ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Teacher Handbook

Arkansas Augmented Benchmark Examination

APRIL 2008 ADMINISTRATION

GRADE 5

Arkansas Department of Education

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Teacher Handbook—2008 Augmented Benchmark Grade 5

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Introduction—2008 Augmented Benchmark Grade 5

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 Reading, Writing, Mathematics, and Science, as well as open-response questions in Reading, Mathematics, and Science and a Writing component that directly assess student writing. The Arkansas *English Language Arts Curriculum Framework, Mathematics Curriculum Framework,* and *Science Curriculum Framework* are the basis for the development of the Augmented Benchmark Examinations.

This handbook provides information about the scoring of the Grade 5 student responses to the open-response items in Reading, Mathematics, and Science 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 Reading, Mathematics, and Science Open-Response Items—2008 Augmented Benchmark Grade 5

The multiple-choice and open-response test items for the Reading, Mathematics, and Science 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 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 Reading, Mathematics, and Science 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 Reading passage and its item or the Mathematics or Science open-response 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 Reading, Mathematics, and Science Open-Response Items—2008 Augmented Benchmark Grade 5

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 Reading passages with their open-response items and the Mathematics and Science 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 follows. 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.

READING RESPONSES

Read this passage about a father's support of his sons' dreams. Then answer multiple-choice questions 1 through 8 and open-response question 9.

by Aileen Friedman

Once there was a tailor who had three fine sons. The tailor loved his sons and appreciated their helpfulness.

Ivan, the oldest son, picked up all the pins from the floor of his father's shop and gathered together all the little pieces of loose thread. Whenever he could, Ivan watched his father measure, cut, and sew. He wanted to be a tailor himself one day and work alongside his father.

Alex, the middle son, brought his father bolts of fabric to cut and then carefully put them away. Whenever he could, Alex practiced sewing together the small, leftover pieces of fabric. He, too, wanted to be a tailor and work alongside his father.

4 Misha, the youngest son, carried the finished jackets and cloaks[1] and dresses to his father's customers all over town. Whenever he could, he stopped at the bookseller's shop around the corner. There, he pored over maps of the world and pictures of faraway places. Unlike his brothers, Misha did not want to be a tailor and work alongside his father. He dreamed instead of traveling far and wide, and making his own way in the world.

One morning, the tailor gathered his three sons before him. "Now is the time," he said, "for each of you to show that you can do the work of a tailor.

"Our good customer, the Archduke,[2] leaves on an important journey in just three days. For this journey, he has ordered three new cloaks for himself and three dresses for his wife. I can sew the dresses, but, to get the job done on time, each of you must make one cloak."

The sons were glad to help their father and listened carefully to his instructions.

"First of all," explained the tailor, "the Archduke wants his cloaks to be very colorful. Every bolt of fabric we have is of just one color, so each of you will have to cut pieces from many bolts and sew them into a single colorful cloth of your own design. Of course, the cloak you fashion from your cloth will also have to protect the

[1]cloak: a loose outer garment or cape

[2]Archduke: a prince

Archduke from the wind and the rain. Work by yourselves, so that all three cloaks will be different."

The sons got busy right away.

Ivan first studied the bolts of fabric. He had seen his father use them all at one time or another, so he cut a rectangle from each one. Then, using the pattern of bricks on the floor, Ivan carefully sewed the rectangles together. From this beautiful cloth of many colors, he fashioned a cloak for the Archduke. Ivan was ready on the morning of the third day to present the cloak to his father.

Meanwhile, Alex had thought of the colors of the Archduke's carriage and the coat of arms that was painted on its side. He pulled down the bolts of red, yellow, and purple fabric and cut many squares from each bolt. He nimbly stitched the squares together to make one beautiful cloth of the Archduke's colors, then fashioned the cloth into a sturdy cloak. Because of all his sewing practice, Alex worked quickly enough to have his cloak ready by the morning of the second day.

With a day to spare, Alex had time to worry. "Perhaps my cloak isn't interesting enough," he thought. "Perhaps the Archduke would want something more." He thought again of the Archduke's coat of arms and the pattern of its background. Then he went back to work.

Alex cut more red, yellow, and purple squares, but this time he snipped them in half on the diagonal. He sewed these triangles together to match the pattern on the Archduke's coat of arms, and fashioned this new cloth into another cloak. Alex sewed even faster than he had the first time, and the second cloak was ready on the morning of the third day.

All the while, Misha was working, too. He thought of going out into the world as he cut circles from the bolts of fabric. He picked his colors from the maps he loved—blue for the deep oceans and winding rivers, green for the meadows of the countryside, yellow for the sands of the deserts, red for the routes between faraway places.

Misha sewed his circles together, carefully joining them where they met, and the cloth he made was beautiful. But when he held it up to the light, Misha saw that it was full of open spaces. He could tell this cloth wouldn't make a proper cloak, but he did not have time to start over. Although he worried that the cloak would disappoint his father, Misha completed it in time.

On the morning of the third day, when the tailor had sewn the last stitch on the third dress for the Archduke's wife, he called for his sons to bring in their cloaks.

Ivan proudly showed his cloak of many-colored rectangles.

"You have made a beautiful cloak, Ivan," said the tailor. "I am honored to present it to the Archduke. From now on, you will be a tailor, too, and work alongside your father."

Happy for his brother, but still unsure of his own work, Alex showed his two cloaks to his father.

"Why, Alex," said the tailor, "you have made *two* beautiful cloaks! How thoughtful of you to use the Archduke's own colors. He will be thrilled to wear these, I'm sure. And your quick, even stitches show me that you, too, are ready to be a tailor and work alongside your father."

"Now, Misha," he said, turning to his youngest son, "let me see the cloak you have made."

"I'm afraid I did not do it right, Father," said Misha. He showed his cloak of circles and open spaces.

The tailor looked at his son's cloak and, for a long time, said nothing. He was thinking of what his friend, the bookseller, had told him. Finally, he spoke.

"The cloak is beautiful, Misha," said the tailor. "The colors remind me of deep

oceans and winding rivers, green meadows and golden deserts, and the long routes between faraway places.

"But, it's true that this cloak will not keep out the wind and the rain. We cannot sell it to the Archduke. Still," he added, "no harm is done. Ivan and Alex have made the three cloaks we need."

Then the tailor smiled at his youngest son. "Perhaps you were not meant to be a tailor," he said. "But, you know that already, don't you?"

"Yes, Father," answered Misha.

"I see your dreams of traveling the world in all the circles of your cloak," continued the tailor. "Do you think it is time for you to cross these oceans and rivers, meadows and deserts, and to follow these routes to faraway places?"

"Yes, Father," answered Misha.

"Then take these cloaks and dresses to the Archduke, and come back to get ready for your own journey. Tomorrow your brothers and I will send you off into the world."

That night the tailor sat in his little shop, looking sadly at his third son's beautiful, but useless, cloak. Though he knew Misha had to leave home, he hated to see him go. He knew Ivan and Alex felt just as bad as he did.

"If only we could give Misha something to protect him as he makes his own way in the world," the tailor thought. He sat by the fire a little longer, and then he had an idea.

The tailor ran up the stairs and quietly woke Ivan and Alex.

"I know what we can give Misha to take on his journey into the world," whispered the tailor. "We can make him a new cloak from his own cloak of circles. That way, it will have all the colors of his dreams, but it will be sewn together in the practical way tailors sew things—and it will protect him from the wind and the rain."

"But how, Father?" asked Ivan. "The circles won't fit together."

"I know, my son," said the tailor. He motioned for his sons to follow him downstairs to the shop. There he explained how it could be done.

All night long the tailor and his two oldest sons worked on Misha's cloak. Ivan snipped the circles apart, and his father trimmed them into hexagons. As his father cut, Alex quickly sewed the hexagons together to make one cloth of the dreamer's colors. When the cloth was finished, the three tailors fashioned it into a strong and beautiful cloak. They stitched the last stitch as the sun came up on the day Misha was to leave home.

Later that morning, the tailor and his sons Ivan and Alex kissed and hugged Misha good-bye at the door of their little shop. Then they stood together and watched as the dreamer set off into the world, his beautiful cloak growing smaller and smaller in the distance.

Reading Item A–2008 Augmented Benchmark Grade 5

A

Using examples, details, or events from the passage, describe one way in which Misha and Alex are **different**. Is this difference important to the plot? Why or why not?

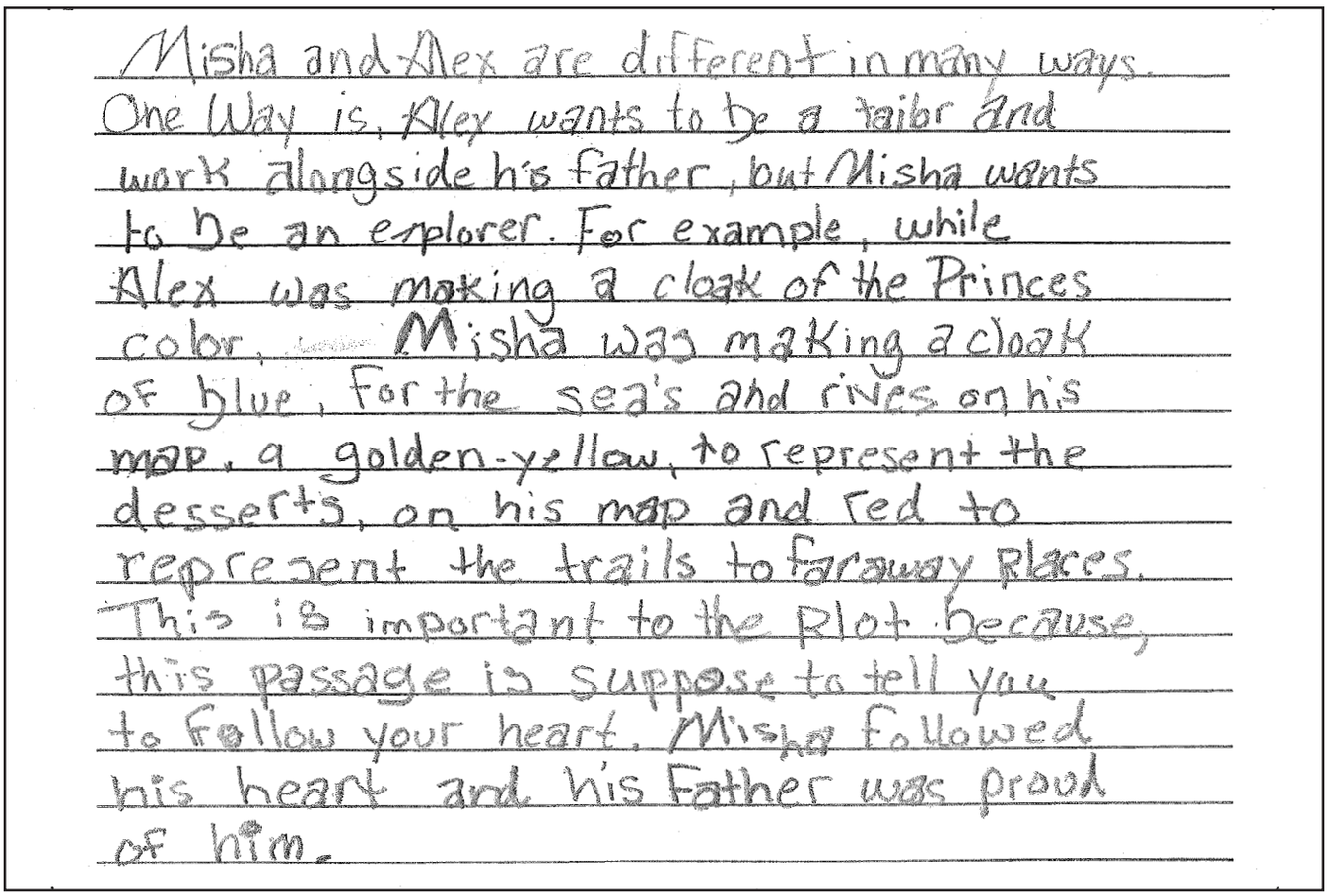
READING ITEM A SCORING RUBRIC–2008 AUGMENTED BENCHMARK GRADE 5

SCORE	DESCRIPTION
4	Response accurately describes one way Misha and Alex are different, supports this with information from the passage, gives an opinion about whether this difference is important to the plot, and tells why.
3	Response describes one way Misha and Alex are different, supports this with information from the passage, and gives an opinion about whether this difference is important to the plot OR describes a way Misha and Alex are different and gives an opinion about whether this difference is important, and tells why.
2	Response describes one way Misha and Alex are different and supports this with information from the passage OR describes a way Misha and Alex are different and gives an opinion about whether this difference is important OR gives an opinion about whether this difference is important to the plot and tells why.
1	Response describes one way Misha and Alex are different OR gives an opinion about whether this difference is important to the plot.
0	Response is incorrect or irrelevant.

Reading Item A Sample Responses and Annotations–2008 Augmented Benchmark Grade 5

Score Point: 4

This response presents one way Misha and Alex are different (*Alex wants to be a tailor and work alongside his father, but Misha wants to be an explorer*) and provides further details from the passage to describe the difference (*For example, while Alex was making a cloak of the Princes color, Misha was making a cloak of blue, for the sea's and rives on his map*). The response states that this difference is important to the plot and tells why (*This is important to the plot because this passage is suppose to tell you to follow your heart*).

