ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Released Item Booklet

Arkansas Augmented Benchmark Examination

APRIL 2009 ADMINISTRATION

GRADE

6

Arkansas Department of Education

AR00000346

Table of Contents–2009 Augmented Benchmark Grade 6

PART I Overview–2009 Augmented Benchmark Grade 6

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 6 students in Arkansas public schools participated in the *Grade 6 Augmented Benchmark Examination* in April 2009.

This *Released Item Booklet for the Grade 6 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 1–3 in this *Released Item Booklet*. Students were also supplied with a reference sheet to be used during the Mathematics sessions so that all students would have equal access to this information during testing. (See the reference sheet on page 14 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 6 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 6 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 6 Augmented Benchmark Examination* items align or correlate with the Arkansas Curriculum Frameworks to provide models for classroom instruction.

CALCULATOR NOT PERMITTED—ITEMS 1–3

1

Which equation is true for all x and y values in the following table?

x	y
5	0
6	1
7	2
8	3

☞ **A** $y = x - 5$

B $y = x + 5$

C $y = 5x$

D $y = \frac{x}{5}$

2

Which unit would be most appropriate to measure the volume of a pool?

A Yards

B Acres

☞ **C** Gallons

D Pounds

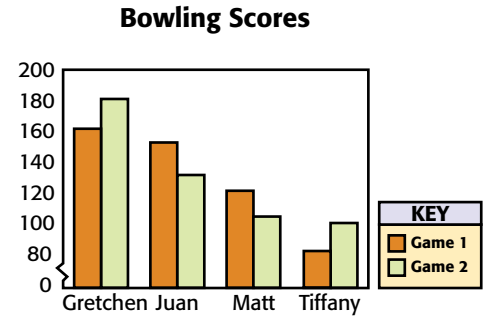
3

The table below shows the bowling scores for 2 games played by the same 4 people.

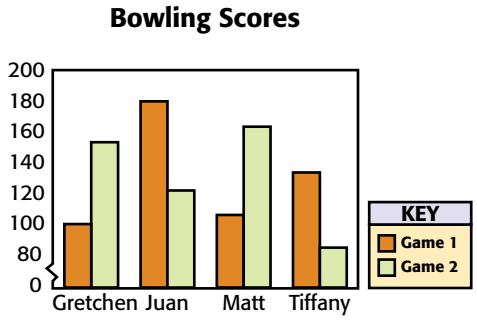
Name	Game 1 Bowling Score	Game 2 Bowling Score
Matt	161	105
Gretchen	152	100
Juan	120	180
Tiffany	82	134

Which graph best displays the data in the table?

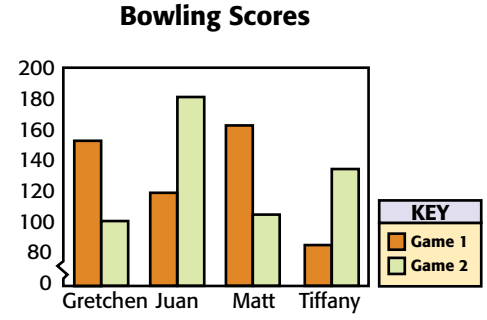
A



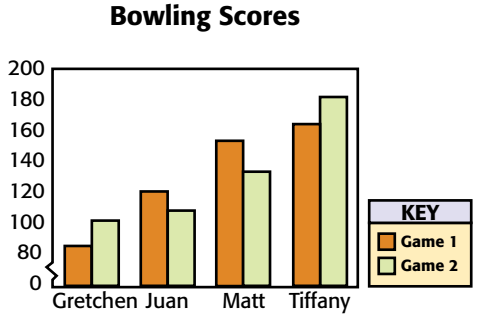
C



B



D



CALCULATOR PERMITTED—ITEMS 4–10 and A–B

4

Which measure for the data listed below has the greatest value?

