ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

TEACHER HANDBOOK

AUGMENTED BENCHMARK EXAMINATION GRADE 6

APRIL 2011 ADMINISTRATION

Arkansas Department of Education

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The Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) includes an Augmented Benchmark Examination for grade 6 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, sixth-grade students participated in the *Grade 6 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 6 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 6 Augmented Benchmark Examination* are developed with the assistance and approval of Content Advisory Committees. All passages and items on the *Grade 6 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 6 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 6 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 6 Augmented Benchmark Examination*.

MATH
RESPONSES

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.

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

Score: 4

Part 1		Points
Correct equation with Correct procedure:	"C = f x 35" $70 \div 2 = 35$ $175 \div 5 = 35$ $420 \div 12 = 35$	2

Part 2		Points
Correct answer with Correct procedure:	"16 grams of fat" $560 \div 35 = 16$	2
	Total Points	4

1. C = f × 35

I divided each Calorie by the grams of fat and they all were 35.

For example:

70 calories ÷ 2 grams of fat
= 35

175 calories ÷ 5 grams of fat
= 35

420 calories ÷ 12 grams of fat
= 35

2. 16 grams of fat

I took 560 calories and I divided 35 from it and I got 16.

For Example:

560 ÷ 35 = 16
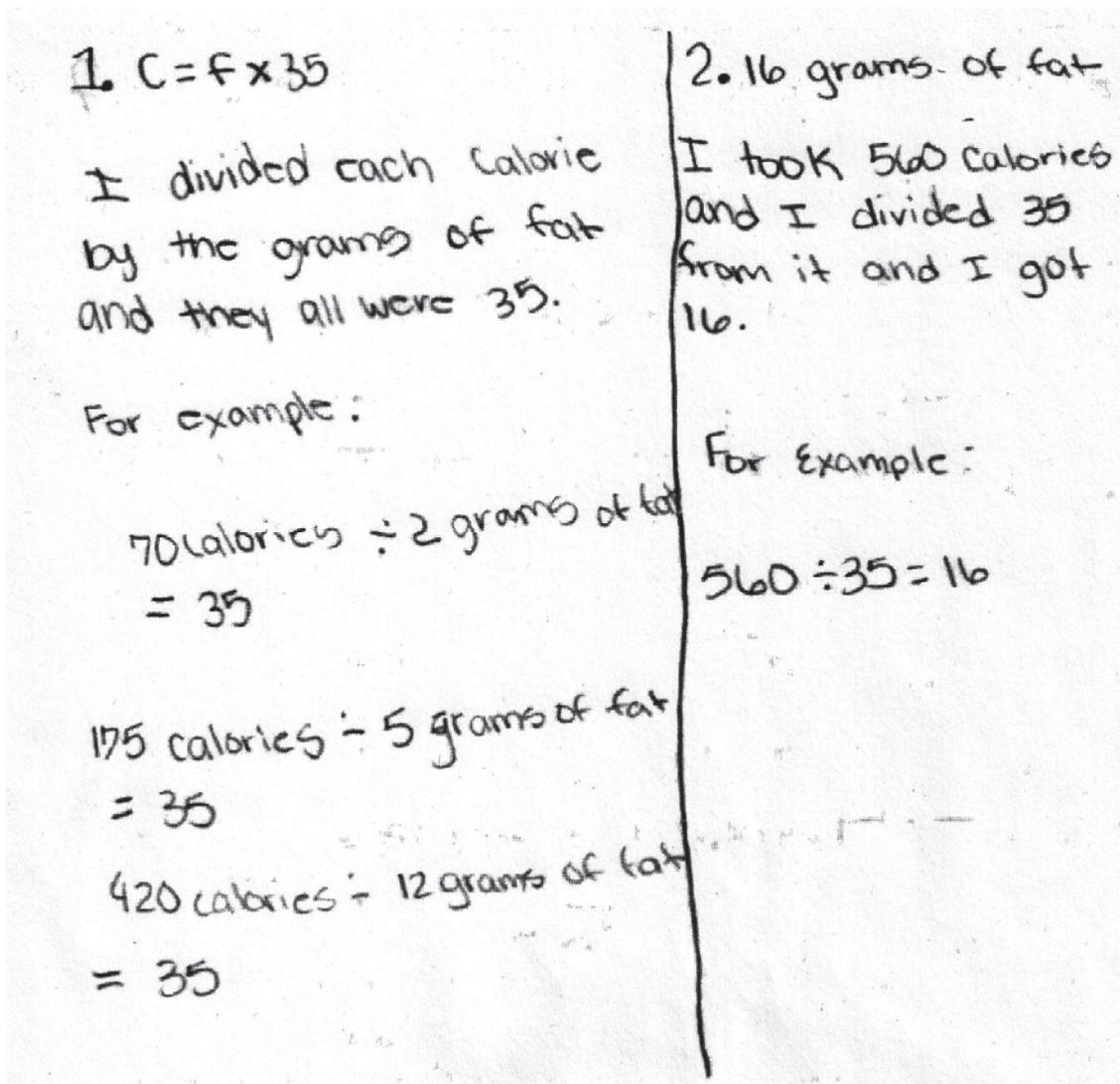
SCORE: 3

Part 1		Points
Correct equation with Correct procedure:	"C ÷ F = 35" $70 \div 2 = 35$ $175 \div 5 = 35$ $420 \div 12 = 35$	2

Part 2		Points
Correct answer with Missing procedure:	"16 grams of fat"	1
	Total Points	3
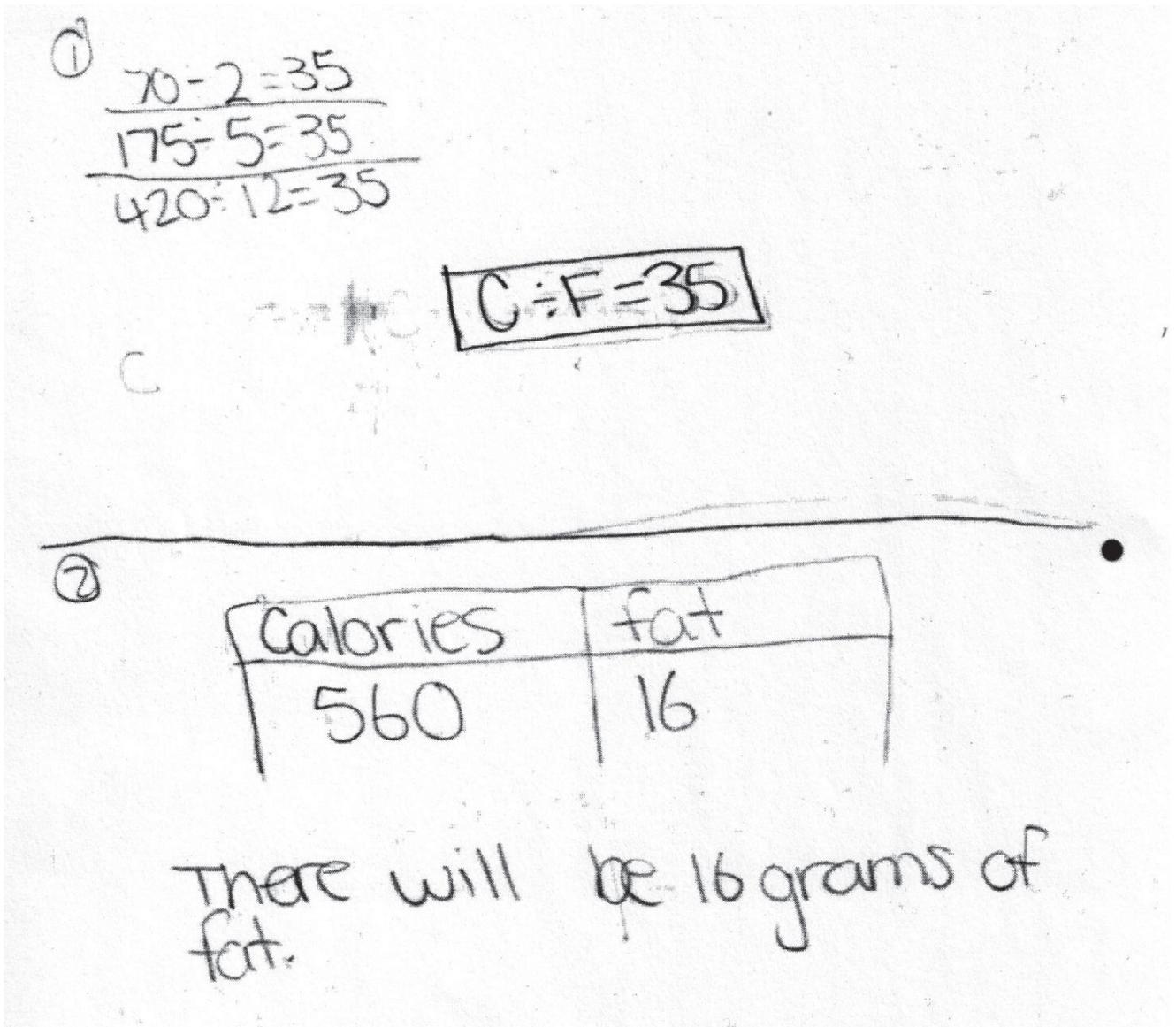
SCORE: 2

