ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Teacher Handbook

Arkansas Augmented Benchmark Examination

APRIL 2009 ADMINISTRATION

GRADE

4

Arkansas Department of Education

AR00000350

Teacher Handbook—2009 Augmented Benchmark Grade 4

Table of Contents

Table of Contents

WRITING RESPONSES (CONTINUED)

Introduction—2009 Augmented Benchmark Grade 4

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP)** Augmented Benchmark Examinations are comprehensive examinations currently administered in Grades 3 through 8. They consist of multiple-choice items in Mathematics, Reading, and Writing, as well as open-response questions in Mathematics and Reading and a Writing component that directly assess student writing. The Arkansas *Mathematics Curriculum Framework* and *English Language Arts Curriculum Framework* are the basis for the development of the Augmented Benchmark Examinations.

This handbook provides information about the scoring of the Grade 4 student responses to the open-response items in Mathematics and Reading and to the direct Writing prompt. It describes the scoring procedures and the scoring criteria (rubrics) used to assess student responses. Copies of actual student responses are provided, along with scores given to those responses, to illustrate how the scoring criteria were applied in each content area.

Additional information about the Augmented Benchmark Examinations is available through the Arkansas Department of Education. Questions can be addressed to Dr. Gayle Potter at 501-682-4558.

Scoring Student Responses to Mathematics and Reading Open-Response Items—2009 Augmented Benchmark Grade 4

The multiple-choice and open-response test items for the Mathematics and Reading components of the Benchmark Examinations are developed with the assistance and approval of the Content Advisory Committees. All passages and items on the Benchmark Examinations are based on the Arkansas Curriculum Frameworks and are developed with the assistance and approval of Content Advisory Committees and Bias Review Committees. These committees are composed of active Arkansas educators.

While multiple-choice items are scored by machine to determine if the student chose the correct answer from four options, responses to open-response items must be scored by trained "readers" using a pre-established set of scoring criteria.

Reader Training

Readers are trained to score only one content area, but the training procedures are virtually identical for both Mathematics and Reading readers. Qualified readers for the Arkansas scoring will be those with a four-year college degree in English, language arts, education, mathematics, science, or related fields.

Before readers are allowed to begin assigning scores to any student responses, they go through intensive training. The first step in that training is for the readers to read the Mathematics open-response item or the Reading passage and its item as it appeared in the test booklet and to respond—just as the student test takers are required to do. This step gives the readers some insight into how the students might have responded. The next step is the readers' introduction to the scoring rubric. All of the specific requirements of the rubric are explained by the Scoring Director who has been specifically trained to lead the scoring group. Then responses (anchor papers) that illustrate the score points of the rubric are presented to the readers and discussed. The goal of this discussion is for the readers to understand why a particular response (or type of response) receives a particular score. After discussion of the rubric and anchor papers, readers practice scoring sets of responses that have been pre-scored and selected for use as training papers. Detailed discussion of the responses and the scores they receive follows.

After three or four of these practice sets, readers are given "qualifying rounds." These are additional sets of pre-scored papers, and, in order to qualify, each reader must score in exact agreement on at least 80% of the responses and have no more than 5% non-adjacent agreement on the responses. Readers who do not score within the required rate of agreement are not allowed to score the Benchmark Examinations responses.

Once scoring of the actual student responses begins, readers are monitored constantly throughout the project to ensure that they are scoring according to the criteria. Daily and cumulative statistics are posted and analyzed, and Scoring Directors or Team Leaders reread selected responses scored by the readers. These procedures promote reliable and consistent scoring. Any reader who does not maintain an acceptable level of agreement is dismissed from the project.

Scoring Student Responses to Mathematics and Reading Open-Response Items—2009 Augmented Benchmark Grade 4

Scoring Procedures

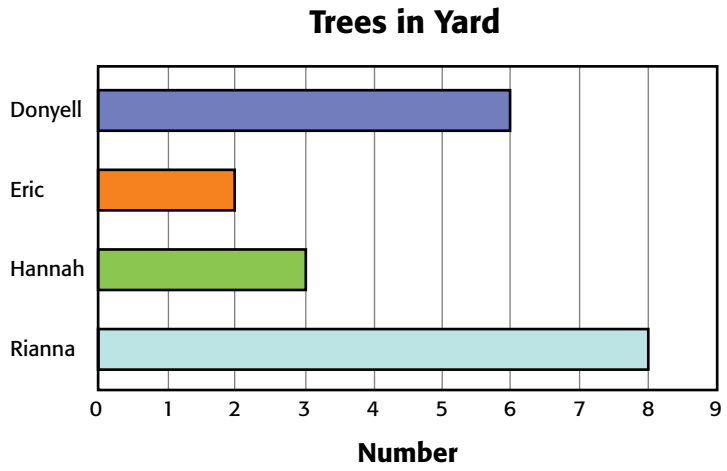
All student responses to the Benchmark Examinations open-response test items are scored independently by two readers. Those two scores are compared, and responses that receive scores that are non-adjacent (a "1" and a "3," for example) are scored a third time by a Team Leader or the Scoring Director for resolution.

This Teacher Handbook includes the Mathematics open-response items and the Reading passages with their open-response items as they appeared in this year's test. The specific scoring rubric for each item and annotated response for each score point of the rubric follow. The goal is for classroom teachers and their students to understand how responses are scored. It is hoped that this understanding will help students see what kind of performance is expected of them on the Benchmark Examinations.

MATHEMATICS RESPONSES

A

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



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

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

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

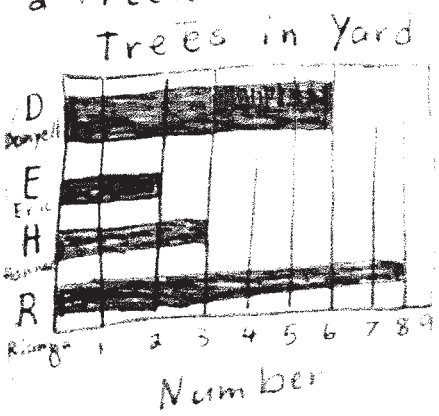
MATHEMATICS ITEM A SCORING RUBRIC–2009 AUGMENTED BENCHMARK GRADE 4

SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding shown.
0	The student earns 0 points. No understanding is shown.
B	Blank–No Response. A score of "B" will be reported as "NA." (No attempt to answer the item. Score of "0" assigned for the item.)

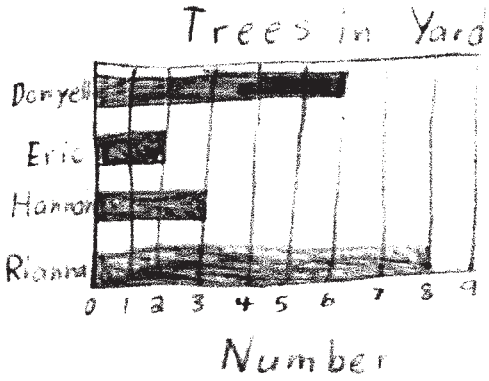
Solution and Scoring

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

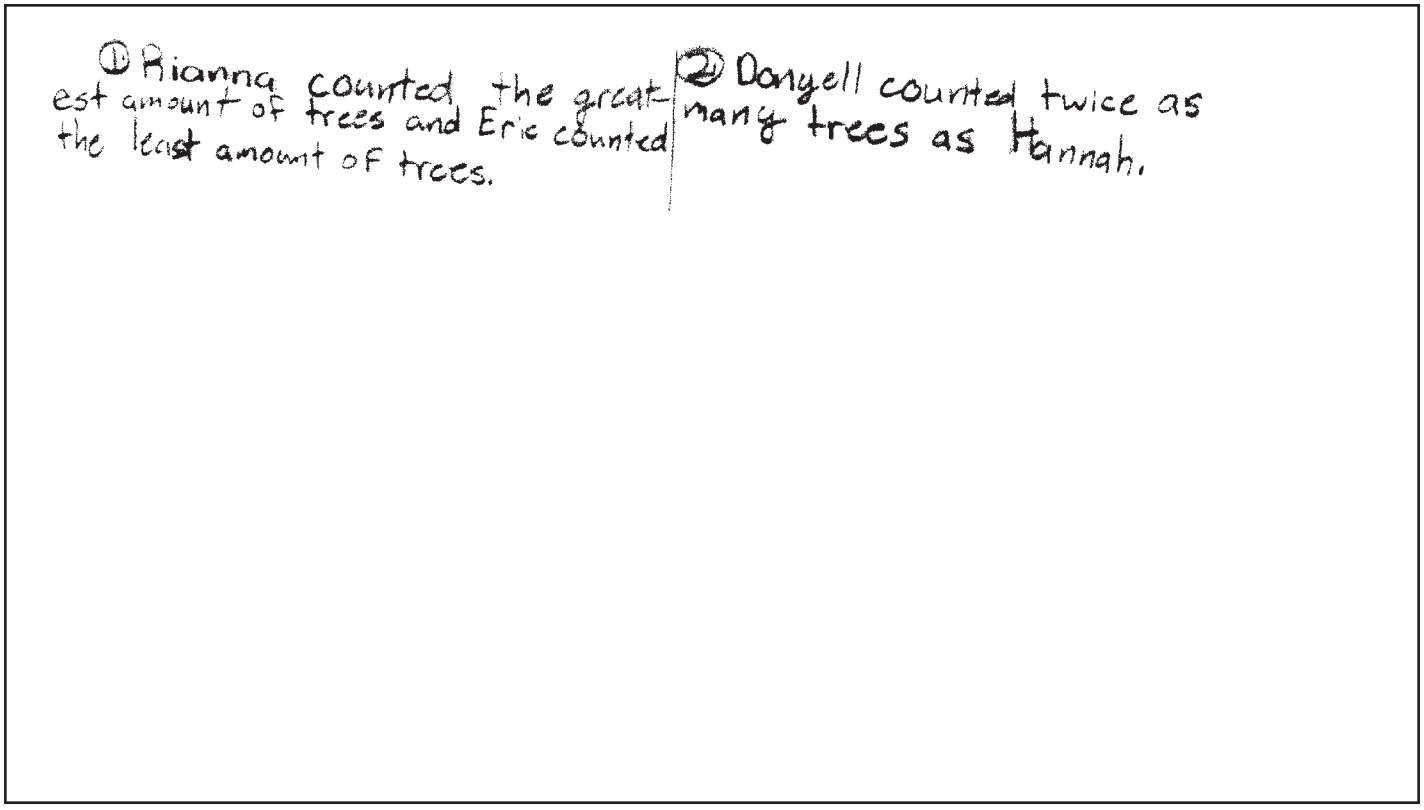
1. Rianna counted the most trees because she counted 8 trees. Eric counted the least because he counted 2 trees.



