ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Released Item Booklet

Arkansas Augmented Benchmark Examination

APRIL 2009 ADMINISTRATION

GRADE

5

Arkansas Department of Education

AR00000345

Table of Contents–2009 Augmented Benchmark Grade 5

PART I Overview–2009 Augmented Benchmark Grade 5

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 5 students in Arkansas public schools participated in the *Grade 5 Augmented Benchmark Examination* in April 2009.

This *Released Item Booklet for the Grade 5 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 five 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 14 of this booklet.) All of the Mathematics, Reading, Writing, and Science multiple-choice items within this booklet have the correct response marked with an answer hand. The open-response questions for Mathematics, Reading, Science, 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 5 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*, Arkansas *English Language Arts Curriculum Framework—Writing Strand,* and Arkansas *Science Curriculum Framework* 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 5 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 5 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

A baseball player has 985 hits. His teammate has 1957 hits.

Which equation correctly shows the difference in the number of hits between the two players?

A $1957 + 985 = 2942$
☞ **B** $1957 - 985 = 972$
C $1957 + 985 = 1832$
D $1957 - 985 = 1072$

2

Which of these describes a quantity that could decrease daily?

A Age of a pet
B Number of eggs in a dozen
C Height of an athlete in inches
☞ **D** Amount of water in a swimming pool

3

Ariana is sorting rocks into groups of 8 to count them. She has already said the numbers below while counting the total number of rocks.

8, 16, 24, 32, 40, 48, 56

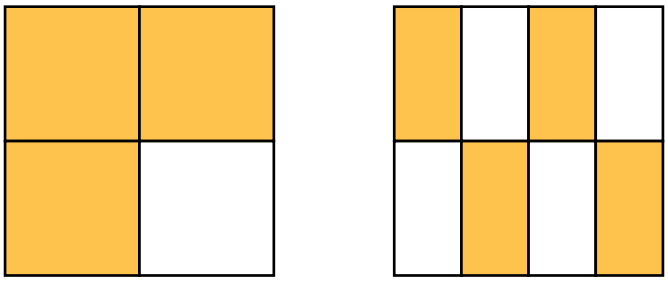
She has 1 more group of 8 rocks.

Which number should she say next to count the total number of rocks?

A 62
☞ **B** 64
C 66
D 72

4

The shaded portions of the same-sized figures below each represent a fraction.



Which expression correctly compares the two fractions?

A $\frac{3}{4} < \frac{4}{8}$

B $\frac{4}{8} > \frac{3}{4}$

☞ **C** $\frac{3}{4} > \frac{4}{8}$

D $\frac{4}{8} = \frac{3}{4}$

CALCULATOR PERMITTED—ITEMS 5–10 and A–B

5

The town of La Paz, Bolivia, is in the Andes mountains. Which of these units could be used to describe the distance of the town of La Paz above sea level?

A Degrees

☞ **B** Feet

C Cubic inches

D Pounds

6

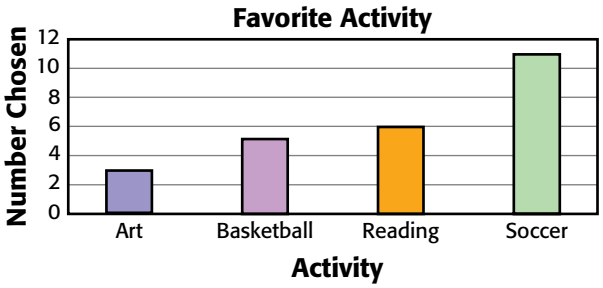
Nathaniel is performing an experiment to determine his classmates' favorite activities. He asked each classmate to choose one favorite from a group of 4 activities. The table below shows the results.

Favorite Activity

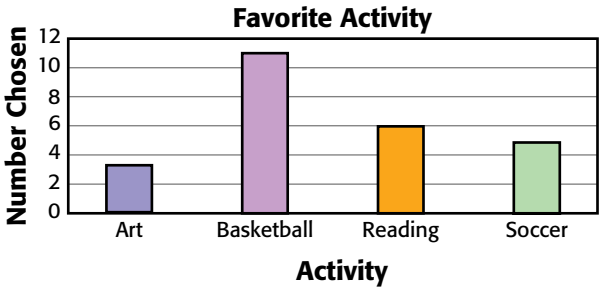
Activity	Art	Basketball	Reading	Soccer
Number Chosen	3	11	6	5

Which bar graph correctly represents the data from the table?

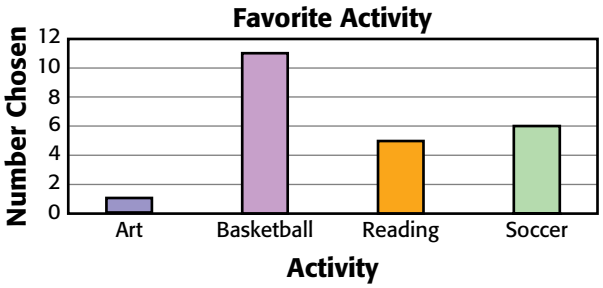
A



☞ **B**



C



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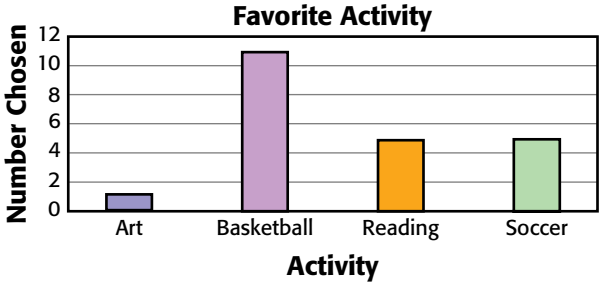
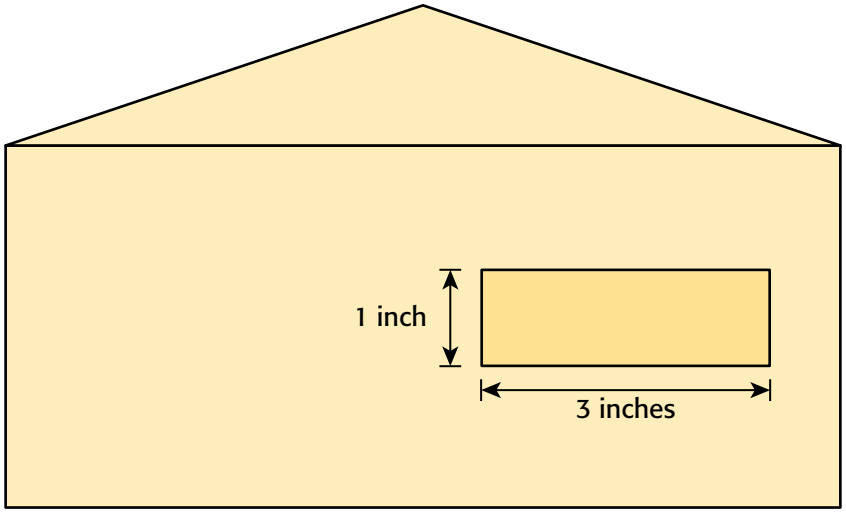


7

Gilbert's dad received a bill in the mail. The picture shows the rectangular area of the envelope that was cut out for the mailing address to show through when a bill is put inside.

