ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Released Item Booklet

Arkansas Augmented Benchmark Examination

APRIL 2010 ADMINISTRATION

GRADE 8

Arkansas Department of Education

AR00000655

Table of Contents–2010 Augmented Benchmark Grade 8

PART I Overview 1

PART II Released Test Items with Correct Responses & Rubrics 2–26
Released Mathematics Items 2–13
Released Reading Items 14–23
Released Writing Items 24
Released Writing Prompt 25–26

PART III Item Correlation with Curriculum Frameworks 27–30
The Arkansas Mathematics Curriculum Framework 27
Released Items for Mathematics 28
The Arkansas English Language Arts Framework—Reading Strand 29
Released Items for Reading 29
The Arkansas English Language Arts Framework—Writing Strand 30
Released Items for Writing 30

PART I Overview—2010 Augmented Benchmark Grade 8

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

As part of this program, all Grade 8 students in Arkansas public schools participated in the *Grade 8 Augmented Benchmark Examination* in April 2010.

This *Released Item Booklet* for the *Grade 8 Augmented Benchmark Examination* contains test questions or items that were asked of students during the April 2010 operational administration. The test items included in Part II of this booklet are those items that contributed to the student performance results for that administration. **Please make note that only 50% of the 2010 criterion-referenced test items are released in this booklet.**

Students were given approximately two and a half hours each day to complete assigned test sessions during the four days of testing in April 2010. Students were permitted to use a calculator for the Mathematics items (both multiple choice and open response), with the exception of questions 1–3 in this *Released Item Booklet*. Students were also supplied with a reference sheet to be used during the Mathematics sessions so that all students would have equal access to this information during testing. (See the reference sheet on page 13 of this booklet.) All of the Mathematics, Reading, and Writing multiple-choice items within this booklet have the correct response marked with an asterisk. The open-response questions for Mathematics and Reading and the prompt for Writing are listed with scoring guides (rubrics) immediately following. These rubrics provide information on the scoring model used for each subject, with the scoring model for Writing defining the overall curricular and instructional link for that subject with the Arkansas *English Language Arts Curriculum Framework*. The domain scoring model, implemented within Arkansas for a number of years, illustrates the appropriate instructional approaches for Writing within the state.

The development of the *Grade 8 Augmented Benchmark Examination* was based on the Arkansas Curriculum Frameworks. These frameworks have common, distinct levels: *Strands*, which are broad concepts, *Content Standards* within each Strand, and *Student Learning Expectations* within each Content Standard. Abridged versions of the Arkansas *Mathematics Curriculum Framework,* Arkansas *English Language Arts Curriculum Framework—Reading Strand*, and Arkansas *English Language Arts Curriculum Framework—Writing Strand* can be found in Part III of this booklet. It is important to note that these abridged versions list only the predominant Strand, Content Standard, and Student Learning Expectation associated with each item. However, since many key concepts within the Arkansas Curriculum Frameworks are interrelated, in many cases there are other item correlations or associations across Strands, Content Standards, and Student Learning Expectations.

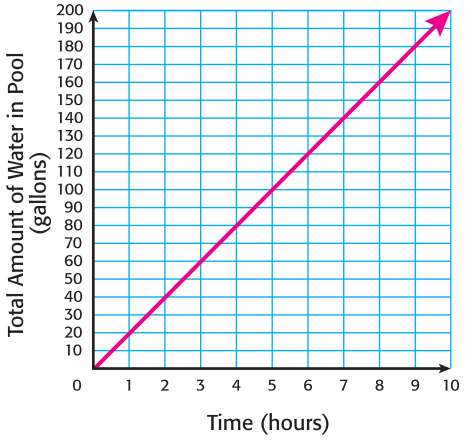
Part III of the *Released Item Booklet* also contains a tabular listing of both released and non-released items, aligned to the Strand, Content Standard, and Student Learning Expectation that each question was designed to assess. The multiple-choice and open-response items found on the *Grade 8 Augmented Benchmark Examination* were developed in close association with the Arkansas educational community. Arkansas teachers participated as members of Content Advisory Committees for each subject area, providing routine feedback and recommendations for all items. Part III of the *Released Item Booklet* provides Arkansas educators with specific information on how the *Grade 8 Augmented Benchmark Examination* items align or correlate with the Arkansas Curriculum Frameworks to provide models for classroom instruction.

CALCULATOR NOT PERMITTED—ITEMS 1–3

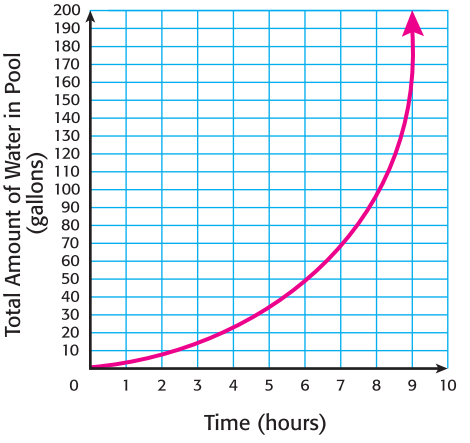
1

Which of the following graphs would most accurately show the relationship between the total amount of water in a pool being filled at a constant rate and the amount of time that passed while the pool was being filled?