0, 1, 2, 2, 3, 4, 4, 4, 5

A Mean
B Median
C Mode
☞ **D** Range

5

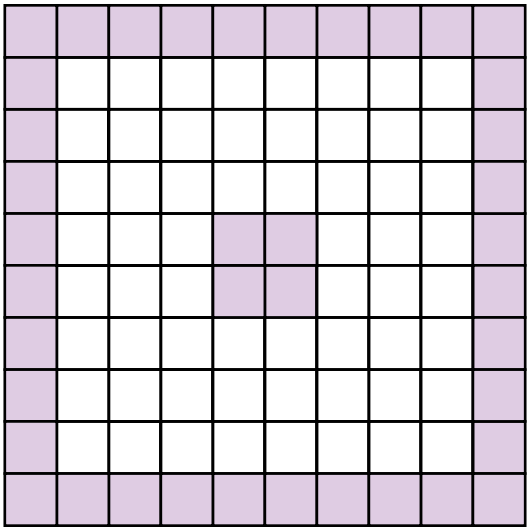
What value of b makes the equation below true?

$$b + 2 = 20$$

A 10
☞ **B** 18
C 22
D 40

6

What percent of the grid below is shaded?



☞ **A** 40%
B 44%
C 60%
D 66%

7

What is the value of the following expression when $z = 11$?

$$3(z + 5)$$

☞ **A** 48

B 38

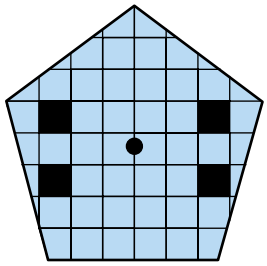
C 19

D 15

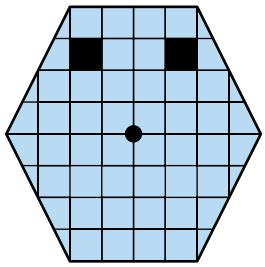
8

Which figure below would look exactly the same if it were rotated clockwise 180° about its center?

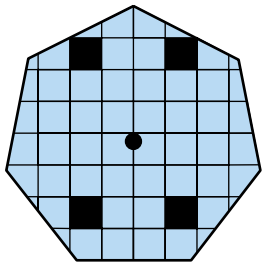
A



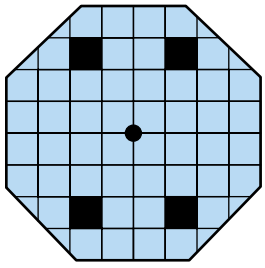
B



C

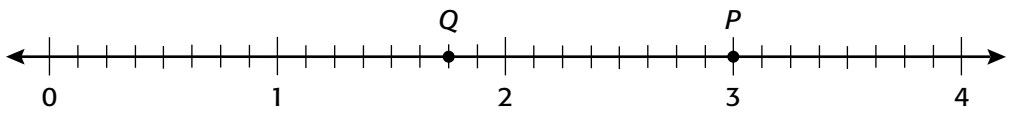


☞ **D**



9

What is the distance between point P and point Q on the number line below?



☞ **A** $1\frac{1}{4}$ units

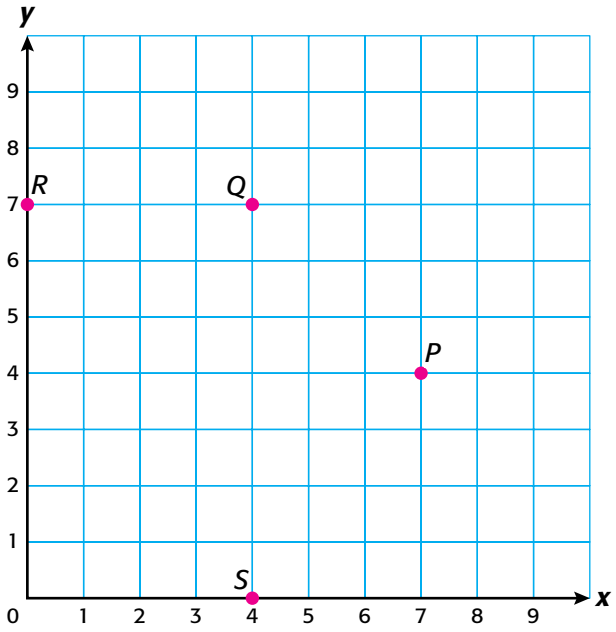
B $1\frac{1}{2}$ units

C $1\frac{3}{4}$ units

D 2 units

10

Which point on the coordinate grid shown is located closest to (4, 7)?



A P

☞ **B** Q

C R

D S

MATHEMATICS OPEN-RESPONSE ITEM A

A

Amanda was assigned to create a Venn diagram. She decided to make a diagram displaying the characteristics about herself and her brother Steven. She created the table below with all the information she needed.