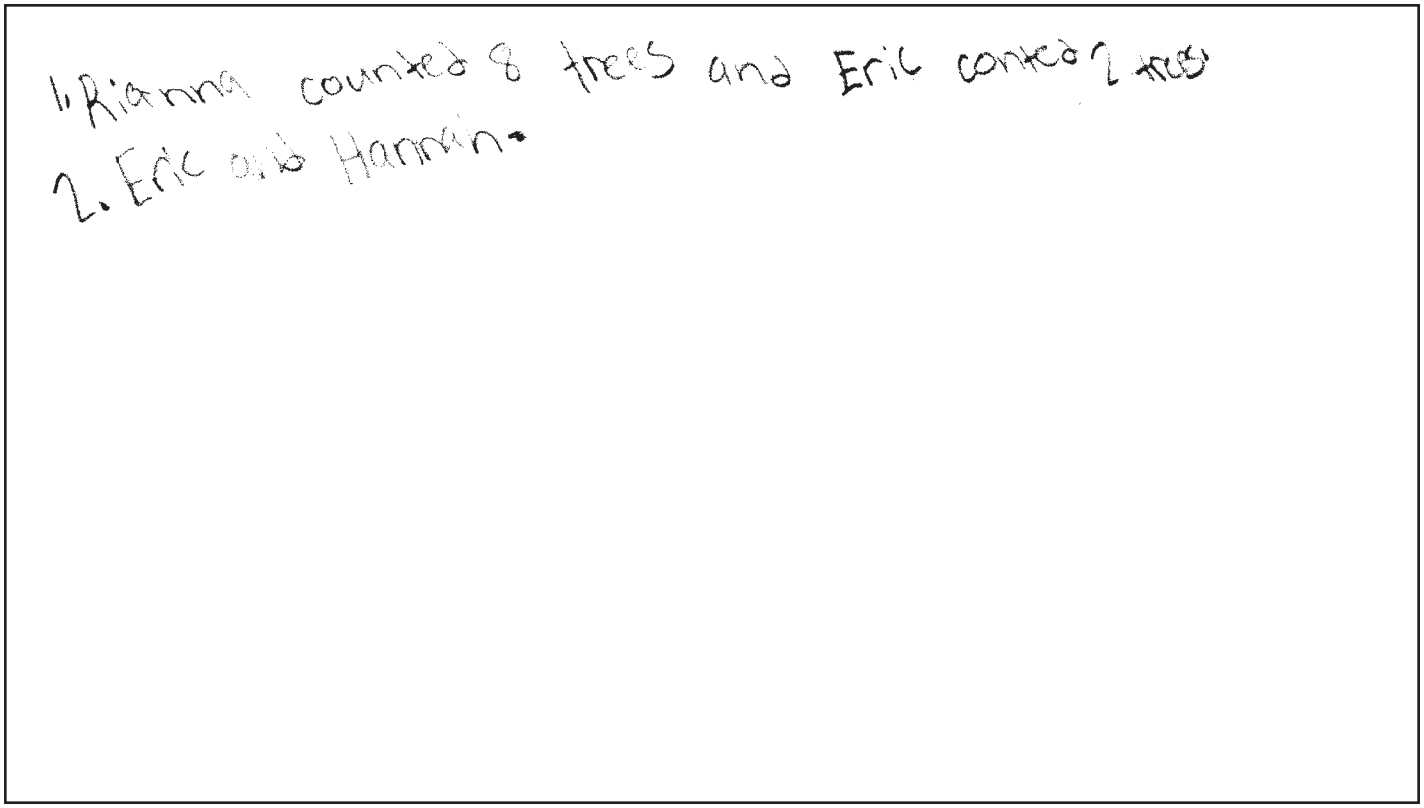
2. Donyell counted exactly twice as many trees as Hannah because Donyell counted 6 trees and Hannah counted 3 trees. 6 is twice as much as 3.



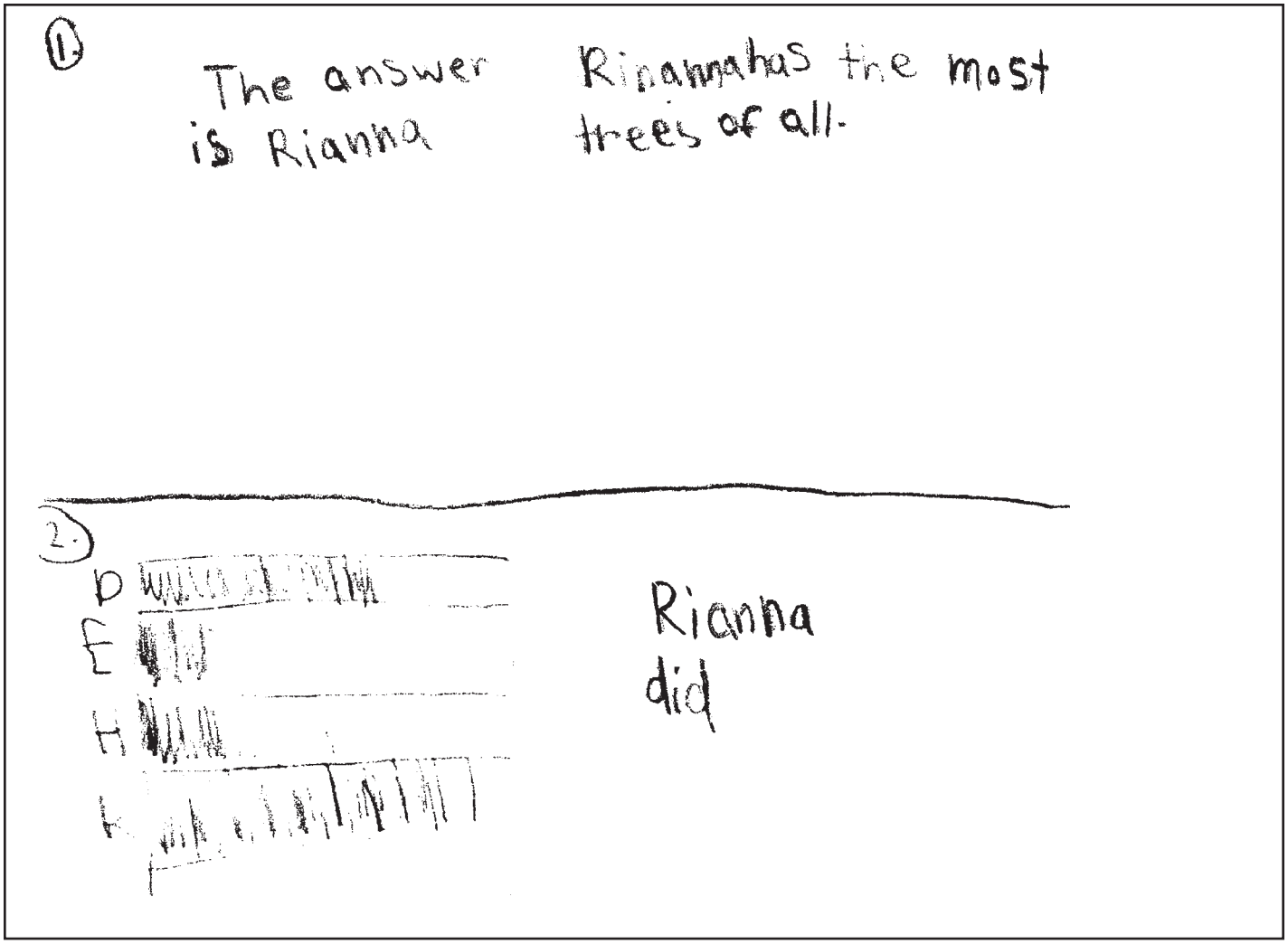
SCORE: 4		**Points**
Part 1, 2 pts:		
Correct Answer	*Rianna counted the most trees because she counted 8 trees.*	1
Correct Answer	*Eric counted the least because he counted 2 trees.*	1
Part 2, 2 pts:		
Correct Answer	*Donyell counted exactly twice as many trees as Hannah...*	1
Correct Procedure	*...because Donyell counted 6 trees and Hannah counted 3 trees. 6 is twice as much as 3.*	1
TOTAL POINTS		**4**



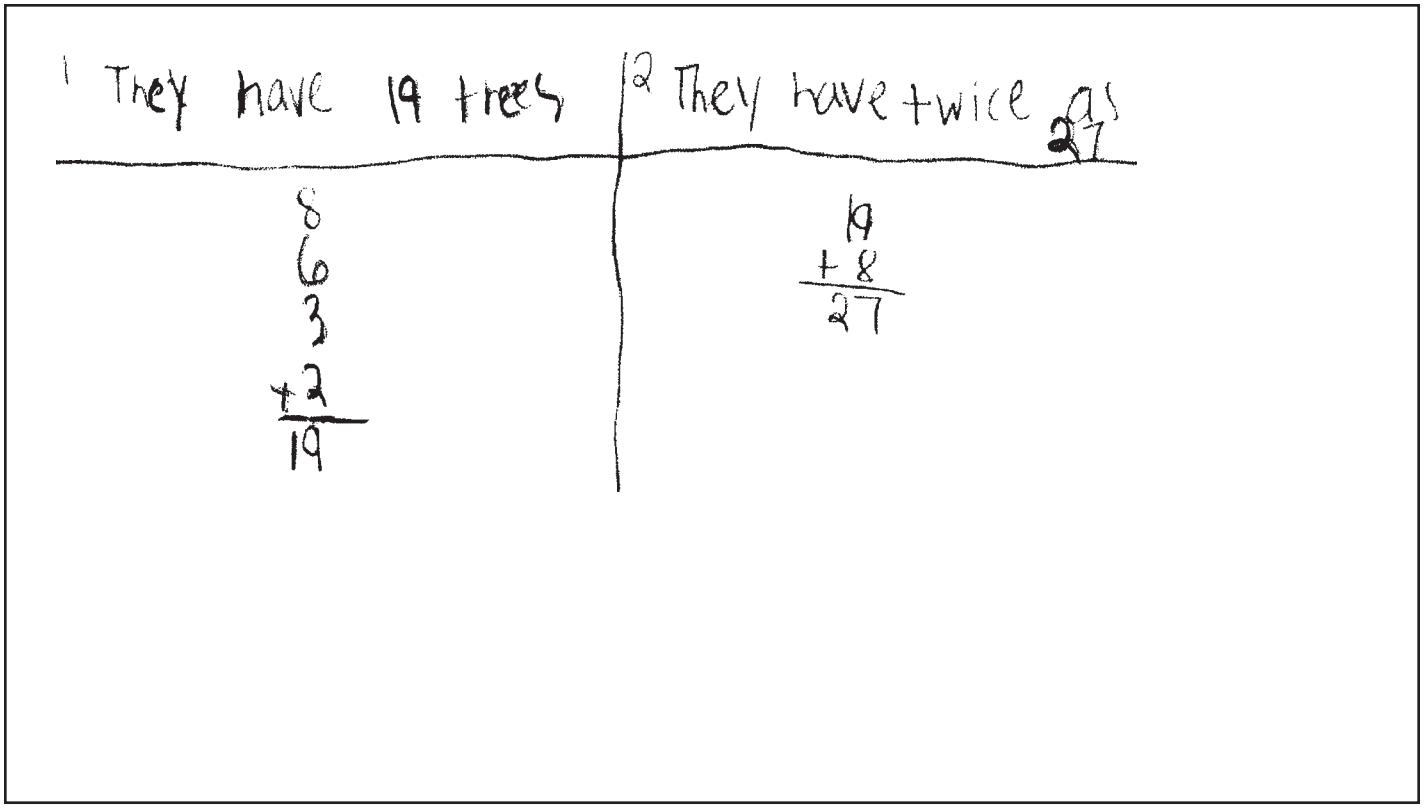
SCORE: 3		**Points**
Part 1, 2 pts:		
Correct Answer	*Rianna counted the greatest amount of trees...*	1
Correct Answer	*...Eric counted the least amount of trees.*	1
Part 2, 2 pts:		
Correct Answer	*Donyell counted twice as many trees as Hannah.*	1
No Procedure		0
TOTAL POINTS		**3**