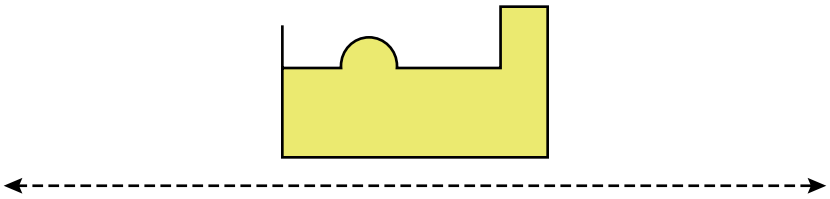


What is the area of the envelope that was cut out for the mailing address to show through?

☞ **A** 3 square inches
B 4 square inches
C 8 square inches
D 9 square inches

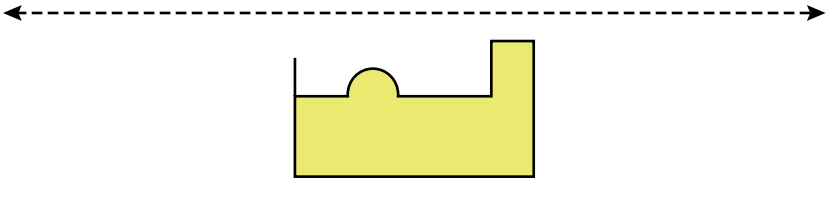
8

Look at the figure shown below.

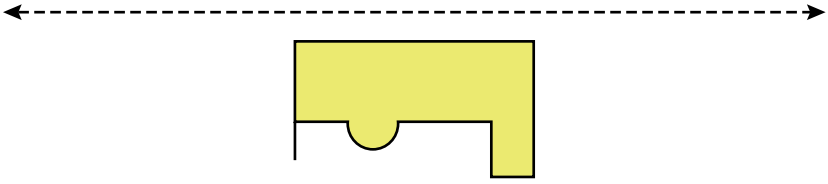


Which of these correctly shows the result of a reflection (flip) of this figure across the dashed line?

A



B



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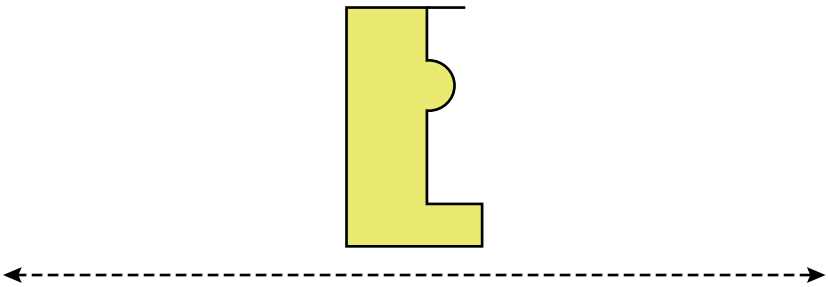
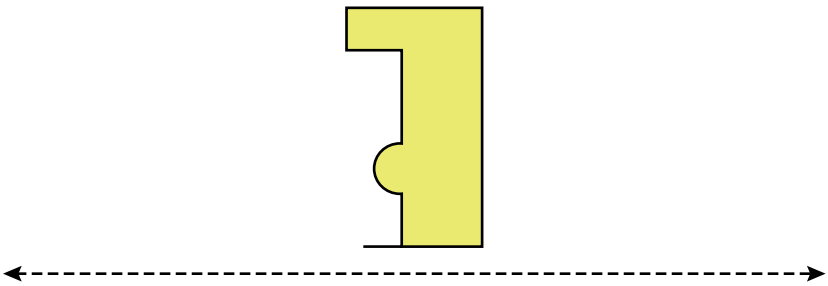


D



9

A cafeteria worker kept track of the numbers and types of cookies that were sold during one week. All of the types of cookies were sold every day of the week.

Day of Week	Chocolate Chip	Sugar	Peanut Butter	Oatmeal
Monday	27	10	8	5
Tuesday	25	12	12	7
Wednesday	28	15	7	4
Thursday	26	13	10	8
Friday	30	14	11	6

Based on the data, which type of cookie would likely be the second-best-selling cookie the next week?

A Chocolate chip

☞ **B** Sugar

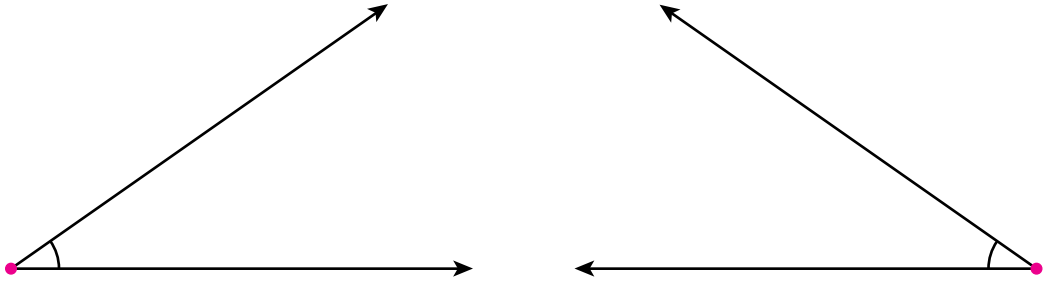
C Peanut butter

D Oatmeal

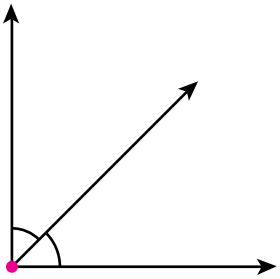
10

Trey correctly drew 2 adjacent angles on his paper. Which of these could be Trey's drawing?

