ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Released Item Booklet

Arkansas Augmented Benchmark Examination

APRIL 2009 ADMINISTRATION

GRADE

4

Arkansas Department of Education

AR00000344

Table of Contents–2009 Augmented Benchmark Grade 4

PART I Overview—2009 Augmented Benchmark Grade 4

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

As part of this program, all Grade 4 students in Arkansas public schools participated in the *Grade 4 Augmented Benchmark Examination* in April 2009.

This *Released Item Booklet for the Grade 4 Augmented Benchmark Examination* contains test questions or items that were asked of students during the April 2009 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 2009 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 2009. Students were permitted to use a calculator for the Mathematics items (both multiple choice and open response), with the exception of questions 1–4 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 15 of this booklet.) All of the Mathematics, Reading, and Writing multiple-choice items within this booklet have the correct response marked with an answer hand. 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 4 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 4 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 4 Augmented Benchmark Examination* items align or correlate with the Arkansas Curriculum Frameworks to provide models for classroom instruction.

CALCULATOR NOT PERMITTED—ITEMS 1–4

1

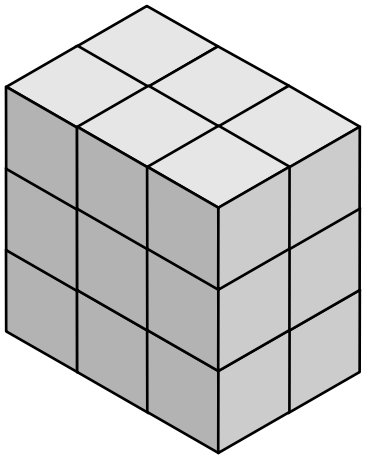
Dr. Lopez conducted 151 experiments on salt water. Dr. Kelley conducted 93 experiments on rainwater.

What is the difference between the number of experiments that Dr. Lopez and Dr. Kelley conducted?

☞ **A** 58
B 68
C 158
D 244

2

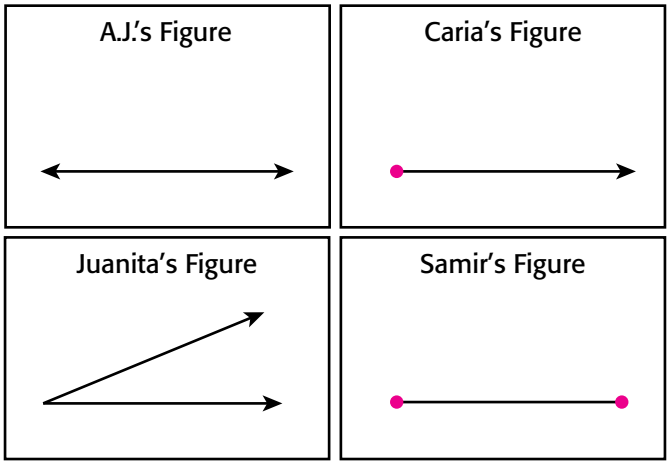
How many blocks were used to build the structure below?



A 3
B 6
☞ **C** 18
D 21

3

Four students each drew one of the figures below.

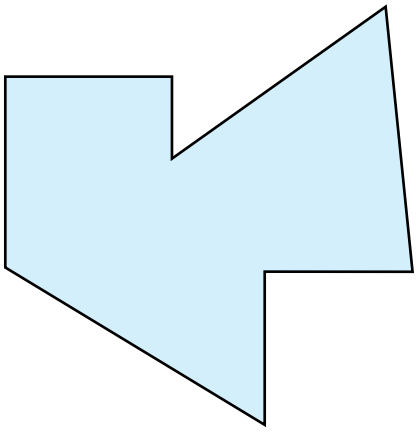


Which student's figure represents the drawing of a line segment?

A A.J.'s Figure
B Caria's Figure
C Juanita's Figure
☞ **D** Samir's Figure

4

Tek drew the figure below on a white board. He asked Raul to identify the figure.