SCORE: 2		**Points**
Part 1, 2 pts:		
Correct Answer	*Rianna counted 8 trees...*	1
Correct Answer	*...Eric conted 2 trees.*	1
Part 2, 2 pts:		
Incorrect Answer	*Eric and Hannah*	0
No Procedure		0
TOTAL POINTS		**2**



SCORE: 1		**Points**
Part 1, 2 pts:		
Correct Answer	*Rianna has the most trees of all.*	1
No Answer		0
Part 2, 2 pts:		
Incorrect Answer	*Rianna did*	0
Incorrect Procedure	Depiction is insufficient.	0
TOTAL POINTS		**1**



SCORE: 0		**Points**
Part 1, 2 pts:		
Incorrect Answer	*They have 19 trees*	0
Incorrect Answer		0
Part 2, 2 pts:		
Incorrect Answer	*They have twice as 27*	0
Incorrect Procedure	*19* *+ 8* *27*	0
TOTAL POINTS		**0**

B

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

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

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

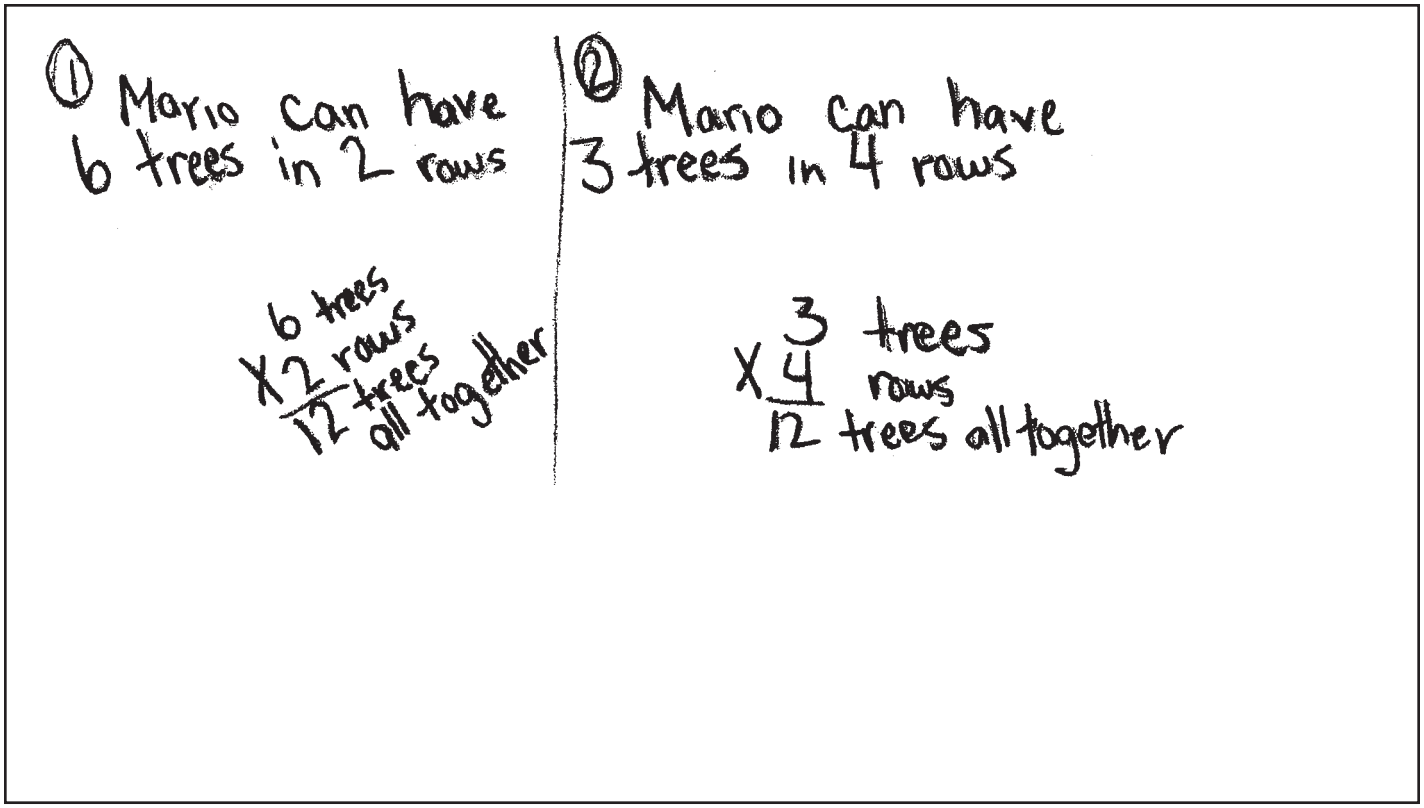
MATHEMATICS ITEM B SCORING RUBRIC–2009 AUGMENTED BENCHMARK GRADE 4

SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work. (Correct labels are required.)
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding shown.
0	The student earns 0 points. No understanding is shown.
B	Blank–No Response. A score of "B" will be reported as "NA." (No attempt to answer the item. Score of "0" assigned for the item.)

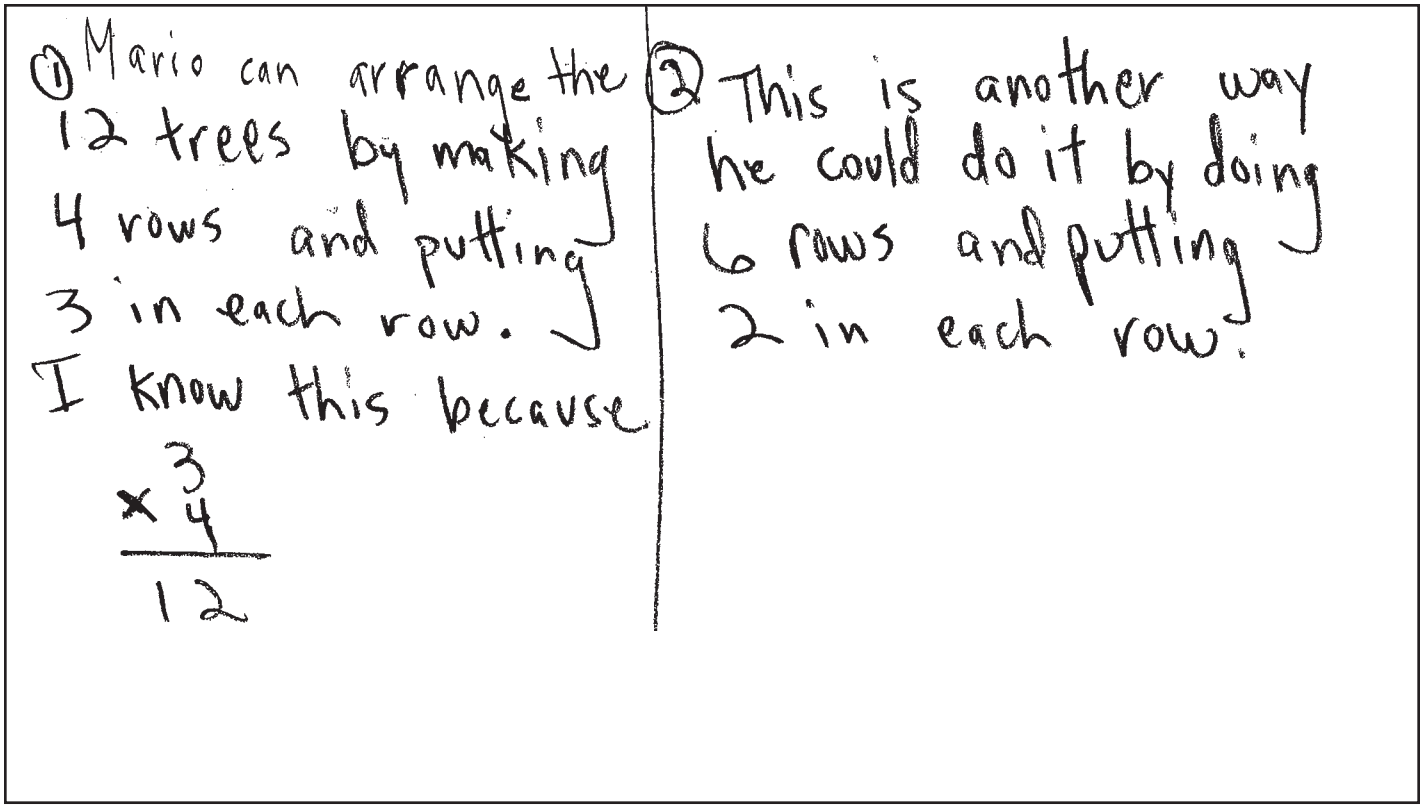
Solution and Scoring

Part	Points
1	**2 Points Possible** 1 point: Correct answer: Answers must be expressed in terms of either rows or trees in a row. Number of rows: (1, 2, 3, 4, 6 or 12) rows **OR** Number of trees in a row: (1, 2, 3, 4, 6 or 12) in each row (or equivalent) **OR** Diagram representing the identified arrangement **AND** 1 point: Correct and complete explanation shown and/or explained Give credit for the following or equivalent: • 12 ÷ 1 = 12 • 12 ÷ 2 = 6 • 12 ÷ 3 = 4 • 12 ÷ 4 = 3 • 12 ÷ 6 = 2 • 12 ÷ 12 = 1 **OR** Any equivalent equation(s) utilizing other algebraic functions **OR** Diagram representing the identified arrangement
2	**2 Points Possible** 1 point: Correct answer: Answer must be a different arrangement from Part 1. Answers must be expressed in terms of either rows or trees in a row. Number of rows: (1, 2, 3, 4, 6 or 12) rows **OR** Number of trees in a row: (1, 2, 3, 4, 6 or 12) in each row (or equivalent) **OR** Diagram representing the identified arrangement