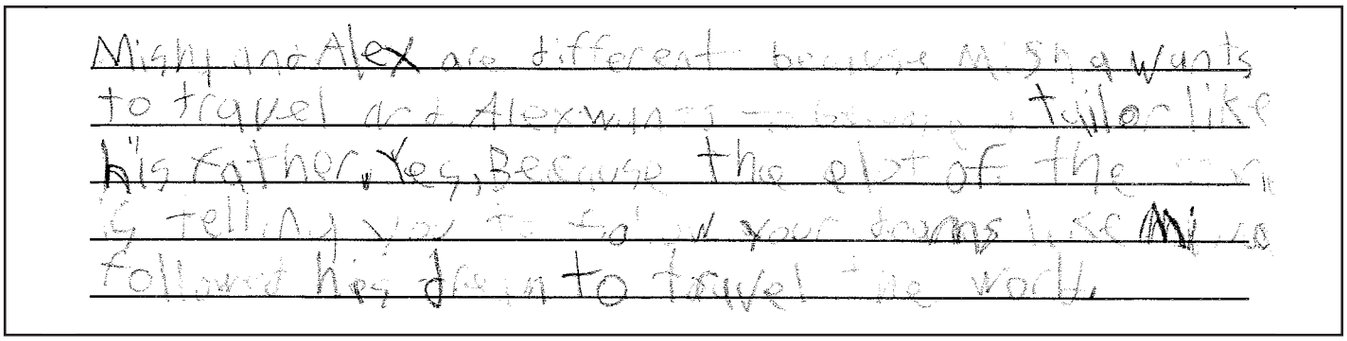


Misha and Alex are different in many ways. One Way is, Alex wants to be a tailor and work alongside his father, but Misha wants to be an explorer. For example, while Alex was making a cloak of the Princes color, Misha was making a cloak of blue, for the sea's and rives on his map, a golden-yellow, to represent the desserts, on his map and red to represent the trails to faraway places. This is important to the Plot because, this passage is suppose to tell you to Follow your heart. Misha Followed his heart and his Father was proud of him.

Reading Item A Sample Responses and Annotations–2008 Augmented Benchmark Grade 5

Score Point: 3

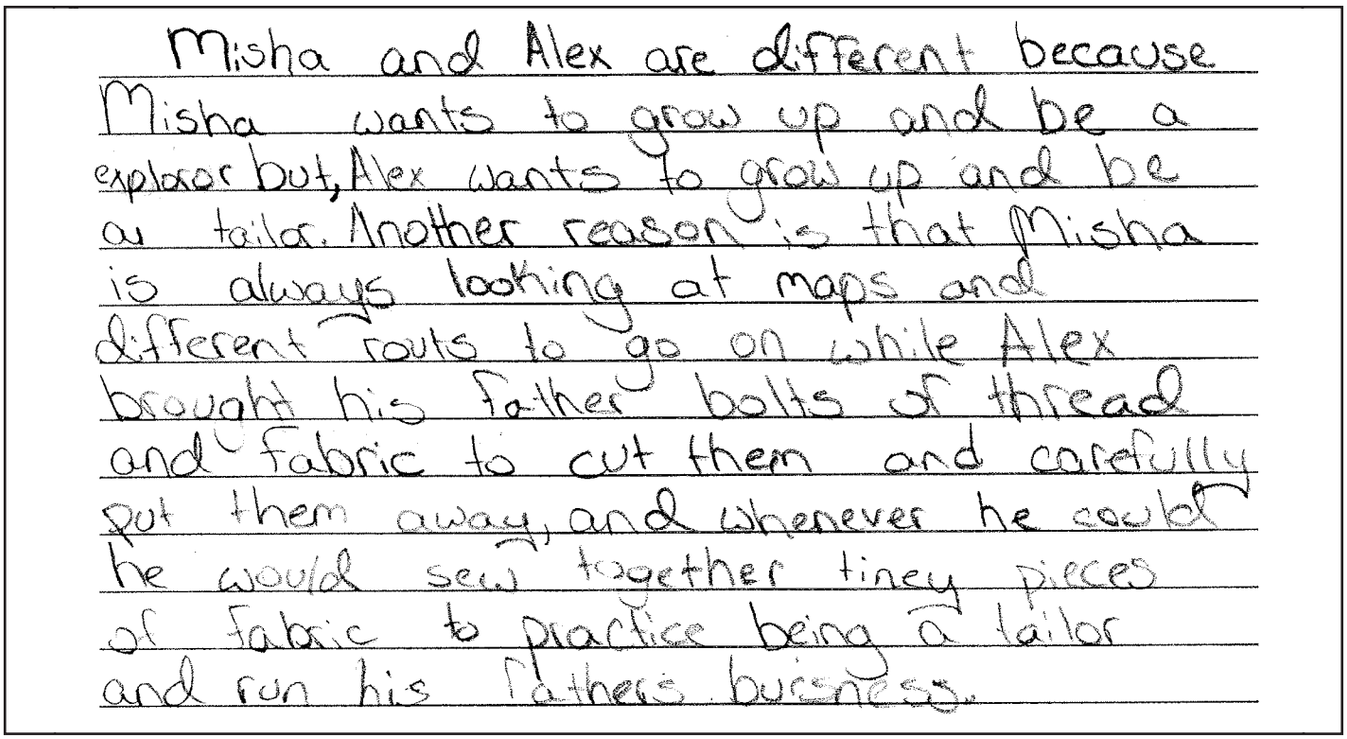
This response presents a difference between Misha and Alex (*Misha wants to travel and Alex wants to become a tailor like his father*), states that this difference is important to the plot (*Yes*) and tells why it is important (*Because the plot of the storie is telling you to follow your deams like Misha followed his dream to travel the world*).



Reading Item A Sample Responses and Annotations–2008 Augmented Benchmark Grade 5

Score Point: 2

This response presents a difference between Misha and Alex (*Misha wants to grow up and be a exploror but, Alex wants to grow up and be a tailor*) and provides examples from the passage to support this difference (*Misha is always looking at maps . . . . Alex brought his father bolts of thread and fabric to cut . . . he would sew together tiney pieces of fabric to practice being a tailor*). It does not provide an opinion about whether this difference is important to the plot.

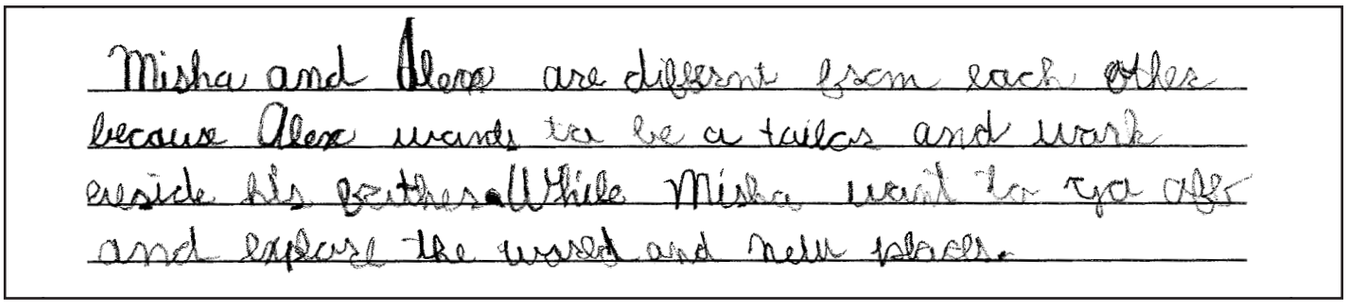


Misha and Alex are different because Misha wants to grow up and be a explorer but, Alex wants to grow up and be a taila. Another reason is that Misha is always looking at maps and different routs to go on while Alex brought his father bolts of thread and fabric to cut them and carefully put them away, and whenever he could he would sew together tiney pieces of fabric to practice being a tailor and run his fathers buisness.

Reading Item A Sample Responses and Annotations–2008 Augmented Benchmark Grade 5

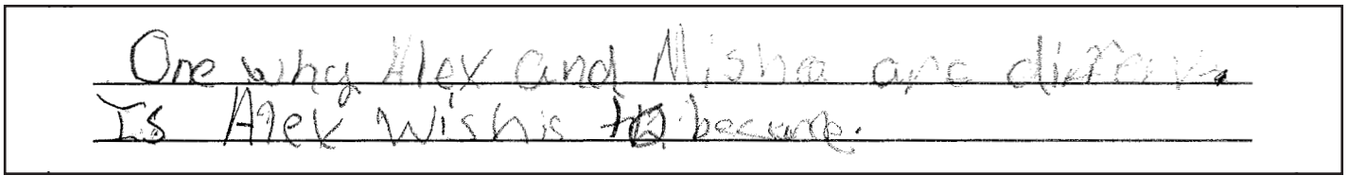
Score Point: 1

This student presents a difference between Misha and Alex (*Alex wants to be a tailor and work beside his father. While Misha want to go off and explore the world and new places*). The response does not provide an answer to any other part of the prompt.



Score Point: 0

This response begins to attempt to answer the question, but does not completely describe a difference (*Alex wishis to become*).



Read the following passage about Bessie Coleman. Then answer multiple-choice questions 19 through 26 and open-response question 27.

Fly High, Bessie Coleman

by Jane Sutcliffe

Two thousand people sat with their faces turned to the sky. High above the airfield, a pilot had just finished carving a crisp figure eight in the air. Suddenly, the plane seemed to stumble. Twisting and turning, it began to fall from the sky. The crowd watched in horror. Had something happened to the pilot?

But the woman in the cockpit of the plane on October 15, 1922, was in perfect control. Only two hundred feet above the ground she straightened out the tumbling aircraft and soared back into the sky. By the time she landed her plane, the crowd was on its feet, roaring with delight. Everyone cheered for Bessie Coleman, the first licensed black pilot in the world.

Growing Up

Bessie Coleman was born on January 26, 1892. She was a bright girl and a star pupil in school. In Waxahachie, Texas, where Bessie grew up, black children and white children attended different schools. Each year Bessie's school closed for months at a time. Instead of studying, the children joined their parents picking cotton on big plantations. Bessie's mother was proud of her daughter's sharp mind. She didn't want Bessie to spend her life picking cotton, and urged her to do something special with her life.

Learning to Fly

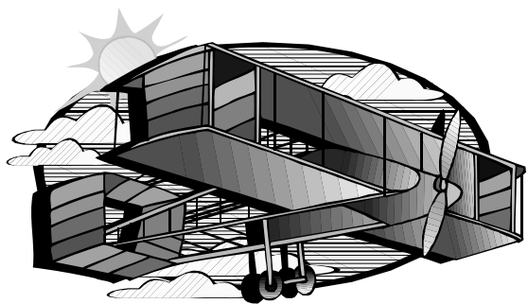
In 1915, when she was 23, Bessie Coleman moved to Chicago. She found a job as a manicurist in a men's barbershop. Coleman loved her job and the interesting people she met there. After the United States entered World War I in 1917, soldiers returning from the war often came to the shop. Coleman was fascinated by their stories of daredevil pilots. She read

everything she could about airplanes and flying. She later recalled, "All the articles I read finally convinced me I should be up there flying and not just reading about it."

Bessie Coleman asked some of Chicago's pilots for lessons. They refused. No one thought that an African American woman could learn to fly.

6 In desperation, Coleman asked Robert Abbott for help. Abbott owned Chicago's African American newspaper, *The Chicago Defender*. He had often promised to help members of the black community with their problems. Abbott told Coleman to forget about learning to fly in the United States. Go to France, he said to her, where no one would care if her skin was black or white.

So she did. First Coleman learned to speak French. Then she applied to a French flying school and was accepted. On November 20, 1920, Coleman sailed for France, where she spent the next seven months taking flying lessons. She learned to fly straight and level, and to turn and bank the plane. She practiced making perfect landings. On a second trip to Europe, she spent months mastering rolls, loops, and spins. These were the tricks she would need if she planned to make her living as a performing pilot.



Performing in Airshows

Coleman returned to the United States in the summer of 1922. Wherever she performed, other African Americans wanted to know where they, too, could learn to fly. It was a question that made Coleman sad. She hoped that she could make enough money from her airshows to buy her own plane. Then she could open a school so everyone would have a chance to feel the freedom she felt in the sky.

By early 1923, Coleman was close to her goal. She had saved her money and bought a plane. Then, as she was flying to an airshow in California, her engine stalled. The brand-new plane crashed to the ground.

Coleman suffered a broken leg and three broken ribs. Still, she refused to quit. "Tell them all that as soon as I can walk I'm going to fly!" she wrote to friends and fans.

11 Many people, both black and white, were very impressed by Coleman's determination. A white businessman helped her buy another plane. By 1926, Coleman was back where she had been before the crash. She wrote to her sister, "I am right on the threshold of opening a school."

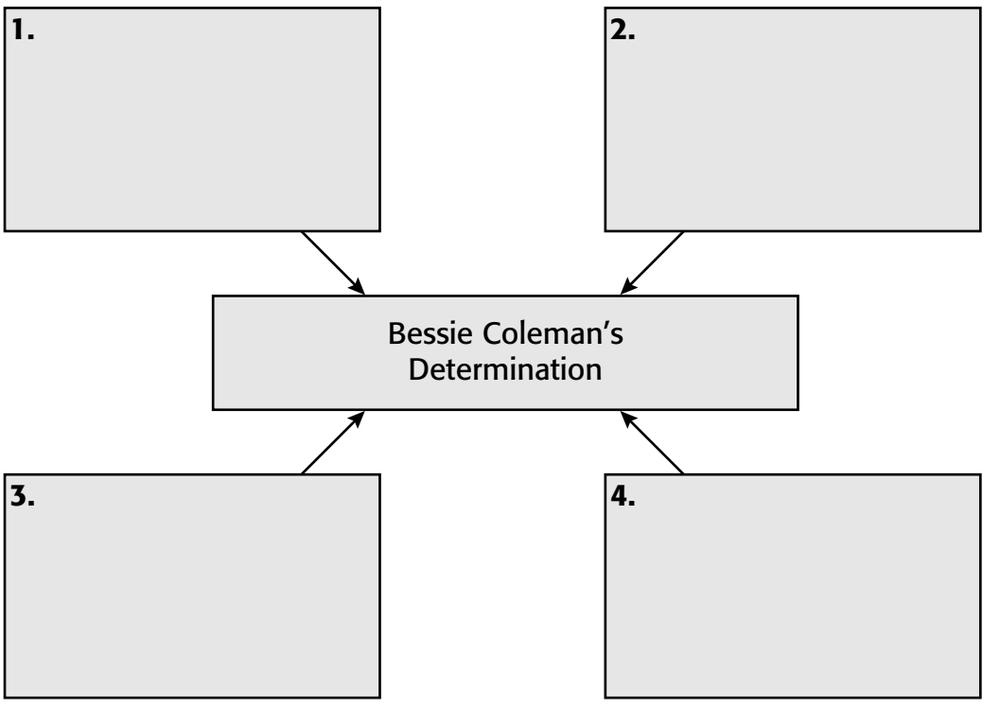
That spring, Bessie Coleman was invited to perform in Jacksonville, Florida. Early on the morning of April 30, 1926, Coleman and another pilot took off for a short flight around the airshow field. At first everything went smoothly. Then a wrench that had been lying loose in the plane slid into the control gears, jamming them. Suddenly, the plane flipped upside down. Coleman had not strapped herself in, and she fell to the ground. Moments later, the plane crashed, killing the other pilot.