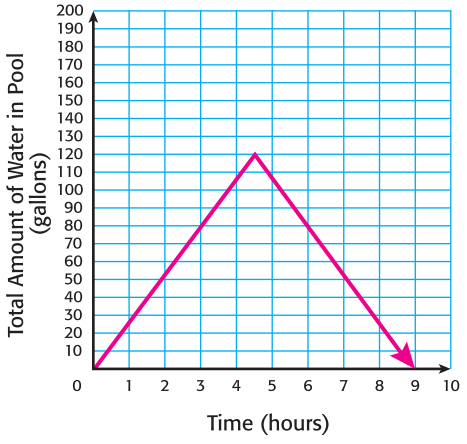
* **A**



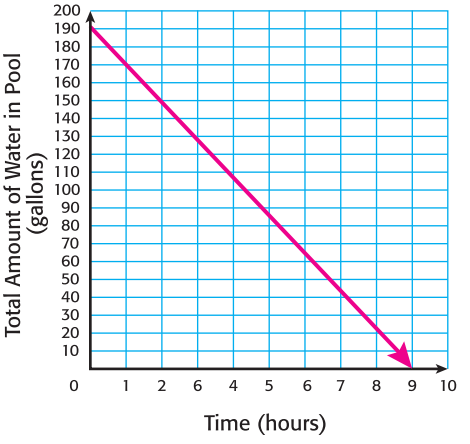
C



B



D



2

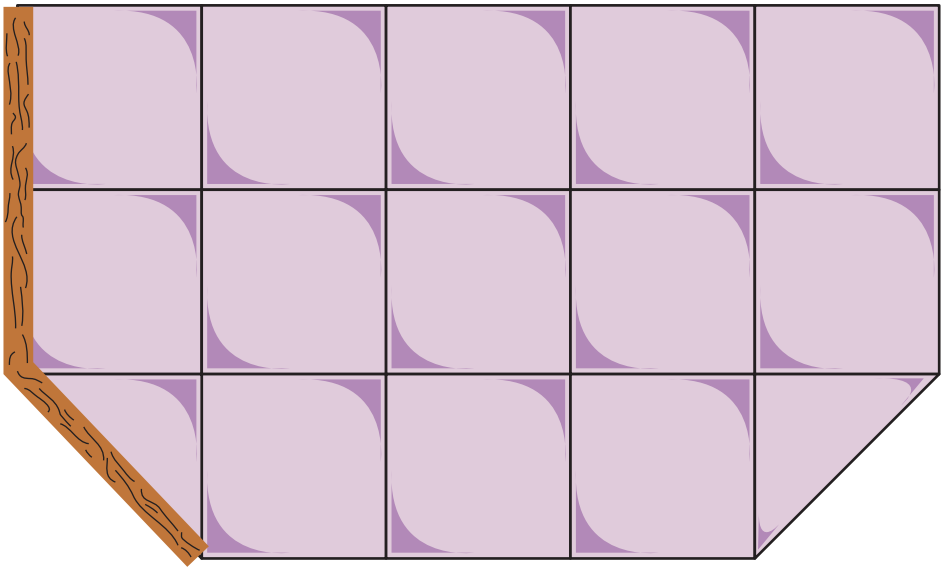
All the faces and bases of Jon's paperweight are congruent equilateral triangles.

What is the least number of faces and bases the paperweight could have?

A 3
* **B** 4
C 5
D 6

3

A top view of part of Joe's tiled entryway is shown below.



As shown in the diagram, Joe has started placing narrow pieces of wood along the edge of the tile as a border. Which unit below will help Joe fit two pieces of the wood border together at a vertex?

A Pound **B** Liter **C** Square foot * **D** Degree

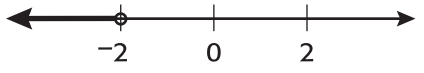
CALCULATOR PERMITTED—ITEMS 4–10 and A–B

4

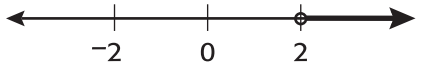
Which graph shows all solutions for the inequality shown below?

$$-5x + 2 < 12$$

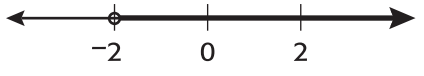
A



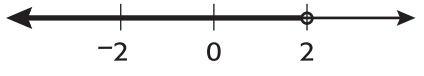
B



* **C**



D



5

At the beginning of Year A, the number of students enrolled at M.G. Middle School was 785. At the beginning of Year B, the number of students enrolled at the same school was 880.

To the nearest tenth, what is the percent of increase of students enrolled at M.G. Middle School from Year A to Year B?