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



SCORE: 4		**Points**
Part 1, 2 pts:		
Correct Answer	*...6 trees in 2 rows*	1
Correct and Complete Explanation	*6 trees* *× 2 rows* *12 trees all together*	1
Part 2, 2 pts:		
Correct Answer	*...3 trees in 4 rows*	1
Correct and Complete Explanation	*3 trees* *× 4 rows* *12 trees all together*	1
TOTAL POINTS		**4**

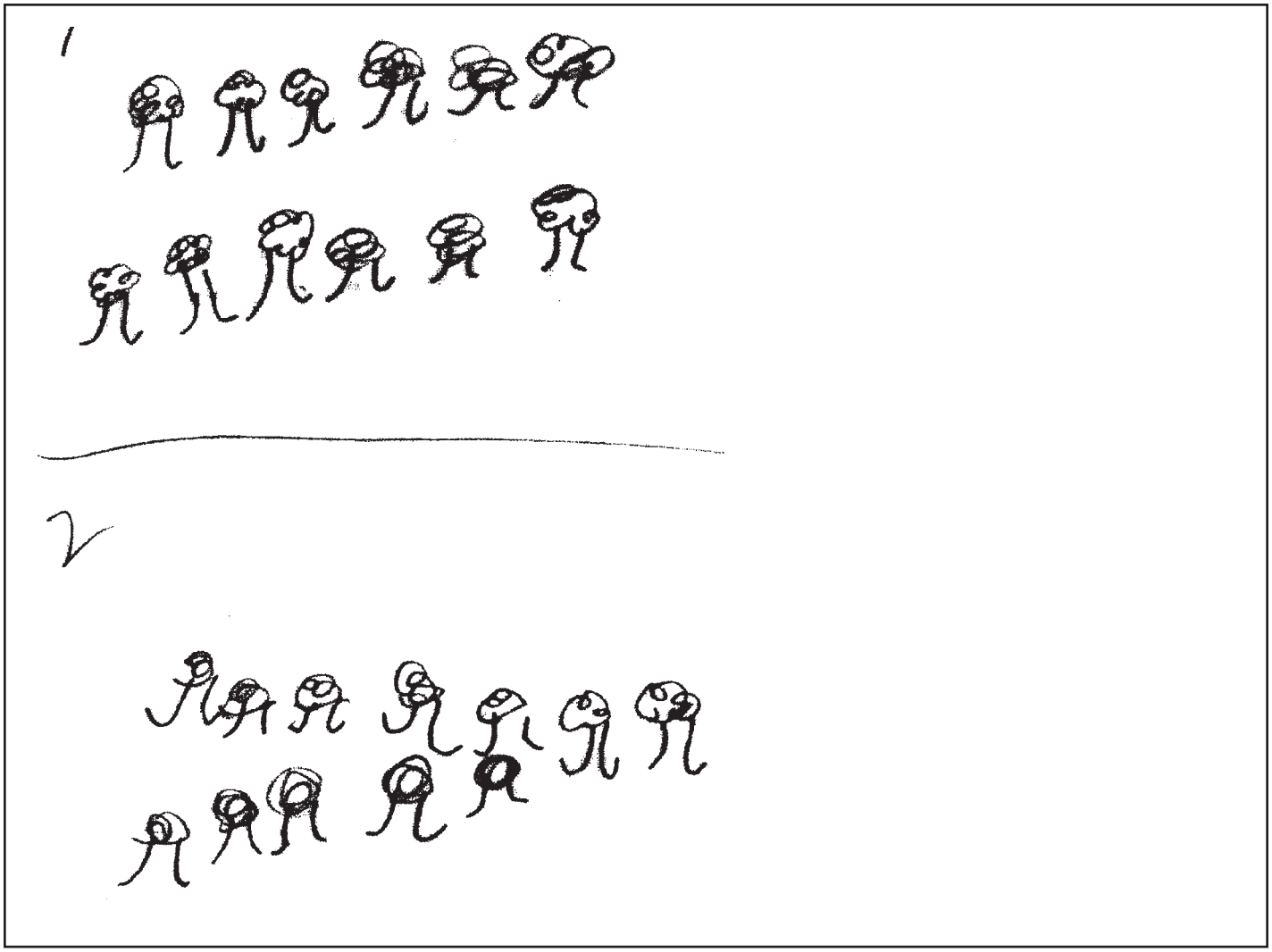


SCORE: 3		**Points**
Part 1, 2 pts:		
Correct Answer	*...4 rows and putting 3 in each row*	1
Correct and Complete Explanation	*3* *× 4* *12*	1
Part 2, 2 pts:		
Correct Answer	*...6 rows and putting 2 in each row*	1
No Explanation		0
TOTAL POINTS		**3**

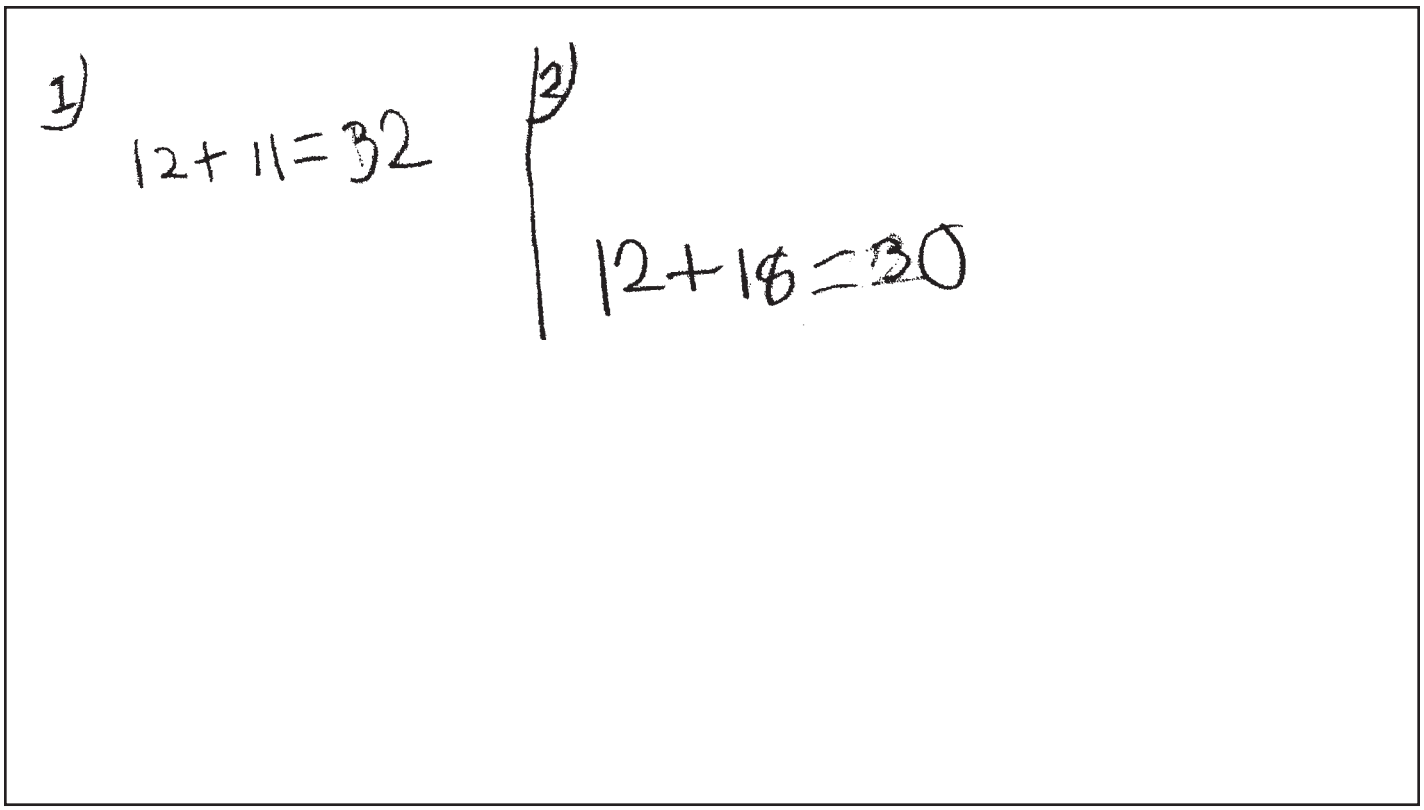
1. Mario can put 6 in each row.
in his yard.

2. Mario can put 4 in each row
in his yard.

SCORE: 2		**Points**
Part 1, 2 pts:		
Correct Answer	*...6 in each row*	1
No Explanation		0
Part 2, 2 pts:		
Correct Answer	*...4 in each row*	1
No Explanation		0
TOTAL POINTS		**2**



SCORE: 1		Points
Part 1, 2 pts:		
No Answer		0
Correct and Complete Explanation	Diagram of two rows with six trees in each row	1
Part 2, 2 pts:		
No Answer		0
Incorrect Explanation	Diagram of one row of seven trees and one row of five trees	0
TOTAL POINTS		**1**



SCORE: 0		Points
Part 1, 2 pts:		
No Answer		0
Incorrect Explanation	*12 + 11 = 32*	0
Part 2, 2 pts:		
No Answer		0
Incorrect Explanation	*12 + 18 = 30*	0
TOTAL POINTS		**0**

READING RESPONSES

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

Oma's Quilt

by Paulette Bourgeois

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

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

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

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

"You are so much like your grandmother."

I try on old clothes and funny hats.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Finally, the quilt is finished.