Part 1		Points
Missing equation with Correct procedure:	$70 \div 35 = 2$ $175 \div 35 = 5$ $420 \div 35 = 12$	1

Part 2		
Correct answer with Missing procedure:	"16 grams of fat"	1
	Total Points	**2**
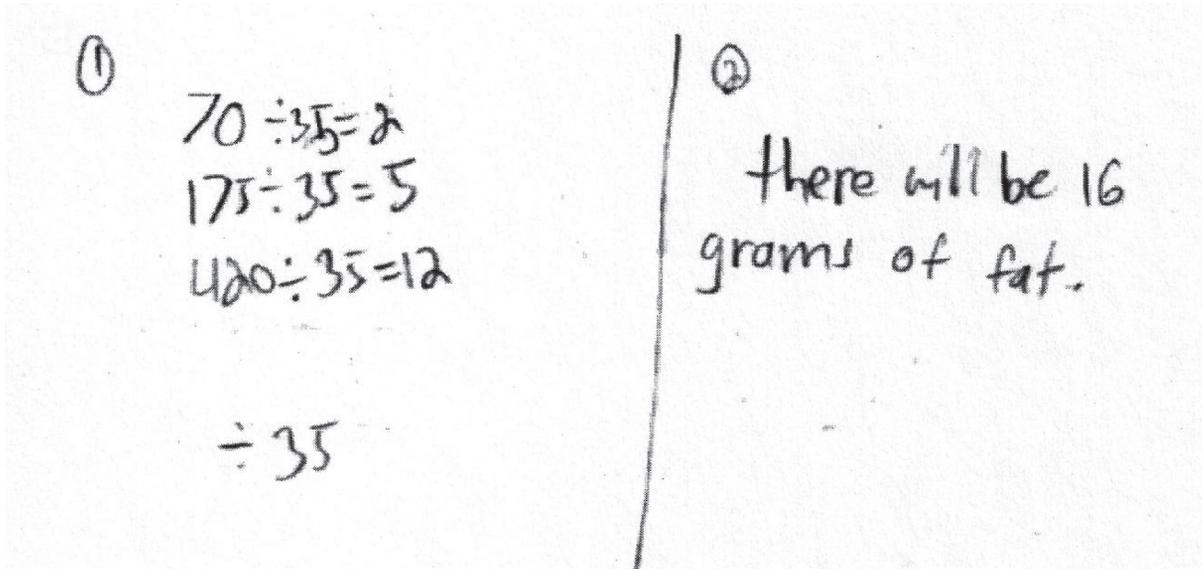
SCORE: 1

Part 1		Points
Correct equation with Missing procedure:	"C ÷ f = 35"	1

Part 2		
Incorrect answer with Incorrect procedure:	"There will be 665 calories" 420 - 175 = 245 + 420 = 665	-
	Total Points	**1**
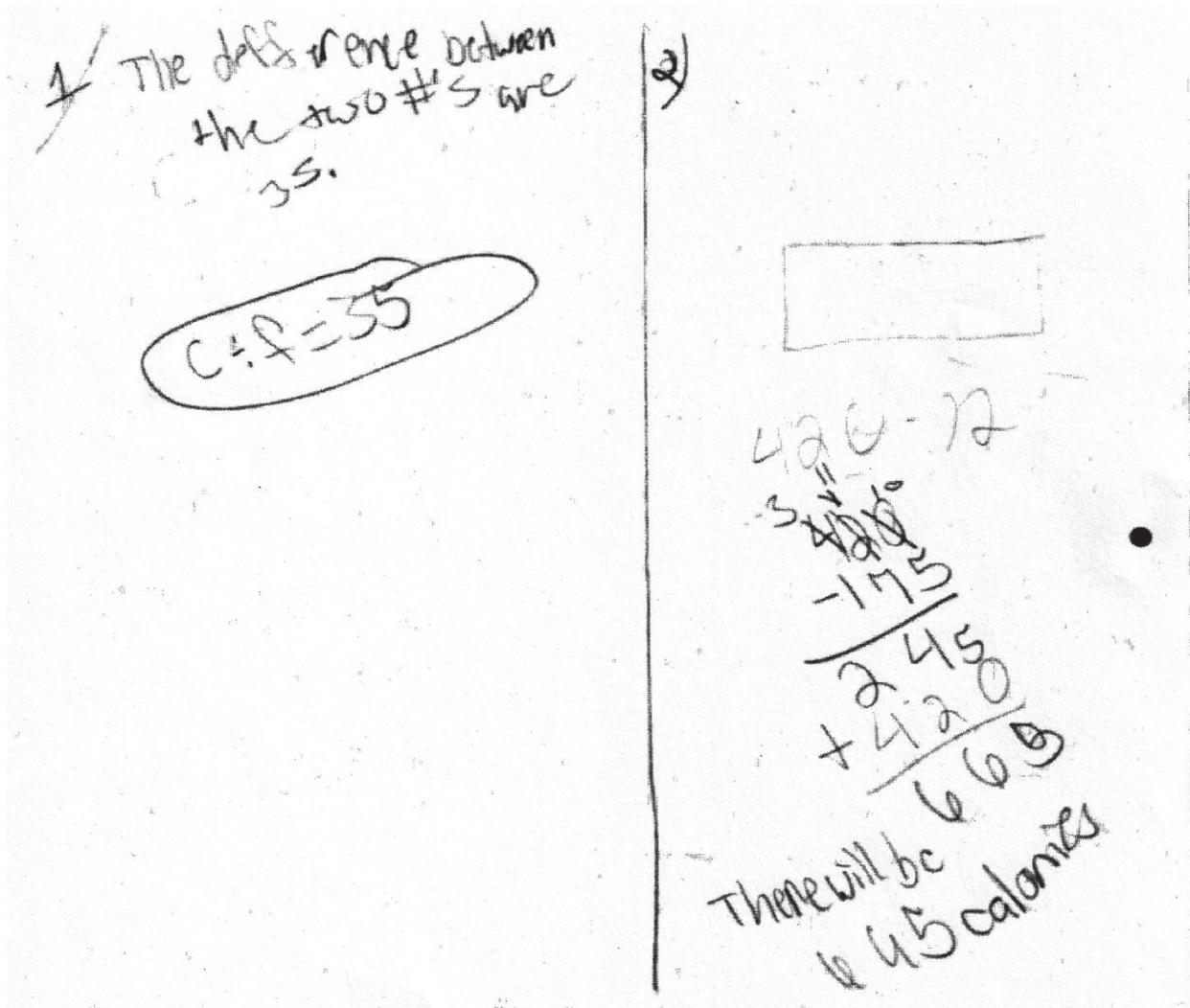
SCORE: 0

Part 1		Points
Missing equation with Incorrect procedure:	"Some of them are event and some...are odd"	-