Characteristics	
Amanda	**Steven**
walks to school	rides bike to school
grade 5	grade 9
loves to draw	loves to write
lives at 22 Main Street	lives at 22 Main Street
plays soccer	plays soccer
has a dog	has a dog
likes carrots	hates carrots
age 10	age 14

1. Which characteristics do Amanda and Steven have in common?

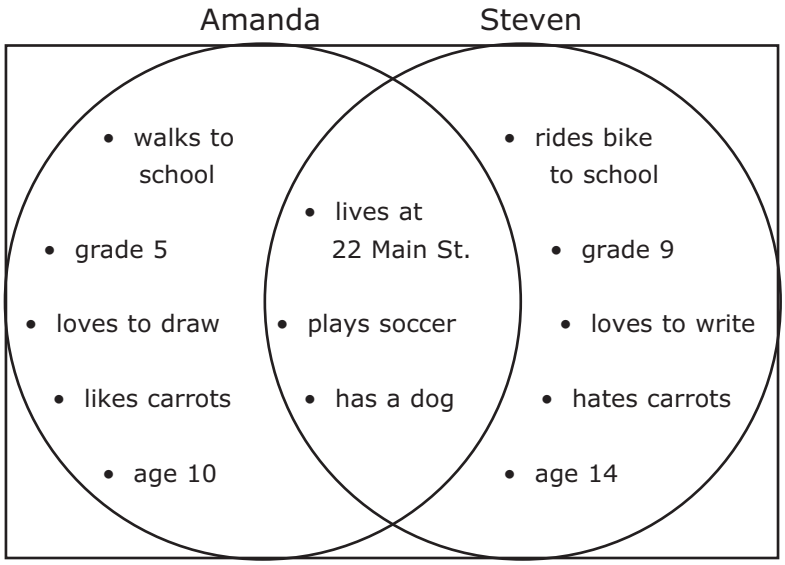
2. On the grid provided in your answer document, draw a Venn diagram showing all the characteristics that Amanda listed in her table above. Title the Venn diagram as "Amanda's and Steven's Similarities and Differences" and **correctly** label each circle.

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	**1 Point Possible** 1 point: Correct answer: 3 correct common characteristics Give credit for the following (no uncommon characteristics included): • Lives at 22 Main St. Plays soccer Has a dog
2	**3 Points Possible** Note: If circles are not labeled, assume the 1st circle is "Amanda" and the 2nd circle is "Steven." If circles are labeled, the labels can be inside or on top of the circles. Circles do not have to be enclosed in a rectangle. **Amanda's and Steven's Similarities and Differences** 

	1 point: Correct characteristics: (placed in the "Amanda" circle but not the "Steven" circle, with no other characteristics listed) • Walk to school Grade 5 Loves to draw Likes carrots Age 10 **AND** 1 point: Correct characteristics: (placed in the "Steven" circle but not the "Amanda" circle, with no other characteristics listed) • Rides bike to school Grade 9 Loves to write Hates carrots Age 14 **AND** 1 point: Correct characteristics: (placed in the intersection of the "Amanda" and "Steven" circles, with no other characteristics listed) • Lives at 22 Main Street Plays soccer Has a dog Note: Venn diagram includes a title: "Amanda's and Steven's Similarities and Differences." Circles are labeled with "Amanda" and "Steven." If title or label missing, cannot receive a score of 4. Note: Two points is the maximum score possible for the second part if no Venn diagram is drawn.

MATHEMATICS OPEN-RESPONSE ITEM B

B

Two students were each assigned an expression. The work each student did to find a value for her expression is shown.

Student A

$$\begin{array}{r} {\scriptstyle 9\ 17\ 12} \\ 10\not{7}\not{2} \\ -\ 93 \\ \hline 1989 \end{array}$$

Student B

$$\begin{array}{r|l} & 131 \\ \hline 6 & 786 \\ & -\ 600 \\ \hline & 186 \\ & -\ 180 \\ \hline & 6 \\ & -\ 6 \\ \hline & 0 \end{array}$$

One student's work shows the correct value for her expression, while the other student's work shows an incorrect value for her expression.

1. Which student's work shows an incorrect value for her expression? Explain the reason for your answer.
2. For the student's work that shows an incorrect value for her expression, explain any mistakes that were made and find the correct value. Be sure to show your work or explain how you got your answer.