Which of these best describes the name of the figure Tek drew?

A Regular hexagon
B Irregular hexagon
C Regular octagon
☞ **D** Irregular octagon

CALCULATOR PERMITTED—ITEMS 5–10 and A–B

5

A cafeteria has 6 large tables. Exactly 12 students can sit at each table.

Number of Tables	Total Number of Students
1	12
2	24
3	36
4	?
5	?
6	?

If all 6 tables are full, what is the total number of students who could be sitting at the tables?

A 24
B 62
☞ **C** 72
D 84

6

Hallie is decorating her bedroom. Her mom gave her the wall color, curtain, and bedspread choices shown.

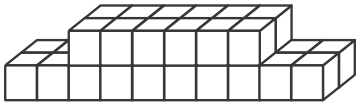
Wall Color	Curtain	Bedspread
Blue	Spotted	Flowers
Green	Striped	Plain
Yellow	Checkered	

What is the total number of combinations of 1 wall color, 1 curtain, and 1 bedspread that are possible?

A 6
B 8
C 12
☞ **D** 18

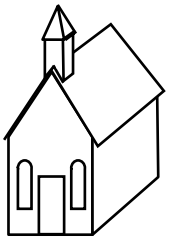
7

David used blocks to build the model of a building in his community, as shown below.

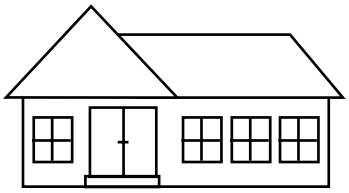


Which building does David's model represent?

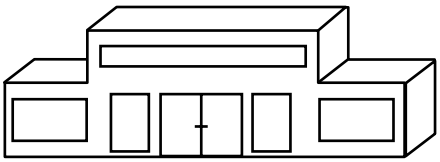
A



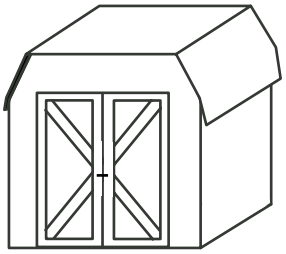
C



☞ **B**

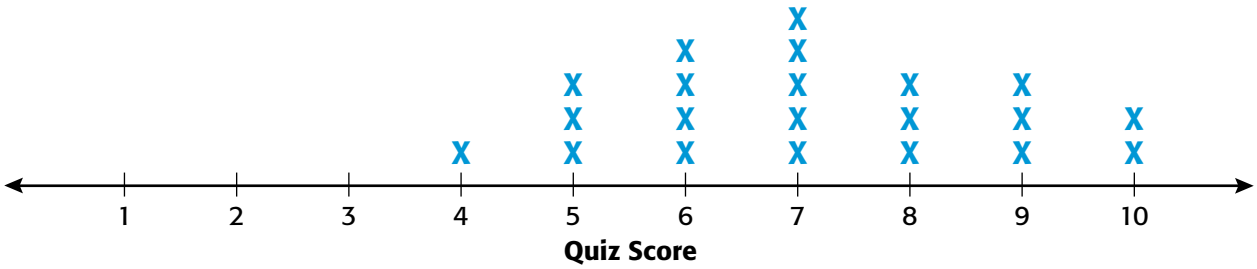


D



8

The line plot below shows the students' scores on last week's spelling test.



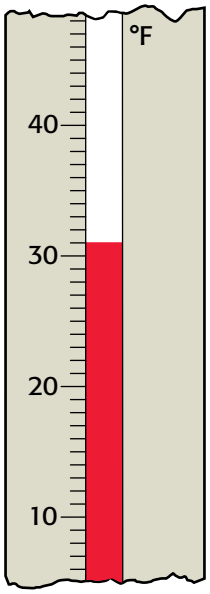
X = 10 students

How many more students scored a 6 or more, compared to those who scored a 5 or less?

A 210
B 170
☞ **C** 130
D 40

9

The thermometer below shows a cold January temperature in Arkansas.