A 95.0%
B 89.2%
* **C** 12.1%
D 10.8%

6

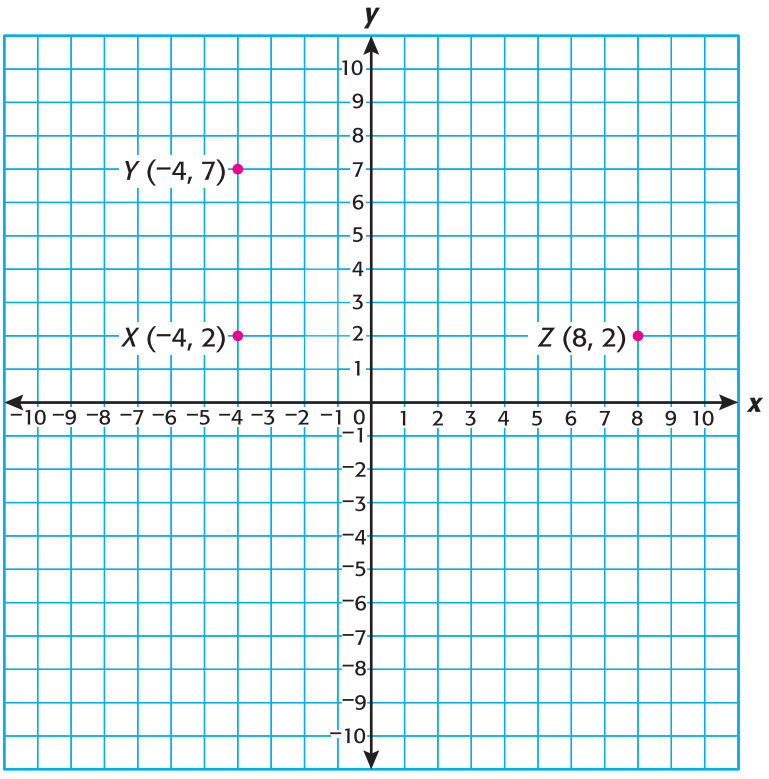
A spinner used in a board game has a section labeled "Pick A Card." The probability that the arrow will land on this section the next time that arrow is spun is $\frac{3}{8}$.

If the arrow is spun 200 times, which is closest to the number of times the arrow is expected to land on the section labeled "Pick A Card"?

A 100
* **B** 75
C 50
D 25

7

The coordinates for the vertices of right triangle *XYZ* are shown.



What is the distance between points *Y* and *Z*?

A 5 units **B** 10 units **C** 12 units ***** **D** 13 units

8

An ordered pair of the form (x, y) that is true for the function below is (1, 11).

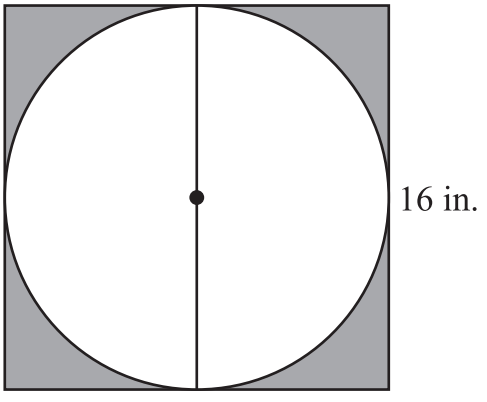
$$y = (x - 3)^2 + 7$$

What is one value of x for this function when $y = 16$?

A 2
B 3
C 4
★ **D** 6

9

The figure below is a circle within a square.



What is the area of the shaded region? Use $\pi = 3.14$.

A 256.00 in.^{2}
B 205.76 in.^{2}
★ **C** 55.04 in.^{2}
D 60.00 in.^{2}

10

The following stem-and-leaf plot shows the gas price per gallon at Gus's Gas Station in 2007 each day for 7 days.

Price Per Gallon of Gas

2.6	7 9
2.7	0 1 1 2 3

KEY
2.6 | 6 represents \$2.66

Another data set is created using the same prices and an 8th-day price of \$2.99. What is the difference in the mean of the data set with 7 days and the mean of the data set with 8 days?

★ **A** \$0.04
B \$0.15
C \$0.29
D \$0.32

MATHEMATICS OPEN-RESPONSE ITEM A

A

Ace Furnace Repair charges a $60 service fee plus $50 per hour for repairing a furnace.

1. Write an equation to model C, the total cost of a repair in terms of h, the number of hours it takes to complete the repair.
2. Use your equation to determine the cost of a repair that takes 4.5 hours to complete. Be sure to show your work or explain how you got your answer.
3. On the grid in your Student Answer Document, draw a coordinate plane. On your coordinate plane graph this relationship.
4. Use your equation or graph to determine the number of hours completed if the total cost of repair was $472.50.

BE SURE TO LABEL YOUR RESPONSES 1, 2, 3, AND 4.

RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM A

SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3–3$\frac{1}{2}$ points.
2	The student earns 2–2$\frac{1}{2}$ points.
1	The student earns $\frac{1}{2}$–1$\frac{1}{2}$ points, or some minimal understanding 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" assigned for the item.