Part 2		Points
Incorrect answer with Incorrect procedure:	"Gram fat it Gonna be 3" 2 + 15 + 12 = 31	-
	Total Points	**0**
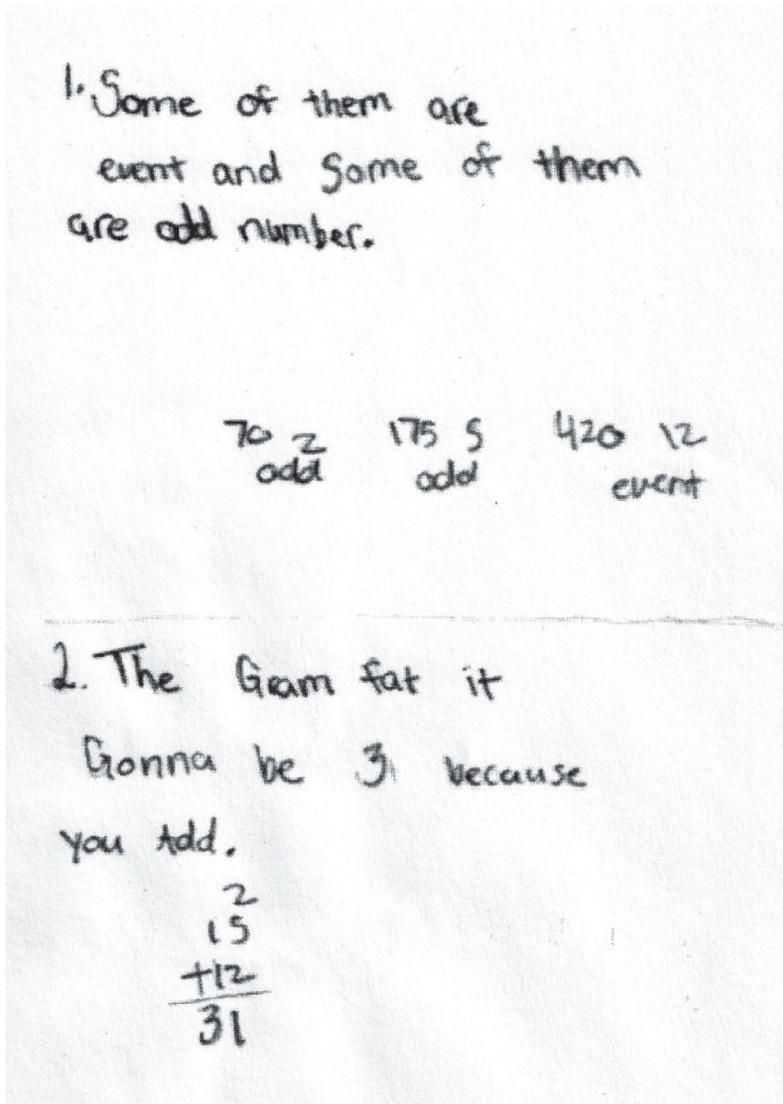
B Six students compared their scores on two different tests.

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.

Math 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** 2 points: **Correct answers with labels: Test 1-79 <u>and</u> Test 2-78** **Correct procedure shown and/or explained** Give credit for the following or equivalent: Ex: "80+82+77+80+75+80=474, 474÷6=79 **and** 83+96+28+83+95+83=468, 468÷6=78." **OR** 1½ points: • **Correct answers with labels: Test 1-79 <u>and</u> Test 2-78** **Correct procedure shown and/or explained for one test** **or** • **1 Correct answer and 1 incorrect answer due to calculation** **or copy errors with labels.** **Correct procedure shown and/or explained** **OR** 1 point: • **Correct answers with labels: Test 1-79 <u>and</u> Test 2-78** **Procedure is incomplete, incorrect or missing** **or** • **Correct answers without label: 79 <u>and</u> 78** **Correct procedure shown and/or explained** **or** • **1 Correct answer with label: Test 1-79 <u>or</u> Test 2-78** **Correct procedure shown and/or explained** **or** • **Incorrect answers with labels due to calculation or copy errors** **Correct procedure shown and/or explained** **OR** ½ point: • **Correct answers without labels: 79 <u>and</u> 78** **Procedure is incomplete, incorrect or missing** **or** • **1 Correct answer without label: 79 <u>or</u> 78** **Correct procedure shown and/or explained** **or** • **Incorrect answers without labels due to calculation or copy errors** **Correct procedure shown and/or explained**

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

SCORE: 4

Part 1		Points
Correct answers & labels with Correct procedures:	"test 1 is 79...test 2 is 78" 80+82+77+80+75+80=474, 474÷6=79 83+96+28+83+95+83=468, 468÷6=78	**2**

Part 2		
Correct answers & labels with Correct procedures:	"test 1 is 7...test 2 is 68" 82-75=7, 96-28=68	**2**
	Total Points	**4**

1. The mean for test 1 is **79** + the mean for test 2 is **78**.

Mean = All #'s added up + divided by the amount of #'s.

$$\underline{\text{TEST 1}}$$

$$80+82+77+80+75+80$$
$$\hookrightarrow \underline{474} \div 6 = \underline{79}$$

$$\underline{\text{TEST 2}}$$

$$83+96+28+83+95+83 = \underline{468}$$
$$\underline{468} \div 6 = \underline{78}$$

2. The range for test 1 is **7** + the range for test 2 is **68**.

Range = Highest # − Lowest #

$$\underline{\text{TEST 1}}$$

Highest = 82
lowest = 75
$$82 - 75 = \underline{7}$$

$$\underline{\text{TEST 2}}$$

Highest = 96
lowest = 28
$$96 - 28 = \underline{68}$$
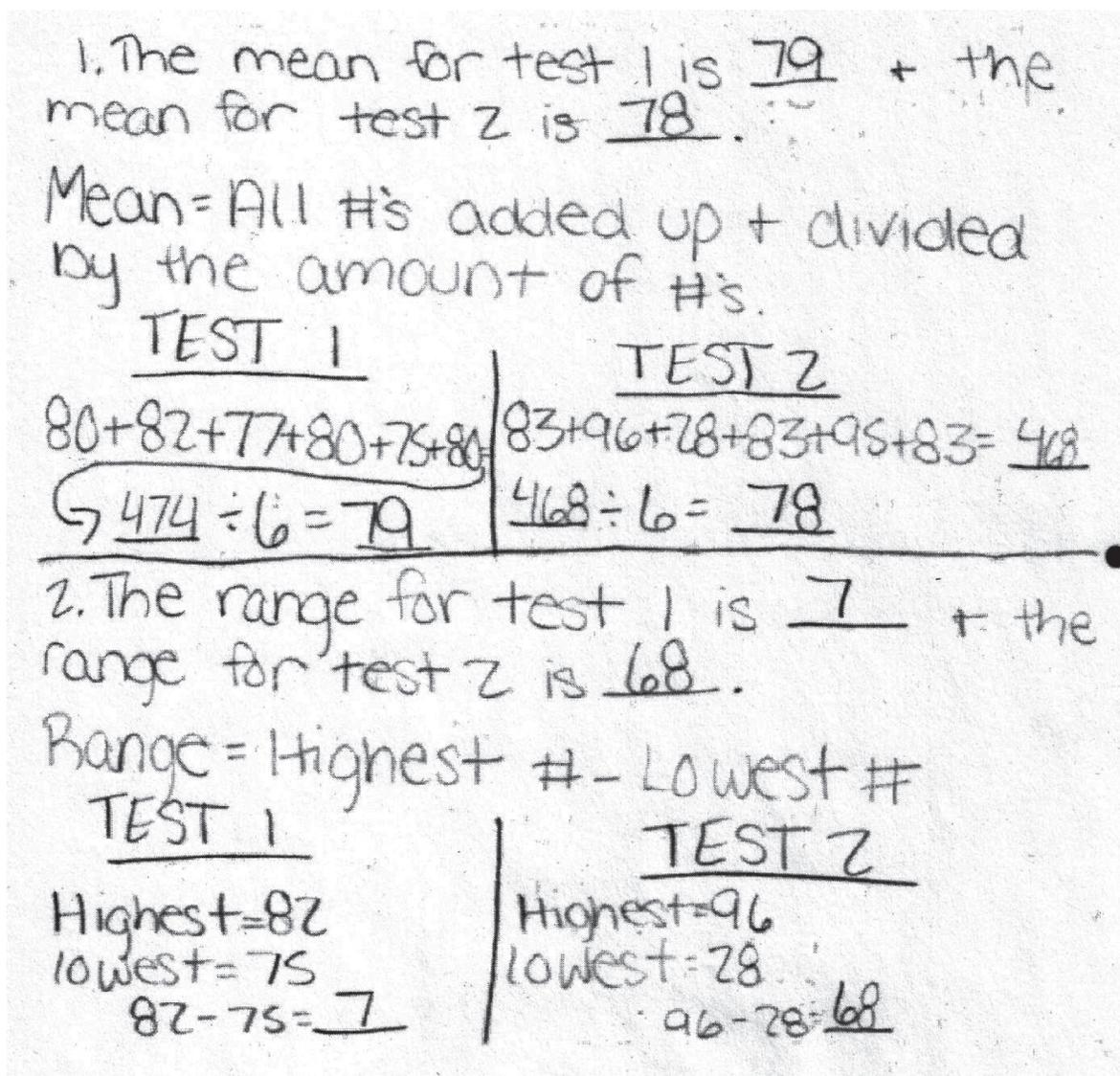
SCORE: 3