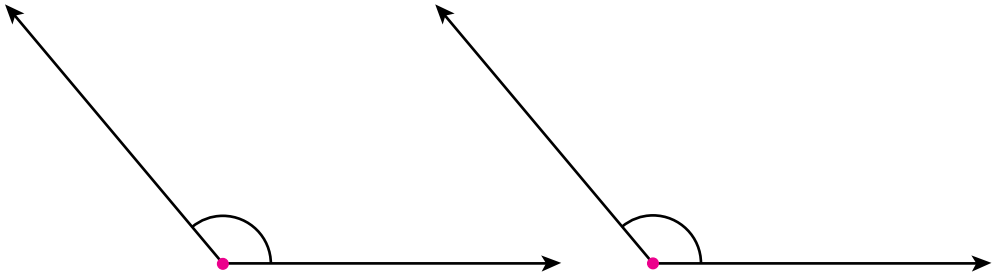
A



☞ **B**



C



D

MATHEMATICS OPEN-RESPONSE ITEM A

A

Javier needs to solve the two equations below as part of his homework.

$$17 + f = 64$$

$$52 = b - 9$$

1. What value of f makes the first equation true? Show all your work and/or explain your answer.
2. What value of b makes the second equation true? Show all your work and/or explain your answer.
3. How does the value of b compare to the value of f? Show all your work and/or explain your answer.

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

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** 1/2 point: Correct Answer: 47 **AND** 1/2 point: Correct and complete procedure shown and/or explained Work may contain a calculation or copy error Give credit for the following or equivalent • $f = 64 - 17 = 47$
2	**1 Point Possible** 1/2 point: Correct Answer: 61 **AND** 1/2 point: Correct and complete procedure shown and/or explained Work may contain a calculation or copy error Give credit for the following or equivalent • $b = 52 + 9 = 61$
3	**2 Points Possible** 1 point: Correct answer: • *b is greater than f* Or • $47 < 61$ Or • A correct relationship of *b* and *f* based on incorrect answers in Parts 1 and/or 2 **AND** 1 point: Correct and complete explanation of how answer was determined Give credit for the following or equivalent: • the values of *b* and *f* must be shown to receive credit Or • the difference between the two must be expressed

MATHEMATICS OPEN-RESPONSE ITEM B

B

Josh purchased 4 shirts, 3 pairs of pants, and 2 ties that can be combined to create several new outfits.

1. If an outfit consists of 1 shirt, 1 pair of pants, and 1 tie, how many **different** outfit combinations can Josh choose? Show all your work and/or explain your answer.
2. On the grid provided in your answer document, draw a tree diagram or make a list showing all of the **different** outfit combinations for Part 1.

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.
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** 2 points: Correct and complete procedure showing and/or explaining how to determine the answer of 24 different outfit combinations **OR** 1 point: Correct answer with partial or vague work/explanation **OR** 1 point: Correct procedure with incorrect answer
2	**2 Points Possible** 2 points: Correct and complete tree diagram or list showing all possible combinations **OR** 1 point: Partially complete tree diagram or list showing nearly all possible combinations **OR** 1 point: Complete/partial diagram showing possible combinations

Mathematics Reference Sheet
Grade 5

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

Square	**Rectangle**	**Triangle**
Area = $s \times s$ Perimeter = $4 \times s$	Area = $l \times w$ Perimeter = $(2 \times l) + (2 \times w)$	Perimeter = $a + b + c$

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

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 centimeter = 10 millimeters
1 kilometer = 1000 meters
1 liter = 1000 milliliters

1 pound (lb) = 16 ounces (oz)

Read this passage about a girl who meets her new neighbor. Then answer multiple-choice questions 1 through 8 and open-response question A.

Garden of Discovery

by Russell Roberts

"Didn't anybody have a garden where you used to live?"

Mike shook his head. "We lived in a city in an apartment building. It's tough to grow things in concrete."

"I bet you'd enjoy gardening if you tried it," I said.

"Yeah, right. Just like I'd enjoy being stuck in the desert without any water."

I smiled. "Why don't you try it? Work with me in my garden for a week. If you still don't like it by then, I'll never bring it up again."

To my surprise he nodded. "That's a good idea. That way we can talk about more important things for the rest of the time that we're neighbors."

Rather confidently, Mike strolled through the fence gate and stood watching. I knelt down in the soft earth and looked up.

"Well?" I said.

"What? Now? Get dirty?" He looked as if I had just told him to jump into a barrel of snakes.

"Yes, now. I don't have much time."

He sighed and knelt down beside me. "Yuck. This week can't go fast enough for me."

The time did indeed go fast. But by week's end I was certain that he had changed his mind.

Oh, there were some rough spots, like when he was planting peas. Instead of putting each seed in its own small hole, he made one giant hole for all the seeds.

Or the time an earthworm poked out of the ground right where Mike was digging. "Yeow! What's that?" he cried.

"That's an earthworm, silly," I said, picking it up and letting it crawl over my hand. I offered to let Mike touch it, but he said, "No thanks."

"I thought boys liked worms," I teased.

"Don't believe everything you hear," he replied, suspiciously eyeing the worm.

But despite all that, I was sure that Mike had changed his mind about gardening. He no longer complained about getting dirty; in fact, he seemed to like it! Each time he planted a seed, he would say, "I hope you grow big and strong and make Jeanie and me proud of you." Several times he was waiting impatiently by the garden when I came outside after school, saying "What took you so long?"

Before I knew it, the week was up. On the last day, Mike and I worked until the sun had set and the stars were twinkling in the sky.

"That's it," I said, standing up and patting the dirt off my jeans.

"Everything's planted."

Silently Mike rose, too. Together we looked at the neat rows of tomato, eggplant, and pepper plants that were poking out of the ground like tiny green flags, and at the orderly rows of bean and spinach seeds just waiting to burst through the earth.

"The week's up," I said. I smiled at Mike, confident that he was going to tell me that gardening wasn't so bad after all.

For a moment he didn't say anything. Suddenly he said, "Yeah, well, I'm glad that's over. Don't forget our deal—no more garden talk. See you." Then he dashed into his own yard and disappeared into the house.

I stared after him in disbelief. How could I have been so wrong? I felt hurt and disappointed.

26 I went to bed, but I wasn't asleep long. Around midnight a loud crack of thunder woke me up. Outside a terrible storm was *raging*, with booming thunder, bright flashes of lightning, and rain drumming on the roof. I worried about my poor plants until the rain finally ended and I fell back asleep.

The next morning I jumped out of bed and dressed quickly, eager to see how my garden had weathered the storm. I pictured broken plants, flooded rows of seeds, and a giant mud puddle where the garden had been.

"It's about time you got here," said a voice as I pushed open the back door.

I gasped. There was Mike, kneeling in the muddy garden, his hands black with dirt. All around him were plants carefully tied to tiny stakes, standing bruised but defiant in the early morning sunshine.

He pointed to several newly planted rows. "A lot of the seeds got flooded out and were lying on top of the ground. I replanted most of them before the birds had them for breakfast."

"I can't believe this," I said. "After what you said last night . . ."