At 34, Bessie Coleman was dead, but her dream survived. In 1929, three years after her death, the Bessie Coleman Aero Clubs were formed. The clubs encouraged and trained African American pilots—just as Coleman had hoped to do. In 1931, the clubs sponsored the first All-African-American airshow. Bessie Coleman would have been proud.

Reading Item B–2008 Augmented Benchmark Grade 5

B

Complete the graphic organizer by listing four examples from the passage that show how Bessie Coleman demonstrated determination in becoming a pilot.



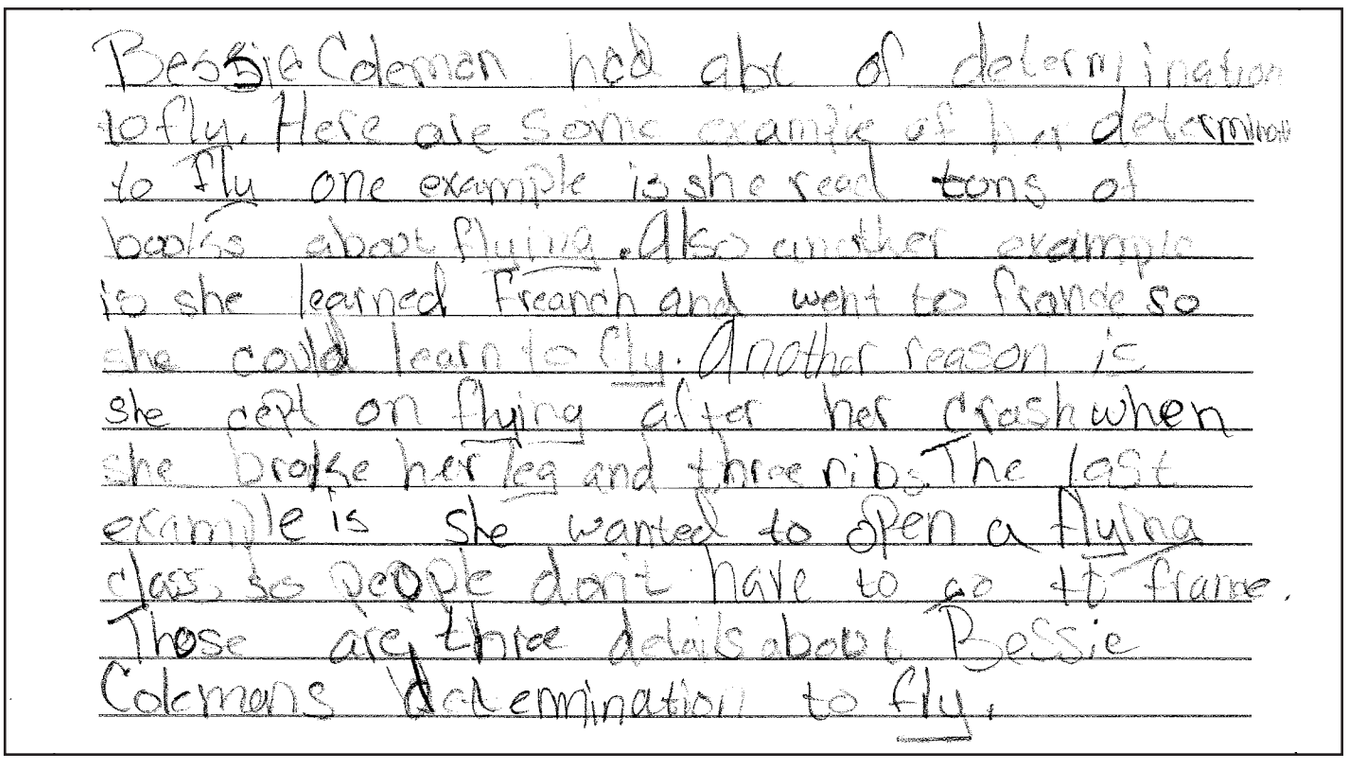
READING ITEM B SCORING RUBRIC–2008 AUGMENTED BENCHMARK GRADE 5

SCORE	DESCRIPTION
4	Response provides four examples of determination from the passage.
3	Response provides three examples of determination from the passage.
2	Response provides two examples of determination from the passage.
1	Response provides one example of determination from the passage.
0	Response is incorrect or irrelevant.

Reading Item B Sample Responses and Annotations–2008 Augmented Benchmark Grade 5

Score Point: 4

This response provides four distinct examples of how Bessie Coleman demonstrated determination in becoming a pilot. 1) *She read tons of books about flying.* 2) *She learned Freanch.* 3) *And went to france so she could learn to fly.* 4) *She cept on flying after her crash when she broke her leg and three ribs.*

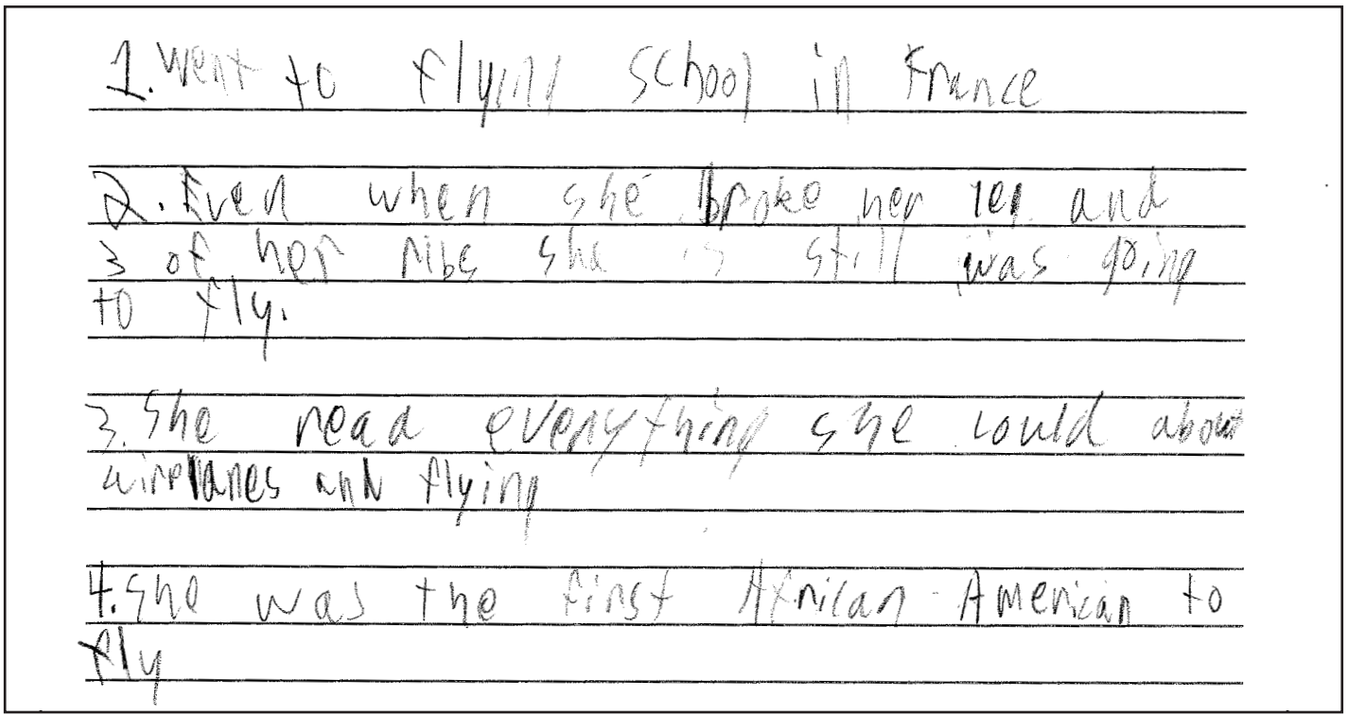


Bessie Coleman had alot of determination to fly. Here are some example of her determination to fly one example is she read tons of books about flying. Also another example is she learned Freanch and went to france so she could learn to fly. Another reason is she cept on flying after her crash when she broke her leg and three ribs. The last example is she wanted to open a flying class so people don't have to go to france. Those are three details about Bessie Colemens determination to fly.

Reading Item B Sample Responses and Annotations–2008 Augmented Benchmark Grade 5

Score Point: 3

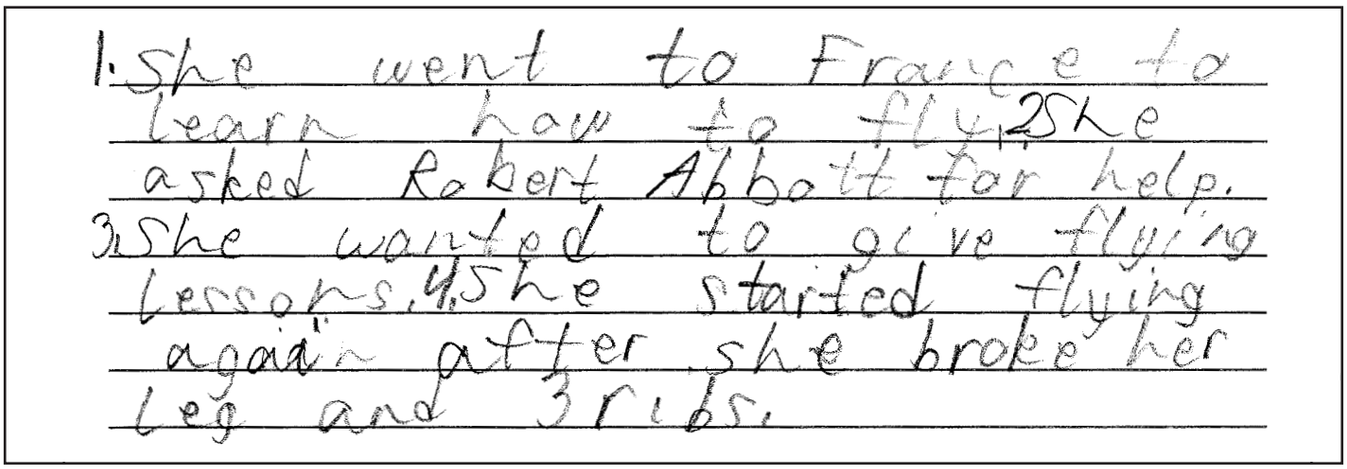
The response provides three examples that demonstrate Bessie Coleman's determination to fly. 1) *Went to flying school in France.* 2) *Even when she broke her leg and 3 of her ribs she is still was going to fly.* 3) *She read everything she could about airplanes and flying.*



Reading Item B Sample Responses and Annotations–2008 Augmented Benchmark Grade 5

Score Point: 2

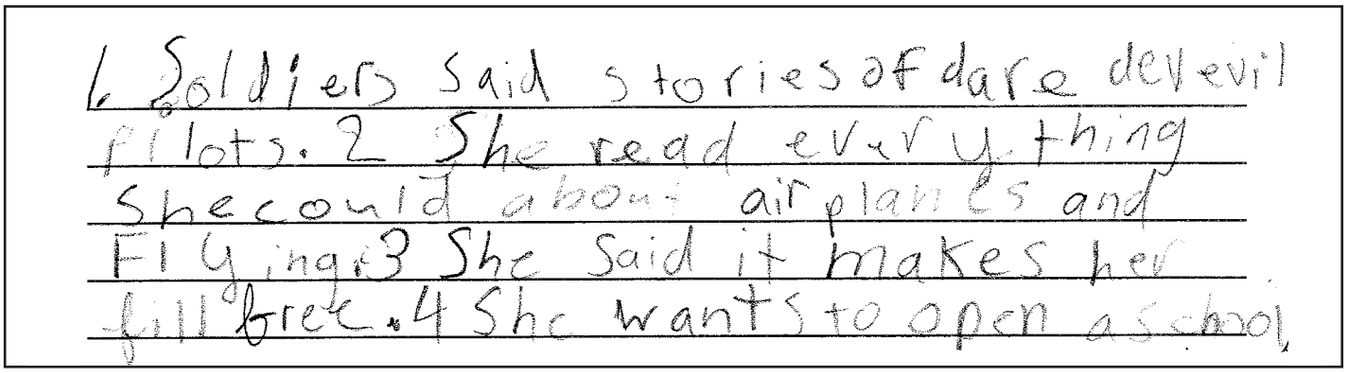
The response provides two examples that demonstrate Bessie Coleman's determination to fly. 1) *She went to France to learn how to fly*. 2) *She started flying again after she broke her leg and 3 ribs.* The response does not receive credit for the idea that *"she asked Robert Abbott for help"* because this idea by itself does not demonstrate determination. In order to receive credit for information about Robert Abbott, the response must indicate that she sought his help after being rejected by others.


1. She went to France to learn how to fly. 2. She asked Robert Abbott for help. 3. She wanted to give flying lessons. 4. She started flying again after she broke her leg and 3 ribs.