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

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

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

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

Reading Item A–2009 Augmented Benchmark Grade 4

A

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

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

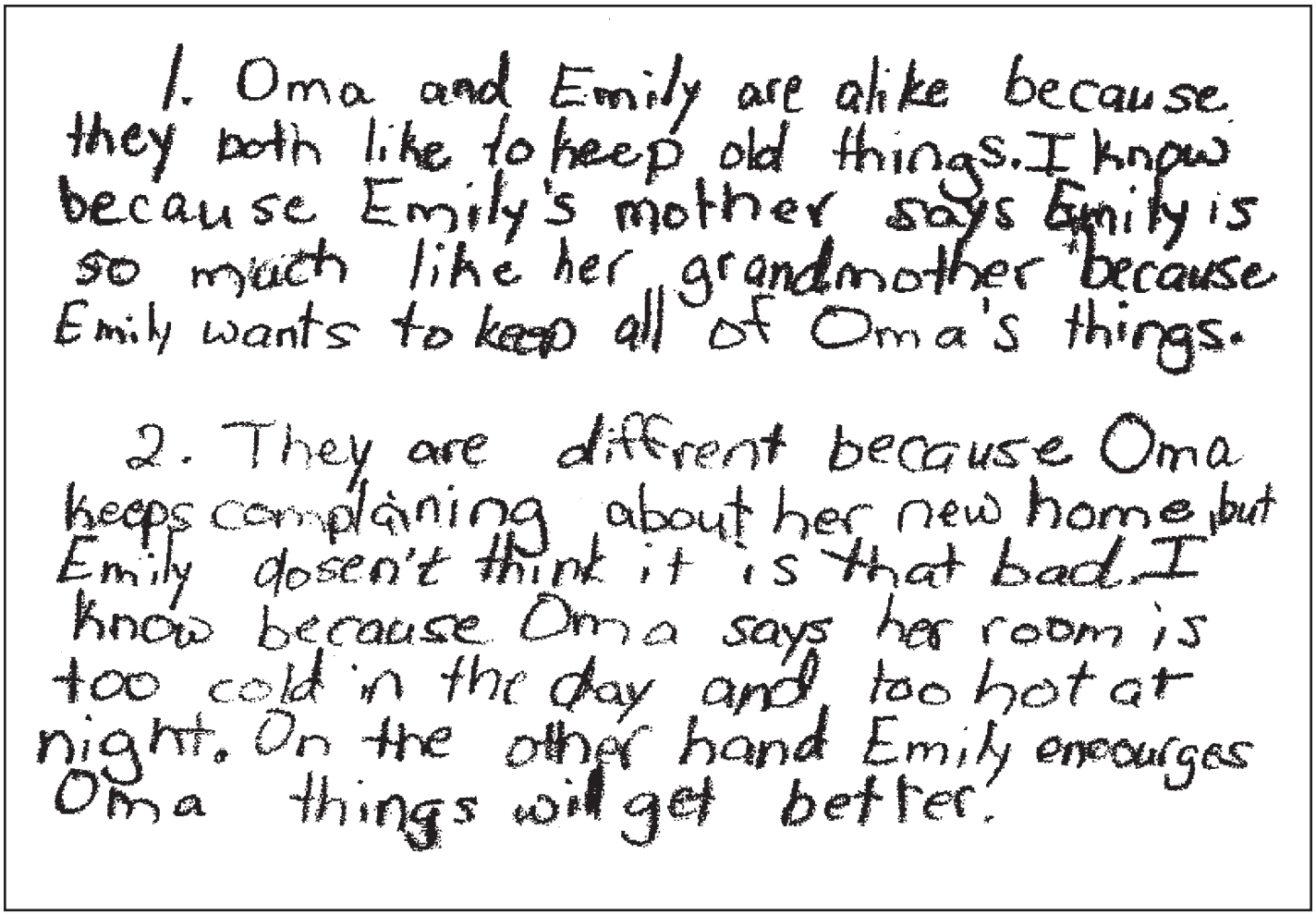
READING ITEM A SCORING RUBRIC–2009 AUGMENTED BENCHMARK GRADE 4

SCORE	DESCRIPTION
4	The response explains how Oma and Emily are **alike and** how they are **different** and provides an accurate **and** relevant detail from the passage to support **each**.
3	The response explains how Oma and Emily are **alike and** how they are **different** and provides a relevant detail from the passage to support only **one** of these.
2	The response explains how Oma and Emily are **alike and** how they are **different**. **OR** The response explains how Oma and Emily are **alike and** provides a detail to support it. **OR** The response explains how Oma and Emily are **different and** provides a detail to support it.
1	The response explains how Oma and Emily are **alike**. **OR** The response explains how Oma and Emily are **different**. **OR** The response demonstrates minimal understanding of the question.
0	The response is incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank–No response. A score of "B" will be reported as "NA." (No attempt to answer the item.) Score of "0" assigned for the item.

Reading Item A Sample Responses and Annotations–2009 Augmented Benchmark Grade 4

Score Point: 4

Response explains how Oma and Emily are alike (*they both like to keep old things*) and is supported with a valid detail from the passage: 1. *Emily's mother says Emily is so much like her grandmother because Emily wants to keep all of Oma's things.* Next, the response explains how Oma and Emily are different (*Oma keeps complaining . . . but Emily dosen't think it is that bad*) then is supported with a valid detail from the passage: 1. *Oma says her room is too cold in the day and too hot at night . . . . Emily encourges Oma things will get better.*



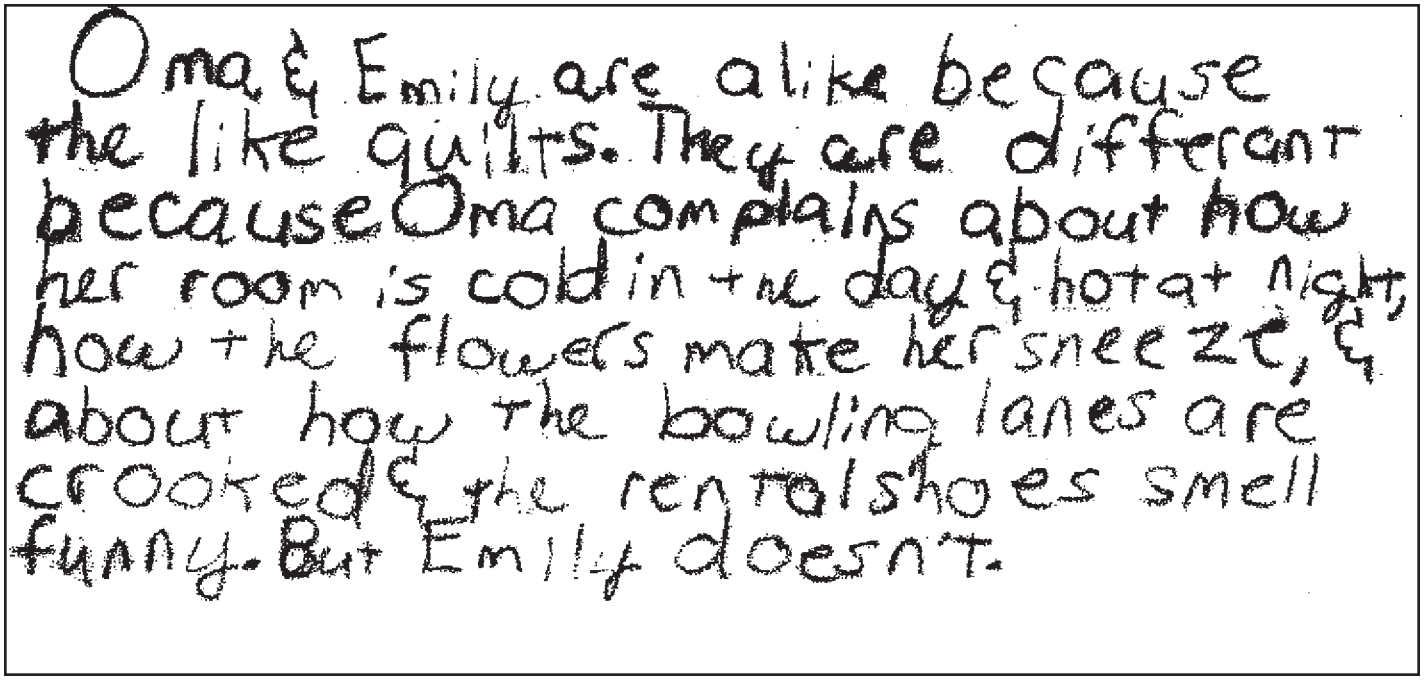
1. Oma and Emily are alike because they both like to keep old things. I know because Emily's mother says Emily is so much like her grandmother because Emily wants to keep all of Oma's things.

2. They are different because Oma keeps complaining about her new home but Emily dosen't think it is that bad. I know because Oma says her room is too cold in the day and too hot at night. On the other hand Emily encourges Oma things will get better.

Reading Item A Sample Responses and Annotations–2009 Augmented Benchmark Grade 4

Score Point: 3

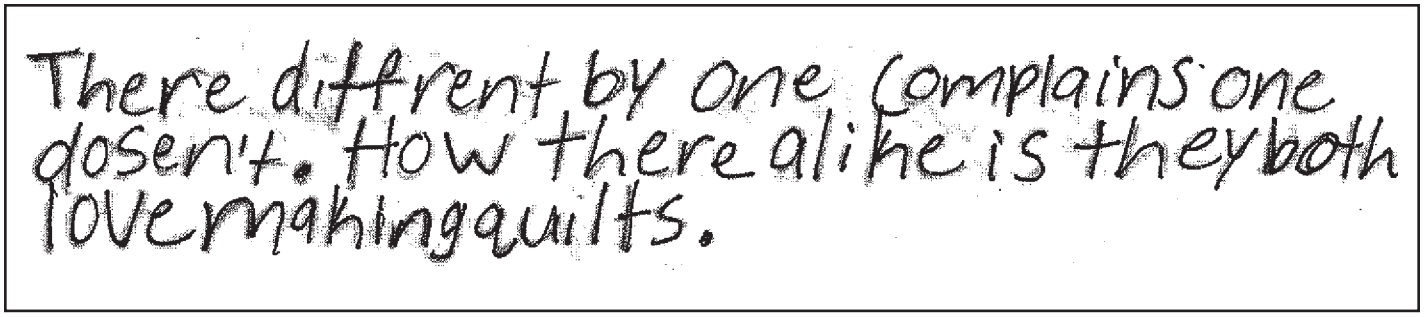
Response gives valid example of how Oma and Emily are alike (*the like quilts*) and an example of how they are different (*Oma complains…But Emily doesn't*), but only supports how they are different: 1. (Oma complains about) *how her room is cold in the day & hot at night, how the flowers make her sneeze & about how the bowling lanes are crooked & the rental shoes smell funny.*



