkansas teachers and representatives of the Arkansas Department of Education.

Nonscoreable and Blank Papers

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

Writing Domains and Definitions—
2011 Grade 4 Augmented Benchmark Examination

Content (C)

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

- Central idea
- Unity
- Elaboration
- Organization

Style (S)

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

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

Sentence Formation (F)

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

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

Usage (U)

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

- Standard inflections
- Word meaning
- Agreement
- Conventions

Mechanics (M)

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

- Capitalization
- Formatting
- Punctuation
- Spelling

This is one of the two writing prompts administered to all grade 4 students in April 2011.

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?

Writing Sample Response 1

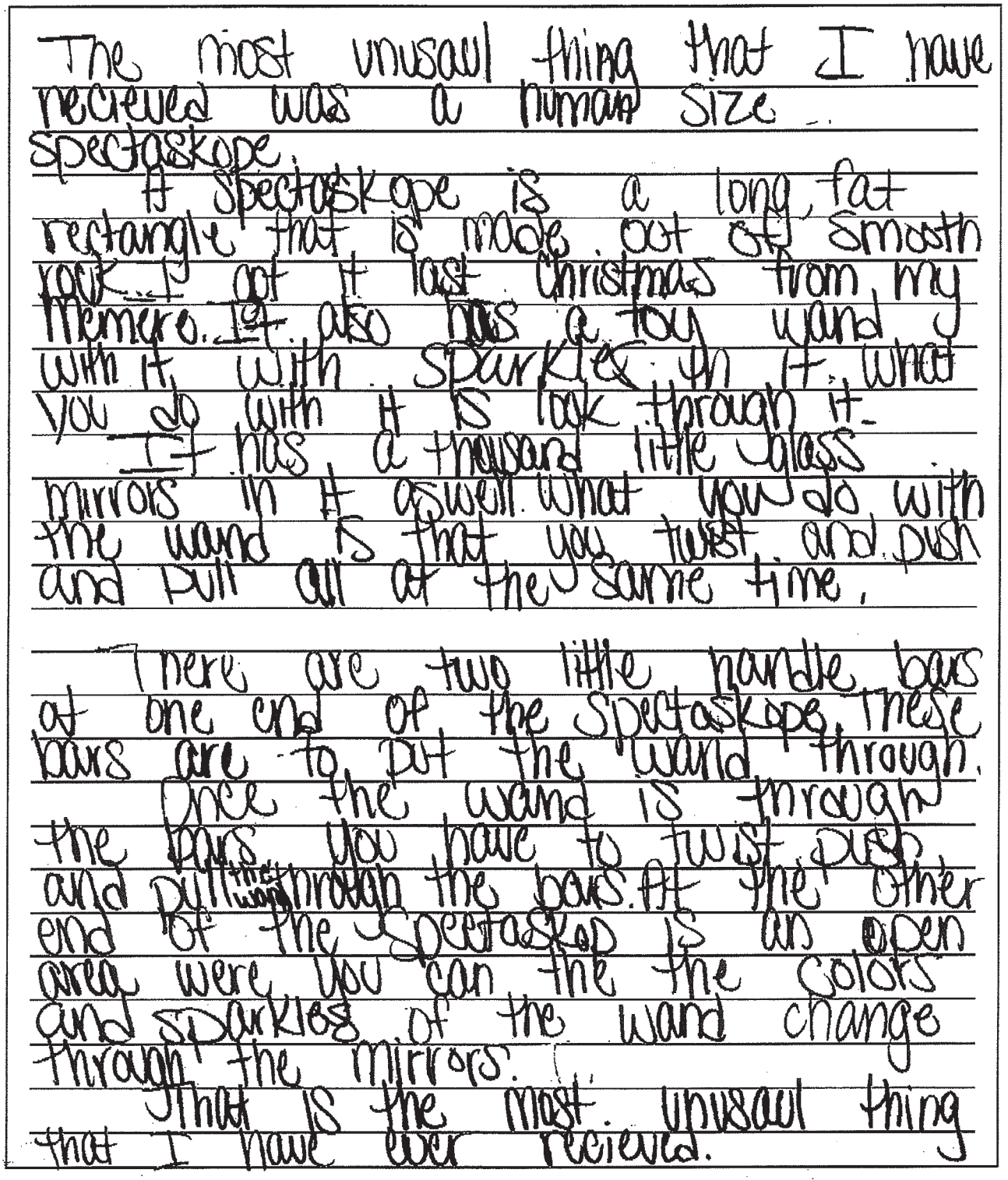
Content: 4
This response develops the central idea of a spectroscope being the most unusual object the writer had received. All of the elaboration in the response relates to this main focus, and each of the major ideas in the response is elaborated through the consistent use of details and explanations. Organization is based on a logical progression and appropriate clumping of related ideas and a closing is present. The writer demonstrates consistent control of the Content domain.