Which is closest to the temperature shown?

A 30 °F

☞ **B** 31 °F

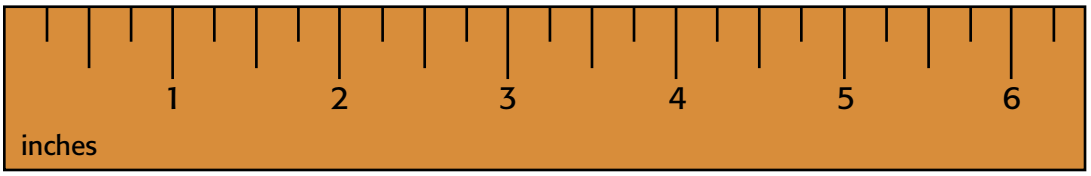
C 32 °F

D 35 °F

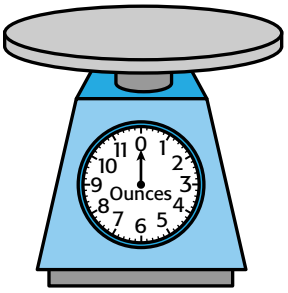
10

Yuri and Olga are performing a science experiment, and they need to determine the capacity of a fish tank. Which of these tools should they use to find the capacity of the fish tank?

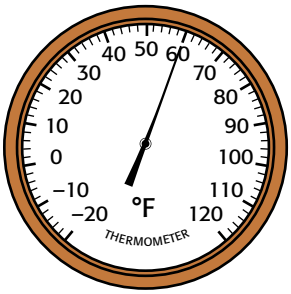
A



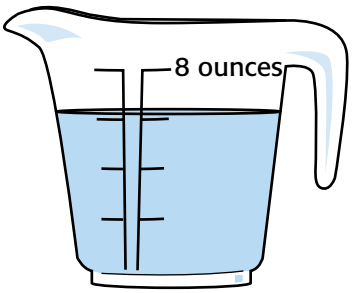
B



C



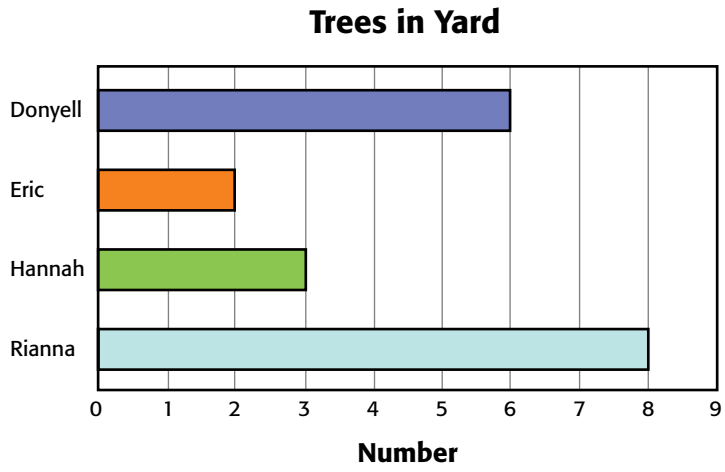
D



MATHEMATICS OPEN-RESPONSE ITEM A

A

The graph below shows the number of trees 4 friends counted.



1. Which friend counted the greatest number of trees? Which friend counted the least number of trees?

2. Which friend counted exactly twice the number of trees as one of the other friends? Explain your answer using words, numbers, and/or pictures.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

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 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	**2 Points Possible** 1 point: Correct answer: Rianna **AND** 1 point: Correct answer: Eric (Rianna and Eric must be listed in correct order.)
2	**2 Points Possible** 1 point: Correct answer: Donyell counted exactly twice as many trees as Hannah. **AND** 1 point: Correct and complete procedure shown and/or explained Give credit for the following or equivalent: 3 x 2 = 6, 3 + 3 = 6, 6 – 3 = 3, 6 ÷ 2 = 3 or 6 ÷ 3 = 2

MATHEMATICS OPEN-RESPONSE ITEM B

B

Mario has 12 trees to plant in his yard. He is trying to decide how to arrange the trees in rows before he plants them.