Reading Item A Sample Responses and Annotations—2009 Augmented Benchmark Grade 4

Score Point: 2

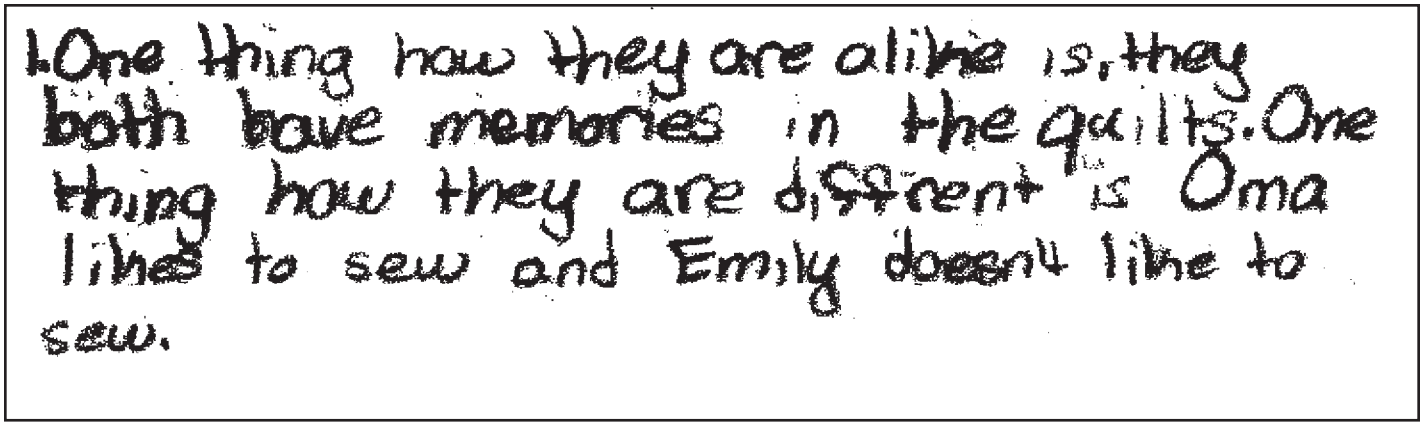
Response states how Oma and Emily are alike (*they both love making quilts*) and how they are different (*one complains and one doesn't*), but offers no support for either idea.



Reading Item A Sample Responses and Annotations—2009 Augmented Benchmark Grade 4

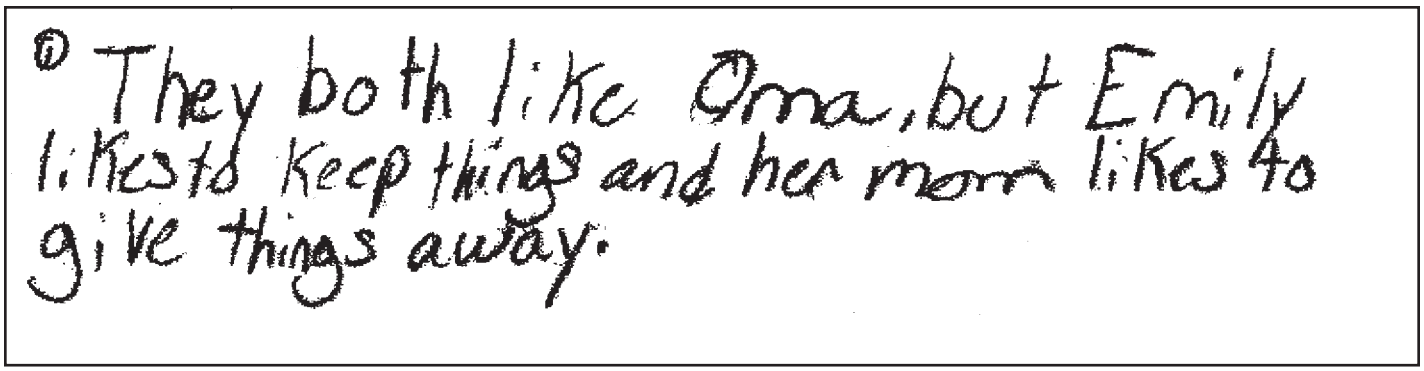
Score Point: 1

Response states how Oma and Emily are alike (*they both have memories in the quilts*), but does not offer support for it from the passage or a valid example of how they are different. The second idea, *"they are different because Oma likes to sew and Emily doesn't like to sew,"* is inaccurate because, even though the passage does talk about her sore fingers (pricking her fingers), she still showed some dedication in finishing the quilt and excitement when she gave it to her Oma.


1.One thing how they are alike is, they both have memories in the quilts. One thing how they are different is Oma likes to sew and Emily doesn't like to sew.

Score Point: 0

The student misunderstands the prompt and compares the mother and Emily instead of comparing Emily and Oma, so receives no credit as the response is irrelevant.


① They both like Oma, but Emily likes to keep things and her mom likes to give things away.

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

Wings of Wonder

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

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

STOP THE CHAIN SAWS!

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

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

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

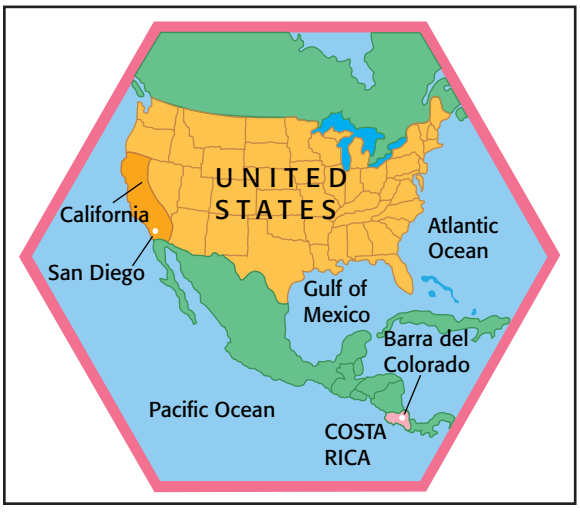
5 Hidden Jungle doesn't raise its own butterflies. That's because before a butterfly is a butterfly, it's an eating machine called a caterpillar. "It would require a greenhouse 20 times the size of our butterfly *exhibit* just to grow the plants the caterpillars eat," Hanscom says. So the park buys its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

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

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

Butterflies are beautiful!

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



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

You can plant a BUTTERFLY GARDEN

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

These tips will get you started . . .

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

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

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

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

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

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

Reading Item B–2009 Augmented Benchmark Grade 4

B

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

What plants would be grown there?

What important ideas should be used in planning the garden?

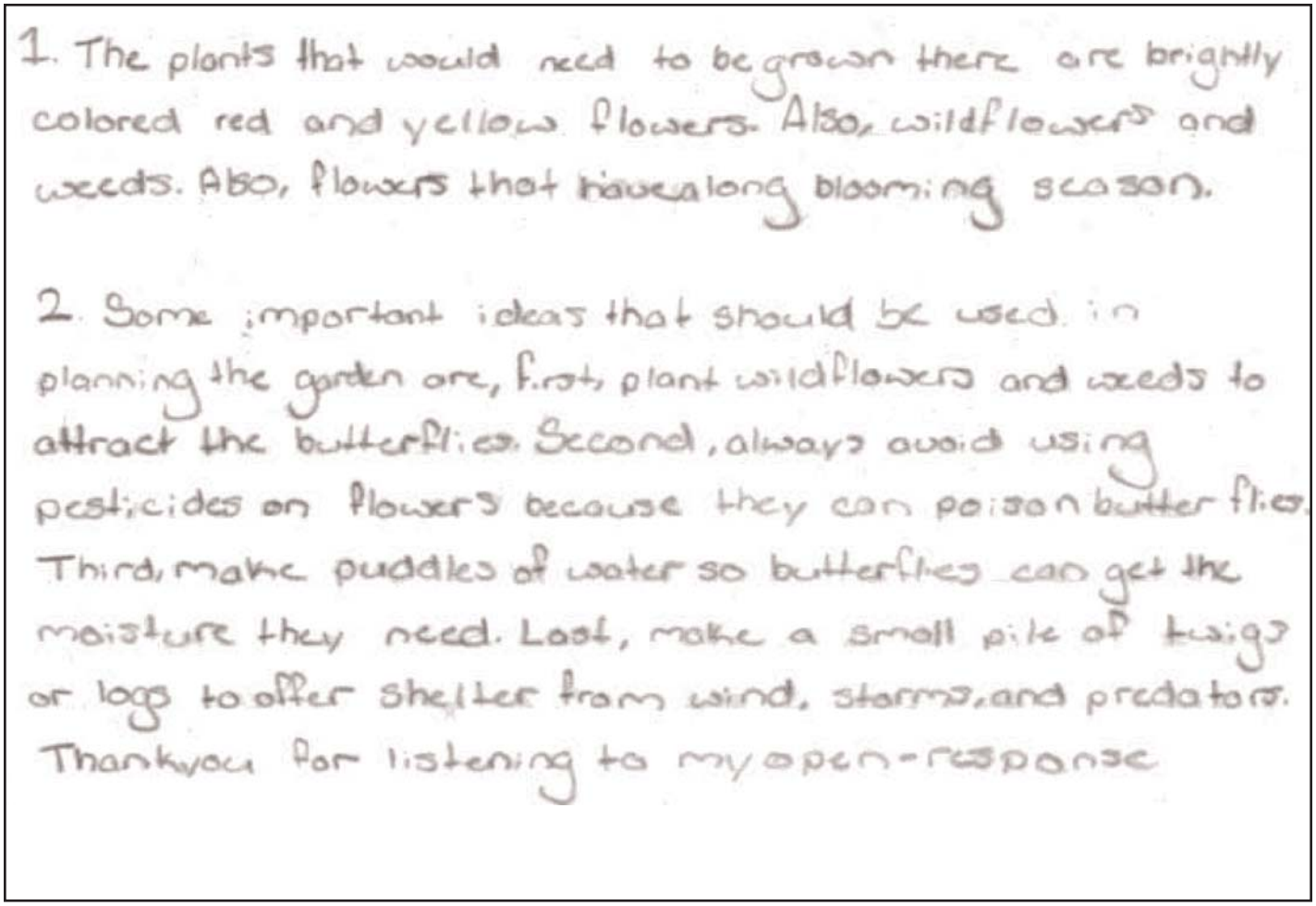
Use details from the passages to explain your answer.