Reading Item B Sample Responses and Annotations–2008 Augmented Benchmark Grade 5

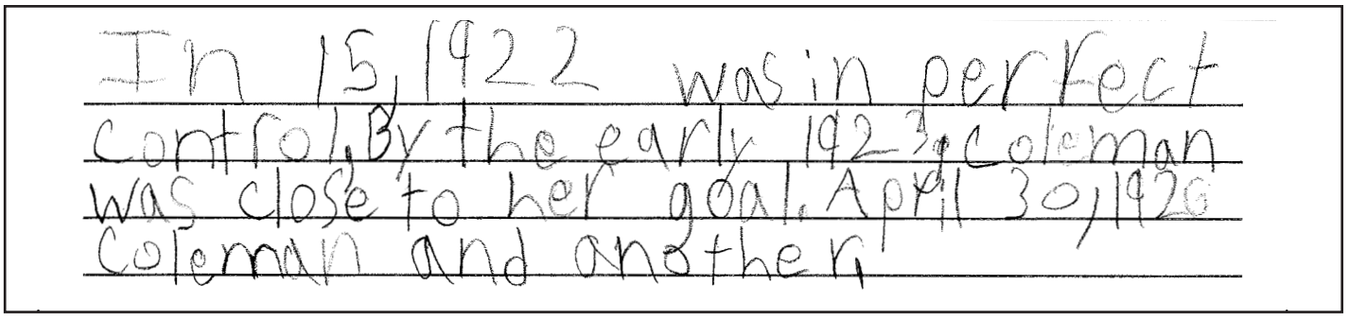
Score Point: 1

The response provides only one example that demonstrates Bessie Coleman's determination to fly. 1) *She read everything she could about airplanes and Flying*



Score Point: 0

The response provides important dates with very little actual information about what occurred on those dates. The information presented is unclear and does not demonstrate Bessie Coleman's determination in becoming a pilot.



WRITING RESPONSES

Scoring Student Responses to Writing Prompts–2008 Augmented Benchmark Grade 5

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–2008 Augmented Benchmark Grade 5

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

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

Writing Prompt—2008 Augmented Benchmark Grade 5

Your teacher has asked you to write a friend about a "first" in your life, such as the first time you stayed home alone, the first time you stayed overnight at a friend's house, or the first time you rode a bicycle.

Before you begin to write, think about the first time you did something. Were you afraid? Were you proud? Was it fun?

Now write your story. Give enough detail so that your teacher will understand about the first time you did something.

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?

Canoing the Little Buffalo

Paddle, paddle, paddle!!! Look out, there's a rock! That was my first time I've ever canoed the Littel Buffalo. It was the one of the coolest things I've ever done! If you want spacific details, just hang on to some thing, cause boy, you've just entered a world of adventure.

First, I would like to tell you about how we tumped. When I first fell in the water was so cold that it felt like a dozen icey dager had stabed me at one time. The second I got above the water again, I grabed my paddle and swam for shore. As I climed out of the water I was greeted by a smileing dad and a warm, suny, rock.

For a while after that I was freezing, but soon the feeling subsided. We, my father and I, ate lunch on a rocky shore over looking the next killer rapid. "Let's just go around," I said, "I don't want to tump again." As we ferried and dragged the

Writing Sample Response 1—2008 Augmented Benchmark Grade 5

boat around the rapid, we saw that if we had taken the white water we would of defanitly tumped due to the rotting tree that juted out into the thrashing tubulence of the water. "Boy, am I glad we didn't take this one," said dad.

When our destenation, Jasper, came into sight I wooped with joy. We were home! As we were packing up our bags, cano, and life jakets, I suddenly had a longing to get back on the river. "Time to go!", yelled dad. So I jumped into our shuttel and went home.

I felt very proude and happy about myself, I can't wait to go again, and I hope that day comes soon. Well, I've gotta go! By!

Writing Annotation for Sample Response 1—2008 Augmented Benchmark Grade 5

Content: 4

This response contains a clear central idea (*first time I've ever canoed the Littel Buffalo*). There is extensive elaboration about what happened during the canoeing trip (*fell in the water…grabbed my paddle and swam for shore…ate lunch on a rocky shore…if we had taken the white water…As we were packing up our bags, cano, and life jackets*). Organization is clear from beginning to end and there is a conclusion (*I felt very proude and happy…*). This response demonstrates consistent control of the Content domain.

Style: 4

This response includes vivid vocabulary (*dozen icey dager… thrashing turbulence… warm, sunny, rock*) and purposefully selected information (*paddle… white water…cano…life jackets…shuttle*). The voice is strong throughout (*Paddle, paddle, paddle!...just hang on to some thing…Boy am I glad we didn't take this one…I wooped with joy…I suddenly had a longing to get back on the river*) and different sentence beginnings create an interesting read (*When I first fell…The second I…For awhile…As we were packing*). This response demonstrates consistent control of the Style domain.

Sentence Formation: 4

This response exhibits correct construction of simple, complex, and compound sentences of varied lengths, which demonstrates consistent control of the Sentence Formation domain.

Usage: 4

Control of inflections, agreement, and word meaning is demonstrated in this response. Minor errors involving two wrong words (*my…of*) and a missing inflection (*dager*) do not indicate a weakness in usage. This response demonstrates consistent control of the Usage domain.

Mechanics: 4

Despite a few spelling errors (*icey…stabed…grabed…proude*), some being more difficult words (*spacific…climed…defanitly…turbulence…destenation…cano*), this response demonstrates consistent control of the Mechanics domain. Other more difficult words (*adventure…subsided…ferried…suddenly*) are spelled correctly. There is correct use of quotation marks, commas, apostrophes, and end marks. Formatting is evident and correct capitalization of sentence beginnings and proper names (*Little Buffalo…Jasper*) is displayed.

Probaly the first time cl did something fun
was when cl first got to go mudding with
my friends that was the first time cl got
stuck but that mad me proud because
cl had a whinch.

Than me and my friends desided
to go trail ridein.

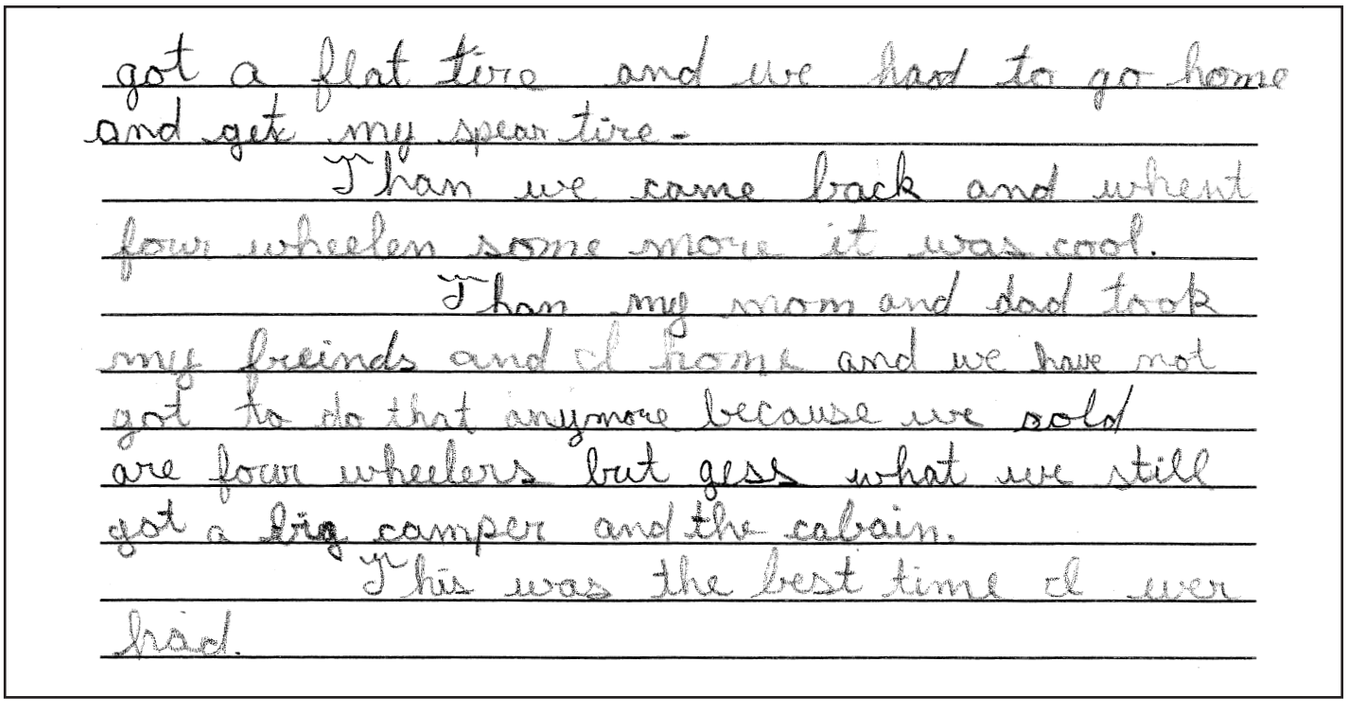
We came to like this 20 ft hill
and they stoped but cl just kept going rock
here rock there but cl just got a hand full
and up she went my Honda Foreman 500 2005
modal.

Later that night we went coon
hunting out in the midle of the woods
we killed like six or seven the next
morning we woke up and walk out of
the caben and made our plans on where to
ride.

We hit a few trails stoped
at the Mulberry creek ate lunch and
did some fishen and we just beardy made
it back before super.

We had a lot of fun until cl

Writing Sample Response 2—2008 Augmented Benchmark Grade 5


got a flat tire and we had to go home and get my spear tire -

Than we came back and wheni four wheelen some more it was cool.

Than my mom and dad took my freinds and el home and we have not got to do that anymore because we sold are four wheelers but guess what we still got a ~~big~~ camper and the cabain.

This was the best time el ever had.

Writing Annotation for Sample Response 2—2008 Augmented Benchmark Grade 5

Content: 3

This response includes a central idea (*the first time I did something fun…got to go mudding with my friends*) and some elaboration of each activity (*We came to like this 20 ft hill…Honda Forman…we went coon hunting…stoped at Mulbery creek…got a flat tire…whent four wheelen*), but it is not complete. There is a progression of ideas (*Than me and my friends…Later that night…Than we came back…Than my mom and dad…*) and a sense of closure (*This was the best time I ever had*). This response demonstrates reasonable control of the Content domain.

Style: 3

In this response there is spotty use of selected vocabulary and information (*muding…whinch…trail riden…Honda Forman…coon hunting…Mulbery creek*), while other information is general (*ate lunch…did some fishen…made our plans on where to ride*). Voice is apparent in places (*…that mad me proud…we just bearly made it back befor super*), but it is not sustained throughout the response. This response demonstrates reasonable control of the Style domain.

Sentence Formation: 2

While there are a few correctly constructed sentences (*Than me and my friends desided to go trail riden…We had lots of fun until I got a flat tire…*), there are many sentences with errors. These errors include run-ons (*Probably the first time I did something fun was when I first got to go muding with my friends that was the first time I got stuck but that mad me proud because I had a whinch*) and on-and-on sentences (*Than my mom and dad took my friends and I home and we have not got to do that anymore because we sold are four wheelers but gess what we still got a big camper and the cabain*). This response demonstrates inconsistent control of the Sentence Formation domain.

Usage: 3

While most of the inflections and agreement are correct, there are errors that indicate some weakness in grammar skills. There is one incorrect pronoun (*me and my friends*), two wrong verb tenses (*walk…not got to do*), and several word meaning errors (*mad…are…were…super…spear*). This response demonstrates reasonable control of the Usage domain.

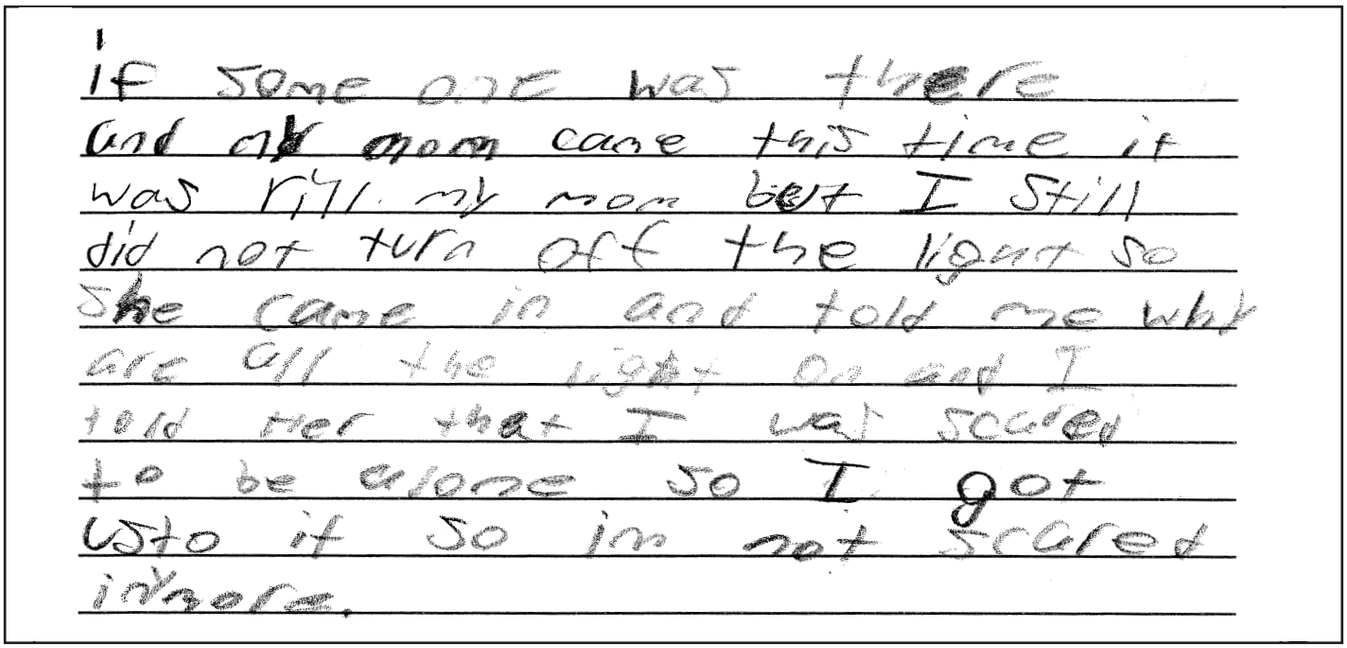
Mechanics: 3

While this response contains several spelling errors (*muding…whinch…than…rider…stoped…caben…fishen…untill …whent…wheelin*), it also includes correct formatting, the use of end marks, as well as, capitalization of sentence beginnings. This response demonstrates reasonable control of the Mechanics domain.