1. What is one way Mario can arrange the 12 trees in rows with an equal number of trees in each row? Explain your answer using words, numbers, and/or pictures.
2. What is another way Mario can arrange the 12 trees with an equal number of trees in each row? Explain your answer using words, numbers, and/or pictures.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM B

SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work. (Correct labels are required.)
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	**2 Points Possible** 1 point: Correct answer: Answers must be expressed in terms of either rows or trees in a row. Number of rows: (1, 2, 3, 4, 6 or 12) rows **OR** Number of trees in a row: (1, 2, 3, 4, 6 or 12) in each row (or equivalent) **OR** Diagram representing the identified arrangement **AND** 1 point: Correct and complete explanation shown and/or explained Give credit for the following or equivalent: • $12 \div 1 = 12$ • $12 \div 2 = 6$ • $12 \div 3 = 4$ • $12 \div 4 = 3$ • $12 \div 6 = 2$ • $12 \div 12 = 1$ **OR** Any equivalent equation(s) utilizing other algebraic functions **OR** Diagram representing the identified arrangement
2	**2 Points Possible** 1 point: Correct answer: Answer must be a different arrangement from Part 1. Answers must be expressed in terms of either rows or trees in a row. Number of rows: (1, 2, 3, 4, 6 or 12) rows **OR** Number of trees in a row: (1, 2, 3, 4, 6 or 12) in each row (or equivalent) **OR** Diagram representing the identified arrangement

	AND 1 point: Correct and complete explanation shown and/or explained Give credit for the following or equivalent: • $12 \div 1 = 12$ • $12 \div 2 = 6$ • $12 \div 3 = 4$ • $12 \div 4 = 3$ • $12 \div 6 = 2$ • $12 \div 12 = 1$ **OR** Any equivalent equation(s) utilizing other algebraic functions **OR** Diagram representing the identified arrangement

Mathematics Reference Sheet
Grade 4

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

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

1 foot = 12 inches

1 yard = 3 feet

1 cup = 8 ounces (oz)

1 pint = 2 cups

1 quart = 2 pints

1 gallon = 4 quarts

1 kilogram = 1000 grams

1 liter = 1000 milliliters

1 pound (lb) = 16 ounces (oz)

Read this passage about a mother and daughter and their surprise for Oma[1]. Then answer multiple-choice questions 1 through 8 and open-response question A.

Oma's Quilt

by Paulette Bourgeois

At home, my mother and I sort through Oma's things.

We are going to make two piles. Things to keep and things to give away.

"Can't we just keep it all?" I ask.

"Oh, Emily," says my mother, laughing.

"You are so much like your grandmother."

I try on old clothes and funny hats.

I show my mother a flannel shirt with paint on the cuffs. It belonged to my opa. My mother strokes it softly.

"I can't imagine why Oma kept these kitchen curtains," says my mother.

I shrug. "Maybe they remind her of Maple Street."

"Look at this!" my mother says, holding up a raggedy blanket.

"It was yours when you were a baby, Emily."

We found the dress my mother wore for her first piano recital.

At the end of the day, we only had one pile. Things to keep.

There's one last box to sort. Inside is a faded quilt.

[1]Oma and Opa are German names for Grandmother and Grandfather.

"Oma made this from Opa's worn-out shirts," my mother says.

"We could make a quilt," I suggest, "using all the things that Oma loved at Maple Street."

"Oh, Emily!" says mother, giving me a hug. "What a clever, clever girl you are!"

We work on the quilt every day for weeks and weeks. I learn how to cut evenly and sew straight. The ends of my fingers are sore because I prick them with the sharp needle.

"Look what you've got us into!" says my mother.

But she is laughing for the first time since Oma moved away from Maple Street.