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 3–3 $\frac{1}{2}$ 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	**2 Points Possible** 1 point: Correct answer: Student A **AND** 1 point: Correct and complete procedure shown and/or explained Give credit for the following or equivalent: • 1072 – 93 = 979 not 1989 **OR** • 1989 + 93 = 2082 (or variation of this) • Since 1989 is larger than 1072 and she is subtracting this is incorrect • Did borrow/regroup incorrectly
2	**2 Points Possible** 1 point: First mistake and second mistake shown and/or explained Give credit for the following or equivalent: Student A added 10 to the ones places, but did not subtract it out of the tens place; and added 1000 to the hundreds place but did not subtract it from the thousands place **OR** 1/2 point: One mistake shown and/or explained Give credit for the following or equivalent: Did not "borrow" from the tens or thousands place correctly **AND** 1/2 point: Correct answer: 979 **AND** 1/2 point: Correct and complete procedure shown and/or explained how answer was determined

Mathematics Reference Sheet
Grade 6

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

Square	**Rectangle**	**Triangle**	**Parallelogram**
Area = s^2 Perimeter = $4s$	Area = lw Perimeter = $2l + 2w$	Area = $\frac{1}{2}(b \times h)$ Perimeter = $a + b + c$	Area = bh Perimeter = $2a + 2b$

Miscellaneous Conversions

$\pi \approx 3.14$

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 pound (lb) = 16 ounces (oz)

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

Read this passage about making a new friend. Then answer multiple-choice questions 1 through 8 and open-response question A.

Off the Starboard Bow

by Sandra Beswetherick

My cousin is staying with us for a week. He thinks life out here "in the middle of nowhere" is *sooo* boring. Because I'm a girl he thinks I'm pretty uninteresting, too.

"Aren't there any malls we can go to?" he asks.

"The nearest one is a two-hour drive." There can't be anything more boring than walking around a mall, as far as I'm concerned.

Mark rolls his eyes and snorts.

"Don't you at least have some video games we can play?"

"Dad says they're too expensive and a waste of time."

Mark rolls his eyes again, crosses his arms, and slumps even deeper into his chair.

"Well, what do you do around here for fun?"

"I ride my bike, I read, and I explore the woods."

He curls up one corner of his lip.

I showed him the kittens in the hayloft yesterday, but they didn't impress him. Neither did the hollow tree where the porcupine lives. And when I showed him my fort, he said it wasn't a fort. He said it was nothing but a pile of rocks and sticks.

No way am I taking him exploring in the woods. Robin Hood's camp, Watchdragon Rock, and Merlin's cave will stay secret. Mark probably wouldn't have the imagination to recognize them anyway. He'd just roll his eyes and say something like "Oh, brother!"

Mom pokes her head into the living room and sees us sitting there doing nothing. "What are you doing in the house on such a beautiful summer day?" she says. "Jen, you're not being a very good hostess."

"But, Mom . . ." I grit my teeth to keep from saying something I'll regret later.

"There must be something interesting to do," she says.

I jump up, stomp out through the porch, and bang the screen door open. Behind me, Mark catches it before it can snap closed. I keep going across the yard to the maple tree. I lean my back against its trunk, jamming my hands into my pockets.

"So, now what?" Mark asks.

That's what I'd like to know.

Leaves rustle over my head, and bingo! I know what to do. I crouch, then spring up and grab the lowest branch. I swing to hook my heel on the next branch and hoist myself into the tree.

"Hey! Where are you going?"

I peer down from my perch. "Up. All the way to the top."

"To the top? But that tree must be a hundred feet tall."

"Yep." According to my dad it's only seventy feet, but from the bottom it looks like a hundred to me, too.

"Haven't you ever climbed a tree before?" I ask.

"There aren't many trees in my neighborhood."

"You don't have to come along if you don't want to."

But he jumps up and latches onto the first branch, swinging his leg to hook his heel on the next. And he loses his grip! I grab for his shirt and help him up.

"Like I said, you don't have to come."

29 "I want to!" he says, even though his face is pale and his voice is kind of shaky.

Maybe he isn't as bad as I thought.

"OK. Follow me," I say. "I've done this a thousand times." I give the rough bark a friendly pat. "Put your hands and feet where I put mine. And don't look down."

He swallows, then nods.

At first I climb slowly, so Mark can see the branches I use. But the wind tugs at my clothes and snatches my hair, wanting me to climb faster. Left hand holds tight, right hand reaches, and right foot makes it to the next branch. Up and around, higher and higher. Below, the hay in the next field bends under the wind in rolling waves. Around me, the leaves toss and clatter and rush and roar.