"Like I said, don't believe everything you hear," he said. "After all, friends help friends."

Happily, I knelt down beside him. And although we would go on to have a great garden together for many summers, that first garden was always my favorite.

1

This story would *best* fit into the literary category of —

A science fiction
☞ **B** realistic fiction
C historical fiction
D biographical fiction

2

Mike showed how he felt about gardening by —

A working in the garden a full week
B getting dirty from planting seeds
☞ **C** repairing the damage to the garden
D learning how to plant vegetables

3

The word *raging* in paragraph 26 means that the storm *probably* was —

A beautiful
B speedy
☞ **C** violent
D enormous

4

Which of the following sentences from the passage *best* supports the idea that Jeanie and Mike continued to be friends after planting the garden?

A "On the last day, Mike and I worked until the sun had set and the stars were twinkling in the sky."
B "Then he dashed into his own yard and disappeared into the house."
C "There was Mike, kneeling in the muddy garden, his hands black with dirt."
☞ **D** "And although we would go on to have a great garden together for many summers, that first garden was always my favorite."

5

The author presents the idea that all boys like worms to —

A persuade readers that animals are fun
☞ **B** show readers that not everyone is alike
C inform readers that some things never change
D prove to readers that minds can be changed

6

Mike *most likely* agrees to help Jeanie with her garden because he —

☞ **A** wants to become friends with Jeanie
B fears Jeanie will tease him about earthworms
C thinks he will impress Jeanie with his skills
D believes Jeanie needs help planting her garden

7

According to Mike, why had he never seen a garden?

A Gardens were forbidden in his apartment building.
B His parents thought gardens were very messy.
☞ **C** No one grew gardens in the area where he used to live.
D He never had any interest in gardens until he moved.

8

Why is it surprising that Mike reminded Jeanie about their deal when his week of gardening was over?

A Jeanie needed him to help finish the garden.
B He used to live where no one had gardens.
C Jeanie had taught him about gardening.
☞ **D** He seemed to be enjoying the gardening.

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

Taking Care of Little Nipper

by Lisa Hart

Your eyes meet through the glass of the pet shop window, a small, furry creature with gleaming black eyes, no tail, and puffed-out cheeks. Imported into the United States for use as a lab animal, the hamster has quickly become one of the most popular, small-animal pets.

Home Sweet Home

Your local pet shop will offer you cages in many different sizes and designs. A fish tank can also make a suitable home while providing a clear view of your new pet. Smooth sides make it impossible for a hamster to climb out, but a mesh lid should be used to keep anything from accidentally falling in.

Once you decide on a cage, it is time to buy some basic supplies. Choose wood chips to cover the cage floor, a water bottle, food dish, and food. Your pet will need an exercise wheel, nesting box, and bedding.

Choosing a Hamster

Hamsters are nocturnal animals; they sleep during the day and are active at night. By visiting your pet shop as it is opening or just before it closes, you may find the hamsters up and about. Ask the staff when the hamsters are fed and visit at that time for the best chance of finding them awake.

Hamsters come in different sizes and colors; some have long hair. Take your time and choose the hamster you like best.

Taming Your Pet

6 Taming your hamster will take time. Can you imagine how big and scary your hand must look to him? Watch your hamster for his first few days. You will know he is used to his new home when he starts sleeping in his nesting box and running in his wheel. Discover what foods are his favorites, and use these foods to gently gain your hamster's trust.

Hamsters have teeth, and they are not afraid to use them. Just like a dog growls or a cat scratches, a hamster bites, either because he is afraid or he has had enough.

If you are one of the many people who find gleaming black eyes hard to resist, remember any pet means work. Read about hamsters, and make a chart for feeding and cleaning. Visit a pet shop with a list of what you need, and find out how much things cost. A hamster can be a fun and loving pet. How happy he is depends on your care.

Raiding Your Kitchen Cupboards

9 Look closely at the hamster food you bought at the pet store. Does anything look familiar? It should. Hamsters enjoy many of the same grains, nuts, fruits, and vegetables that you do. The next time you are looking for a hamster treat, look no further than your kitchen. Offer him a couple of branflakes or cornflakes. How about a piece of your apple or grape? You may not want to eat your carrots, but your hamster may consider them a *gourmet* treat. Remember to avoid foods that are salty or sticky. Remove any leftovers from the cage before they spoil.

Munchy Crunchies

by Holly J. Miller

Just like people, hamsters enjoy eating a variety of food. Day after day of eating only rodent rations can be very boring for a busy hamster.

Mix up this easy recipe and watch your hamster's eyes light up with delight when you share it with him.

Ingredients:

- 2 cups of unsweetened o-shaped cereal
- $\frac{1}{4}$ cup raisins
- $\frac{1}{2}$ cup dry-roasted peanuts
- $\frac{1}{4}$ cup banana chips
- $\frac{1}{4}$ cup shelled sunflower seeds

Instructions:

Pour all the ingredients into a large bowl. Mix them together using clean hands or a large spoon. Store extras in a tightly closed zipper-lock bag or plastic container.

9

In paragraph 6, the author tries to help readers better understand hamsters by —

A explaining where hamsters originally came from
B tempting readers to visit pet stores to observe the hamsters
☞ **C** suggesting readers try to see the world from a hamster's viewpoint
D presenting evidence that shows how hamsters are like people

10

Hamsters were first brought into the United States for —

A family pets
B food testing
C school projects
☞ **D** scientific research

11

Which is the *best* place to find more facts about hamsters?

☞ **A** A Web site on popular pets
B An encyclopedia article on rats
C An article in a newspaper
D A book on training animals

12

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

A compare different types of hamsters and to give preferences
B give a brief history of the origin of hamsters as pets
☞ **C** inform readers about hamsters and the care they need
D explain the best way to feed and train hamsters

13

What is the meaning of the word *gourmet* as it is used in paragraph 9?

☞ **A** Fine food
B Healthy food
C Leftover food
D Crunchy food

14

Who would *most likely* find this passage useful?

A A student giving a report on lab animals
☞ **B** A person shopping for a small household pet
C A person trying to train a young hamster
D A student building a cage for a pet

15

Which of the following statements is a fact supported by evidence in the passage?

☞ **A** Hamsters are nocturnal animals.
B Feeding a hamster a variety of foods is good for it.
C Hamsters are the smallest household pets.
D Making a chart for feeding a hamster is a good idea.

16

Which statement *best* supports the author's attitude toward hamsters?

A Hamsters need no taming.
B Hamsters require little care.
C Hamsters may bite when tired.
☞ **D** Hamsters make excellent pets.

READING OPEN-RESPONSE ITEM A, FOR PASSAGE "GARDEN OF DISCOVERY"

A

Describe how Mike's attitude about gardening changes from the beginning of the passage to the end.