I want the quilt to be a surprise, but it's hard to keep the secret.

Oma keeps complaining. Her room is too cold in the day and too hot at night. The flowers in the hallway make her sneeze. The bowling alley lanes are crooked and the rental shoes smell funny.

"Don't worry, Oma," I say. "It will get better." Then I pat the back of her hand.

Finally, the quilt is finished.

I hold my breath as Oma takes the wrapping off the big box, lifts out the quilt and spreads it on her bed. She traces my stitches with the tips of her fingers.

26 My mother has embroidered a house like the one on Maple Street. There is an oven for baking bread and making strudel, and a window with curtains that looks out at Mrs. Mostowyk's house. Oma gives a little *wave*.

Oma tells me a story for each piece of fabric we've sewn in the quilt. She remembers dancing at her wedding, counting time as my mother played the piano and wrapping me in my blanket on the day I was born.

"The quilt is beautiful," Oma says. "It is made of love."

1

Emily and her mother are opening all of the boxes to —

☞ **A** get rid of some of the things
B keep all of Oma's belongings
C find a dress and an old blanket
D try on all of Oma's clothes and hats

2

How are Emily and Oma *most* alike?

A They have a hard time keeping secrets.
B They enjoy spending time with their neighbors.
C They complain about their surroundings.
☞ **D** They keep objects that remind them of the past.

3

The *most likely* reason the author wrote this passage was to —

A explain to readers how important quilts are
B teach readers how to make a quilt
☞ **C** entertain readers with a story about a quilt
D persuade readers to keep old quilts

4

What word *best* describes Emily?

A Worried
B Humorous
☞ **C** Thoughtful
D Afraid

5

Emily holds her breath while Oma is opening her gift because Emily —

A believes Oma will be glad she moved
☞ **B** hopes Oma will be pleasantly surprised
C thinks the quilt will make Oma sad
D fears Oma will complain about the quilt

6

What does the word *wave* mean as used in paragraph 26?

A A ridge of water that moves across the surface
B A curve of the hair on a person's head
☞ **C** A movement of the hand up and down
D A weather condition across a wide area

7

What is the problem in the passage?

A Emily is too busy to spend time with her grandmother.
B Oma has to stop complaining to Emily.
C Emily has to learn how to sew a quilt for Oma.
☞ **D** Oma is unhappy when she has to leave her home.

8

The *most likely* reason that Oma is complaining about her new surroundings is because she —

A is lonely
B is bored
C wants her old quilt
☞ **D** misses her house

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

Wings of Wonder

With every fragile flutter, butterflies help save the rain forest.

Cows and chickens are animals that might come to mind when you think of a farm. But butterflies? Believe it or not, these insects are raised on farms too. The neon-blue morpho butterfly is just one of many kinds of butterflies raised on a farm in Costa Rica.

STOP THE CHAIN SAWS!

Butterflies are saving trees in the tropical rain forest. Raising these insects gives people of the rain forest a way to earn money without cutting down the trees for lumber or to make way for crops.

Butterfly populations of the rain forest are in danger not just because of habitat loss, but also because too many butterflies have been collected. Lots of people want butterflies. Scientists study them. Museums collect them. People decorate with them. Visitors admire them in live exhibits such as the Hidden Jungle at the San Diego Wild Animal Park in San Diego, California.

"On an average we have about 3,000 butterflies," says Thomas Hanscom, a manager at the park. Since most butterflies don't live long, the park's butterfly stock is replaced about every two weeks.