Part 1		Points
Correct answers & labels with Correct procedures:	"the mode of test one is 79 and test 2 78" 80+82=162, 162+77=239…=474, 474÷6=79 83+96+28+83+95+83=468, 468÷6=78	**2**

Part 2		
Correct answers with Correct procedures no labels:	7, 68 82-75=7, 96-28=68	1
	Total Points	3

Note: The use of mode would not have qualified this paper for a score of 4.

SCORE: 2

Part 1		Points
Correct answers & labels with Correct procedures:	"Test 1 mean = 79"; "Test 2 mean = 78" 80+82+77+80+75+80=474,　474÷6=79 83+96+28+83+95+83=468,　468÷6=78	**2**

Part 2		
Incorrect answers with Incorrect procedures:	"Test 1 mode = 80"; "Test 2 mode = 83" Not procedure for range	-
	Total Points	**2**
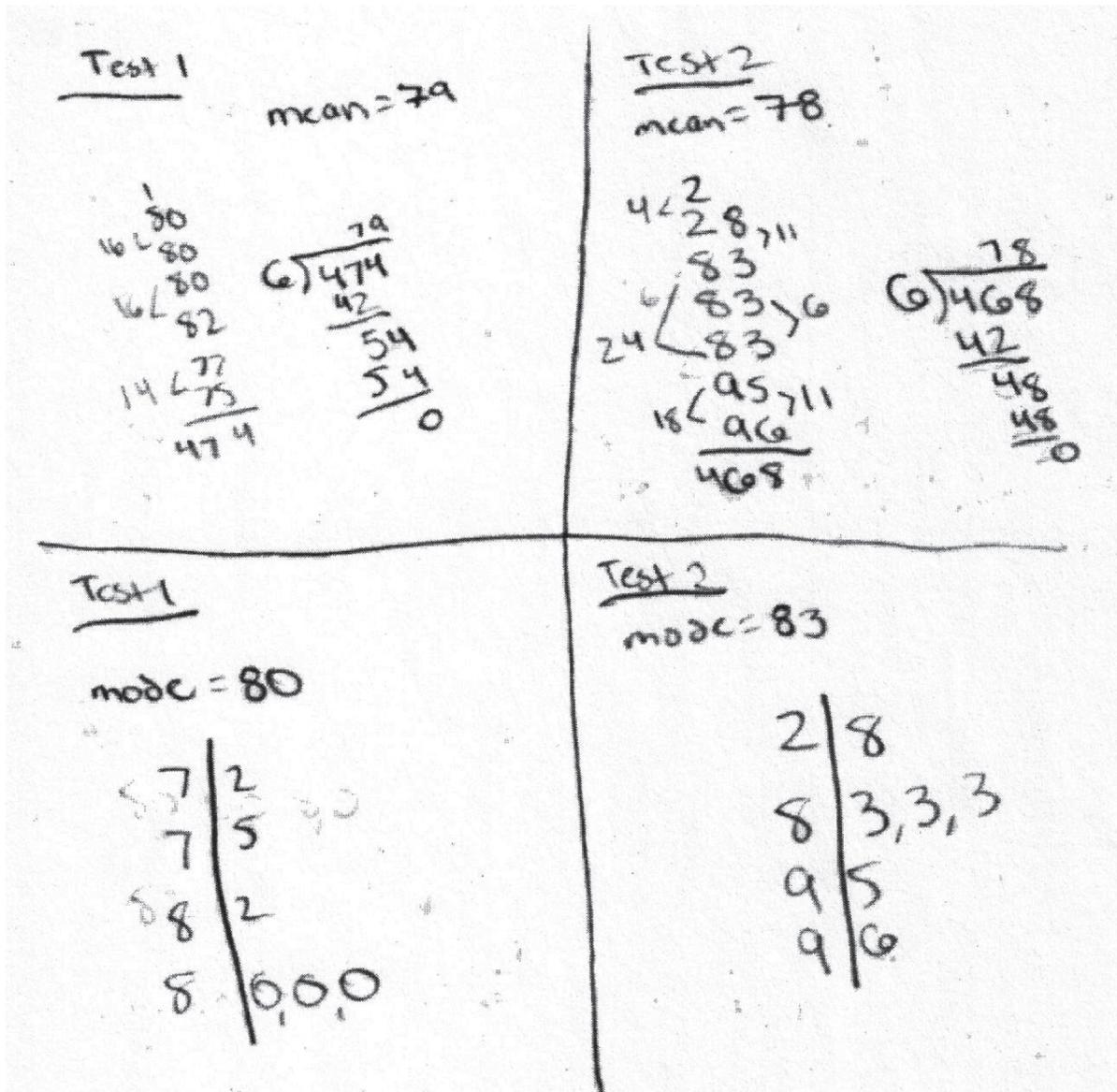
SCORE: 1

Part 1		Points
Incorrect answers with Incorrect explanations:	"test 1 the mean is 80"; "test 2 the mean is 83" "because it shows the most"	-

Part 2

		Points
1 Correct answer & label with Correct procedure And 1 Incorrect answer due to Procedure error:	Test 2 - 68 96-28=68 5 80-75=5 (80 is not the highest number)	1
	Total Points	1
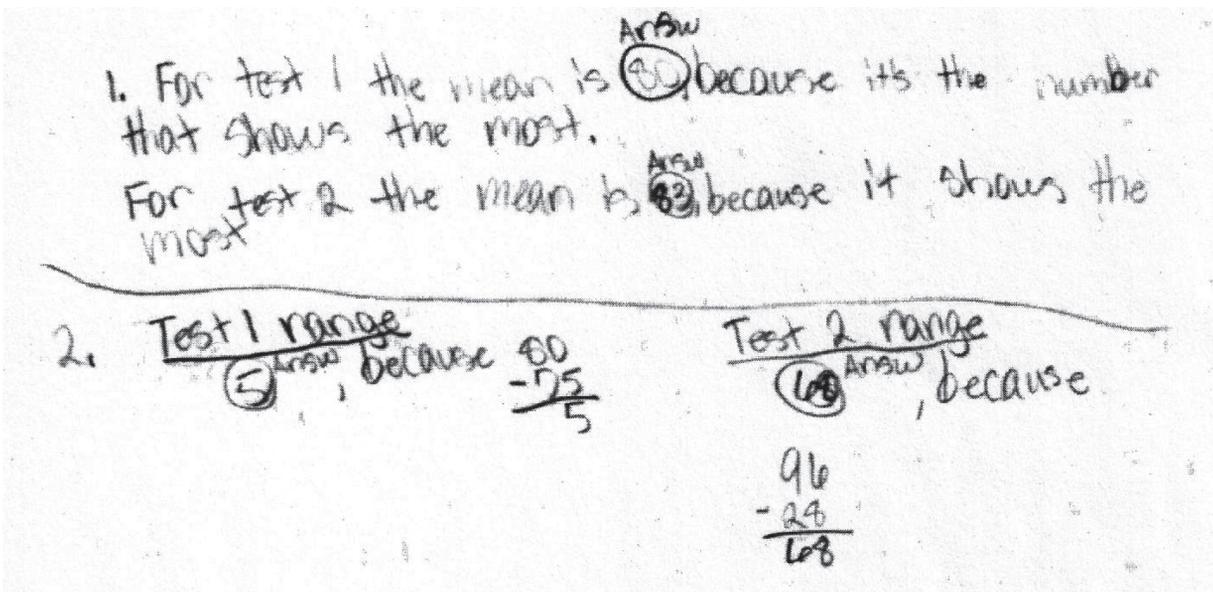
SCORE: 0

Part 1		Points
Incorrect answer with Incorrect procedure:	474 80x3+82+75+77=474	-

Part 2		Points
Incorrect answers with Incorrect explanation:	468 83x3+96+95+28=468	-
	Total Points	**0**

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.