Solution and Scoring

Part	Points
1	**1 Point Possible** 1 point: Correct equation: C= 50h + 60 or equivalent
2	**1 Point Possible** 1/2 point: Correct answer: $ 285 **AND** 1/2 point: Correct explanation: C= *(50 X 4.5) + 60* or verbal explanation *(I know that it cost 50 dollars an hour so I multiplied 50 and 4.5 and then I added the service fee.)*
3	**1 Point Possible** 1 point: Correctly graphed relationship
4	**1 Point Possible** 1/2 point: Correct answer: 8.25 hrs **AND** 1/2 point: Correct explanation: $472.50 = $60 + 50h or equivalent

MATHEMATICS OPEN-RESPONSE ITEM B

B

Diagram A below is of a three-dimensional figure made of 8 cubes.

Diagram A

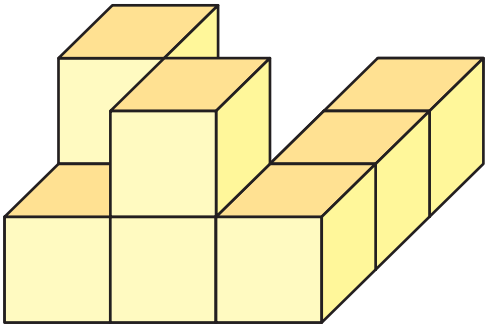
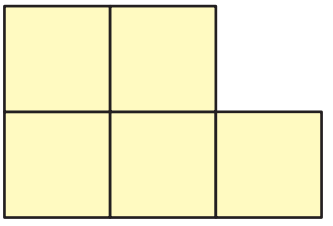


Diagram B is the right-side view of the figure in Diagram A.

Diagram B



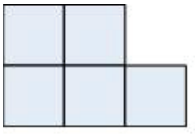
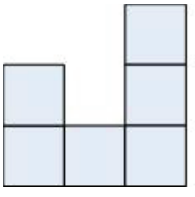
1. Sketch the front view of the figure in Diagram A.
2. Sketch the top view of the figure in Diagram A.
3. Sketch the back view of the figure in Diagram A.
4. Sketch the left-side view of the figure in Diagram A.

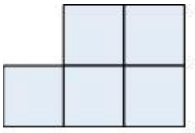
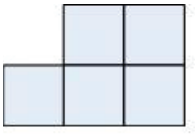
BE SURE TO LABEL YOUR RESPONSES 1, 2, 3, AND 4.

RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM B

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 some minimal understanding 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" assigned for the item.

Solution and Scoring

Part	Points
1	**1 Point Possible** 1 point: Correct and complete sketch of the front view of the stack of cubes in diagram A: 
2	**1 Point Possible** 1 point: Correct and complete sketch of the top view of the stack of cubes in diagram A: 

3	**1 Point Possible** 1 point: Correct and complete sketch of the back view of the stack of cubes in diagram A: 
4	**1 Point Possible** 1 point: Correct and complete sketch of the left-side view of the stack of cubes in diagram A: 

Mathematics Reference Sheet
Grade 8

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

Square Area = s^2 Perimeter = $4s$	**Rectangle** Area = lw Perimeter = $2(l + w)$	**Triangle** Area = $\frac{1}{2}bh$ Perimeter = $a + b + c$
Circle Area = πr^2 Circumference = $2\pi r$	**Parallelogram** Area = bh Perimeter = $2a + 2b$	**Equilateral Triangle** Perimeter = $3s$
Cube Volume = s^3	**Cone** Volume = $\frac{1}{3}\pi r^2 h$ Surface Area = $\pi rl + \pi r^2$ Slant Height = l	**Rectangular Prism** Volume = lwh
Pyramid Volume = $\frac{1}{3}$ (area of base)h	**Sphere** Volume = $\frac{4}{3}\pi r^3$ Surface Area = $4\pi r^2$	**Cylinder** Volume = $\pi r^2 h$ Surface Area = $2\pi rh + 2\pi r^2$
		Trapezoid Area = $\frac{1}{2}h(b_1 + b_2)$

Miscellaneous Formulas and Conversions

Sum of interior angles of a polygon having n sides: $(n-2)180°$

Slope of (non-vertical) line: $m = \frac{y_2 - y_1}{x_2 - x_1}$

Distance between points on a coordinate plane: $d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$

Midpoint: $\left(\frac{x_2 + x_1}{2}, \frac{y_2 + y_1}{2}\right)$

1 foot = 12 inches
1 yard = 3 feet
1 mile = 5,280 feet

$\pi \approx 3.14$

1 cup = 8 ounces (oz)
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts

1 kilogram = 1000 grams
1 meter = 100 centimeters
1 decimeter = 10 centimeters
1 centimeter = 10 millimeters
1 kilometer = 1000 meters
1 liter = 1000 milliliters

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

Looking Back

by Beth Tolmach

I woke up feeling chilly on that frosty morning
Picked up the golden key to work open my diary
Leafed through the thick pages
And leaped back in time with memories

Spring had brought raging clouds
That let the rain plummet upon the hills
Drops landed on our rooftop
With satisfying tips and taps
Hurried people scurried
Where they needed to go,
Trying to avoid the wetness
With colorful umbrellas in their palms
Squishy mud lingered street side for weeks
And ruined more than a few pairs of shoes