"Hey!" Mark yells. "I'm stuck!"

I look down. Mark's pressed tight against the trunk, holding on. I know why he's stuck. He needs his left foot to reach the next branch, but his left foot is wedged in the space where his right foot should be.

"You have to change feet!" I yell. "Hang on tight with both hands and hop to change feet."

"You're kidding!"

But he does what I tell him.

"All right!" His eyes gleam.

The branches sway in the wind. I tighten my grip. "Come on! It isn't much farther." Near the top is a place where we can sit among the branches. It's my crow's nest.

41 When Mark reaches me, I wonder if maybe, just maybe, there could be an imagination inside him after all. I throw out my arm and point through a gap in the tossing leaves. "There she blows! Off the starboard *bow*!"

He turns and looks.

"That's no whale," he says, wrecking absolutely everything. Then he laughs. "That be a Spanish galleon,[1] ye swab. But with this wind in our sails, we'll outrun her."

"Ahrrr," I say to him.

"Aaahaaar," he says back.

We cling to the rigging and tall mast of our ship, and urge her on as she plunges through the crashing waves.

---

[1]galleon: A large Spanish ship from the 15th and 16th centuries.

1

Which word *best* describes Jen?

☞ **A** Creative
B Impatient
C Courteous
D Boastful

2

What will *most likely* happen before Mark returns to his home?

A Jen and Mark will take sailing lessons together.
B Mark will teach Jen to play a new video game.
☞ **C** Jen will take Mark exploring in the woods.
D Mark and Jen will spend time at the mall.

3

Which of the following *best* expresses the main idea of the passage?

A Sailing ships can be just as exciting as video games.
B Having a good imagination is important in family.
C Anyone can learn to climb a tree with some help.
☞ **D** People who live in different places can find common interests.

4

Read the sentence from paragraph 29 in the story.

"I want to!" he says, even though his face is pale and his voice is kind of shaky.

This sentence suggests Mark is —

A embarrassed
☞ **B** frightened
C impatient
D desperate

5

What *most likely* would have happened if Jen's mother had not seen Mark and Jen sitting in the living room?

☞ **A** Mark and Jen would not have found a common interest.
B Jen would have taken Mark to explore the woods with her.
C Mark would have convinced Jen to play some video games.
D Jen and Mark would not have visited the kittens in the hayloft.

6

How does the setting of the story contribute to the changes in Mark and Jen's relationship?

A Mark and Jen have nothing exciting to do because the mall is two hours away.
B Mark understands Jen better after spending time sitting with her in the living room.
☞ **C** Mark must depend on Jen for entertainment since he is in an unfamiliar place.
D The problems between Mark and Jen increase because they are in the middle of the woods.

7

What is the purpose of the description in the last paragraph?

A To encourage readers to imagine their own adventures in the woods
☞ **B** To allow readers to picture the scene as Jen sees it in her imagination
C To help readers better understand the problems between Mark and Jen
D To give readers an accurate description of what is happening to Mark and Jen

8

What is the correct definition of *bow* as it is used in paragraph 41?

☞ **A** The front of a ship
B A pretty knot of ribbon
C The stick used to play violin
D A weapon for shooting arrows

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

Lightning Is Frightening

by Janice Arenofsky

In the past decade, lightning-induced fires across the country have destroyed an estimated two million acres of forest.

July is the deadliest time to get struck. Use these facts to save yourself—this month and all year.

1 The only thought racing through Life Scout Robert Meyer's mind on that stormy morning last July: *Get out of the rain and into the dining tent.*

"The next thing I remember," the 14-year-old says, "I was knocked off my feet and lying on the ground."

Lightning had hurled Robert off a table and facedown onto the damp ground at Camp Tahosa in Colorado's Rocky Mountains. The jolt left him unconscious and not breathing, his glasses, hat and a shoe torn from his body.

Quicker Than a Flash

No one's sure exactly what happened. The lightning that felled Robert and five other Scouts probably struck a 30-foot-tall

FIRE IN THE SKY? BE SAFE, NOT SORRY

Follow these do's and don'ts to reduce the risk of being hit by lightning:

DO:

Plan ahead. Get a weather report. Also, appoint a lightning spotter who knows how to track distance (see "Flash-to-Bang Formula" box, next page). Know where the closest safe shelter is and how long it takes to get there. If you are within six miles of a flash, take cover. The next flash could hit where you are.