Provide information from the passage to support your description.

RUBRIC FOR READING OPEN-RESPONSE ITEM A, FOR PASSAGE "GARDEN OF DISCOVERY"

SCORE	DESCRIPTION
4	The response describes Mike's attitude about gardening in the beginning of the passage **and** at the end and provides at least **one** accurate and relevant detail from the passage to support **each**. **OR** The response explains how Mike's attitude about gardening changes overall **and** provides **three** details from the passage to support this change.
3	The response describes Mike's attitude about gardening in the beginning of the passage **and** at the end and provides **one** or more accurate and relevant detail(s) from the passage to support **one**. **OR** The response explains how Mike's attitude about gardening changes overall **and** provides **two** details from the passage to support this change.
2	The response describes Mike's attitude about gardening in the beginning of the passage **and** at the **end**. **OR** The response describes Mike's attitude about gardening in the beginning of the passage **or** at the end and provides an accurate and relevant detail from the passage for support. **OR** The response explains how Mike's attitude about gardening changes overall and provides **one** detail from the passage to support this change.
1	The response describes Mike's attitude about gardening in the beginning of the passage. **OR** The response describes Mike's attitude about gardening at the end of the passage. **OR** The response explains how Mike's attitude about gardening changes overall. **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 "TAKING CARE OF LITTLE NIPPER/MUNCHY CRUNCHIES"

B

Explain how a person can gain the trust of a hamster.

Use multiple details from the passage to support your answer.

RUBRIC FOR READING OPEN-RESPONSE ITEM B, FOR PASSAGE "TAKING CARE OF LITTLE NIPPER/MUNCHY CRUNCHIES"

SCORE	DESCRIPTION
4	The response explains how a person can gain the trust of a hamster by providing **four** accurate and relevant details from the passage. **OR** The response provides one way to gain the trust of a hamster and three supporting details.
3	The response explains how a person can gain the trust of a hamster by providing **three** accurate and relevant details from the passage. **OR** The response provides one way to gain the trust of a hamster and two supporting details.
2	The response explains how a person can gain the trust of a hamster by providing **two** accurate and relevant details from the passage. **OR** The response provides one way to gain the trust of a hamster and one supporting detail.
1	The response explains how a person can gain the trust of a hamster by providing **one** accurate and relevant detail from the passage. **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

Read the paragraph.

The Mysterious King
by Reese

[1]King Tut was a young king who once ruled Egypt. [2]He died around 1400 B.c. and was buried in a secret tomb. [3]Howard Carter finally discovered the tomb three thousand years later. [4]The tomb held the king's personal treasures and valuables.

Which sentence shows an error in capitalization?

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

18

Read the sentence.

I hurried back when I heard the roar of the crowd from the snack stand to see if our team had scored a touchdown.

Which of these corrects the problem with sentence structure?

A To see if our team had scored a touchdown, when I heard the roar of the crowd, I hurried back from the snack stand.
☞ **B** When I heard the roar of the crowd, I hurried back from the snack stand to see if our team had scored a touchdown.
C I hurried back, to see if our team had scored a touchdown, from the snack stand when I heard the roar of the crowd.
D To see if our team had scored a touchdown, from the snack stand I hurried back when I heard the roar of the crowd.

Writing Prompt C

C

Your school is having a writing contest. This is the topic you must write about:

Everyone has something that is important to him or her. What is one thing that is important to you?

Before you begin to write, think about one thing that is important to you. It could be something you found, made, or bought or something that was given to you. What is it and **why** is it important to you?

Now write about **one** thing that is important to you. Give reasons why this is important and give enough detail so that your readers 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."

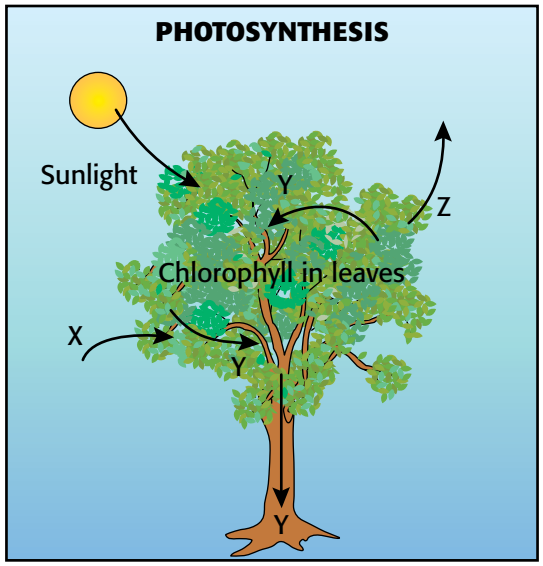
1

Which planet is fourth from the Sun in our solar system?

☞ **A** Mars
B Earth
C Venus
D Jupiter

2

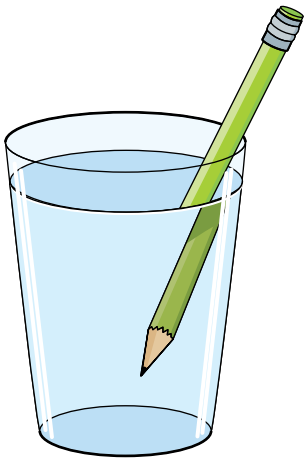
The diagram below illustrates the process of photosynthesis. In this process, the plant uses X to make Y. During photosynthesis, the plant releases Z.



Which of these correctly lists X, Y, and Z in that order?

A Energy, water, and carbon dioxide
B Oxygen, carbon dioxide, and energy
☞ **C** Carbon dioxide, glucose, and oxygen
D Glucose, carbon dioxide, and oxygen

3



What does this demonstration show about how light travels?

☞ **A** Light is bent by water.
B Light is reflected by air.
C Light never changes speed.
D Light always follows a straight path.

4

In the United States, windmills have been used for farming for hundreds of years. Which simple machine is the **most** important part of a windmill?

A lever
B pulley
C inclined plane
☞ **D** wheel and axle

5

Janet has been given some minerals to identify. One of her samples is yellow. Which of these minerals is *most* likely to be yellow?

A Talc
☞ **B** Sulfur
C Gypsum
D Hematite

6

Which cell part is **correctly** paired with its function?

☞ **A** nucleus—controls cell activities
B chloroplast—outside boundary of plant cells
C cell wall—controls what goes in and out of cells
D cell membrane—where photosynthesis takes place

7

What can be learned from this fossil about the animal that it came from?

☞ **A** It was a carnivore.
B It was a fast runner.
C It lived in the ocean.
D It lived in warm areas.

8

What cell part is found in plant cells but **not** in animal cells?