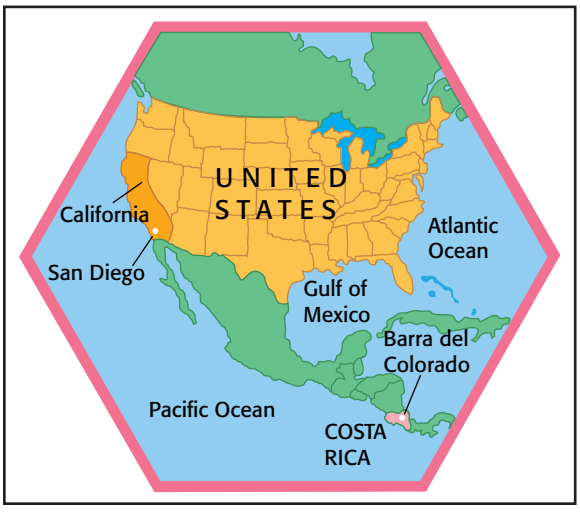
5 Hidden Jungle doesn't raise its own butterflies. That's because before a butterfly is a butterfly, it's an eating machine called a caterpillar. "It would require a greenhouse 20 times the size of our butterfly *exhibit* just to grow the plants the caterpillars eat," Hanscom says. So the park buys its butterflies from farms.

One such butterfly farm is at the Barra del Colorado School in northeastern Costa Rica. Students there learn how to attract butterflies to the farm from the neighboring rain forest by growing the insects' favorite food plants. Then butterflies lay their eggs on plants the caterpillars will eat when they hatch. Students collect the eggs to keep them safe. The eggs hatch, and after a couple of weeks of nonstop eating the caterpillars turn into chrysalises (KRIH-suh-luhs-uhs). Farmers pack and ship them to buyers such as the Hidden Jungle. When the chrysalises arrive, butterflies are ready to emerge.

Butterfly farming helps make money for the school, while teaching students how to use natural resources without destroying them.

Butterflies are beautiful!

Right this way. A student at the Barra del Colorado School butterfly farm herds a monarch butterfly caterpillar onto a milkweed leaf. The hungry caterpillars have already stripped the plant on the right.



Rainbow Connection. Butterflies link the San Diego Wild Animal Park's Hidden Jungle in California with Costa Rica's Barra del Colorado School.

You can plant a BUTTERFLY GARDEN

Attract butterflies to your garden by making it butterfly-friendly. No garden? That's okay. Use a planter on a balcony or windowsill instead.

These tips will get you started . . .

1. Plant plenty of nectar-producing flowers for adult butterflies. *Masses* of fragrant, brightly colored (especially red and yellow) flowers are best. Choose flowers that will bloom at different times or that have a long blooming season.

2. Some butterflies lay their eggs only on plants that their caterpillars eat upon hatching. Read books in the library to find out which herbs, wildflowers, and weeds attract the butterflies where you live.

3. Avoid using pesticides on flowers. Some pesticides can poison butterflies.

4. When possible, provide open, sunny areas and flat rocks in places sheltered from wind. Butterflies are cold-blooded and need to warm themselves in sunny spots.

5. Make small puddles of water so butterflies can get the moisture they need. A birdbath or a small container of water partly buried in the ground will do.

6. Make a small pile of twigs or logs to offer shelter from wind, storms, and predators.

9

The meaning of *exhibit* as used in paragraph 5 of "Wings of Wonder" means —

A farm
☞ **B** display
C machine
D study

10

Butterflies lay their eggs on certain plants to —

☞ **A** provide caterpillars with food
B respond to the attraction of flowers
C offer shelter from the wind
D protect chrysalises from poisons

11

In tip 1 of "You Can Plant a Butterfly Garden," what does the word *masses* mean in this sentence?

A Dark shades
B Strong smells
☞ **C** Large numbers
D Early bloomers

12

According to the passage, why is sunshine necessary for butterflies?

A It makes their colors brighter.
☞ **B** It provides them with warmth.
C It helps the flowers grow their food.
D It keeps other insects away.

13

Why are caterpillars difficult to raise?

☞ **A** They never stop eating.
B They can only live on a farm.
C They need to cling to wildflowers.
D They rarely escape their enemies.

14

Why is Costa Rica important to the passage "Wings of Wonder?"

A It is the only place where butterflies are studied.
☞ **B** It is an example of where butterfly farms can be found.
C It is the best place to raise both animals and butterflies.
D It is an area where museum visitors come to see butterflies.