Writing Sample Response 3–2008 Augmented Benchmark Grade 5

The first time i stad home alone
I was afraid of the dark so
I turd all the light on so I was
not be scared but I was still
scared when I turnd on the tv
I was not so scared enymore
I just felt so scared for
a min and then I was scared
agian so I was waiting for my
mom to come and I was waiting
with a stick and my mom came
and I was acting like I was
not scaed so I turd of all
the lights and I kills that
was not my mom it was just
a car that past by my house
so I was so scared I did not
want to go turn on the light
because I was so scared so
I just got up and ran to
the light switch and turn
all the lights and it started
to rain so I got more scaed
so I look out side to see

Writing Sample Response 3–2008 Augmented Benchmark Grade 5



If some one was there and my mom came this time it was fine my mom but I still did not turn off the light so she came in and told me why are all the lights on and I told her that I was scared to be alone so I got up if so im not scared inmore.

Writing Annotation for Sample Response 3—2008 Augmented Benchmark Grade 5

Content: 2

In this response there is a central idea (*The first time i stad home alone*) supported by listy and repetitive details (*I was waiting with a stick…so I turd off all the lights…I was scared…so I was so scared…I did not want to go turn on the light…but I still did not want to turn off the light*). A simple closure is present (*…so im not scared inymore*). This response demonstrates inconsistent control of the Content domain.

Style: 2

In this response vocabulary and selected information is general and repetitive (*dark…light…tv…stick…car…house …alone*). Voice is attempted (*…I was so scared...*), but it is flat due to the general vocabulary and information. This response demonstrates inconsistent control of the Style domain.

Sentence Formation: 1

There is no evidence of knowledge of sentence construction with run-ons and on-and-on sentences throughout the response. This response demonstrates little/no control of the Sentence Formation domain.

Usage: 3

While most of the grammar is correct, there are errors that indicate some weakness in skills. There are errors involving verb tense (*turn…look*), inflections (*light*), and word meaning (*told*). This response demonstrates reasonable control in the Usage domain.

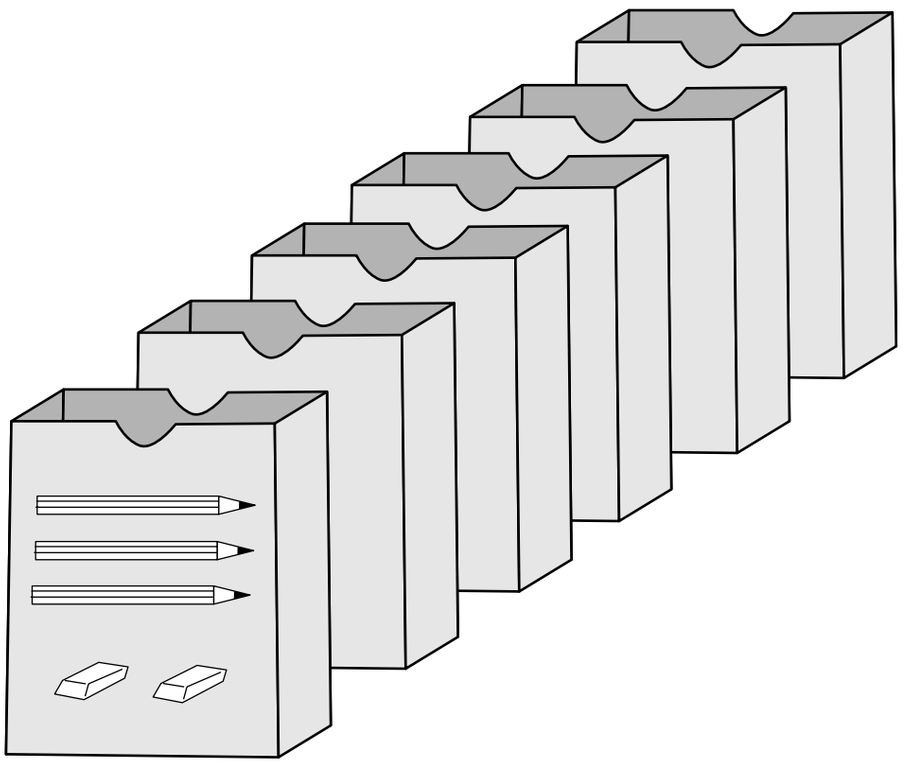
Mechanics: 2

In this response there is a pattern of errors across all features of the Mechanics domain. Several high frequency words are misspelled (*stad…turd…enymore…agian…rilli…usto*), the pronoun *I* is not capitalized, and the response is not formatted. There is a missing apostrophe (*im*), an extra apostrophe (*light's*), and missing periods. This response demonstrates inconsistent control of the Mechanics domain.

MATHEMATICS RESPONSES

A

Rachel and her brother are making gift bags for 6 friends. Each bag has 3 pencils and 2 erasers, as shown below.



1. How many total items are in 1 bag? How many total items are in 6 bags? Show all your work and/or explain your answer.
2. Rachel's brother says that he determined the number of items needed by using the equation $n = (6 \text{ bags} \times 3 \text{ pencils}) + (6 \text{ bags} \times 2 \text{ erasers})$. How many items did he determine they needed altogether?
3. Which property of math is related to the equation in Part 2 that Rachel's brother used to determine the number of items they needed?

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

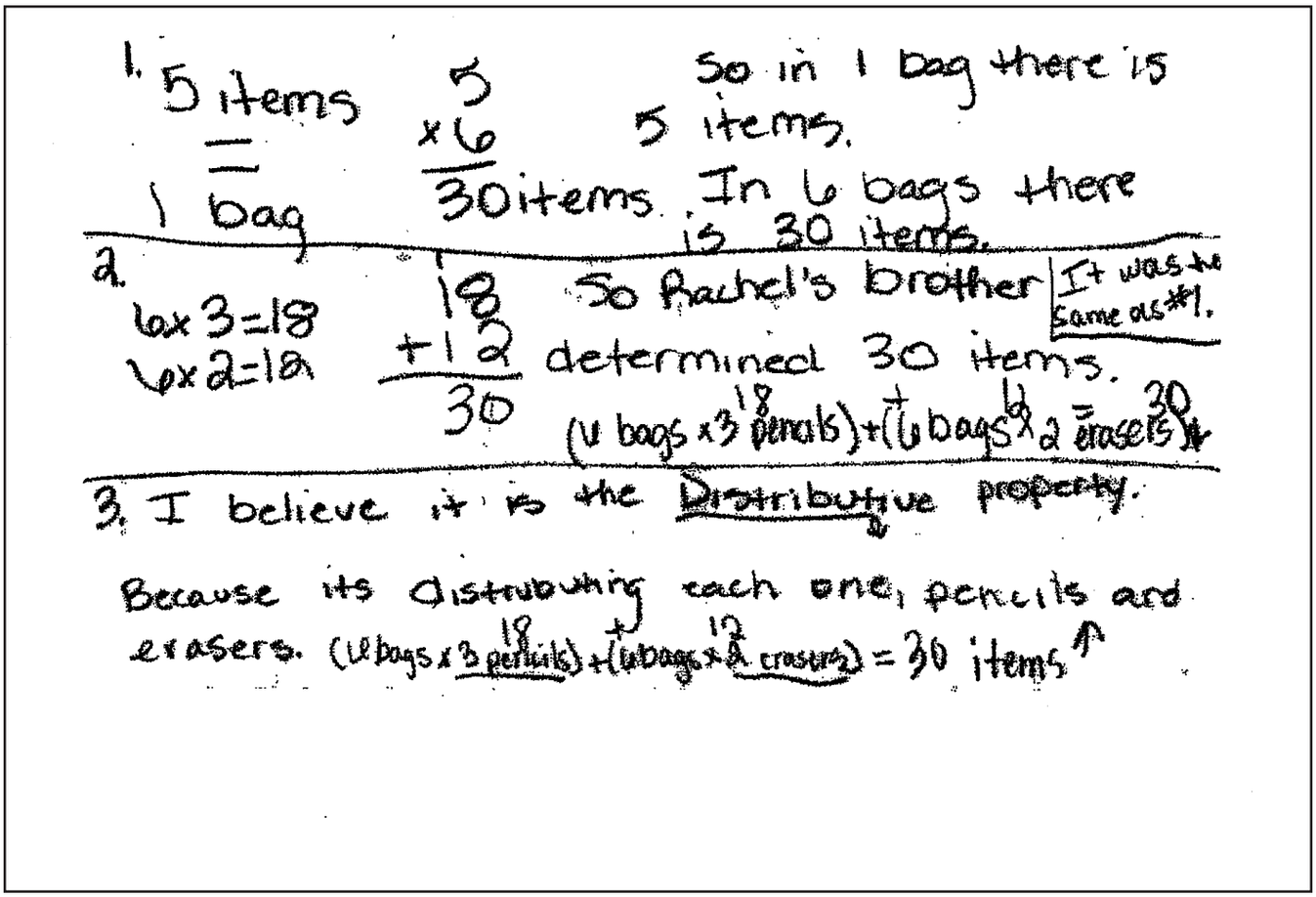
MATHEMATICS ITEM A SCORING RUBRIC–2008 AUGMENTED BENCHMARK GRADE 5

SCORE	DESCRIPTION
4	Response contains no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	1 or some minimal understanding shown.
0	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.)

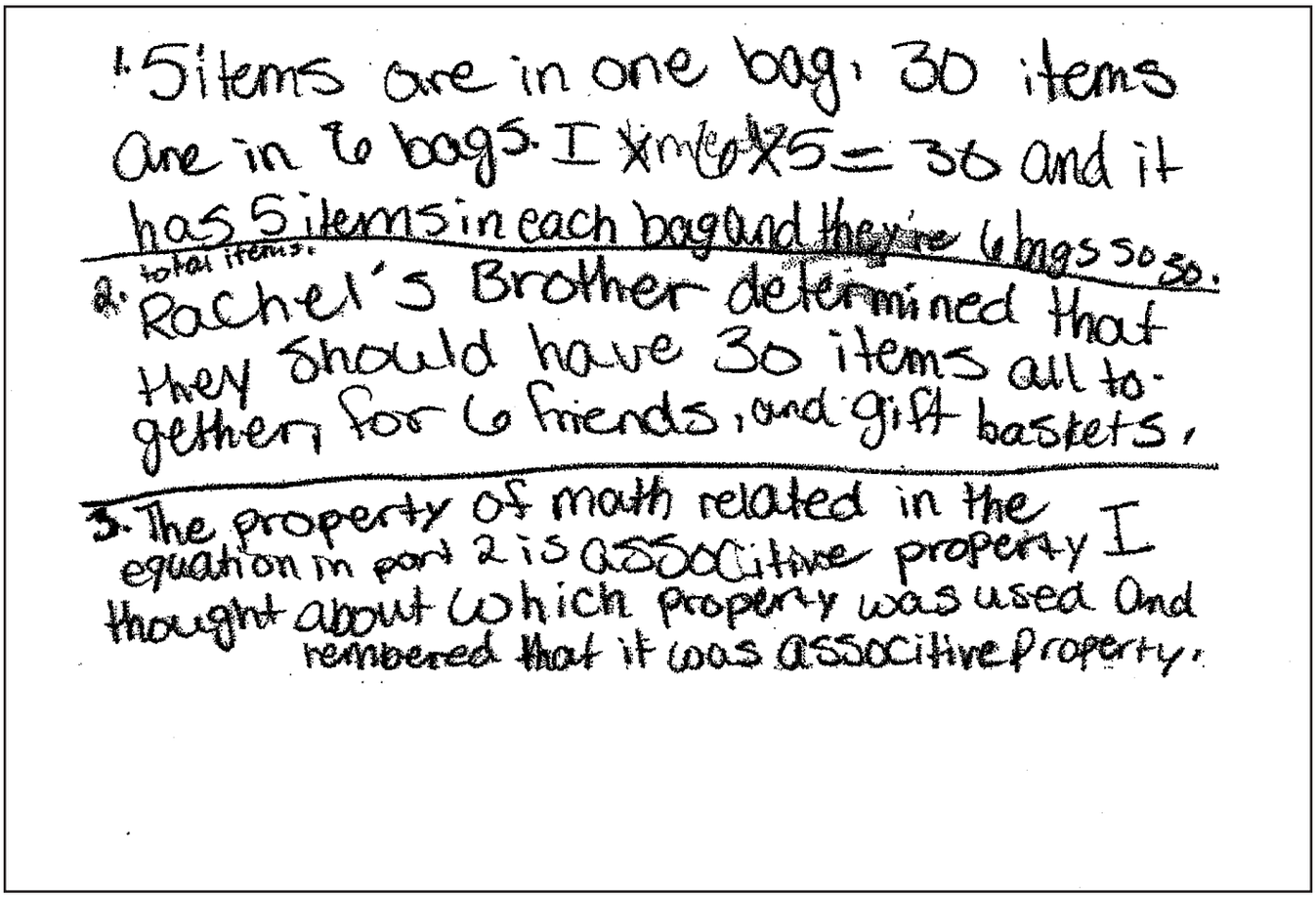
Solution and Scoring

Part	Points
1	**2 points possible** 2 points: **2 correct answers (5, 30) with work shown or explained for # of items in 6 bags.** Give credit for the following or equivalent: • 3 + 2 = 5, 6 x 5 = 30 or • "5 are in 1 bag, so multiply 6 x 5 to get 30, the # in 6 bags." **Or** 1 point: Give credit for the following: • Answers are correct, but work is not shown for # in 6 bags. Ex: 5, 30 or • Answer(s) incorrect due to 1 calculation or copy error Correct procedures are shown Ex: 5, 5 x 6 = 32
2	**1 point possible** 1 point: Correct answer: **30**
3	**1 point possible** 1 point: **Give credit for the following:** • Distributive property or • a(b + c) = ab + ac