Go indoors to a building such as a store, business or house, says Ron Holle of the National Severe Storms Laboratory. Or go to a vehicle with a metal roof, such as a car, bus or van. At camp, go to a bath house, but stay away from pipes, windows and electrical outlets.

If no safe place is available, crouch on the ground on the balls of your feet. Lower your head and put your hands over your ears to prevent damaging your hearing.

DON'T:

Be the highest object—don't be on top of a mountain, in an open parking lot or in a vacant field. And don't be near anything tall, such as a tree, pole or tower. In a forest or at a campsite, stay away from the tallest trees and most open spaces.

Remain near water or metal objects, such as bleachers, fences or golf clubs.

Use the telephone or other electrical devices, except in an emergency.

ponderosa pine some 20 feet away from a dining tent. The flash raced down and traveled underground until finally erupting beneath the Scouts' table.

FLASH-TO-BANG FORMULA

To estimate the distance of lightning, count the seconds that pass from the flash until the thunder. Five seconds equal one mile.

QUESTION: How far away is lightning if it takes 20 seconds to hear the thunder?

ANSWER: 4 miles.
If the flash-to-bang time is 30 seconds or less, take cover immediately. You're in real danger.

5 "Everything happened rapidly," says Scoutmaster Martin Zinn, who was 50 feet from the Scouts when it hit. "If the tree had been a little farther away, they might have gone *unscathed*."

After a two-day hospital stay, Robert went home healthy. The other Scouts were fine.

Not every victim is that lucky. Overall, lightning injures or kills more people than any weather-related danger except flooding. Especially this month: July is the deadliest month of the year.

Beautiful but Powerful

Lightning may be dazzling to see, but it also destroys. Every year it starts about 10,000 wild-land fires and torches homes and businesses. The yearly bill: more than $2 billion. The Boy Scouts of America's North Florida Council alone will spend more than a half-million dollars rebuilding a lodge struck in 1996.

Mr. Holle also stresses the toll lightning takes on victims.

"When a few million volts go through you, many nerve endings are damaged," he says. "It's a big deal."

Blue Skies, Take Warning

Even when there is no rain or the skies seem blue, lightning may lurk. In 1996, Ernie Perez, 16, and Billy Anderson, 14, were struck while at a family picnic in a Florida park despite mostly sunny skies.

"Experts think that every lightning victim saw blue skies at the edges of a storm when he was injured," Mr. Holle says. "The perception is that everything is fine, but this is not true."

So be responsible and careful. Your life could be at stake.

Says Mr. Holle, "No one's ever going to tap you on the shoulder and tell you the next flash is going to be where you're standing."

Just ask Robert Meyer, the Colorado lightning victim. He doesn't remember his accident, but something must have stuck. His Eagle Scout project: Teaching others about lightning safety.

LIGHTNING MYTHS AND FACTS

MYTH: If it is not raining, there is no danger from lightning.
FACT: Lightning often strikes outside of heavy rain and may occur as far as 10 miles from any rainfall.

MYTH: Rubber shoe soles or car tires protect you from being struck by lightning.
FACT: They provide no protection. But the steel frame of a hard-topped vehicle provides increased protection—as long as you are not touching metal inside the car.

MYTH: People struck by lightning carry an electrical charge and should not be touched.
FACT: Lightning-strike victims carry no charge and should be attended to immediately.

MYTH: "Heat lightning" occurs after hot summer days and poses no threat.
FACT: Heat lightning is actually lightning from a thunderstorm too far away for thunder to be heard. However, the storm might be moving in your direction!

9

The author recommends learning the flash-to-bang formula to help the reader —

☞ **A** determine a safe distance from lightning
B learn where to look for shelter
C watch a dangerous thunderstorm approach
D decide if a storm is dangerous

10

The subheading "Beautiful but Powerful" helps a reader locate information about —

A estimating the distance of lightning
B facts and myths about lightning
C steps to avoid lightning strikes
☞ **D** damage done by lightning

11

In paragraph 5, what does *unscathed* mean?

A Uneasy
B Unexpected
☞ **C** Unharmed
D Underneath

12

In paragraph 1, the purpose of the italics is to —

A highlight an important subject
B introduce a new topic
☞ **C** indicate an unspoken thought
D emphasize a definition

13

Which statement *best* expresses the main idea of this passage?