15

Butterflies need shelter from the wind in order to —

A increase their life span
B protect the tiny eggs
☞ **C** avoid being swept away
D hide from their enemies

16

The author wrote "You Can Plant a Butterfly Garden" to —

A persuade readers to collect butterflies
☞ **B** explain how readers can attract butterflies
C describe to readers how butterflies are useful
D prove to readers that butterflies are difficult to find

READING OPEN-RESPONSE ITEM A, FOR PASSAGE "OMA'S QUILT"

A

Explain how Oma and Emily are alike and different in their feelings and actions.

Give information and details from the passage to support your answer.

RUBRIC FOR READING OPEN-RESPONSE ITEM A, FOR PASSAGE "OMA'S QUILT"

SCORE	DESCRIPTION
4	The response explains how Oma and Emily are **alike and** how they are **different** and provides an accurate **and** relevant detail from the passage to support **each**.
3	The response explains how Oma and Emily are **alike and** how they are **different** and provides a relevant detail from the passage to support only **one** of these.
2	The response explains how Oma and Emily are **alike and** how they are **different**. **OR** The response explains how Oma and Emily are **alike and** provides a detail to support it. **OR** The response explains how Oma and Emily are **different and** provides a detail to support it.
1	The response explains how Oma and Emily are **alike**. **OR** The response explains how Oma and Emily are **different**. **OR** The response demonstrates minimal understanding of the question.
0	The response is 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 "WINGS OF WONDER/YOU CAN PLANT A BUTTERFLY GARDEN"

B

Explain what a garden would need to make it butterfly-friendly.

What plants would be grown there?

What important ideas should be used in planning the garden?

Use details from the passages to explain your answer.

RUBRIC FOR READING OPEN-RESPONSE ITEM B, FOR PASSAGE "WINGS OF WONDER/YOU CAN PLANT A BUTTERFLY GARDEN"

SCORE	DESCRIPTION
4	The response explains what a garden would need to make it butterfly-friendly by providing **two** details from the passage that describe what plants would be grown there **and two** important ideas used in the planning of the garden.
3	The response explains what a garden would need to make it butterfly-friendly by providing **two** details from the passage that describe what plants would be grown there **and one** important idea used in the planning of the garden. **OR** The response explains what a garden would need to make it butterfly-friendly by providing **one** detail from the passage that describes what plants would be grown there **and two** important ideas used in the planning of the garden.
2	The response explains what a garden would need to make it butterfly-friendly by providing **one** detail from the passage that describes what plants would be grown there **and one** important idea used in the planning of the garden. **OR** The response explains what a garden would need to make it butterfly-friendly by providing **two** details from the passage that describe what plants would be grown there. **OR** The response explains what a garden would need to make it butterfly-friendly by providing **two** important ideas used in the planning of the garden.
1	The response explains what a garden would need to make it butterfly-friendly by providing **one** detail from the passage that describes what plants would be grown there. **OR** The response explains what a garden would need to make it butterfly-friendly by providing **one** important idea used in the planning of the garden. **OR** The response demonstrates minimal understanding of the question.
0	The response is 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

Which audience would be *most* interested in reading an announcement about the new library opening?

A A group of art students
B A journalism class
C A math team
☞ **D** A book club

18

Read the paragraph.

Early Travel in Arkansas
by Lillian Dupont

[1]Passengers could stay in their rooms on board the ship or at inns along the river. [2]When the railroads were finally built in the 1870s, people had three ways to reach Arkansas and settle the land. [3]When steamboats were invented, traveling became easier and faster. [4]People first came to Arkansas in stagecoaches that used bumpy, dusty roads.

Which of these is the *best* way to arrange the sentences above so that they tell what happened in correct order?

☞ **A** 4, 3, 1, 2
B 4, 1, 3, 2
C 2, 3, 1, 4
D 2, 4, 3, 1

Writing Prompt C

C

Suppose you are on a flying carpet that takes you anywhere you choose. Think about where you would go and what you would do.