Style: 4
Ideas are illustrated with vivid, precise vocabulary ("human size"; "a thousand little glass mirrors"; "you can see the colors and the sparkles of the wand change through the mirrors"). Purposely selected information is used to affect the reader's understanding ("a long, fat rectangle that is made out of smooth rock"; "you twist and push and pull all at the same time"; "There are two little handle bars at one end of the spectaskope...to put the wand through"). Sentences are varied and appropriate. Tone is maintained throughout. Consistent control of the Style domain is demonstrated.

Sentence Formation: 4
There are no sentence formation errors. Sentences are varied, consisting of complex and compound sentences, as well as some simple sentences. Control of the Sentence Formation domain is consistent.

Usage: 4
One incorrect word ("an open area were you can…") and a missing verb ("…you can the colors....") constitute the only usage errors. Verb tense, agreement, and conventions are well controlled. The writer demonstrates consistent control of the Usage domain.

Mechanics: 4
Formatting is evident. Spelling and capitalization are well controlled, with only a few misspellings ("received"; "unusaul"). Punctuation is correct. Consistent control of Mechanics is demonstrated.



The most unsaul thing that I have recieved was a human size spectaskope.

A spectaskope is a long, fat rectangle that is made out of smoth rock. I got it last Christmas from my memere. It also has a toy wand with it, with sparkles in it. What you do with it is look through it. It has a thousand little glass mirrors in it aswell. What you do with the wand is that you twist and push and pull all at the same time.

There are two little handle bars at one end of the spectaskope. These bars are to put the wand through. Once the wand is through the bars you have to twist, push and pull the wand through the bars. At the other end of the spectaskop is an open area were you can the the colors and sparkles of the wand change through the mirrors.

That is the most unsaul thing that I have ever recieved.

Writing Sample Response 2

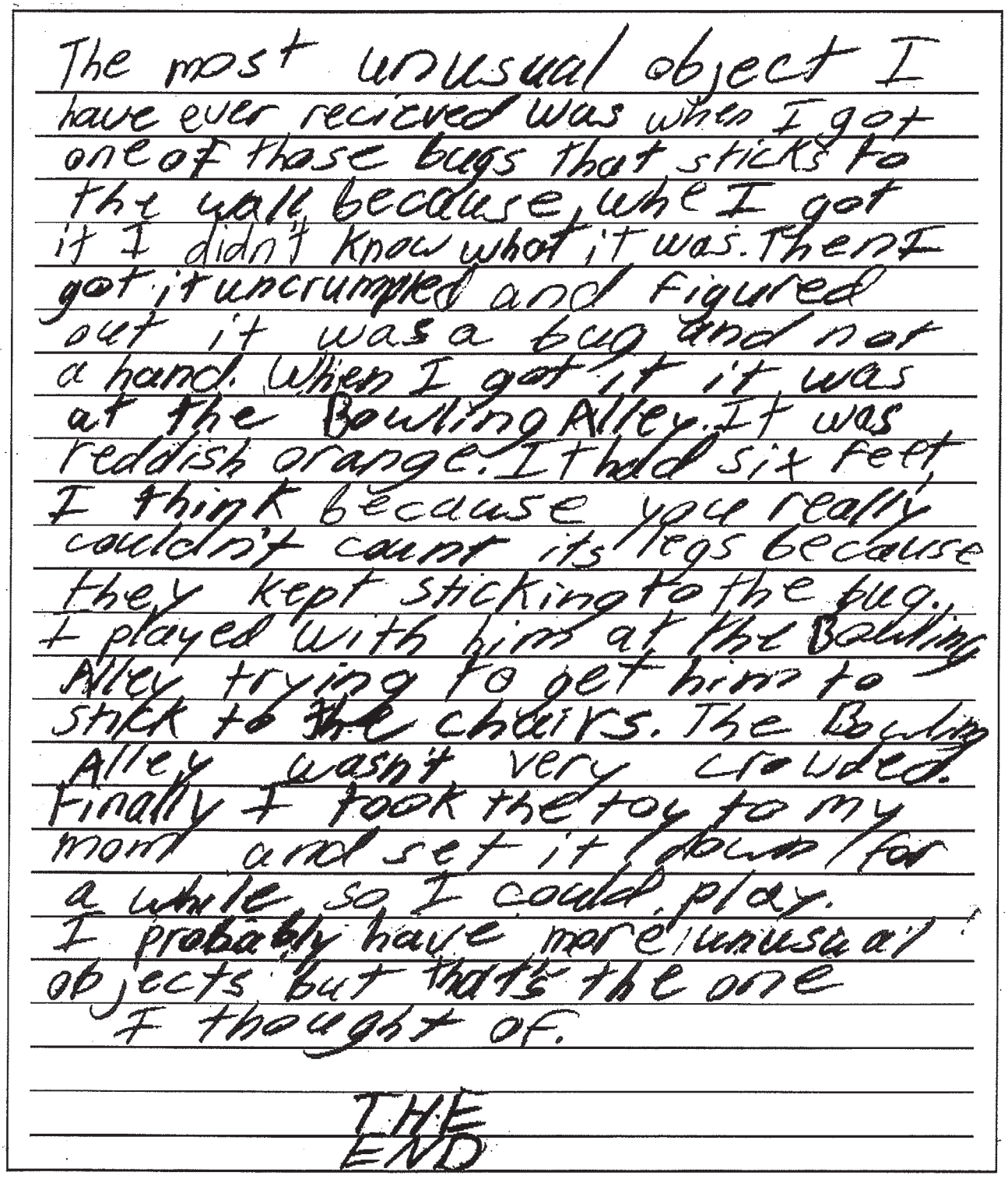
Content: 3
The features of the Content domain are reasonably controlled in this response. The central idea ("The most unusual object I have ever recieved") is unevenly elaborated with several missed opportunities for development. Organization consists of a mix of linked ideas and progression through time with a few gaps ("…figured out it was a bug and not a hand. When I got it it was at the Bowling Alley. It was reddish orange."), and there is a sense of closure. Elaboration is mostly general with a few specific details.