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

Part	Points
3	**2 points possible** 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.** Give credit for the following or equivalent: Ex: "$6\left(\dfrac{2\bullet 3}{6}+10\right), 6\left(\dfrac{6}{6}+10\right), 6\times 11 = 66$" **OR** 1½ points: **Correct evaluation of the entire expression using multiple of 3 not used in part 1 or 2.** **Correct procedure is shown and/or explained.** Give credit for the following or equivalent: Ex: "$6\left(\dfrac{2\bullet 21}{6}+10\right), 6\left(\dfrac{42}{6}+10\right), 6\times 17 = 102$" **OR** 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.** Ex: "$6\left(\dfrac{2\bullet 3}{6}+10\right) = 66$" **or** • **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.** **or** • **Correct evaluation of the entire expression and answer is missing. Correct procedure shown and/or explained**

SCORE: 4

Part 1		Points
Correct answers with Correct procedure:	3 and 6 2 x 3 = 6 ÷ 6 = 1, 2 x 6 = 12 ÷ 6 = 2	2

Part 2		Points
Correct answer:	"multiples of 3"	1

Part 3		Points
Correct evaluation with Correct procedure:	72 2 x 6 = 12 ÷ 6 = 2, 2 + 10 = 12, 12 x 6 = 72	2
	Total Points	**5**

1.] Two values that x can represent and still be divisible by 6, are __3 and 6__.

Explains

$2 \cdot 3 = 6 \div 6 = 1 \leftarrow$ this is divisible by 6.

$2 \cdot 6 = 12 \div 6 = 2 \leftarrow$ this is divisible by 6.

2.] The things that is true for all values of x, is that all of them can be __multiples of 3__.

Explains All of these values can be multiplied by 2 and then be divided by 6, and are multiples of 3.

3 - 6 - 9 - 12 - and so on.

3.] Part 1: where x = 6

$6 \left(\frac{2 \cdot 6}{6} + 10 \right)$ $2 \cdot 6 = 12 \div 6 = 2$ $2 + 10 = 12$ $12 \cdot 6 = 72$
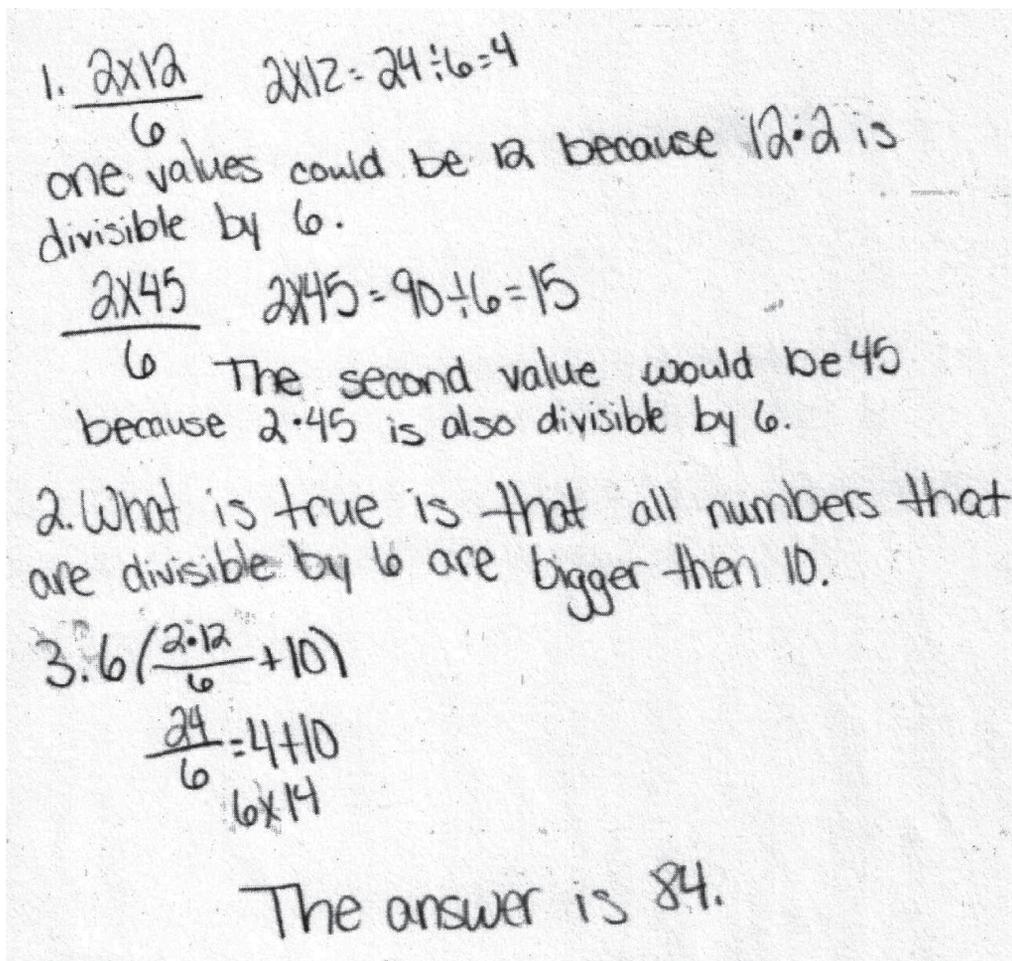
Answer: 72

Part 2: where x = 12

$6 \left(\frac{2 \cdot 12}{6} + 10 \right)$ $2 \cdot 12 = 24$ $24 \div 6 = 4$ $4 + 10 = 14$ $14 \cdot 6 = 84$

Answer: 84

SCORE: 3

Part 1		Points
Correct answers with Correct procedure:	12 and 45 2 x 12 = 24 ÷ 6 = 4, 2 x 45 = 90 ÷ 6 = 15	2

Part 2

Incorrect answer:	"all numbers that are divisible by 6 are bigger then 10"	-

Part 3

Correct evaluation with Correct procedure:	"The answer is 84." $6\left(\dfrac{2\cdot 12}{6}+10\right)$, $\dfrac{24}{6}=4+10$, 6×14	2
	Total Points	4

SCORE: 2

Part 1		Points
Correct answer with Correct procedure:	9 and 12 2 x 9 = 18 ÷ 6 = 3, 2 x 12 = 24 ÷ 6 = 4	**2**

Part 2

Incorrect answer with Correct procedure for 4 Multiples of three:	"All values of x are 3, 6, 9, and 12." $2 \cdot 3 = 6 \div 6 = 1$ $2 \cdot 6 = 12 \div 6 = 2$ $2 \cdot 9 = 18 \div 6 = 3$ $2 \cdot 12 = 24 \div 6 = 4$ But does not generalize.	-