Mathematics Item A Sample Responses and Annotations–
2008 Augmented Benchmark Grade 5

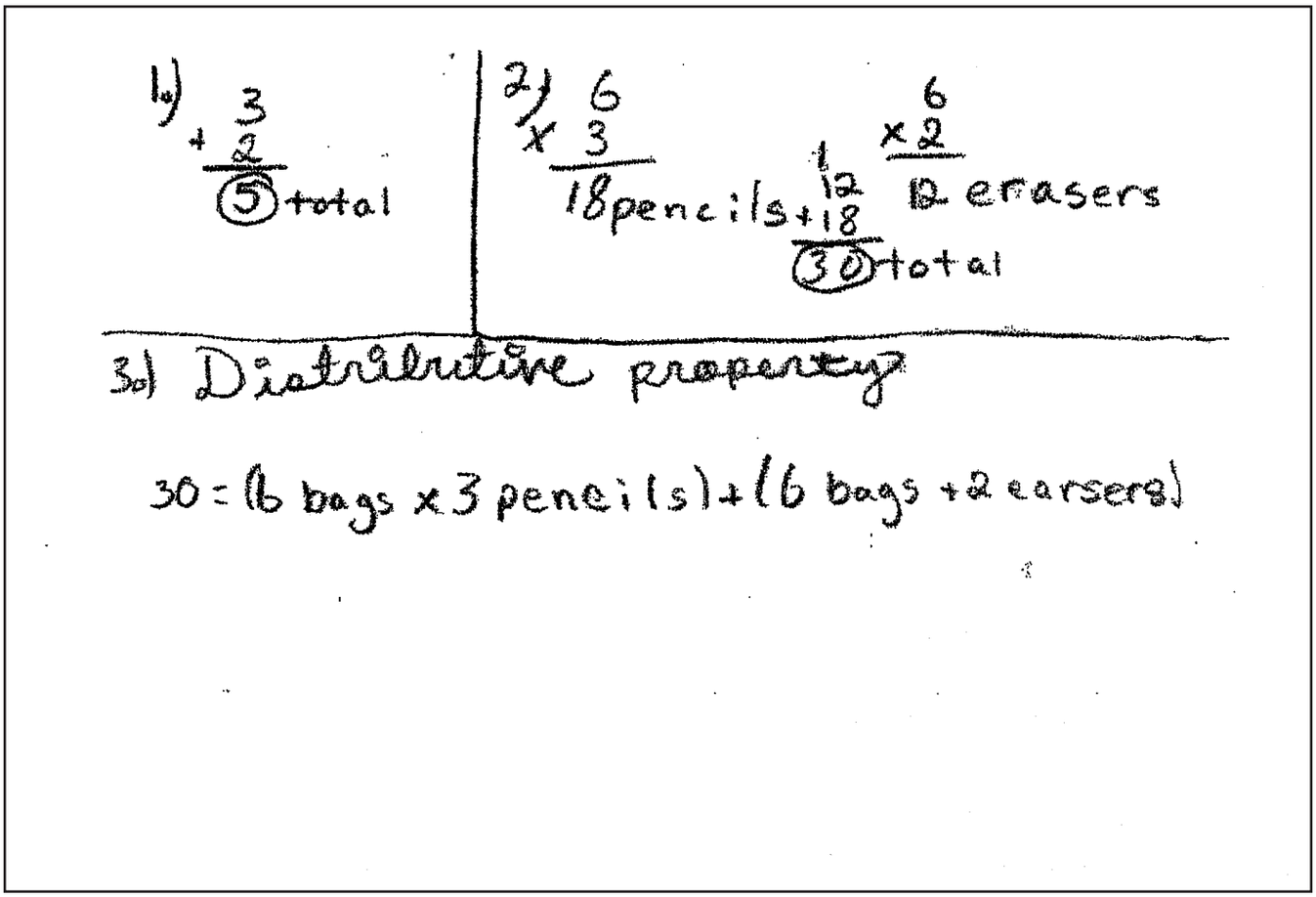


SCORE: 4		Points
Part 1, 2 pts:		
Two Correct Answers	*in 1 bag there is 5. In 6 bags there is 30 items.*	1
Correct Procedure	*5 × 6 = 30 items*	1
Part 2, 1 pt:		
Correct Answer	*So Rachel's brother determined 30 items.*	1
Part 3, 1 pt:		
Incorrect Answer	*Distributive property*	1
TOTAL POINTS		**4**
SCORE		**4**



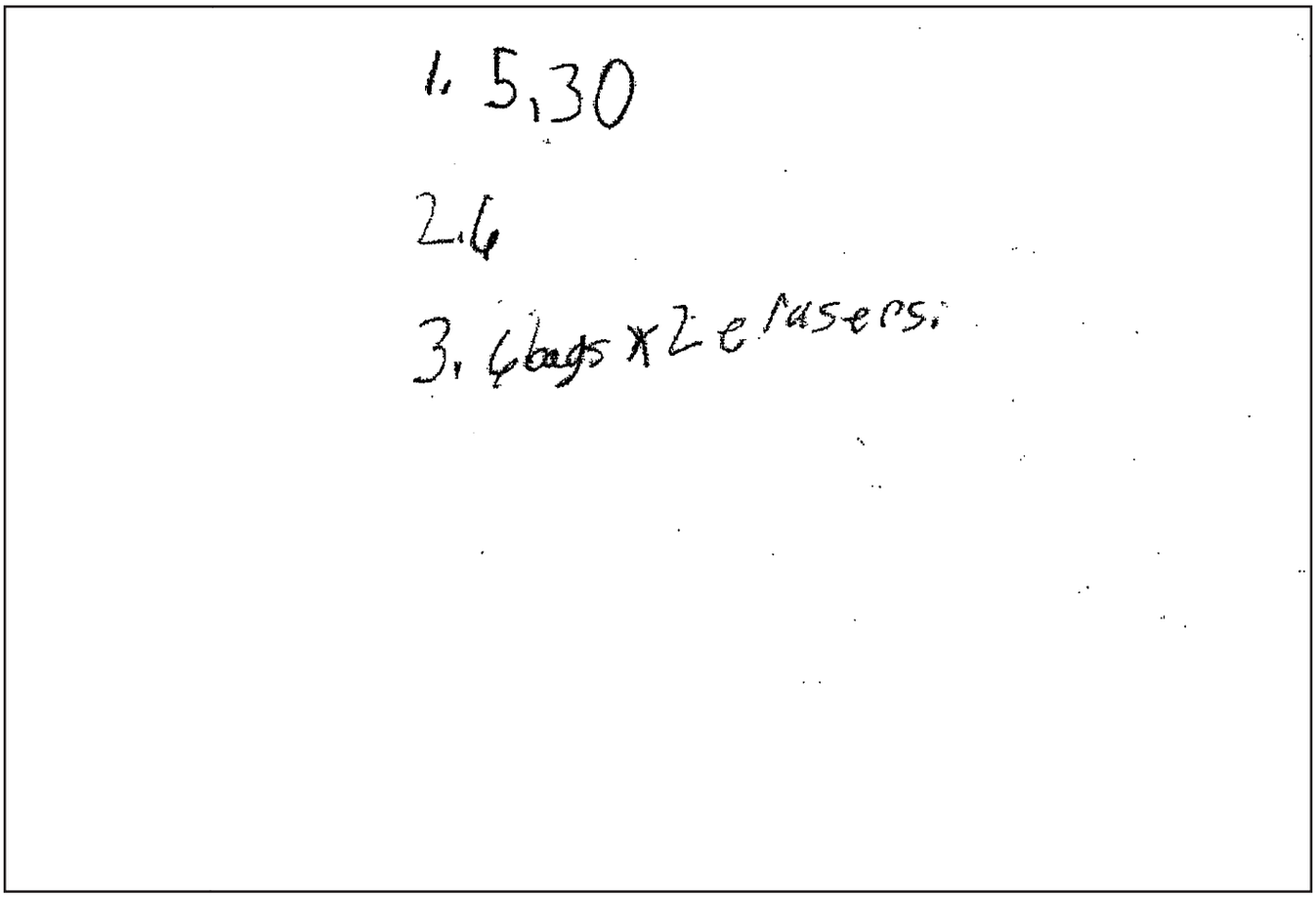
SCORE: 3		**Points**
Part 1, 2 pts:		
Two Correct Answers	*5 items are in one bag, 30 items are in 6 bags.*	1
Correct Procedure	$I \times 6 \times 5 = 30$	1
Part 2, 1 pt:		
Correct answer	*Rachel's Brother determined that they should have 30 items all together*	1
Part 3, 1 pt:		
Incorrect answer	*associative property*	0
TOTAL POINTS		**3**
SCORE		**3**

Mathematics Item A Sample Responses and Annotations–
2008 Augmented Benchmark Grade 5

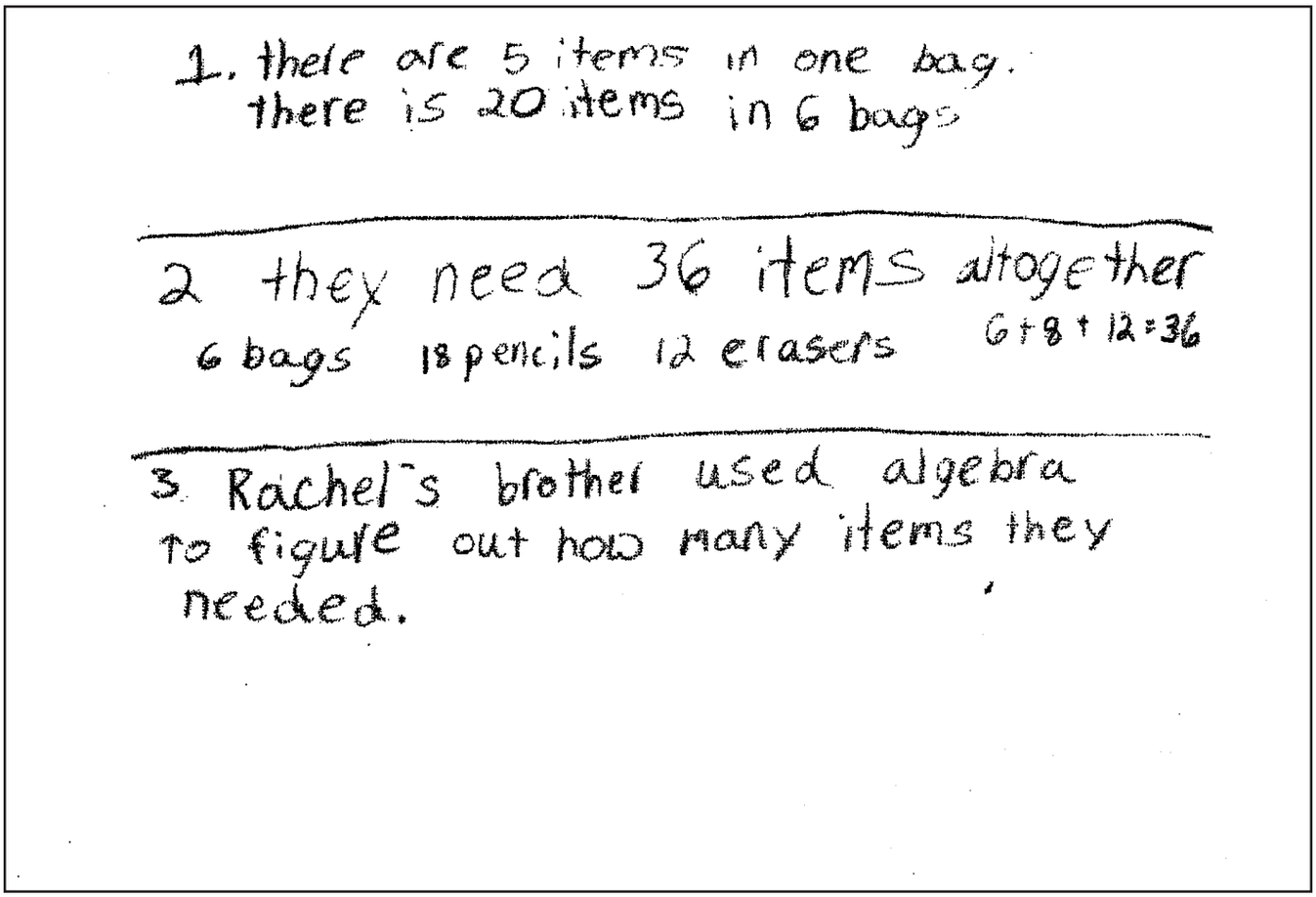


SCORE: 2		**Points**
Part 1, 2 pts:		
Only 1 Correct Answer	*5 total*	0
Partial Procedure	*3 + 2 = 5 total*	0
Part 2, 1 pt:		
Correct answer	*30 total*	1
Part 3, 1 pt:		
Correct answer	*Distributive property*	1
TOTAL POINTS		**2**
SCORE		**2**

Mathematics Item A Sample Responses and Annotations–
2008 Augmented Benchmark Grade 5



SCORE: 1		**Points**
Part 1, 2 pts:		
Two Correct Answers	*5, 30*	1
No Procedure		0
Part 2, 1 pt:		
Incorrect Answer	*6*	0
Part 3, 1 pt:		
Incorrect Answer	*6 bags × 2 erasers.*	0
TOTAL POINTS		**1**
SCORE		**1**

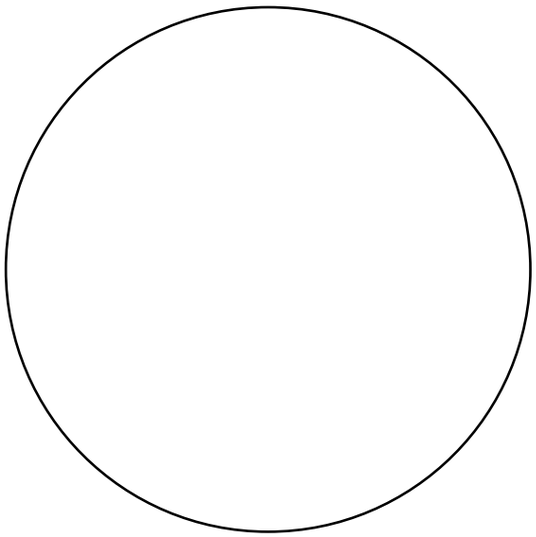


SCORE: 0		Points
Part 1, 2 pts:		
Only 1 Correct Answer	*There are 5 items in one bag.* *There is 20 items in 6 bags.*	0
No Procedure		0
Part 2, 1 pt:		
Incorrect answer	*They need 36 items altogether.*	0
Part 3, 1 pt:		
Incorrect answer	*Rachel's brother used algebra to figure out how many items.*	0
TOTAL POINTS		**0**
SCORE		**0**

Mathematics Item B–2008 Augmented Benchmark Grade 5

B

Mallory's teacher drew the circle below on the board and asked the students to completely label its parts.