The spring mud disintegrated
The clouds drifted into the mountains
And rose the golden glory of sun
That shined upon our little town
Warmed the sullen earth
And lighted up the scene where
We all splashed around in the river
Rode our red bikes on the dirt paths
And basked in the light
It was summertime

Green leaves faded to brown
And the air became sharp and crisp
Autumn had crept in sneakily
And here we lay in mounds of crunchy leaves
The smell of apple pie from the oven
Drifting through cool air
Our shadows on the house side
Mirrored our images
And as late November came about
We piled on jackets and scarves
And dreaded the coldness that was coming up

Winter stretched out like
A sports game in overtime
Forcing us to curl up by the fireside,
Stare into the vibrant flames and
Drink hot cocoa with big marshmallows
Soon enough, a white dust covered the land
And children frolicked in the snowy vista
But we stayed indoors,
Slurped up hot chicken noodle soup, and
Watched winter come and go through the windowpane

And now it is early March
I can feel a small bit of spring in the air
I sit in my bed with the little key
Reminiscing about the past year
It is time to start something fresh
I lock the diary up and hide it away
And throw the key into my drawer
Where it lands and makes a haunting ring
It is the last noise of the old year
And following the ring,
Comes the first silence of the new

1

The title helps the reader understand that the poem is —

* **A** reflective
B informative
C questioning
D entertaining

2

In line 19, what does sullen mean?

A Charming
* **B** Gloomy
C Clumsy
D Splendid

3

What does the speaker mean by the statement "Winter stretched out like / A sports game in overtime"?

A Winter involves a variety of outdoor activities.
B A snowy winter is perfect for playing outside.
* **C** Winter seems to continue longer than usual.
D Cold weather causes winter games to last longer.

4

Which of the following lines is an example of alliteration?

- **A** "With colorful umbrellas in their palms"
- * **B** "Squishy mud lingered street side for weeks"
- **C** "And here we lay in mounds of crunchy leaves"
- **D** "Drink hot cocoa with big marshmallows"

5

In the last line of the poem, "the first silence of the new" is a metaphor for —

- * **A** a fresh start
- **B** a spooky feeling
- **C** a quiet spring
- **D** an absence of noise

6

Which line from the poem is an example of personification?

- **A** "Hurried people scurried"
- **B** "Green leaves faded to brown"
- * **C** "Autumn had crept in sneakily"
- **D** "We piled on jackets and scarves"

7

How did the author organize the main body of this poem?

- **A** By listing solutions to the problems of each season
- * **B** As a series of descriptions of each season
- **C** By comparing the similarities of each season
- **D** In order of importance of each season

8

What is this poem **mostly** about?

- **A** The speaker describing what the weather is like in winter
- * **B** The speaker remembering the previous year
- **C** The speaker explaining which season she likes the most
- **D** The speaker reading her diary and making the decision to hide it

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

What Do Food Labels Really Say?

As you munch your cereal in the morning, you spy it on the side of the box: that white rectangle with the jumble of words, numbers, and percentages. In fact, if you've looked at *any* packaged food lately, you're sure to have seen it. It's the **Nutrition Facts** label, and it gives you the lowdown on what's inside the box, everything from calories to cholesterol. But what does the food label mean? Learn more about label lingo below.

Food Label History: It Was a Bit of a Mystery

In the nineteenth century, food labels barely identified what was inside a box or container. People who lived at that time just had to eat the food and hope for the best! But throughout the twentieth century, the U.S. Food and Drug Administration (FDA) created many rules about food labeling.

First, the **Federal Food and Drug Act** allowed the federal government to regulate the safety and quality of food. By 1924, the FDA no longer allowed untrue health claims and statements on food labels that might mislead people. After that, the net weight of the food produced and names and addresses of the food manufacturer or distributor had to be printed on labels as well. Ingredient lists also became common on labels.

4 By 1973, nutritional values that supplied information about the amounts of vitamins and minerals had to be listed. Still, it was hard for people to get complete, consistent information about the foods that they were eating.

Did you know?

The newest change to the Nutrition Facts label was announced in July 2003. The FDA will require that the trans fat content of a food be listed on the label along with saturated fat, total fat, and cholesterol. Manufacturers have until January 1, 2006, to comply with this new regulation.

Fast forward to 1990, when the **Nutrition Labeling and Education Act** called for a major overhaul of food labels. The FDA and the U.S. Department of Agriculture (USDA) made

changes to the labels that would make healthy eating easier. The new labels were launched in 1994 and included five important changes:

- Nutrition information in bigger, more readable type is required for almost all packaged foods. The information appears on the back or side of packaging under the title "Nutrition Facts." The information is also displayed in grocery stores near fresh foods, like fruits, vegetables, and fish.
- A new column of information, "% Daily Value," tells people how the food fits into a healthy diet.
- The label must include information about saturated fat, cholesterol, fiber, sugar, calories from fat, and other important information.
- Serving sizes are now closer to the amount that people actually eat.
- Health claims, such as "light" or "low-fat," must meet strict government definitions so that they are accurate and consistent from one food to another.