Part 3

Incorrect evaluation with Incorrect procedure:	"Work shown in #2."	-

	Total Points	2
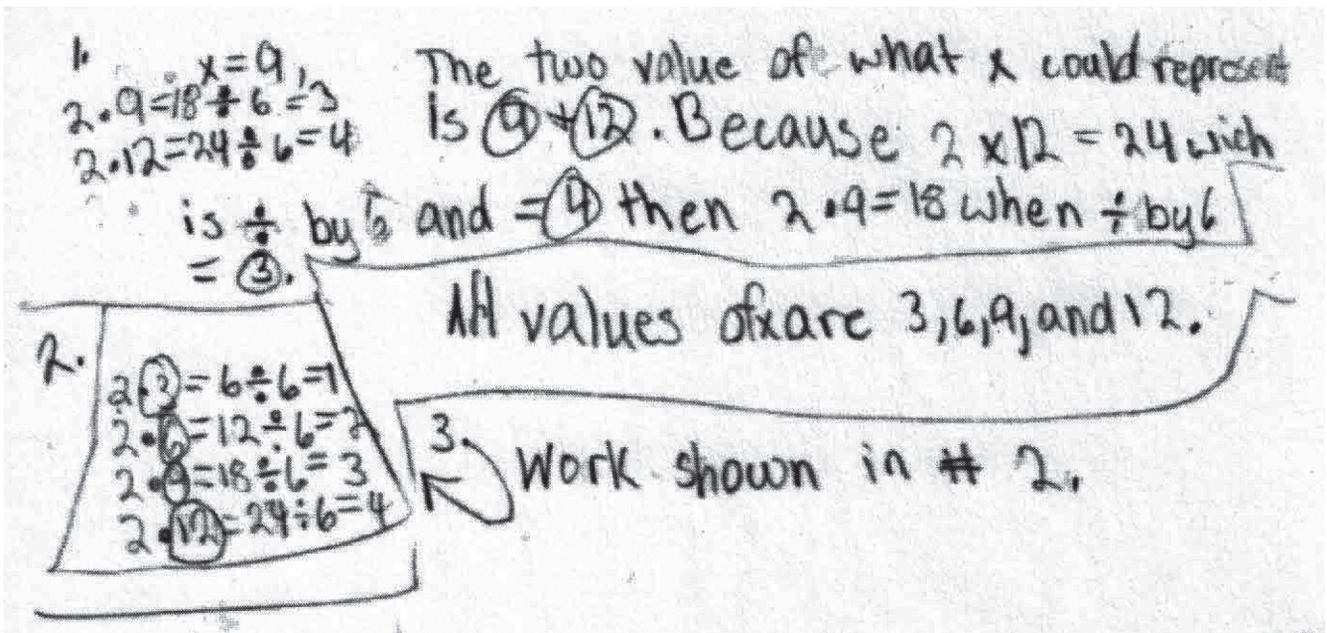
SCORE: 1

Part 1		Points
Correct answer with Incorrect procedure:	6 and 12 "2 x 6 = 12"; "12 because its divisible by both 2 and 3 also so its divisible by 6"	1

Part 2

Incorrect answer:	"3, 6, 12, and 8"	-

Part 3

Incorrect evaluation with Incorrect procedure:	46 2 x 3 = 6, 6 x 6 = 36, 36 + 10 = 46	-

	Total Points	1
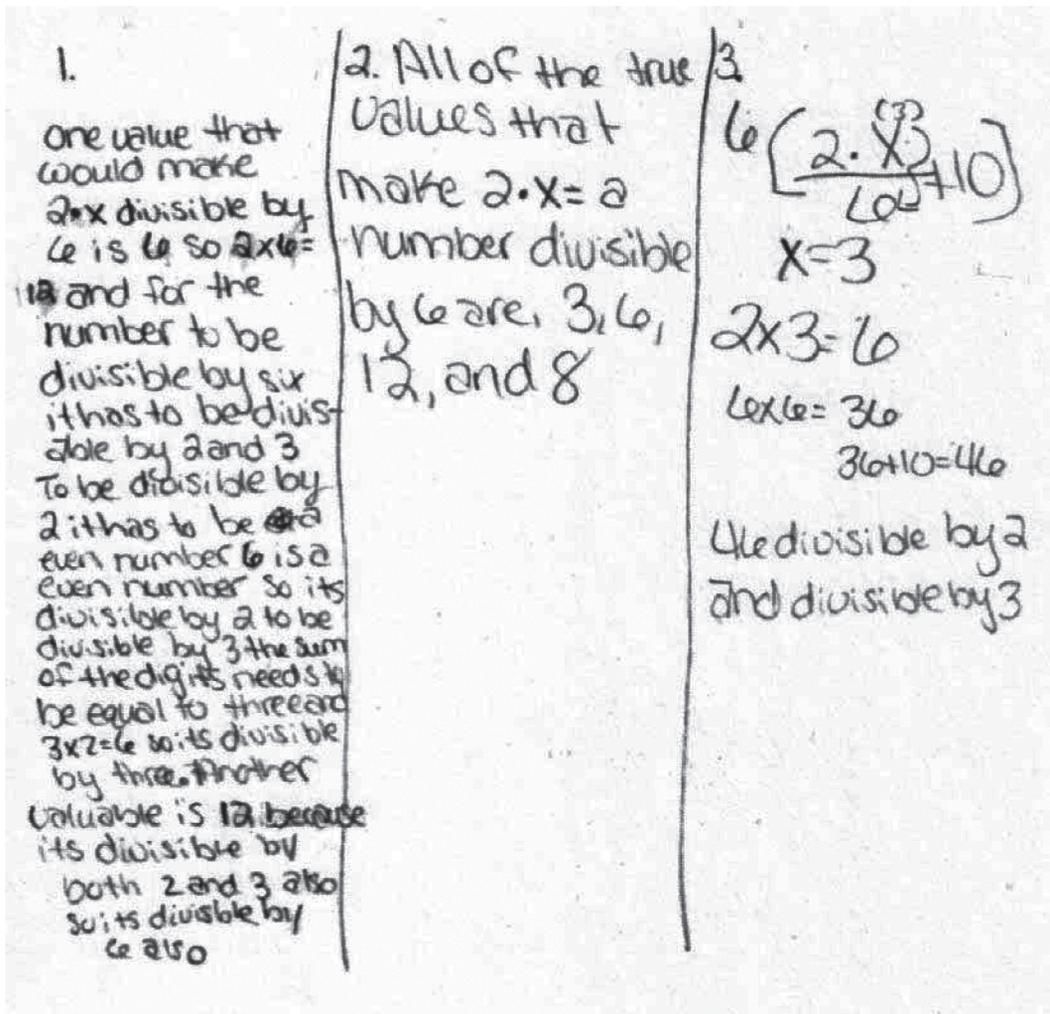
SCORE: 0

Part 1		Points
Incorrect answers with Incorrect procedure:	"x will represent 2 or 4" $6 + 4 = 10$, $6 + 2 + 2 = 10$	-

Part 2		
Incorrect answer:	"x is divisible by 6 becaus 3 x 2 = 6"	-

Part 3		
Incorrect evaluation with Incorrect procedure:	10 $2 \times 3 = 6 + 4 = 10$	-
	Total Points	**0**
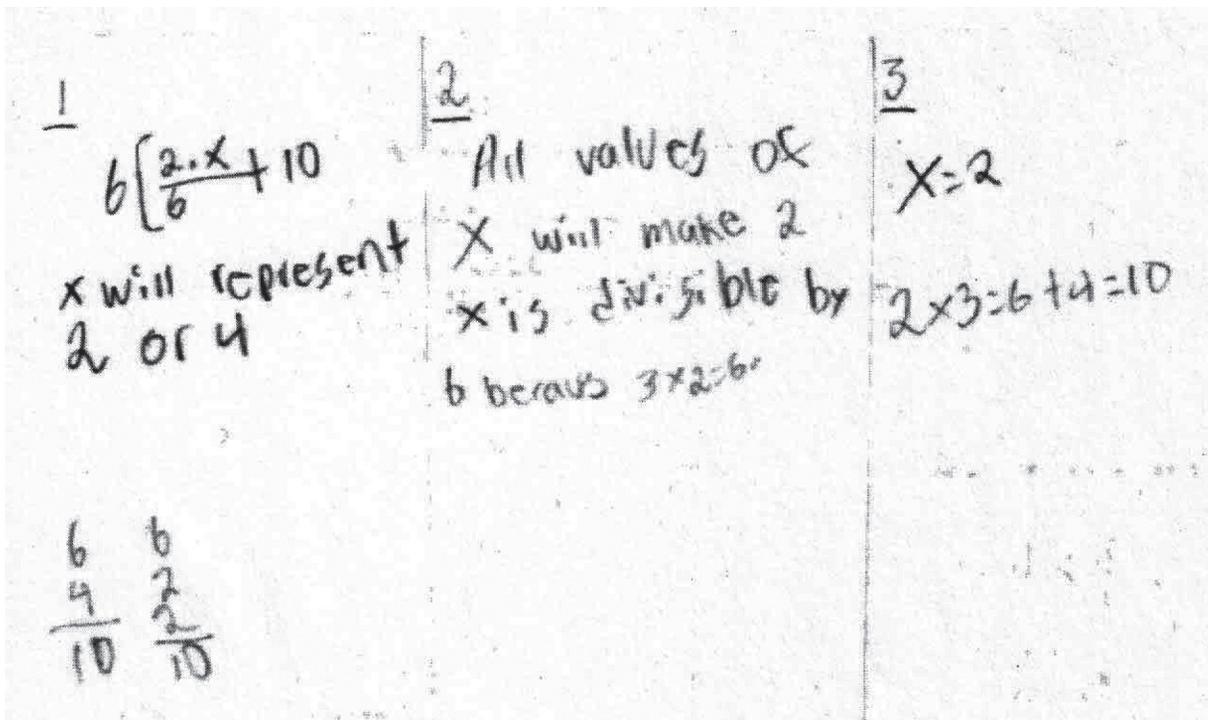
READING RESPONSES