On the grid provided in your answer document, copy the circle. Draw the parts given below and label each with the appropriate name.

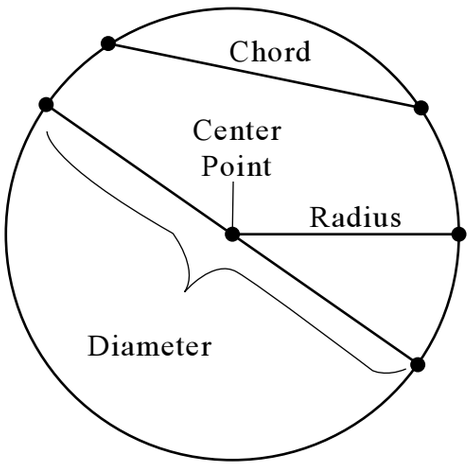
- center
- chord
- radius
- diameter

MATHEMATICS ITEM B SCORING RUBRIC–2008 AUGMENTED BENCHMARK GRADE 5

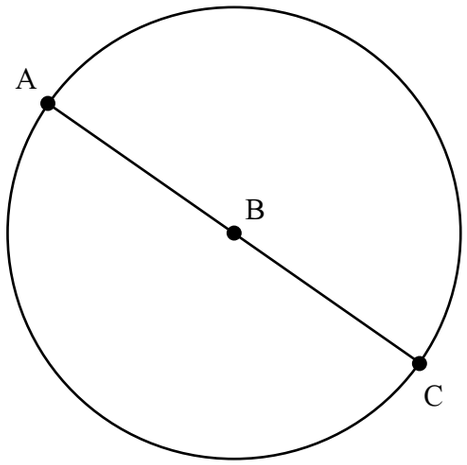
SCORE	DESCRIPTION
4	Response contains no incorrect work.
3	The student earns 3 points.
2	The student earns 2 points.
1	1 or some minimal understanding shown.
0	Blank – No Response. A score of "B" will be reported as "NA." (No attempt to answer the item. Score of "0" assigned for the item.)

Solution and Scoring

Part	Points
1	**4 points possible**



OR

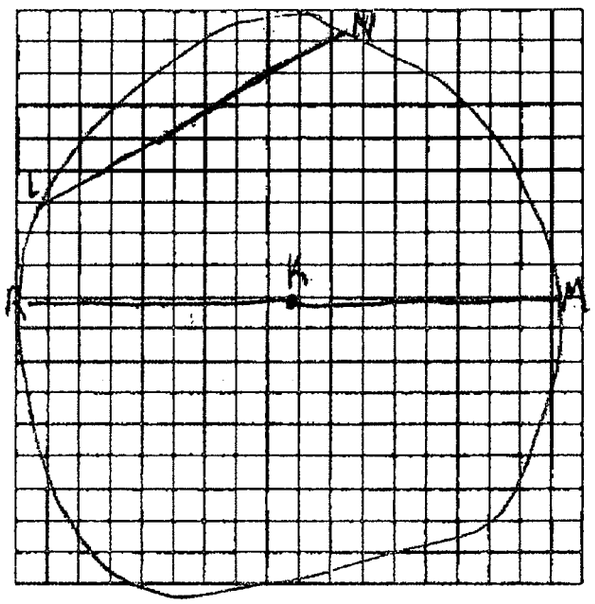


B is the center. $\overline{AC}$ is a chord and a diameter. $\overline{BC}$ (or $\overline{AB}$) is a radius.

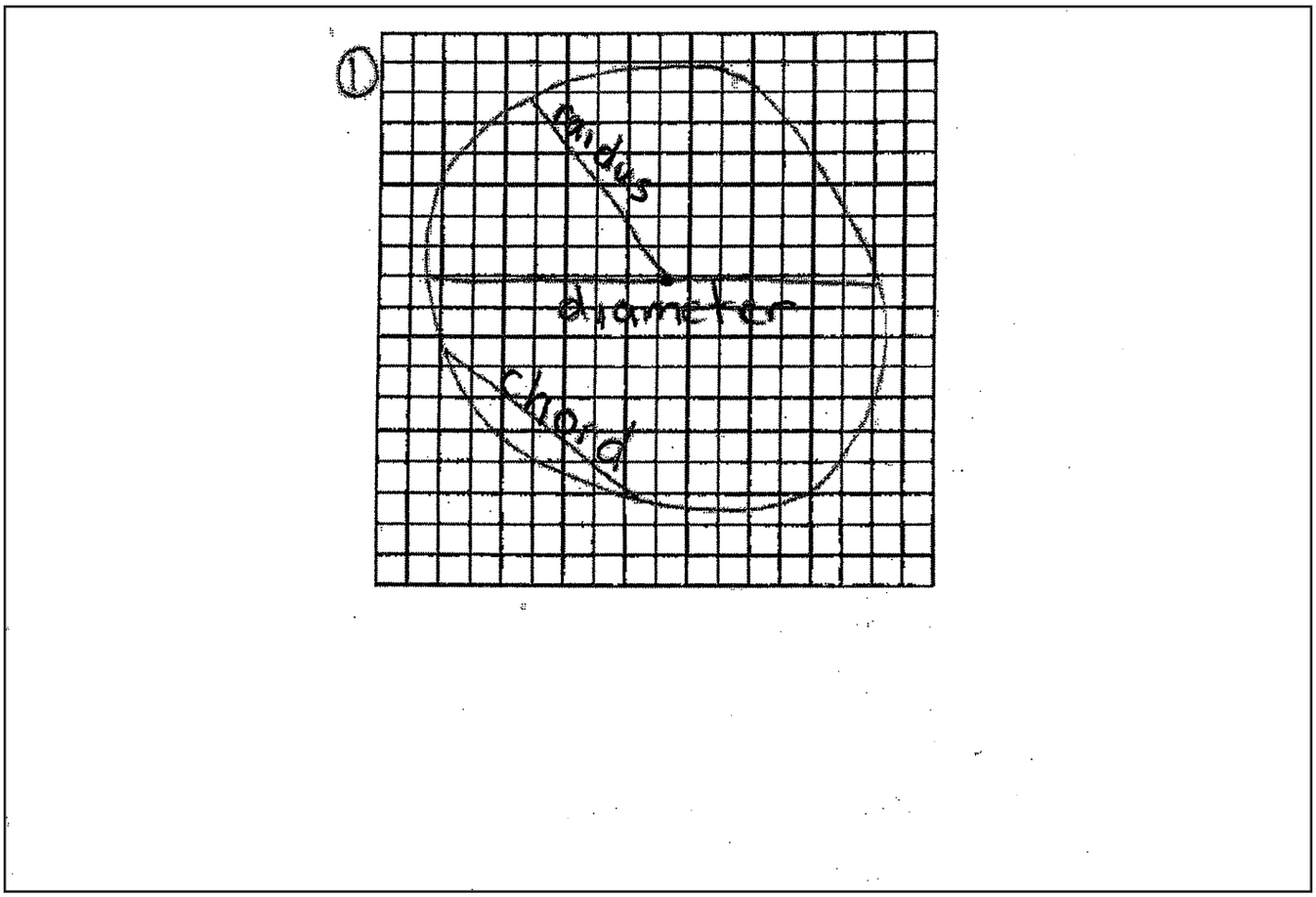
Circle is drawn with the following parts included:

1 point: Center point is correctly drawn and labeled
And
1 point: Chord is correctly drawn and labeled
And
1 point: Radius is correctly drawn and labeled
And
1 point: Diameter is correctly drawn and labeled

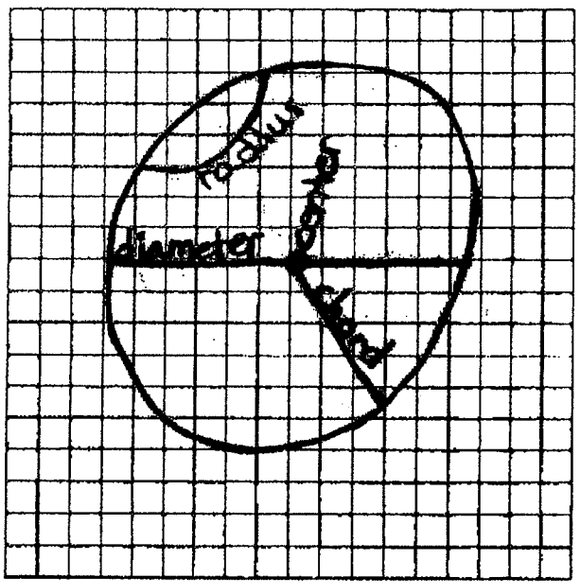
LN = Chord
KR = radius
RM = diameter
k = center



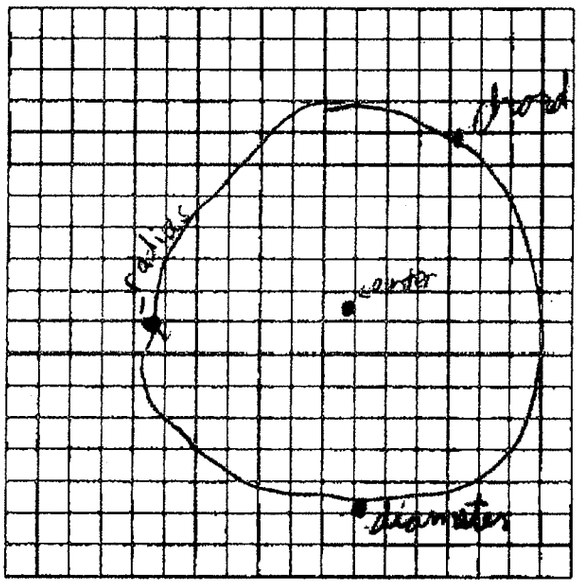
SCORE: 4		**Points**
Part 1, 4 pts:		
Correct answers and procedures	All four items correctly drawn and labeled	
	Center Point–correctly drawn and labeled (*k=center*)	1
	Chord–correctly drawn and labeled (*LN=chord*)	1
	Radius–correctly drawn and labeled (*KR=radius*)	1
	Diameter–correctly drawn and labeled (*RM=diameter*)	1
TOTAL POINTS		**4**
SCORE		**4**



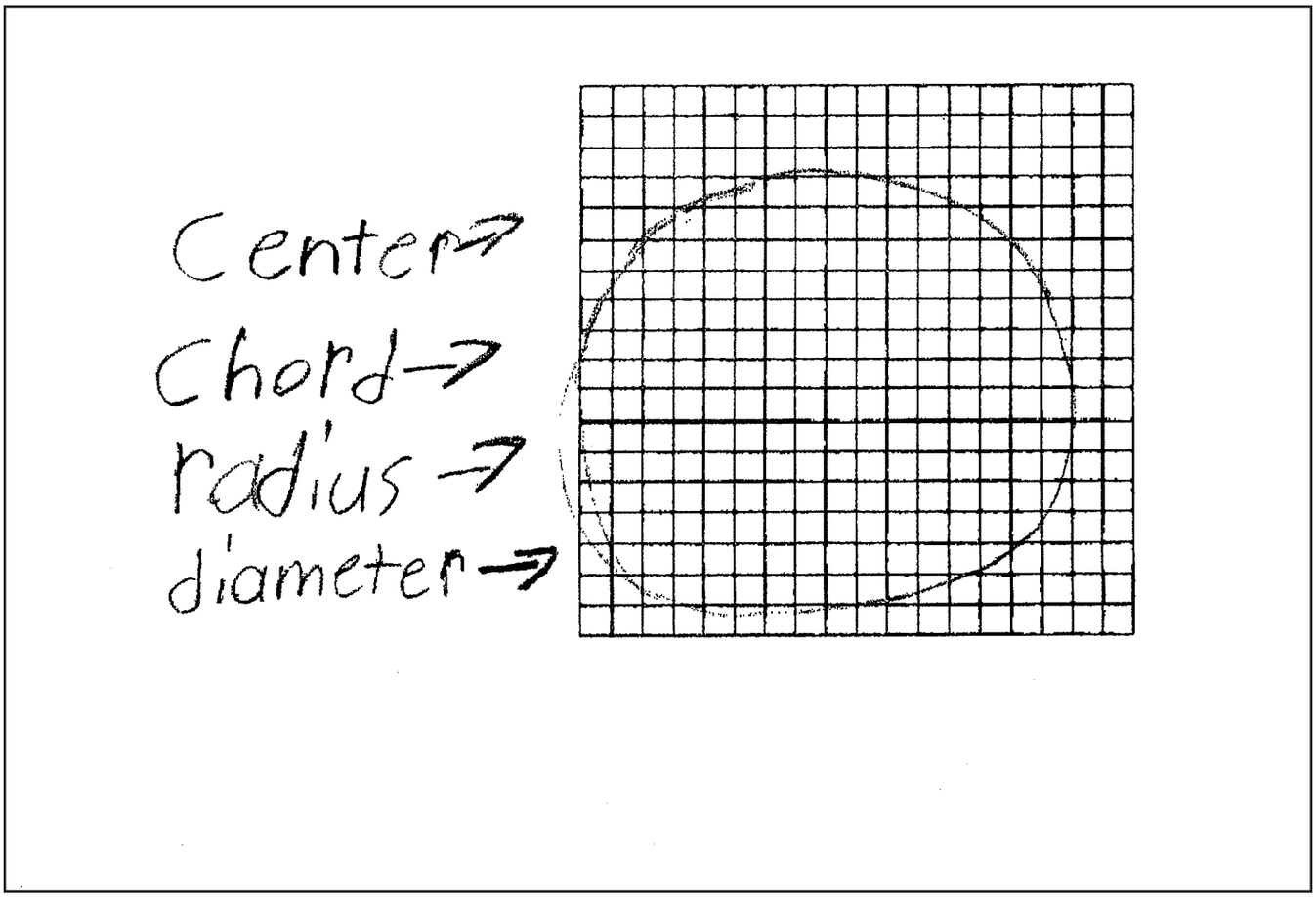
SCORE: 3		Points
Part 1, 4 pts:		
Partially correct answers and procedures	Three items correctly drawn and labeled	
	Center Point–correctly drawn but not labeled	0
	Chord–correctly drawn and labeled	1
	Radius–correctly drawn and labeled	1
	Diameter–correctly drawn and labeled	1
TOTAL POINTS		**3**
SCORE		**3**