A Many myths about lightning exist, but people should not believe them.
B Lightning struck several people at a campsite but all of them survived.
C It is important to check the skies to see if lightning is in the surrounding area.
☞ **D** Lightning is dangerous, and people need to know how to avoid being struck.

14

This passage would be *most helpful* for someone planning to —

A eat in a dining tent
☞ **B** hike on a forest trail
C use electrical devices
D join an organization

15

People should stay away from tall objects during a storm because lightning —

A occurs only around tall objects
B transfers from one tall object to another
☞ **C** tends to strike tall objects more often
D becomes stronger when striking tall objects

16

Which of the following is a fact that can be concluded from the passage?

A Camping is dangerous.
B Clouds can move quickly.
☞ **C** Lightning damage is costly.
D Vehicles provide little safety.

READING OPEN-RESPONSE ITEM A, FOR PASSAGE "OFF THE STARBOARD BOW"

A

Explain how Jen shows that she is an imaginative person.

Use three details from the passage to support your answer.

RUBRIC FOR READING OPEN-RESPONSE ITEM A, FOR PASSAGE "OFF THE STARBOARD BOW"

SCORE	DESCRIPTION
4	The response explains how Jen shows that she is an imaginative person **and** provides **three** accurate and relevant details from the passage to support it.
3	The response explains how Jen shows that she is an imaginative person **and** provides **two** accurate and relevant details from the passage to support it. **OR** The response provides **three or more** accurate and relevant details from the passage that show how Jen is an imaginative person.
2	The response explains how Jen shows that she is an imaginative person **and** provides **one** accurate and relevant detail from the passage to support it. **OR** The response provides **two** accurate and relevant details from the passage that show how Jen is an imaginative person.
1	The response explains how Jen shows that she is an imaginative person. **OR** The response provides **one** accurate and relevant detail from the passage that shows how Jen is an imaginative person. **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 "LIGHTNING IS FRIGHTENING"

B

Using information from the passage, describe at least four things people can do to reduce their chances of being hit by lightning if they are in a thunderstorm.

RUBRIC FOR READING OPEN-RESPONSE ITEM B, FOR PASSAGE "LIGHTNING IS FRIGHTENING"

SCORE	DESCRIPTION
4	The response uses details from the passage to describe at least **four** things people can do to reduce their chances of being hit by lightning if they are in a thunderstorm.
3	The response uses details from the passage to describe at least **three** things people can do to reduce their chances of being hit by lightning if they are in a thunderstorm.
2	The response uses details from the passage to describe at least **two** things people can do to reduce their chances of being hit by lightning if they are in a thunderstorm.
1	The response uses details from the passage to describe at least **one** thing people can do to reduce their chances of being hit by lightning if they are in a thunderstorm. **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.

[1]It blinked its long eyelashes at him, then took a small step forward. [2]Stan studied the strange creature carefully, deciding it looked like a camel except that it didn't have a hump on its back. [3]He had heard llamas were most common in South America, so it seemed strange to have one standing in the middle of his grandfather's field.

Which of these is the *best* leading sentence to introduce the paragraph?

- ☞ **A** Stan had never seen this animal before except in pictures found in books.
- **B** Stan rode his bicycle down the dusty path to his grandfather's farm.
- **C** It had been quite a while since Stan had visited his grandfather's farm.
- **D** Years ago Stan had read about using llamas to protect other farm animals.

18

Read the paragraph.

[1]African gray parrots are very smart. [2]They may be the best talkers of all of the talking birds. [3]This parrot has gray feathers on its body. [4]It has red feathers on its tail. [5]With a life span of 50 to 65 years, the African gray gives new meaning to the phrase "family pet."

Which of these would *most likely* improve the quality of the paragraph?

- **A** Shortening sentence 5
- ☞ **B** Combining sentences 3 and 4
- **C** Removing lead sentence 1
- **D** Including more detail in sentence 2

Writing Prompt C

C

For your class, write a story that has a dictionary, a horse, and a whistle in it.

Before you begin to write, think about how you can include these three things in your story. Make sure your story has a beginning, a middle, and an end.

Now write your story. Be sure to 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."