READING ITEM B SCORING RUBRIC–2009 AUGMENTED BENCHMARK GRADE 4

SCORE	DESCRIPTION
4	The response explains what a garden would need to make it butterfly-friendly by providing **two** details from the passage that describe what plants would be grown there **and two** important ideas used in the planning of the garden.
3	The response explains what a garden would need to make it butterfly-friendly by providing **two** details from the passage that describe what plants would be grown there **and one** important idea used in the planning of the garden. **OR** The response explains what a garden would need to make it butterfly-friendly by providing **one** detail from the passage that describes what plants would be grown there **and two** important ideas used in the planning of the garden.
2	The response explains what a garden would need to make it butterfly-friendly by providing **one** detail from the passage that describes what plants would be grown there **and one** important idea used in the planning of the garden. **OR** The response explains what a garden would need to make it butterfly-friendly by providing **two** details from the passage that describe what plants would be grown there. **OR** The response explains what a garden would need to make it butterfly-friendly by providing **two** important ideas used in the planning of the garden.
1	The response explains what a garden would need to make it butterfly-friendly by providing **one** detail from the passage that describes what plants would be grown there. **OR** The response explains what a garden would need to make it butterfly-friendly by providing **one** important idea used in the planning of the garden. **OR** The response demonstrates minimal understanding of the question.
0	The response is incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank–No response. A score of "B" will be reported as "NA." (No attempt to answer the item.) Score of "0" assigned for the item.

Score Point: 4

This response has four plants that could be grown to get a butterfly-friendly garden: 1. *Brightly colored red and yellow flowers.* 2. *Also wildflowers* 3. *Weeds* 4. *Flowers that have a long blooming season.* The response has three important ideas that should be used in planning the garden: 1. *Always avoid using pesticides on flowers because they can poison butterflies.* 2. *Make puddles of water so butterflies can get the moisture they need.* 3. *Make a small pile of twigs or logs to offer shelter from wind, storms, and predators.* *"Plant wildflowers and weeds to attract the butterflies"* does not receive credit in this instance for ideas in planning a garden because it was already used for types of plants. Correct answers for types of plants are also acceptable as answers for planning a garden, but not vice-versa. However, if you use such an answer in types of plants you can not use it again for planning a garden.

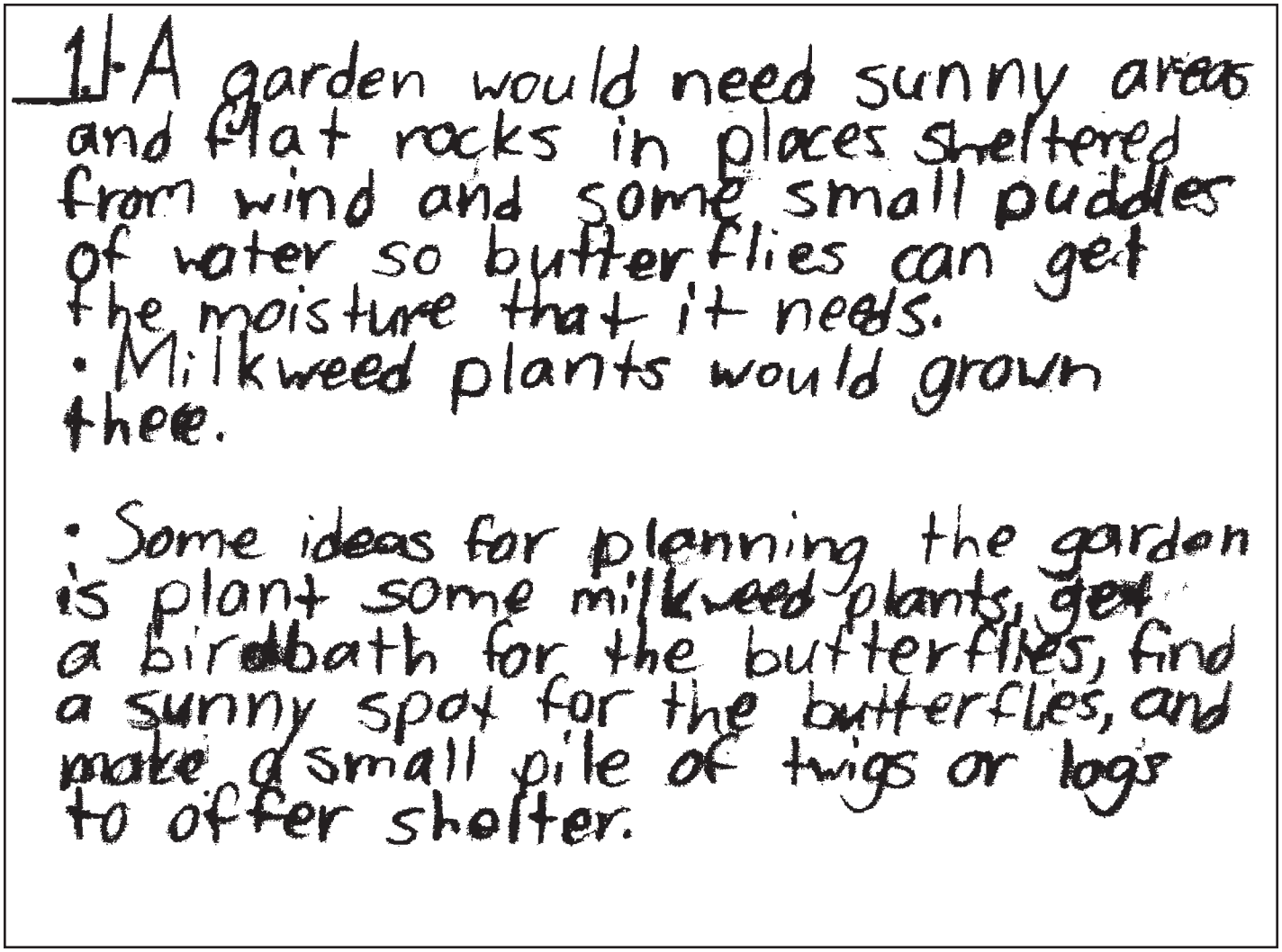


1. The plants that would need to be grown there are brightly colored red and yellow flowers. Also, wildflowers and weeds. Also, flowers that have a long blooming season.

2. Some important ideas that should be used in planning the garden are, first, plant wildflowers and weeds to attract the butterflies. Second, always avoid using pesticides on flowers because they can poison butterflies. Third, make puddles of water so butterflies can get the moisture they need. Last, make a small pile of twigs or logs to offer shelter from wind, storms, and predators. Thankyou for listening to my open-response

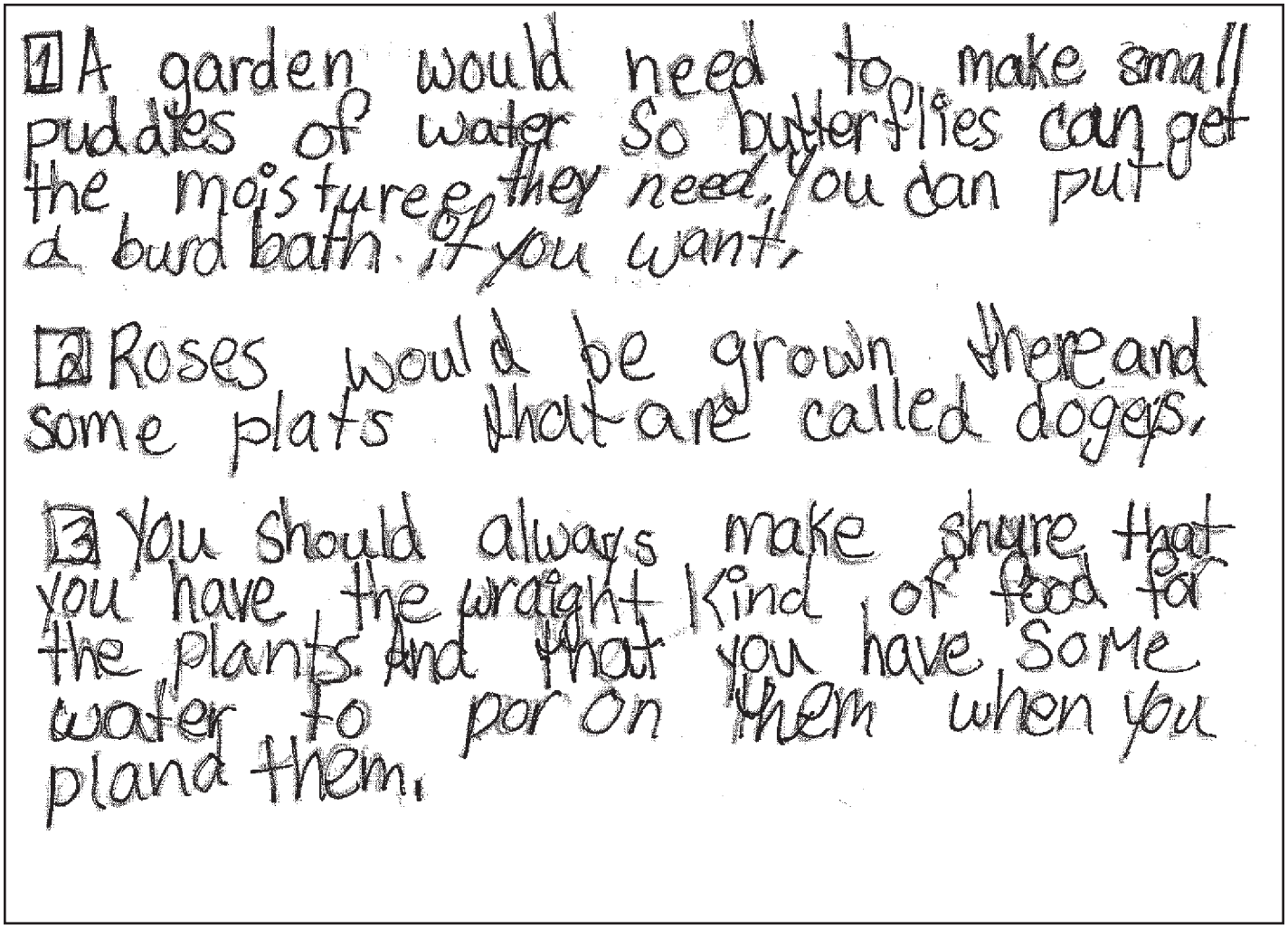
Score Point: 3

The response has only one valid answer as to what plants could be grown for a butterfly-friendly garden: 1. *Milkweed plants would grown there*. The response has three ideas to use in planning a garden: 1. *Need sunny areas and flat rocks* 2. *Some small puddles of water so butterflies can get moisture that it needs* 3. *Make a small pile of twigs or logs to offer shelter*.