A nucleus
☞ **B** cell wall
C cytoplasm
D cell membrane

9

Ben found this plant in the woods.

Which information will Ben use to classify the plant?

A Its mass and volume
B What kind of soil it grows in
☞ **C** The shapes of its leaves and flowers
D How deep its roots are in the ground

10

Which is a physical property of an apple?

☞ **A** what color it is
B how pretty it is
C how much it costs
D when it was picked

11

If Lisa wants to experiment with bean plants, which of these is the *best* example of a hypothesis?

A Bean plants come in many types.
B Fertilizer is good for bean plants.
C All bean plants are related to each other.
☞ **D** Fertilizer will make bean plants grow taller.

12

A student shines a flashlight on different colors of paper. Which color of paper will absorb the *most* light?

A Red
☞ **B** Black
C White
D Yellow

13

Alan is using cabbage juice to determine the relative pH of various household solutions. Which of these steps communicates the results of his investigation?

A Conduct multiple trials
B Write down a procedure
C Identify the materials to be tested
☞ **D** Record observations and data in a journal

14

Joyce is conducting a traffic survey and needs to find out how many cars cross the crosswalk in the morning before the school bell rings. How should she collect this data?

☞ **A** Make a tally chart
B Draw a pictograph
C Take a picture of each passing car
D Write down the cars' license plate numbers

15

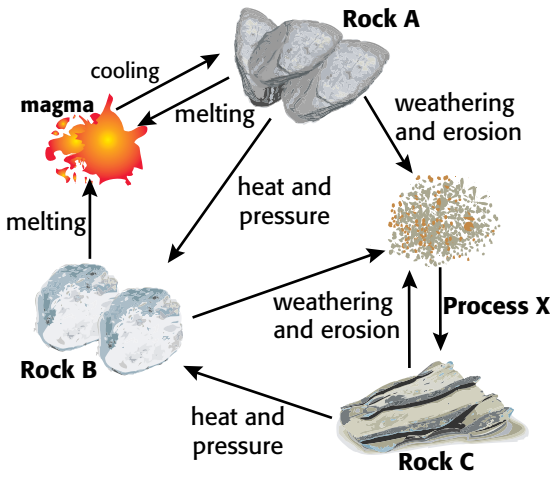
Which is the **best** description of the brightness of the Sun?

A It is less bright than planets.
B It is brighter than other stars.
C It is of average brightness compared to planets.
☞ **D** It is of average brightness compared to other stars.

SCIENCE OPEN-RESPONSE ITEM A

A

The diagram below shows some parts of the rock cycle.



1. Name the types of rock represented by Rocks A, B and C.

2. Weathering and erosion produce the starting material for Rock C. Name this material and also Process X, which converts the material to Rock C.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

RUBRIC FOR SCIENCE OPEN-RESPONSE ITEM A

SCORE	DESCRIPTION
4	Response shows a *complete understanding* of the problem's essential scientific concepts and procedures. The student responds to all parts of the task.
3	Response shows a *nearly complete understanding* of the problem's essential scientific concepts and procedures. The student responds to all parts of the task. The response may contain minor errors.
2	Response shows a *limited understanding* of the problem's essential scientific concepts and procedures. The student responds correctly to most parts of the task. The response may contain a major error.
1	Response shows a *minimum understanding* of the problem's essential scientific concepts and procedures. The response contains incomplete procedures and major errors.
0	Response shows *insufficient understanding* of the problem's essential scientific concepts and procedures. The procedures, if any, contain major errors. There may be no explanation of the solution, or the reader may not be able to understand the explanation. The reader may not be able to understand how and why decisions were made.

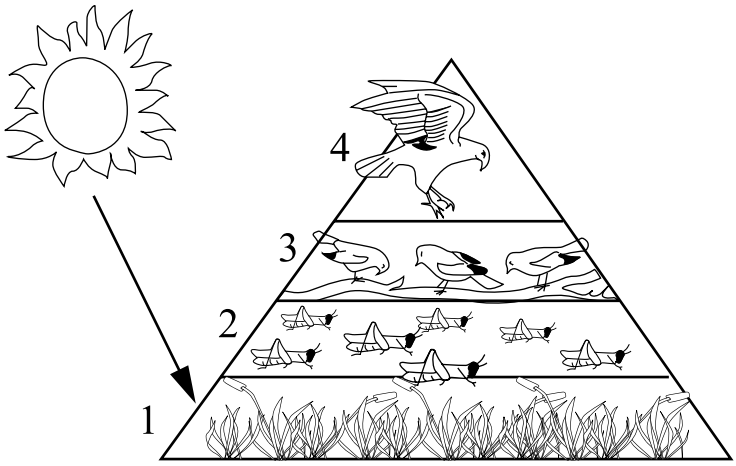
Solution and Scoring

Part	Points
1	**2 Points Possible** 2 points: Correctly names all three types of rock and associates the names with the appropriate rocks from the diagram 1 point: Correctly names one or two types of rock and associates the name(s) with the appropriate rock(s) from the diagram
2	**2 Points Possible** 1 point: Identifies sediment, pieces of weathered rock, sand, gravel, or other synonyms for sediment 1 point: Identifies compaction, cementation, pressed together, or other synonyms for bonding of sediments into rock

SCIENCE OPEN-RESPONSE ITEM B

B

The diagram below represents an energy pyramid.



1. Which level of the pyramid contains the **most** energy? Explain your answer.
2. Explain how the Sun's energy is transferred to carnivores. Use the organisms in the pyramid in your response.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

RUBRIC FOR SCIENCE OPEN-RESPONSE ITEM B

SCORE	DESCRIPTION
4	Response shows a *complete understanding* of the problem's essential scientific concepts and procedures. The student responds to all parts of the task.
3	Response shows a *nearly complete understanding* of the problem's essential scientific concepts and procedures. The student responds to all parts of the task. The response may contain minor errors.
2	Response shows a *limited understanding* of the problem's essential scientific concepts and procedures. The student responds correctly to most parts of the task. The response may contain a major error.
1	Response shows a *minimum understanding* of the problem's essential scientific concepts and procedures. The response contains incomplete procedures and major errors.
0	Response shows *insufficient understanding* of the problem's essential scientific concepts and procedures. The procedures, if any, contain major errors. There may be no explanation of the solution, or the reader may not be able to understand the explanation. The reader may not be able to understand how and why decisions were made.