How to Read Labels

6 Although some people may be concerned about just one part of the nutrition label, looking at the whole picture can give you the info you need to make smart food choices. To make good choices, you need to have a handle on many different parts of the label, including food label claims, calorie measurements, serving size, percent daily values, minerals and vitamins, nutrients, and fat percentages.

- **Serving Size**
  At the top of each food label you'll see a serving size amount. The serving size is the amount of the food you would need to eat to get the amount of listed nutrients. These quantities are based on the amount people generally eat according to standards set by the FDA. Serving sizes are not necessarily recommended amounts, but common ones. All of the nutritional information on the package is based on one listed serving size.

  Remember that the package may contain several servings. For example, if you eat a whole bag of chips that contains three servings, you have eaten three times the amount of calories and other nutrients listed on the package for one serving.

Nutrition Facts

Serving Size 2 crackers (14g)
Servings Per Container About 21

Amount Per Serving
Calories 60 Calories from Fat 15

	% Daily Value*
Total Fat 1.5g	2%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	
Sodium 70mg	3%
Total Carbohydrate 10g	3%
Dietary Fiber Less than 1g	3%
Sugars 0g	
Protein 2g	

Vitamin A 0%	Vitamin C 0%
Calcium 0%	Iron 2%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat. Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2400mg	2400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

- **Calories**
  A calorie is a unit of energy that measures how much energy food provides to your body. The number given on the food label indicates how many calories are in one serving. Although calorie requirements vary for each person depending on age, weight, gender, and activity level, food labels are based on a diet of 2,000 calories a day.

- **Calories From Fat**
  The second number, calories from fat, tells the total number of calories in one serving that comes from fat. The label lists fat so that people can carefully monitor the amount of fat in their diets. Dietitians generally recommend that no more than 30% of calories come from fat over the course of the day. That means if the food you eat over the course of a day contains 2,000 calories total, no more than 600 of these calories should come from fat.

- **Percent Daily Values**
  Percent daily values, like serving sizes, are based on an average adult who consumes 2,000 calories a day. Percent daily values are listed in the right-hand column in percentages, and they tell you how much of a certain nutrient you will get from eating one serving of that food. Your daily goal is to eat 100% of each of those nutrients. If a serving of a food has 25% vitamin D, then that food is providing 25% of your daily vitamin D needs if you eat 2,000 calories per day.

  Percent daily value is most useful for figuring out whether a food is high or low in certain nutrients. If a food has 5% or less of a nutrient, it is considered to be low in that nutrient. A food is considered a good source of a nutrient if the percentage is between 10% and 19%. If the food has more than 20% of the daily value, it is considered high in that nutrient.

9

How can a reader determine that the food label in the passage was created **after** 2003?

- **A** The food label lists the amount of total carbohydrates.
- **B** The food label lists information about vitamins and minerals.
- * **C** The food label lists the trans fat content.
- **D** The food label lists the addresses of food manufacturers and distributors.

10

Which word can **best** replace the word consistent as used in paragraph 4 of the passage?

- * **A** reliable
- **B** punctual
- **C** simple
- **D** interesting

11

The author organizes the first five paragraphs of this passage by —

- **A** listing solutions to the problems of labeling foods
- **B** comparing and contrasting the information printed on food labels
- **C** arguing the issues for labeling all foods the same way
- * **D** sequencing the events in the history of food labels

12

In paragraph 6, the phrase, "you need to have a handle" means that you need to —

- * **A** understand comfortably
- **B** be a part of something
- **C** hold on tightly
- **D** be influenced

13

Which part of the food label tells if a food is high or low in certain nutrients?

A Total Fat
B Calories
* **C** Percent Daily Value
D Serving Size

14

Which of the following **best** contributes to the author's credibility?

* **A** The use of facts and details in the passage
B The use of the food label graphic
C The use of boldface type and bulleted text
D The use of dates and scientific terms

15

Who would benefit **most** from reading this passage?

* **A** Consumers
B Grocery store owners
C Food manufacturers
D Farmers

16

The author **most likely** wrote this passage to —

A request changes to the food labeling process
B demonstrate problems in the food labeling system
* **C** explain how to use food labels
D argue reasons to limit the use of food labels

READING OPEN-RESPONSE ITEM A, FOR PASSAGE "LOOKING BACK"

A

Based on evidence in the poem, what is the approximate age of the speaker?

Use at least **three** details from the poem to support your answer.

RUBRIC FOR READING OPEN-RESPONSE ITEM A, FOR PASSAGE "LOOKING BACK"

SCORE	DESCRIPTION
4	The response explains the approximate age of the speaker **and** provides at least **three** details from the passage for support.
3	The response explains the approximate age of the speaker **and** provides **two** details from the passage for support.
2	The response explains the approximate age of the speaker **and** provides **one** detail from the passage for support. **OR** The response provides **at least two** details from the passage that could explain the approximate age of the speaker.
1	The response explains the approximate age of the speaker but fails to provide details from the passage for support. **OR** The response provides **one** detail from the passage that could explain the approximate age of the speaker. **OR** The response demonstrates minimal understanding of the question.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of "B" will be reported as "NA." (No attempt to answer the item.) Score of "0" assigned for the item.