Style: 3
This writer demonstrates reasonable control of the features of the Style domain. While some precise vocabulary is used ("uncrumpled"; "figured out"; "crowded"), most word choices are ordinary and somewhat repetitive. There is some variety in sentence structure, however, many sentences use repetitive beginning phrasing ("When I got it"; "Then I got it"; "It was"; "It had"; "I think"; "I played").

Sentence Formation: 3
There is some sentence variety with the use of simple, compound, and a few complex sentences. The response begins with one long over-coordinated sentence. Control of the Sentence Formation domain is reasonable.

Usage: 4
This response exhibits consistent control of the Usage domain. Word usage, agreement, and verb tenses are correct.

Mechanics: 3
No attempt at formatting is displayed. The misspelling of a simple word ("whe" for when) and a word from the prompt ("recieved") are additional errors. Other spelling, capitalization and punctuation are correct. The response demonstrates reasonable control of the Mechanics domain.



The most unusual object I have ever recived was when I got one of those bugs that sticks to the wall because, whe I got it I didn't know what it was. Then I got it uncrumpled and figured out it was a bug and not a hand. When I got it it was at the Bowling Alley. It was reddish orange. It hld six feet I think because you really couldn't caunr its legs because they kept sticking to the bug. I played with him at the Bowling Alley trying to get him to stick to the chairs. The Bowling Alley wasn't very crowded. Finally I took the toy to my mom and set it down for a while so I could play. I probably have more unusual objects but that's the one I thought of.

THE END

WRITING SAMPLE RESPONSE 3

Content: 2
There is a clear central idea in this brief response (the classroom overhead), on which the writer remains consistently focused. Although the response does present some elaboration of the main idea, it is general and there is a lack of closure. This response demonstrates inconsistent control of the features of the Content domain.

Style: 2
The vocabulary in this response is mostly general (weird, cool), repetitive, and does little to affect the reader. There are a few varied sentences. A bit of voice is evident at the beginning of the response, but is not sustained. The features of the Style domain are inconsistently controlled in this response.

Sentence Formation: 3
The response begins with a fragment and contains a run-on. Other sentences are correct and include simple, compound, and complex sentences. Control of the Sentence Formation domain is reasonable.

Usage: 2
While some usage is correct, this brief response contains problems with a wrong article (“an weda shape”), subject verb agreement (“The mark are”), and word meaning (“put some water on it and wrip it off”; “good” vs. well). The variety of errors demonstrates inconsistent control of the Usage domain.

Mechanics: 2
There are several spelling errors, including simple words and words from the prompt (“weda,” “oject,” “thouh,” “writ,” “an” vs. and, “of” vs. off). The response also lacks indentation in a single paragraph response and there is a missing period. The writer demonstrates inconsistent control of the Mechanics domain.

The Shape of My classroom
over head It is a weda Ojetc
and an weda Shape. It is a
cool machine thouh If you turn
It and writ something on it an
face it to the wall it will show
up on the wall. The mark are easy
to get of all you have to do is put
some water on it and wrip it off.
The over head has a view where
you view if you can't see it good.

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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