Now write a story about your ride on a flying carpet. Give enough detail so that the person reading your story will understand what happened.

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– 2009 Augmented Benchmark Grade 4

The Arkansas *Mathematics Curriculum Framework**

Strands	Content Standards	Student Learning Expectations
Number and Operations	3. Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates.	1. Demonstrate, with and without appropriate technology, computational fluency in multi-digit addition and subtraction in contextual problems
Algebra	5. Algebraic Representations: Students shall represent and analyze mathematical situations and structures using algebraic symbols	1. Select and/or write number sentences (equations) to find the unknown in problem-solving contexts involving two-digit by one-digit division using appropriate labels.
	6. Algebraic Models: Students shall develop and apply mathematical models to represent and understand quantitative relationships	1. Create a chart or table to organize given information and to understand relationships and explain the results Ex. Troy must read independently for 2 hours a week. If Troy reads 20 minutes a day, how long will it take him to read a total of two hours?
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. Identify regular and *irregular polygons* including octagon 3. Identify, draw, and describe a line, line segment, a ray, an angle, intersecting, perpendicular, and parallel lines
	11. Visualization and Geometric Models: Students shall use visualization, spatial reasoning and geometric modeling	1. Construct a *three-dimensional* model composed of *cubes* when given an illustration
Measurement	12. Physical Attributes: Students shall use attributes of measurement to describe and compare mathematical and real-world objects	2. Distinguish the temperature in contextual problems using the Fahrenheit scale on a thermometer
	13. Systems of Measurement: Students shall identify and use units, systems and processes of measurement	7. Use appropriate customary and metric measurement tools for length, *capacity* and *mass* 11. Use *strategies* to find the *volume* (cubic units) of *rectangular prisms* and *cubes*
Data Analysis and Probability	14. Data Representation: Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them	1. Create a data collection plan after being given a topic and collect, organize, display, describe and interpret simple data using *frequency tables* or *line plots*, *pictographs* and *bar graphs*
	17. Probability: Students shall understand and apply basic concepts of probability	3. Find all possible combinations of two or three sets of objects

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

PART III Item Correlation with Curriculum Frameworks– 2009 Augmented Benchmark Grade 4

Released Items for Mathematics*

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

PART III Item Correlation with Curriculum Frameworks–2009 Augmented Benchmark Grade 4

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. Organize prior knowledge and new information to make meaning of the text 2. Make connections that demonstrate a deeper understanding of text related to self, text, and/or world 5. Generate questions that reflect active engagement in the text 7. Infer the purpose of the text to expand comprehension 8. Describe how the author's purpose determines the choice of language and information in a text 9. Use inferences to expand understanding of content knowledge 10. Sort relevant and irrelevant information based on the purpose of reading 12. Summarize content of selection, identifying important ideas and providing details for each important idea
10. Variety of texts: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.	3. Analyze and compare the distinguishing features of familiar genres
11. Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.	1. Use context clues to determine the precise meaning of new words 3. Explain words with multiple meanings

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

Released Items for Reading*

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

Non-Released Items for Reading*

Item	Content Standard	Student Learning Expectation	Passage Type
1	9	8	Content
2	9	7	Content
3	9	12	Content
4	9	2	Content
5	9	2	Content
6	11	4	Content
7	10	7	Content
8	11	4	Content
A	9	8	Content

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

PART III Item Correlation with Curriculum Frameworks—2009 Augmented Benchmark Grade 4

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

Content Standards	Student Learning Expectations
5. Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.	1. Write for a general audience (i.e., newspaper and website, etc.)
7. Students shall develop personal style and voice as they approach the craftsmanship of writing.	2. Use logical sequence

*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	5	1
18	7	2

Non-Released Items for Writing*

Item	Content Standard	Student Learning Expectation
9	4	13
10	6	15

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

Arkansas Comprehensive Testing, Assessment, and Accountability Program