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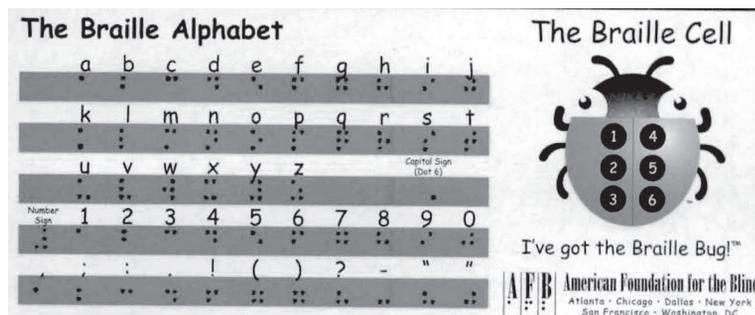
bar. Louis felt the pin-pricks of the underside of the paper. And for the first time since arriving in Paris, he felt hopeful that blind students might someday be able to read all the wonderful books their sighted friends enjoyed.

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.

The Braille Alphabet / The Braille Cell — I've got the Braille Bug!™ — American Foundation for the Blind, Atlanta · Chicago · Dallas · New York · San Francisco · Washington, DC

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. **OR** 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. **OR** The response provides one accurate and relevant detail from the passage that illustrates a trait. **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 identifies a character trait that describes Louis Braille ("Hard warking") and provides three accurate and relevant details from the passage to support the response ("'Louis was only fifteen, when he sucsefully created the system touch-writing that bears his name...Louis Brallie reached his goal. He became a teacher at the natinoal insutute for the blind and taught there all his life...[and] Because of his efforts, blind students now have many mare than three books in their school librays.'"). The response demonstrates a thorough understanding of the passage.

> The Caracter trait for Lou's brail is Hard warking the passege says, "Louis was only fifteen, when he sucsefully created the system touch-writting that bears his name. The secanend reasan the passege says, "Louis Brallie reached his goal. He became a teacher at the natinoal insutute for the blind and taught there all his life. The last reason the passege says, "Because of his efforts, blind students now have many mare than three books in their school librays. Those are the three reasons Louis Bradlis Character trait is Hardwarking.

SCORE POINT: 3

The student identifies a character trait that describes Louis Braille ("caring") and provides two accurate and relevant details from the passage to support the response ("He became a teacher for the blind; He created the braille writing"). The response provides evidence of general but not comprehensive understanding of the passage.

> The character trait that describes Louise Braile is kind and caring. He became a teacher for the blind. He created the braille writing. He wanted to help the blind.

SCORE POINT: 2

The student provides three accurate and relevant details from the passage that illustrate a trait, but did not identify the trait ("He reached his goal to become a teacher at the National Institude for the blind and taught there all of his life"; "...could not read the three books in the library at his school..."; "the blind students also had many more than three books in his library"; "Louis was only fifteen years old, and he successfully created the system of touch-writing that bears his name—braille."). This is an example of basic understanding of the passage.

Three traits that would best describe
Louis Braille are ① Louis Braille was blind and
could not read the three books in the library
at his school in Paris, France ② He reached
his goal to become a teacher at the National
Institue for the blind and taught there all of
his life, the blind students also had many more
than three books in his library. ③ Louis was
only fifteen years old, and he successfully created
the system of touch-writing that bears his name—
braille.

SCORE POINT: 1

The student identifies one character trait that describes Louis Braille ("good"), but does not provide any details from the passage to support it. The response is inadequate and provides evidence of minimal understanding.

① he was a good person
② he helped people
③ he knew the soluation

SCORE POINT: 0

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

he lik to read books and he liks
to make and blover Letrs to hes
family. he did in 1852 at the age
of 43.

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.

12 *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.
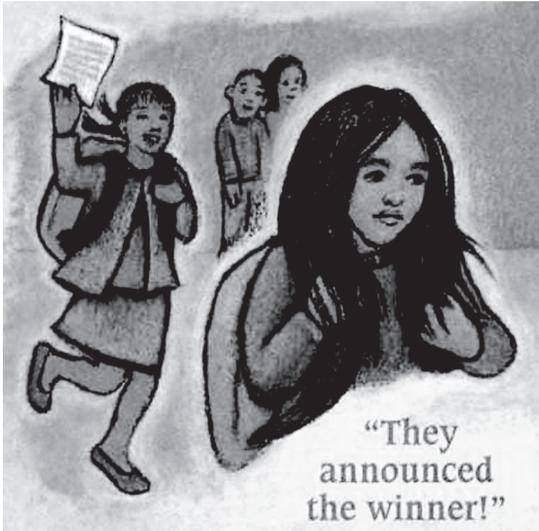
"Kimberly!"

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.

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. **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 identifies more than four accurate and relevant examples from the passage that show what Kim has learned from her grandmother ("Kim has learned…to be honest. She had also taught her how Spider Woman taught the Diné people to weave, and how to shear the sheep, then wash the wool….Kim's grandmother has taught her a little Navajo language, so Kim could understand Nálí's stories."). The response demonstrates a thorough understanding of the passage.

Four examples of what Kim has learned from her grandmother is, to be honest. She had also taught her how Spider Woman taught the Diné people to weave, and how to shear the sheep, then wash the wool. Also, Kim's grandmother has taught her a little Navajo language, so Kim could understand Nálí's stories. These are four examples of what Kim has learned from her grandmother, Nálí.

SCORE POINT: 3

The student identifies three accurate and relevant examples from the passage that show what Kim has learned from her grandmother ("Kim has learned…how to speak enough Navajo to understand her. Another thing is Playing string games while her grandmother weaved. Then, she teached her to be honest, and so Kim picked up the paper she threw, and turned it in…"). The response provides evidence of general but not comprehensive understanding of the passage.

> One thing Kim has learned from her grandmother is how to speak enough Navajo to understand her.
> Another thing is Playing string games while her grandmother weaved.
> Then, she teached her to be honest, and so Kim picked up the paper she threw, and turned it in
> and she won the conast!

SCORE POINT: 2

The student identifies two accurate and relevant details from the passage that show what Kim has learned from her grandmother ("she a taught Kim a lot about being navajo and to weave."). This is an example of basic understanding of the passage.

> she a taught Kim a lot about being navajo and to weave.

SCORE POINT: 1

The student identifies one accurate and relevant detail from the passage that shows what Kim has learned from her grandmother ("Kim's grandmother taught Kim a lot about being Navajo."). The response is inadequate and provides evidence of minimal understanding.

Kim's grandmother taught Kim a lot about being Navajo. And Kim knew what to write whenever her grandmother told her about being Navajo. Kim learned that from her grandmother.

SCORE POINT: 0

The response is incorrect and irrelevant.