READING OPEN-RESPONSE ITEM B, FOR PASSAGE "WHAT DO FOOD LABELS REALLY SAY?"

B

Identify **two** changes made to food labels to make consumers healthier.

Explain how each of these changes can improve consumer health. Use details from the passage to support your answer.

RUBRIC FOR READING OPEN-RESPONSE ITEM B, FOR PASSAGE "WHAT DO FOOD LABELS REALLY SAY?"

SCORE	DESCRIPTION
4	The response identifies **two** changes made to food labels for health reasons **and** explains how **each** of these changes can improve consumer health.
3	The response identifies **two** changes made to food labels for health reasons **and** explains how **one** of these changes can improve consumer health.
2	The response identifies **two** changes made to food labels for health reasons but fails to explain how either of these changes can improve consumer health. **OR** The response identifies **one** change made to food labels for health reasons **and** explains how **this** change can improve consumer health.
1	The response identifies **one** change made to food labels for health reasons but fails to explain how this change can improve consumer health. **OR** The response fails to identify a specific change made to food labels for health reasons but explains how food labels can improve consumer health. **OR** The response demonstrates minimal understanding of the question.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of "B" will be reported as "NA." (No attempt to answer the item.) Score of "0" assigned for the item.

17

Read the sentences.

> The city draws many visitors. It is one of the largest in the world. Tourists come to see its monuments and many attractions.

Which is the **best** way to combine the sentences above?

A There are many monuments and attractions in the city as well as many tourists and visitors.

* **B** The city, one of the largest in the world, draws many visitors to its monuments and attractions.

C Drawing visitors, the city is one of the largest in the world and has many monuments and attractions.

D The tourists are drawn to one of the largest cities in the world with its many monuments and attractions.

18

Read the poem.

> Retreating on silent stocking feet,
> Moonlight gracefully folds herself away.
> Gold and silver fingers briefly entwine
> As Moon makes way for Dawn.

Which type of figurative language appears in the third and fourth lines of the poem?

A Alliteration

B Metaphor

C Onomatopoeia

* **D** Personification

Writing Prompt C

C

Your school counselor has asked students to write about the following topic:

People say that respect for others is very important. Write about a time you showed respect for another person or someone showed respect for you.

Before you begin to write, think about that specific time. What happened?

Now write about a time you showed respect for another person or someone showed respect for you. Give enough detail so that your school counselor will understand.

Writer's Checklist

1. Look at the ideas in your response.
   - — Have you focused on one main idea?
   - — Have you used enough details 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 variety in sentence lengths.)
   - — Are your sentences alike? (Hint: Use different kinds of sentences.)

3. Look at the words you have used.
   - — Have you described things, places, and people the way they are? (Hint: Use enough detail.)
   - — Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)
   - — Have you used the right words in the right places?

4. Look at your handwriting.
   - — Can others read your handwriting with no trouble?

Domain Scoring Rubric

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

• Central idea • Elaboration • Unity • Organization

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

• Selected vocabulary • 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 • Standard word order • Absence of fused sentences
• Expansion through standard coordination and modifiers • Embedding through standard subordination and modifiers

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

• Standard inflections • Agreement • Word meaning • Conventions

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

• Capitalization • Punctuation • Formatting • Spelling

Scoring Scale
Each domain is scored independently using the following scale:
4 = The writer demonstrates **consistent**, though not necessarily perfect, control* of almost all of the domain's features.
3 = The writer demonstrates **reasonable**, but not consistent, control* of most of the domain's features, indicating some weakness in the domain.
2 = The writer demonstrates **inconsistent** control* of several of the domain's features, indicating significant weakness in the domain.
1 = The writer demonstrates **little** or **no** control* of most of the domain's features.

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

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

Non-scoreable and Blank Papers
Compositions are scored, unless they are off-topic, illegible, incoherent, refusals to respond, written in a language other than English, or too brief to assess. A score of "NA" indicates that the student's writing entry was non-scoreable and that entry will receive a score of "0."

PART III Item Correlation with Curriculum Frameworks– 2010 Augmented Benchmark Grade 8