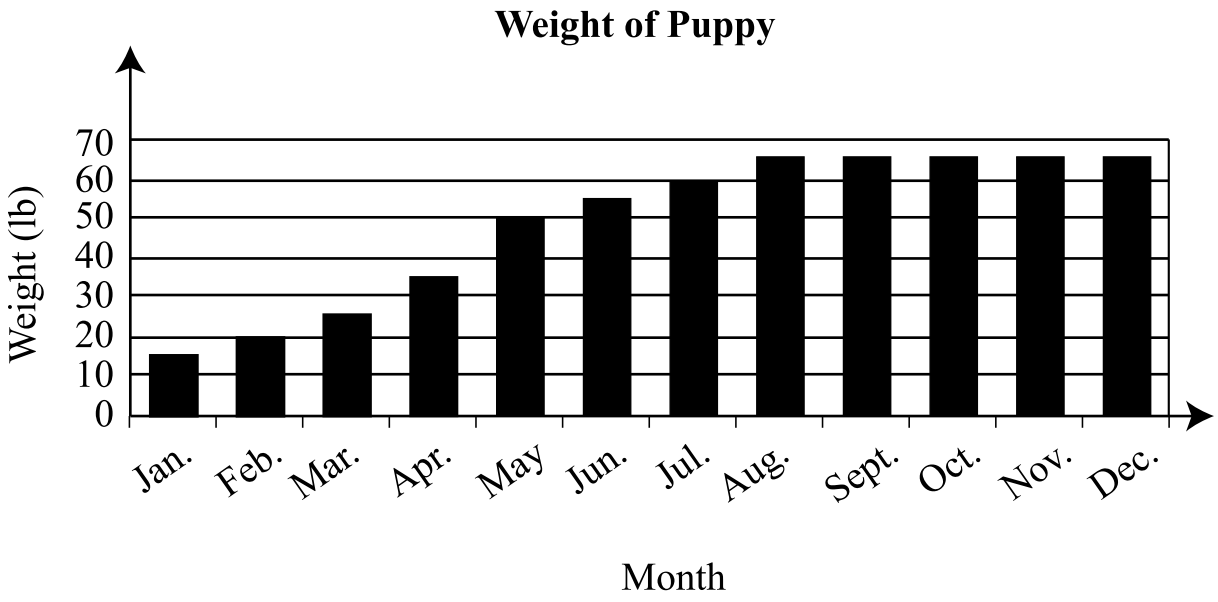
Solution and Scoring

Part	Points
1	**2 Points Possible** 1 point: Names level one as containing the most energy 1 point: Explains why level one has the most energy
2	**2 Points Possible** 2 points: Complete explanation about how energy is transferred 1 point: Partial explanation about how energy is transferred

SCIENCE OPEN-RESPONSE ITEM C

C

A veterinarian is monitoring the weight of a puppy. The puppy was weighed on the last day of every month, as shown in the bar graph below.



1. During which month did the puppy gain the **most** weight? Explain your answer.
2. Based on the graph, what is the puppy's maximum weight? Explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

RUBRIC FOR SCIENCE OPEN-RESPONSE ITEM C

SCORE	DESCRIPTION
4	Response shows a *complete understanding* of the problem's essential scientific concepts. The student presents all procedures correctly and responds to all parts of the task.
3	Response shows a *nearly complete understanding* of the problem's essential scientific concepts. The student presents nearly all procedures correctly and responds to all parts of the task. The response may contain minor errors.
2	Response shows a *limited understanding* of the problem's essential scientific concepts. The student presents some procedures correctly and responds correctly to most parts of the task. The response may contain a major error.
1	Response shows a *minimum understanding* of the problem's essential scientific concepts. The student presents some correct work that contributes to a correct solution. The response contains incomplete procedures and major errors.
0	Response shows *insufficient understanding* of the problem's essential scientific concepts. The procedures, if any, contain major errors. There may be no explanation of the solution, or the reader may not be able to understand the explanation. The reader may not be able to understand how and why decisions were made.

Solution and Scoring

Part	Points
1	**2 Points Possible** 1 point: Correct answer of May 1 point: Correct explanation to support answer, plus or minus 2 pounds
2	**2 Points Possible** 1 point: Correct answer of 65 pounds, plus or minus 2 pounds (63–67) 1 point: Correct explanation to support the answer

PART III Item Correlation with Curriculum Frameworks– 2009 Augmented Benchmark Grade 5

The Arkansas *Mathematics Curriculum Framework**

Strands	Content Standards	Student Learning Expectations
Number and Operations	1. Number Sense: Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.	5. Use models of benchmark fractions and their equivalent forms: • to analyze the size of fractions • to determine that simplification does not change the value of the fraction • to convert between mixed numbers and improper fractions
	3. Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates.	1. Develop and use a variety of *algorithms with computational fluency* to perform *whole number* operations using addition and subtraction (up to five-*digit* numbers), multiplication (up to three-*digit* x two-*digit*), division (up to two-*digit* divisor) interpreting remainders, including real world problems
Algebra	4. Patterns, Relations and Functions Students shall recognize, describe, and develop patterns, relations and functions	1. Solve problems by finding the next term or missing term in a pattern or function table using real world situations
	5. Algebraic Representations: Students shall represent and analyze mathematical situations and structures using algebraic symbols	1. Model and solve simple *equations* by informal methods using manipulatives and appropriate *technology*
	7. Analysis of Change: Students shall analyze change in various contexts	1. Model and describe quantities that change using real world situations Ex. age and height
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 and draw *congruent, adjacent, obtuse, acute, right* and *straight* angles (Label parts of an angle: *vertex, rays, interior* and *exterior*)
	9. Transformation of Shapes: Students shall apply transformations and the use of symmetry to analyze mathematical situations	1. Predict and describe the results of *translation* (*slide*), *reflection* (*flip*), *rotation* (*turn*), showing that the transformed shape remains unchanged
Measurement	12. Physical Attributes: Students shall use attributes and tools of measurement to describe and compare mathematical and real-world objects	1. Identify and select appropriate units and tools to measure Ex. angles with degrees, distance with feet
	13. Systems of Measurement: Students shall identify and use units, systems and processes of measurement	4. Develop and use *strategies* to solve real world problems involving *perimeter* and *area* of rectangles
Data Analysis and Probability	14. Data Representation: Students shall formulate questions that can be addressed with data and collect, organize and display	2. Collect *numerical* and *categorical data* using surveys, observations and experiments that would result in *bar graphs, line graphs, line plots* and *stem-and-leaf plots*
	16. Inferences and Predictions: Students shall develop and evaluate inferences and predictions that are based on data	1. Make predictions and justify conclusions based on data
	17. Probability: Students shall understand and apply basic concepts of probability	2. List and explain all possible *outcomes* in a given situation

*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 5

Released Items for Mathematics*

Item	Strand	Content Standard	Student Learning Expectation
1	N	3	1
2	A	7	1
3	A	4	1
4	N	1	5
5	M	12	1
6	D	14	2
7	M	13	4
8	G	9	1
9	D	16	1
10	G	8	2
A	A	5	1
B	D	17	2