Score Point: 2

The response only has one type of plant that could be grown to have a butterfly-friendly garden: 1. *Roses would be grown there.* The response only has one idea to use in planning the garden: 1. *Need to make small puddles of water so butterflies can get the moisture they need*. The response also refers to, plants that are called dogeys, but there is no reference to such a plant in the passage so it is irrelevant. Also, naming specific types of plants are considered the same idea.



1 A garden would need to make small puddles of water so butterflies can get the moisturee they need, you can put a burd bath if you want.

2 Roses would be grown there and some plats that are called dogeys.

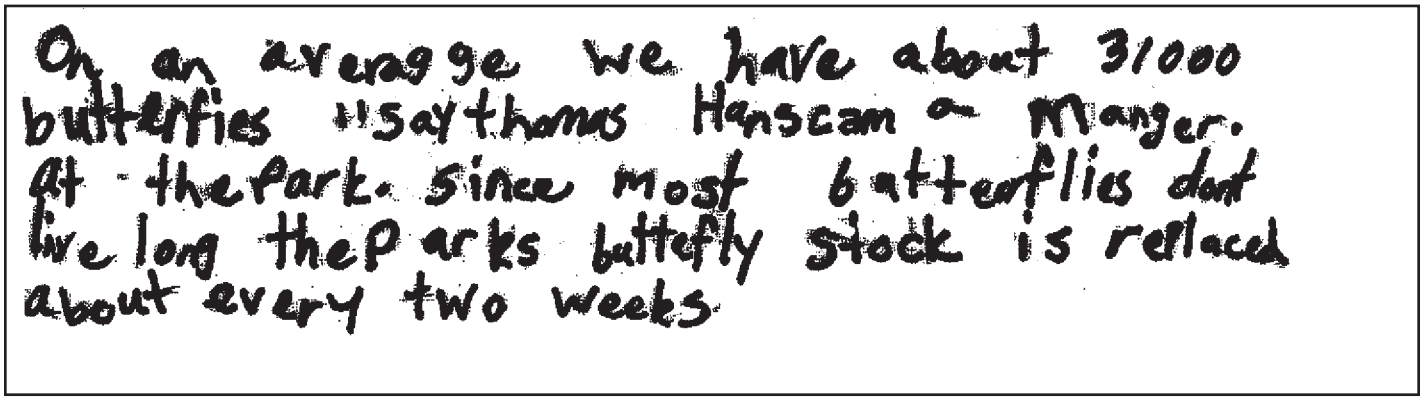
3 You should always make shure that you have the wraight kind of food for the plants and that you have some water to por on them when you pland them.

Score Point: 1

The response contains only one type of plant that could be grown to make a butterfly-friendly garden, but does not name any ideas to be used in planning the garden. 1. *Flowers* This is the simplest of acceptable answers for what could draw butterflies.

Score Point: 0

The response does not answer the question. The details, while copied from the text, are irrelevant.



WRITING RESPONSES

Domain Scoring
In domain scoring, which was developed in conjunction with Arkansas educators, the observation of writing is divided into several domains (categories), each composed of various features. The domains scored for Arkansas compositions are Content, Style, Sentence Formation, Usage, and Mechanics. (These domains are defined on the following page.) Each domain is evaluated holistically; the domain score indicates the extent to which the features in that domain appear to be under the control of the writer. The score reflects the student's performance for the entire domain, with all features within the domain being of equal importance.

All responses are read independently by at least two readers. The two scores are averaged by domain. In cases where the two readers' scores are non-adjacent (a "1" and a "3," for example) in any domain, the response is read a third time by a Team Leader or the Scoring Director for resolution.

The domain scores, along with an awareness of the features comprising each domain, can be used to plan developmental or remedial instruction for the student.

Scoring Scale
Each domain is scored independently using the following scale:

4 = The writer demonstrates **consistent**, though not necessarily perfect, control* of almost all of the domain's features.
3 = The writer demonstrates **reasonable**, but not consistent, control* of most of the domain's features, indicating some weakness in the domain.
2 = The writer demonstrates **inconsistent** control* of several of the domain's features, indicating significant weakness in the domain.
1 = The writer demonstrates **little** or **no** control* of most of the domain's features.

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

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

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."

Writing Domains and Definitions—2009 Augmented Benchmark Grade 4

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

- Central idea
- Unity
- Elaboration
- Organization

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

- Selected vocabulary
- Tone
- Selected information
- Voice
- Sentence variety

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
- Embedding through standard subordination and modifiers
- Absence of fused sentences
- Standard word order
- Expansion through standard coordination 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
- Word meaning
- Agreement
- Conventions

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

- Capitalization
- Formatting
- Punctuation
- Spelling

Writing Prompt—2009 Augmented Benchmark Grade 4

C

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

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

Writer's Checklist

1. Look at the ideas in your response.

   — Have you focused on one main idea?
   — Have you used enough details to explain yourself?
   — Have you put your thoughts in order?
   — Can others understand what you are saying?

2. Think about what you want others to know and feel after reading your paper.

   — Will others understand how you think or feel about an idea?
   — Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper's subject.)
   — Do you have sentences of different lengths? (Hint: Be sure you have variety in sentence lengths.)
   — Are your sentences alike? (Hint: Use different kinds of sentences.)

3. Look at the words you have used.

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

4. Look at your handwriting.

   — Can others read your handwriting with no trouble?

WWhat would you do if you had a flying carpet? What I would do is go to Tokyo, Japan. I would lurn there oulter. I would eat there food and play games. I would also make some friends. I would plus help homeless people.

Writing Annotation for Sample Response 1—2009 Augmented Benchmark Grade 4

Content: 2
Although this response provides a central idea, the elaboration is minimal and list like in nature (*I would go to Tokyo; lurn there culter; eat there food*). Organization is random. There is inconsistent control of the Content domain.

Style: 2
This response tells rather than shows. (*I would eat there food and play games; I would also make some friends*). There is no variety in sentences producing a dim voice. There is inconsistent control of the Style domain.

Sentence Formation: 4
Most sentences are correct and the response includes simple and compound sentences. There is consistent control of the Sentence Formation domain.

Usage: 3
Some awkward use of words (*I would plus help*). There is reasonable control of the Usage domain.

Mechanics: 3
Some spelling errors (*lurn; culter; the misuse of there*). Overall, there is reasonable control of the Mechanics domain.

Writing Sample Response 2—2009 Augmented Benchmark Grade 4

If I could go any where I wanted to, I would go to Alska. I would go to Alaska to see my family. It would be cool to see the beast light northern lights. I would go to Alaska to try to catch king salmon. If I could, I would go and see all of the beautiful places you can see from up high on the carpet. It would be really neat to go see the beautiful wild animals in the woods. Alaska would be a great place to site so you could see all the wilderness. Alaska is a great place to go sight seeing. I want to go to Alaska because I would love to breath the fresh air. I could see all the beautiful valys and cliffs. That's the reasons I would want to go all place Alaska on a carpet ride.

Writing Annotation for Sample Response 2—2009 Augmented Benchmark Grade 4

Content: 3
This response provides a central idea (*I would go to Alaska and see my family*) and some elaboration (*see the beautiful northern lights; catch a king salmon; great place to hike*), but the ideas are not fully developed and some are repetitive (*beautiful northern lights; beautiful places; beautiful wild animals; beautiful vally's and clifts.*) There is reasonable control of the Content domain.

Style: 3
There is some use of precise/vivid vocabulary (*breath the fresh air; northern lights; catch a king salmon; you can see from up high on the carpet*), but it is not sustained throughout the response. There is reasonable control of the Style domain.

Sentence Formation: 4
Most sentences are correct and the response includes simple, compound, and complex sentences. There is consistent control of the Sentence Formation domain.

Usage: 4
Use of inflections, tenses, and agreement all show consistent control of the Usage domain.

Mechanics: 4
There is consistent control of the Mechanics domain.

If I found a flying carpet I would travel the entire world with it. But first I would upgrade it. I would buy some boosters to make the little carpet go to hilarious speeds. I would attach a radio to the front in case I got bored. I jumped on and got ready for ride of my life. The carpets speed was incredible. I had to be going 300 to 400 miles per hour! Once I got used to the extreme speed. I buckled up and got ready for Spain. That rug was the best thing that ever happened to me! I went to several different places and got loads of cool things. I got coffee from Spain, a football from Pittsburgh, a mouse hat from California, and an Alladin hat from a magic shop in Missouri. On my way back from Missouri I came upon the White House. Standing right there in the front lawn was the President himself!

I swooped down to get a closer look. I hid behind the nearest tree. While I was staring at the President I saw something out of the corner of my eye. It was a sniper!!! He had his gun aimed right at my heart! I moved at the last second. Luckily I dodged the bullet but instead of hitting me it hit on of the tasters!!! The guy did a 360 and a couple of flips before it exploded. The blast sent me hurtling into an apple tree. I tried to get up but the pain was burning my shoulder. Bodyguards came from everywhere they fixed my wounds and asked me a few questions. Once they figured out I wasn't going to assassinate the president they let me go. When I got home I hopped in my bed and fell asleep thinking the next time I found a magic object I wouldn't touch it.

Writing Annotation for Sample Response 3—2009 Augmented Benchmark Grade 4

Content: 4
This response provides a central idea (*If I found a magic carpet I would travel the entire world with it*.) with full elaboration (*I would update it; buy some boosters; attach a radio*), clear organization (the writer covers the carpet's modifications, then on to the world tour, focusing on the adventure at the White House) and a presence of closure. There is consistent control of the Content domain.

Style: 4
The writer engages the reader with vivid, precise vocabulary (*go to exilerating speeds; I jumped on and got ready for the ride of my life. Once I got used to the extreme speed; coffee from Spain . . . in Missouri*.). Although many sentences begin with "I," there is some sentence variety and a strong voice throughout the essay. There is consistent control of the Style domain.

Sentence Formation: 4
Most sentences are correct and include simple, compound, and complex sentences. There is consistent control of the Sentence Formation domain.

Usage: 4
Although there is a slight tense shift at the beginning of the response, the remainder of the response shows consistent use of inflections and agreement. There is consistent control of the Usage domain.

Mechanics: 4
Minor errors on punctuation and spelling do not detract. There is consistent control of the Mechanics domain.

Arkansas Comprehensive Testing, Assessment, and Accountability Program