PART III Item Correlation with Curriculum Frameworks– 2009 Augmented Benchmark Grade 6

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	1. Demonstrate conceptual understanding to find a specific *percent* of a number, using models, real life examples, or explanations
	3. Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates.	1. Apply, with and without appropriate *technology*, *algorithms* with *computational fluency* to perform *whole number operations* (+, –, x, /)
Algebra	4. Patterns, Relations and Functions Students shall recognize, describe, and develop patterns, relations and functions	2. Interpret and write an *algebraic* rule for a one *operation function table* Ex. $y = x + 3$
	5. Algebraic Representations Students shall represent and analyze mathematical situations and structures using algebraic symbols	1. Model, write and solve one-step *equations* by informal methods using manipulatives and appropriate *technology* 3. Evaluate *algebraic expressions* with one *variable* using appropriate properties and operations (+, –, x, /)
Geometry	9. Transformation of Shapes Students shall apply transformations and the use of symmetry to analyze mathematical situations	1. Identify and describe *line* and *rotational symmetry* in *two-dimensional* shapes, *patterns* and designs
	10. Coordinate Geometry Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems	1. Use *ordered pairs* to plot points in *Quadrant I*
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 from both systems to measure Ex. angles with degrees, distance with feet/meters
	13. Systems of Measurement: Students shall identify and use units, systems and processes of measurement	5. Find the distance between two points on a number line
Data Analysis and Probability	14. Data Representation Students shall formulate questions that can be addressed with data and collect, organize and display	2. Collect data and select appropriate graphical representations to display the data including *Venn diagrams* 3. Construct and interpret graphs, using correct scale, including *line graphs* and *double-bar graphs*
	15. Data Analysis Students shall select and use appropriate statistical methods to analyze data	2. Compare and interpret information provided by measures of *central tendencies* (*mean*, *median* and *mode*) and *measures of spread* (*range*)

*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 6

Released Items for Mathematics*

Item	Strand	Content Standard	Student Learning Expectation
1	A	4	2
2	M	12	1
3	D	14	3
4	D	15	2
5	A	5	1
6	N	1	1
7	A	5	3
8	G	9	1
9	M	13	5
10	G	10	1
A	D	14	2
B	N	3	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	3	2
2	D	14	2
3	A	4	1
4	N	2	3
5	G	8	5
6	N	1	3
7	G	10	2
8	A	6	1
9	M	12	1
10	N	2	3
11	A	5	1
12	M	12	2
13	G	8	2
14	G	8	5
15	D	16	1
A	A	4	2
B	M	13	4
C	G	10	1

PART III Item Correlation with Curriculum Frameworks—2009 Augmented Benchmark Grade 6

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

Content Standards	Student Learning Expectations
9. Comprehension: Students shall apply a variety of strategies to read and comprehend printed material.	1. Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading 6. Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text 7. Make inferences and draw conclusions about characters' traits and actions based on plot, setting, motives, and responses to other characters 8. Analyze literary elements of character, plot, and setting 10. Distinguish among facts and inferences supported by evidence and opinions in text 11. Use text information and background knowledge to draw conclusions and to make inferences (e.g., theme, etc.) 12. Identify main ideas and supporting evidence in short reading passages 13. Use the *text features* to locate and recall information, with emphasis on cue words and phrases 15. Classify and organize text information by determining subtopics of information 19. Identify events that advance the plot of a literary work and evaluate how those events relate to past, present, or future actions
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. Use context clues to select appropriate dictionary definition

*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	7	Literary
2	9	19	Literary
3	9	12	Literary
4	9	6	Literary
5	9	19	Literary
6	9	7	Literary
7	9	8	Literary
8	11	5	Literary
9	9	11	Practical
10	9	15	Practical
11	11	10	Practical
12	9	13	Practical
13	9	12	Practical
14	9	1	Practical
15	9	10	Practical
16	9	11	Practical
A	9	7	Literary
B	9	12	Practical

Non-Released Items for Reading*

Item	Content Standard	Student Learning Expectation	Passage Type
1	10	6	Content
2	11	6	Content
3	9	11	Content
4	9	17	Content
5	9	12	Content
6	9	14	Content
7	9	11	Content
8	9	8	Content
A	9	17	Content

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

PART III Item Correlation with Curriculum Frameworks—2009 Augmented Benchmark Grade 6

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

7. Students shall develop personal style and voice as they approach the craftsmanship of writing.	6. Create a strong lead and conclusion

*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	7	6
18	4	11

Non-Released Items for Writing*

Item	Content Standard	Student Learning Expectation
9	4	5
10	6	10

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

Arkansas Comprehensive Testing, Assessment, and Accountability Program