*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	2
2	N	1	2
3	A	6	1
4	A	7	1
5	N	3	2
6	G	11	1
7	A	4	2
8	M	12	2
9	M	12	4
10	A	4	2
11	D	14	1
12	N	3	2
13	G	10	1
14	D	14	2
15	G	8	3
A	M	13	4
B	N	1	6
C	G	8	2

PART III Item Correlation with Curriculum Frameworks—2009 Augmented Benchmark Grade 5

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.	7. Make inferences supported by a character's thoughts, words and actions, or the narrator's description 9. Compare/contrast the actions, motives and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot 10. Distinguish among facts and inferences supported by evidence and opinions in text 11. Use such comprehension strategies as establishing purpose, inferring, and summarizing, to determine essential information 19. Summarize information including main idea and significant supporting details
10. Variety of texts: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.	4. Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials 6. Skim materials to locate specific information 8. Locate information to support opinions, predictions, and conclusions 10. Read a variety of literature, including historical fiction, biography, and realistic fiction
11. Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.	5. Use context to determine meaning of multiple meaning words 10. Read a variety of literature, including historical fiction, biography, and realistic fiction

*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	10	10	Literary
2	9	7	Literary
3	11	5	Literary
4	9	19	Literary
5	9	11	Literary
6	9	7	Literary
7	9	19	Literary
8	9	7	Literary
9	9	11	Practical
10	10	6	Practical
11	10	4	Practical
12	10	8	Practical
13	11	10	Practical
14	10	8	Practical
15	9	10	Practical
16	10	8	Practical
A	9	9	Literary
B	10	8	Practical

Non-Released Items for Reading*

Item	Content Standard	Student Learning Expectation	Passage Type
1	9	11	Content
2	11	5	Content
3	9	10	Content
4	9	6	Content
5	11	8	Content
6	9	2	Content
7	9	19	Content
8	9	11	Content
A	10	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 5

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

Content Standards	Student Learning Expectations

4. Students shall employ a wide range of strategies as they write, using the writing process appropriately.	11. Edit individually or in groups for appropriate grade-level conventions, within the following features:
	• *Sentence formation*
	  • Completeness
	  • Absence of fused sentences
	  • Expansion through standard coordination and modifiers
	  • *Embedding* through standard subordination and modifiers
	  • Standard word order

6. Conventions: Students shall apply knowledge of Standard English conventions in written work.	10. Apply conventional rules of capitalization in writing

*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	6	10
18	4	11

Non-Released Items for Writing*

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

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

PART III Item Correlation with Curriculum Frameworks– 2009 Augmented Benchmark Grade 5

The Arkansas *Science Curriculum Framework**

Strands	Content Standards	Student Learning Expectations
Nature of Science	1. Characteristics and Processes of Science Students shall demonstrate and apply knowledge of the characteristics and processes of science using appropriate safety procedures, equipment, and technology.	1. Make accurate observations 4. Interpret scientific data using • data tables/charts • bar graphs • circle graphs • line graphs • *stem and leaf plots* • Venn diagrams 5. Communicate results and conclusions from scientific inquiry 9. Define and give examples of hypotheses
Life Science	2. Living Systems: Characteristics, Structure, and Function Students shall demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment, and technology.	3. Describe the similarities of basic cell functions in all organisms 5. Compare and contrast plant and animal cells 8. Explain and illustrate photosynthesis
	4. Populations and Ecosystems Students shall demonstrate and apply knowledge of populations and ecosystems using appropriate safety procedures, equipment, and technology.	1. Distinguish among and model • *organisms* • *populations* • *communities* • *ecosystems* • *biosphere* 2. Identify the transfer of *energy* using *energy* pyramids: • terrestrial • aquatic 15. Conduct *field studies* identifying and categorizing *organisms* in a given area of an ecosystem
Physical Science	5. Matter: Properties and Changes Students shall demonstrate and apply knowledge of matter, including properties and changes, using appropriate safety procedures, equipment, and technology.	3. Identify common examples of *physical properties*: • length • *mass* • area • perimeter • texture • taste • odor • color • elasticity
	6. Motion and Forces Students shall demonstrate and apply knowledge of motion and forces using appropriate safety procedures, equipment, and technology.	3. Relate *simple machines* to inventions and discoveries
	7. Energy and Transfer of Energy Students shall demonstrate and apply knowledge of energy and transfer of energy using appropriate safety procedures, equipment, and technology.	2. Investigate how light travels and interacts with an object or material 5. Investigate physical interactions of light and *matter* and the effect on color perception: • *refraction* • *absorption* • transmission • scattering

*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 5

The Arkansas *Science Curriculum Framework*(continued)*

Strands	Content Standards	Student Learning Expectations
Earth and Space Science	8. Earth Systems Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.	5. Identify the following minerals: • halite (salt) • feldspar • sulfur • quartz • diamonds • gypsum • calcite • talc • hematite (iron) • precious *metals* (gold, silver) 13. Describe and illustrate the rock cycle
	9. Earth's History: Changes in Earth and Sky Students shall demonstrate and apply knowledge of Earth's history using appropriate safety procedures, equipment, and technology.	2. Analyze *fossil* record *evidence* about plants and animals that lived long ago
	10. Objects in the Universe Students shall demonstrate and apply knowledge of objects in the universe using appropriate safety procedures, equipment, and technology.	1. Compare the physical characteristics of the sun to other stars: • size • color • brightness 2. Demonstrate the order of planets and other space objects in our solar system

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

Released Items for Science*

Item	Strand	Content Standard	Student Learning Expectation
1	ES	10	2
2	LS	2	8
3	PS	7	2
4	PS	6	3
5	ES	8	5
6	LS	2	3
7	ES	9	2
8	LS	2	5
9	LS	4	15
10	PS	5	3
11	NS	1	9
12	PS	7	5
13	NS	1	5
14	NS	1	1
15	ES	10	1
A	ES	8	13
B	LS	4	2
C	NS	1	4

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

Non-Released Items for Science*

Item	Strand	Content Standard	Student Learning Expectation
1	LS	4	3
2	PS	7	6
3	ES	9	3
4	ES	10	1
5	LS	4	4
6	ES	10	5
7	LS	2	9
8	PS	5	2
9	PS	6	3
10	ES	8	3
11	LS	4	14
12	ES	10	2
13	LS	4	16
14	PS	7	3
15	ES	9	3
16	ES	8	8
17	PS	6	6
18	PS	6	2
A	LS	4	1
B	PS	5	4

Arkansas Comprehensive Testing, Assessment, and Accountability Program