The Arkansas *Mathematics Curriculum Framework**

Strands	Content Standards	Student Learning Expectations
Number and Operations	2. Properties of Number Operations: Students shall understand meanings of operations and how they relate to one another.	3. Use *inverse* relationships (addition and subtraction, multiplication and division, squaring and *square roots*) in problem solving situations
	3. Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates.	6. Solve, with and without *technology*, real world *percent* problems including *percent* of increase or decrease
Algebra	5. Algebraic Representations: Students shall represent and analyze mathematical situations and structures using algebraic symbols.	1. Solve and graph two-step *equations* and *inequalities* with one *variable* and verify the reasonableness of the result with real world application with and without *technology* 2. Solve and graph *linear equations* (in the form $y = mx + b$)
	7. Analysis of Change: Students shall analyze change in various contexts.	1. Use, with and without *technology*, graphs of real life situations to describe the relationships and analyze change including graphs of change (cost per minute) and graphs of accumulation (total cost)
Geometry	8. Geometric Properties: Students shall analyze characteristics and properties of 2 and 3 dimensional geometric shapes and develop mathematical arguments about geometric relationships.	2. Make, with and without appropriate *technology*, and test *conjectures* about characteristics and properties between *two-dimensional* figures and *three-dimensional* objects Ex. circle vs. cylinder, square vs. *cube*
	10. Coordinate Geometry: Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.	1. Use coordinate geometry to explore the links between geometric and algebraic representations of problems (lengths of segments/distance between points, *slope/perpendicular-parallel lines*)
	11. Visualization and Geometric Models: Students shall use visualization, spatial reasoning and geometric modeling.	1. Using isometric dot paper interpret and draw different views of buildings
Measurement	12. Physical Attributes: Students shall use attributes and tools of measurement to describe and compare mathematical and real-world objects.	1. Understand, select and use, with and without appropriate *technology*, the appropriate units and tools to measure angles, *perimeter*, *area*, *surface area* and *volume* to solve real world problems
	13. Systems of Measurement: Students shall identify and use units, systems and processes of measurement.	5. Estimate and compute the *area* of irregular *two-dimensional* shapes
Data Analysis and Probability	15. Data Analysis: Students shall select and use appropriate statistical methods to analyze data.	2. Analyze, with and without appropriate *technology*, graphs by comparing measures of *central tendencies* and *measures of spread*
	17. Probability: Students shall understand and apply basic concepts of probability.	2. Make predictions based on *theoretical probabilities*, design and conduct an experiment to test the predictions, compare actual results to predict results, and explain differences Ex. suggested materials for simulations are: polyhedra die, random number table, and *technology*

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

PART III Item Correlation with Curriculum Frameworks— 2010 Augmented Benchmark Grade 8

Released Items for Mathematics*

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

*Only the predominant Strand, Content Standard, and Student Learning Expectation is listed.

Non-Released Items for Mathematics*

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

PART III Item Correlation with Curriculum Frameworks—2010 Augmented Benchmark Grade 8

The Arkansas *English Language Arts Framework—Reading Strand**

Content Standards	Student Learning Expectations
9. Comprehension: Students shall apply a variety of strategies to read and comprehend printed material.	1. Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading 7. Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text 10. Use literary elements and historical context to infer author's intent 16. Use the *text features* to locate and recall information, with emphasis on text organizers 17. Determine text structure(s) to enhance understanding 18. Organize information, including simple outlining 22. Evaluate personal, social, and political issues as presented in text
10. Variety of text: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.	5. Use skimming, scanning, note taking, outlining, and questioning as study strategies 7. Evaluate the credibility of the narrator 11. Interpret poetry, noting distinctive poetic devices
11. Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.	8. Identify and explain similes, metaphors, personification, hyperboles and analogies to infer the literal and figurative meanings of phrases 10. Use context, structure, denotations and connotations to determine meaning of words and phrases

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

Released Items for Reading*

Item	Content Standard	Student Learning Expectation	Passage Type
1	9	1	Literary
2	11	10	Literary
3	11	8	Literary
4	10	11	Literary
5	10	11	Literary
6	11	8	Literary
7	9	18	Literary
8	10	11	Literary
9	9	16	Content
10	11	10	Content
11	9	17	Content
12	11	10	Content
13	10	5	Content
14	10	7	Content
15	9	7	Content
16	9	10	Content
A	9	7	Literary
B	9	22	Content

Non-Released Items for Reading*

Item	Content Standard	Student Learning Expectation	Passage Type
1	10	4	Practical
2	9	6	Practical
3	11	8	Practical
4	9	4	Practical
5	9	22	Practical
6	10	4	Practical
7	9	16	Practical
8	9	7	Practical
A	9	22	Practical

*Only the predominant Strand, Content Standard, and Student Learning Expectation is listed.

PART III Item Correlation with Curriculum Frameworks—2010 Augmented Benchmark Grade 8

The Arkansas *English Language Arts Framework—Writing Strand**

Content Standards	Student Learning Expectations

4. Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately.	10. Edit individually or in groups for appropriate grade-level conventions, within the following features:
	• *Sentence formation*
	  • Completeness
	  • Absence of fused sentences
	  • Expansion through standard coordination and modifiers
	  • *Embedding* through standard subordination and modifiers
	  • Standard word order
	• *Usage*
	  • Standard inflections
	  • Agreement
	  • Word meaning
	  • Conventions
	• *Mechanics*
	  • Capitalization
	  • Punctuation
	  • Formatting
	  • Spelling

7. Craftsmanship: Students shall develop personal style and voice as they approach the craftsmanship of writing.	1. Use figurative language purposefully, such as *alliteration* and *assonance*, to shape and control language to affect readers

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

Released Items for Writing*

Item	Content Standard	Student Learning Expectation
17	4	10
18	7	1

Non-Released Items for Writing*

Item	Content Standard	Student Learning Expectation
9	4	7
10	6	9

*Only the predominant Strand, Content Standard, and Student Learning Expectation is listed.

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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