Kim has learned form her grandmother that to not be delis you will win something.

Acknowledgments

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 6 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 6 students in April 2011.

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?

Writing Sample Response 1

Content: 4

The writer conveys a clear central idea ("Because of this, I think sixth-grade students <u>should</u> have a regular bedtime."). An organizational plan is evident. The writer presents three ideas ("We work hard, are at a point of growth in our lives, and need all the rest we can get.") Each idea is fully elaborated with details ("We are maturing in alot of ways and our brains are devloping more…We play hard, work hard, and we need abreak from video games, tv, movies, etc."). Closure is present. The response demonstrates consistent control of the Content domain.

Style: 4

The writer first engages the reader with an effective rhetorical question and answer ("Have you ever been so tired you could hardly stay awake in class? Whell, there's a reason for that, you probably stayed up to late, mabe even due to the fact you don't have a bed time!"). The writer further engages the reader with precise, vivid vocabulary ("we would be like prunes, puffy eyed and droopy...Like computers, our brains need to re-boot a lot, because they store so much 'data'"). Sentences are varied and strong voice is heard throughout. This response demonstrates consistent control of the Style domain.

Sentence Formation: 4

The response displays mature sentence structures that are mostly correct. Complex sentence structures are used throughout and demonstrate the writer's consistent control of the Sentence Formation domain.

Usage: 4

This response only has a repeated usage error ("where" for were). The response demonstrates consistent control of the Usage domain.

Mechanics: 4

The writer controls capitalization, punctuation, and formatting. While there are a few spelling errors ("Whell"; "to" for too; "mabe"; "proably"; "consept"; "all most"; "adulterat") and a missing comma, overall, the response demonstrates consistent control of the Mechanics domain.

*Have you ever been so tired you could hardly stay awake in class? Whell, there's a reason for that you probably stayed up to late, mabe even due to the fact you don't have a bed time! To a sixth-grader this could be a hard thing and usually is. Because of this, I think sixth-grade students should have a regular bedtime. We work hard, are at a point of growth in our lives, and need all the rest we can get. To sum this up without rest, we would be like prunes, puffy eyed and droopy.

*Sixth-grade students are proably the biggest group of kids to have to work hard. We are almost in 7th grade and need to learn alot, so we have to use our brains alot. Like computers, our brains need to re-boot a lot, because they store so much 'data'. This is done by sleeping, the more sleep, the more brainpower. The same consept goes for our bodies. We run jump, yell, walk, and all sorts of other things, so our bodies also need a rest. All grades have to take tests, of course, so that of course means sixth-graders have to, too. We take a test all most every other day and need to slow our flow and take a good sleep to let our brains calm down and relax.

*Grow, Grow, Grow alot, till we hit the roof, Growing and growing and growing and growing, that's what sixth-graders do. It's true, that's what sixth graders do, alot! We are at a point in our lives where we need all the rest we can get,

because our bodies tire themselves out growing. We are maturing in alot of ways and our brains are developing more. We sixth-graders are learning more and becoming more adulterat as we speak. When we where little the same thing was happing, we we're getting older and our brains where developing. As these things are happing the body is yelling out for enough energy to keep up with this sudden demand for growing materials.

*We play a lot and need the energy of course, but we can't get that energy with out sleep. We play hard, work hard, and we need abreak from video games, tv, movies, etc. Games and such will get our brains all messed up with junk, in order to clean it out we need energy and energy comes from sleep. Being cooped up inside a school is hard and we need to play and work, this tires our body out and leaves us needing energy from sleep.

*Sixth-grade students need to have a reglar bedtime becaus we are growing, we work hard, and we just plumb need all the rest we can get.

👆 Song sung to 'Row, Row, Row your Boat' in paragraph 3

WRITING SAMPLE RESPONSE 2

Content: 3
This response has a clear central idea ("As a sixth-grader I think its very...importan to have a regular bedtime."). While there is some elaboration ("Also when you sleep in class you miss out on importan things like; Answers to a test, thing you want to know/learn and if you miss out on important things in class it might cause you to fail a test"), the details are rather sparse. The response is organized, with a progression of ideas and a closing. The writer exhibits reasonable control of the Content domain.

Style: 3
This response demonstrates some purposeful selection of information ("Rather its for school, Church, or a importain trip…tell off your teache and get D-hall or something even worse…you might have to stand up and Most kids dont like to stand when there sleppy."), but this is mixed with a lot of general information. The writer's voice is heard at the end of the response ("Now get your sleep on, just not in class!") The writer exhibits reasonable control of the Style domain.

Sentence Formation: 3
The writer uses some complex sentences. However, there are over-coordinated sentences such as ("when you sleep in class you miss out on important things like; Answers to a test, thing you want to know/learn and if you miss out on important things in class it might cause you to fail a test.") and fragments ("Rather its for school, Church, or a importain trip.") The writer exhibits reasonable control of the Sentence Formation domain.

Usage: 3
This response shows some weakness in grammar skills; the writer uses some wrong words ("Rather" for whether; "wont" for want) and has some inflection errors. The response demonstrates reasonable control of the Usage domain.

Mechanics: 3
The response is formatted through the indentation of each paragraph. There are spelling errors ("bedtim"; "importain"; "sleppy"), a homophone error ("there" for their), missing apostrophes and commas, and an inappropriately used semi-colon. The writer demonstrates reasonable control of the Mechanics domain.

Bedtime =]

Many people all over the world have a regular bedtim. Rather its fir school, CHurch, or a important trip. As a sixth-grader, I think its very importain to have a regular bedtime. It's very importain to have a regular bed time because when you dont you will probley be cranky. Because you will be mad you didn't sleep enough. Also you will be in a bad mood and you might tell off your teache and get D-hall or something even worse.

Another reason it's very importain to have a regular bed time because if you don't you will be falling asleep in class. If you fall asleep in class you might have to stand up and Most kids dont like to stand when there sleppy. Also, when you sleep in class you miss out on importain things like: Answers to a test, thing you want to know/learn and if you miss out on importain things in class it might couse you to fail a test. If you fail a test it going to bring your grade down and you might fail. All in all, it's very importain to have a regular bed time. Because face it you really dont wont D-hall because you dont have a regular bed time. Now go get your sleep on, just not in class! =]

WRITING SAMPLE RESPONSE 3

Content: 2

The writer has a central idea ("nine 'a' clock is the best time") that is presented as part of the first reason ("you'll get enough sleep"). Information is presented in a list-like fashion, with random organization and a simplistic closing. The writer exhibits inconsistent control of the Content domain.

Style: 2

The response shows general and simplistic vocabulary ("Thats a good time to go to bed…its a perfect bedtime"). Poor sentence construction along with a lack of expansion of ideas detracts from the style of the response. Voice and tone are present but dim. The response demonstrates inconsistent control of the Style domain.

Sentence Formation: 2

There is a pattern of errors in this response. While some sentences are correct, there are several run-ons displayed, as well as a missing word. The response demonstrates inconsistent control of the Sentence Formation domain.

Usage: 3

The response shows some weakness in grammar skills. The writer uses some wrong words ("willn't" for wouldn't; "You'll" instead of you; "to" instead of for; "a" for an). There is also a missing verb ("You'll also willn't miss the bus or late to school."). This response demonstrates reasonable control of the Usage domain.

Mechanics: 3

The response is formatted through indentation of each paragraph. There are spelling errors ("mit"; "lat"), a homophone ("your" for you're), missing commas and extra apostrophes. "Oversleep" is incorrectly separated. Overall, the response demonstrates reasonable control of the Mechanics domain.

I think that nine a'clock is the best time because you'll get enough sleep. You'll also willn't miss the bus or late to school. That's a good time to go to bed If you go before nine a'clock you mit wake up in the middle of the night and then fall back to sleep and be lat for school or if your a adult miss or be late for work. Maybe if your a teacher you'll be late for teaching students.

I bet if there was a vote people would vote for nine a'clock because its a perfect bedtime. For everyone parents kids maybe even dogs so you'll never be late. If you go to bed at ten a'clock you might over sleep like my dad does all the time he sometimes misses a couple of hours of work. That's why I think nine a'clock is the best bedtime.

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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