SCORE: 2		Points
Part 1, 4 pts:		
Correct answers and procedures	Two items correctly drawn and labeled	
	Center Point–correctly drawn and labeled	1
	Chord–incorrectly drawn and labeled	0
	Radius–incorrectly drawn and labeled	0
	Diameter–correctly drawn and labeled	1
TOTAL POINTS		**2**
SCORE		**2**



SCORE: 1		Points
Part 1, 4 pts:		
Partially correct answers and procedures	One item correctly drawn and labeled	
	Center Point–correctly drawn and labeled	1
	Chord–not drawn and wrongly labeled	0
	Radius–not drawn and wrongly labeled	0
	Diameter–not drawn and wrongly labeled	0
TOTAL POINTS		**1**
SCORE		**1**



SCORE: 0		**Points**
Part 1, 4 pts:		
Incorrect answers and procedures	No item correctly drawn and labeled	
	Center Point–not drawn and labeled	0
	Chord–not drawn and labeled	0
	Radius–not drawn and labeled	0
	Diameter–not drawn and labeled	0
	Only the circle is copied on the grid and four arrows point to the circle with the words *center*, *chord*, *radius* and *diameter*.	
TOTAL POINTS		**0**
SCORE		**0**

SCIENCE RESPONSES

Science Item A—2008 Augmented Benchmark Grade 5

A

Answer the following.

1. Identify two types of physical change.
2. Describe four ways that water can go through a physical change.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

SCIENCE ITEM A SCORING RUBRIC—2008 AUGMENTED BENCHMARK GRADE 5

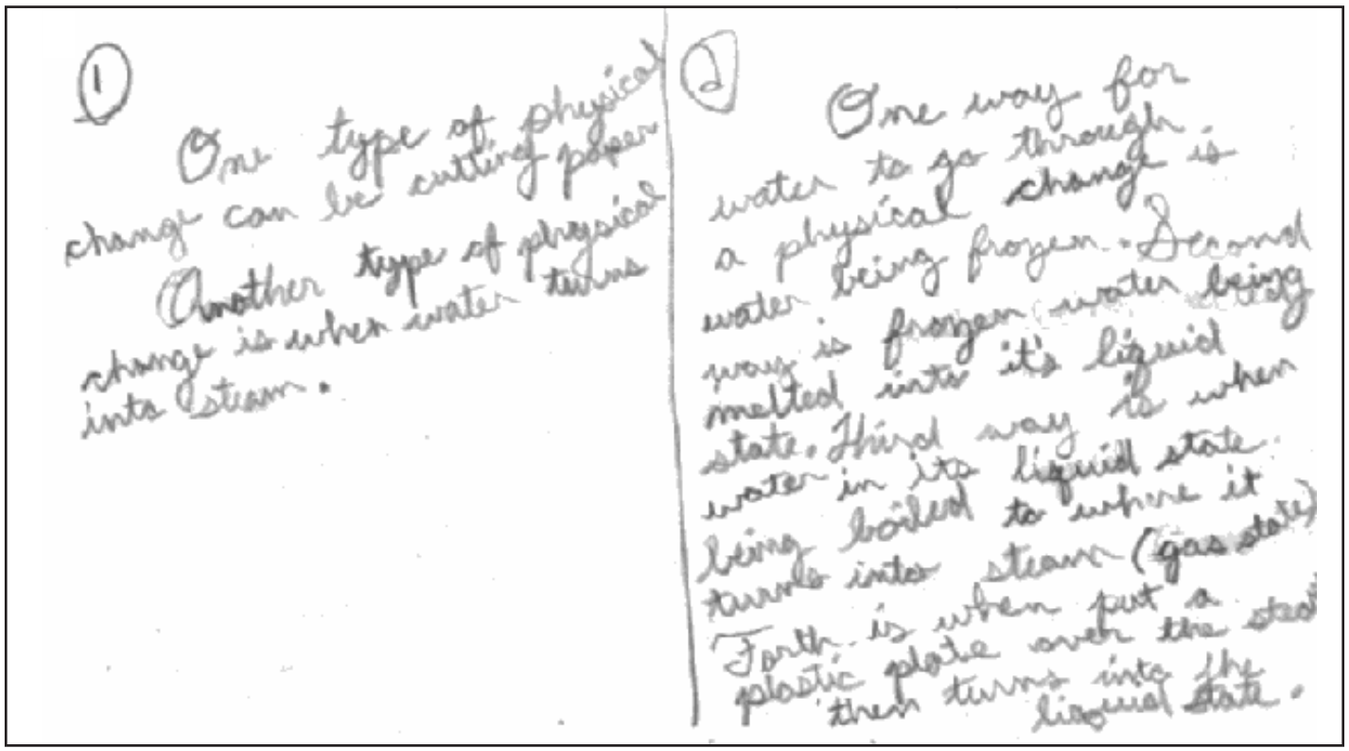
SCORE	DESCRIPTION
4	Response shows a *complete understanding* of the problem's essential scientific concepts. The student presents all procedures correctly and responds to all parts of the task.
3	Response shows a *nearly complete understanding* of the problem's essential scientific concepts. The student 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.

Science Item A Solution and Scoring–2008 Augmented Benchmark Grade 5

Solution and Scoring

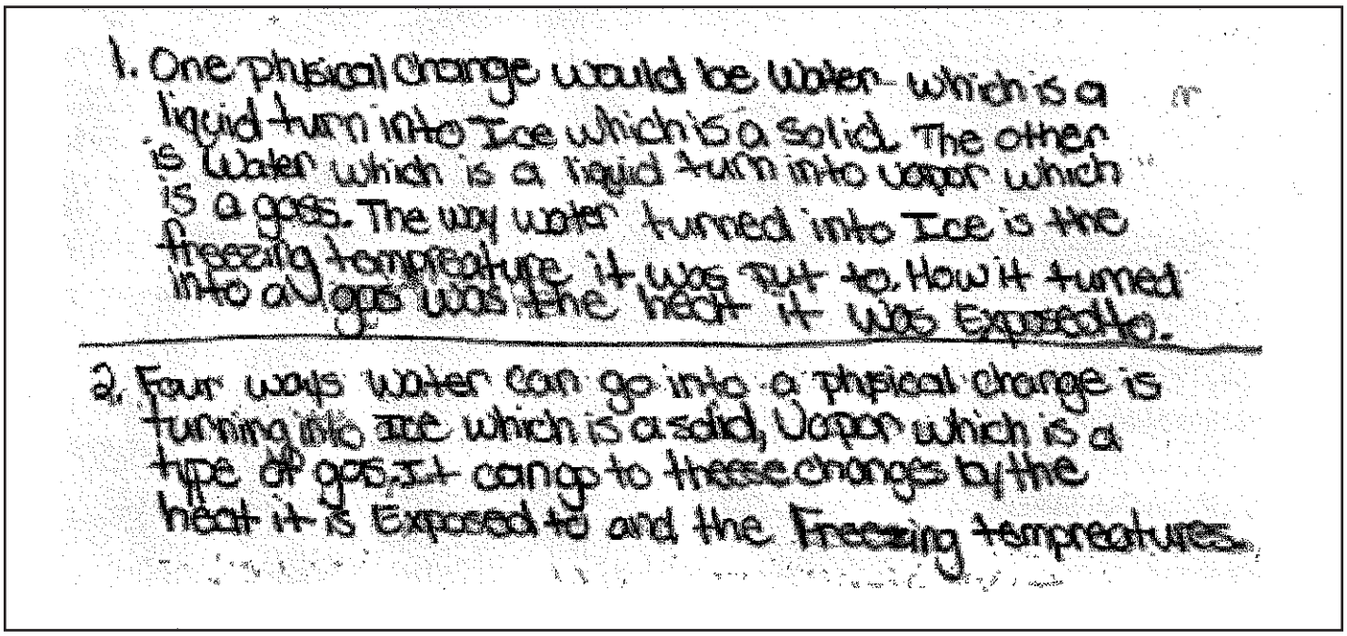
Parts	Points
1	**2 points possible:** 1 point: Lists one type of physical change. 1 point: Lists one type of physical change.
2	**2 points possible:** 1/2 point: for describing one way water can go through a physical change 1/2 point: for describing a 2nd way water can go through a physical change 1/2 point: for describing a 3rd way water can go through a physical change 1/2 point: for describing a 4th way water can go through a physical change for a total of 2 possible points

Science Item A Sample Responses and Annotations–
2008 Augmented Benchmark Grade 5



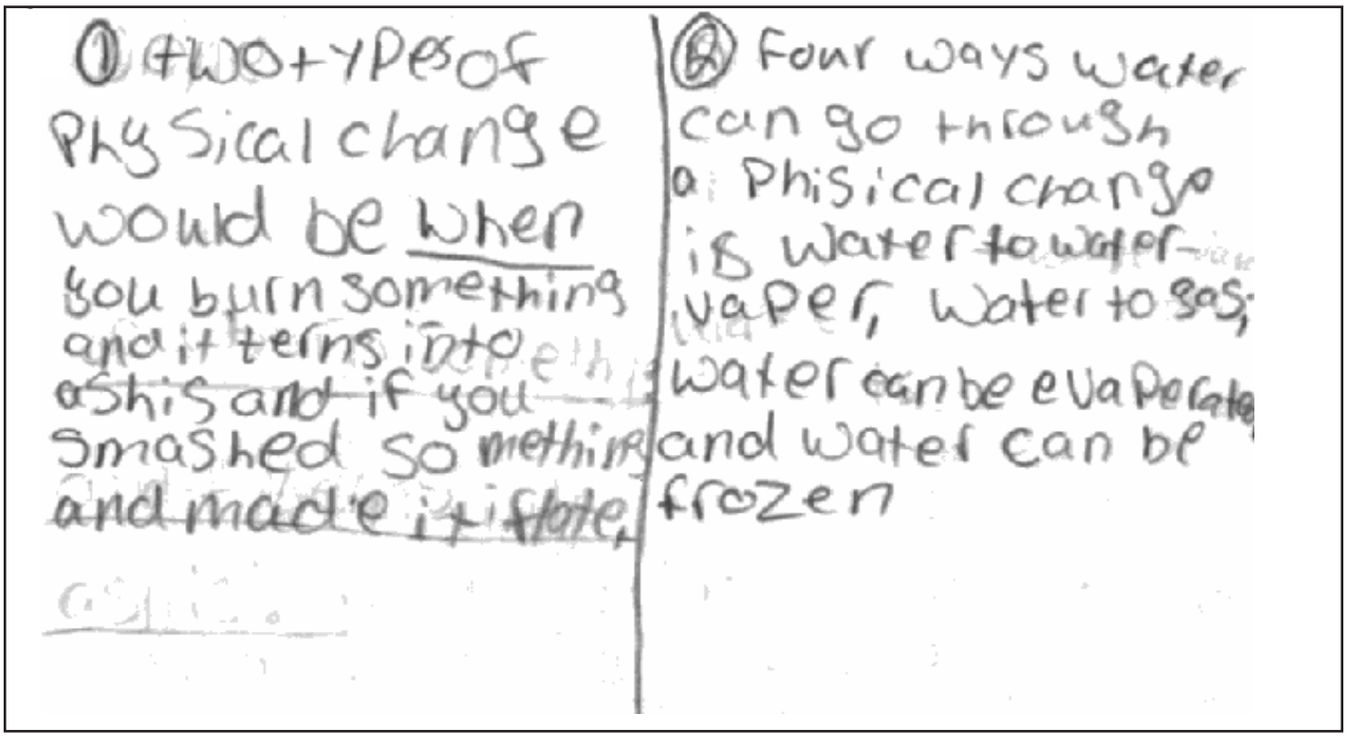
SCORE: 4		**Points**
Part 1, 2 pts:		
One physical change	"can be cutting paper"	1
	Change of shape	1
Second type of physical change	"when water turns into steam"	
Part 2, 2 pts:		
One way that water changes	"water being frozen"	1/2
Second way water changes	"frozen water being melted"	1/2
Third way water changes	"being boiled to where it turns into steam"	1/2
Fourth way water changes	"steam then turns into liquid state"	1/2
TOTAL POINTS		**4**

Science Item A Sample Responses and Annotations–
2008 Augmented Benchmark Grade 5

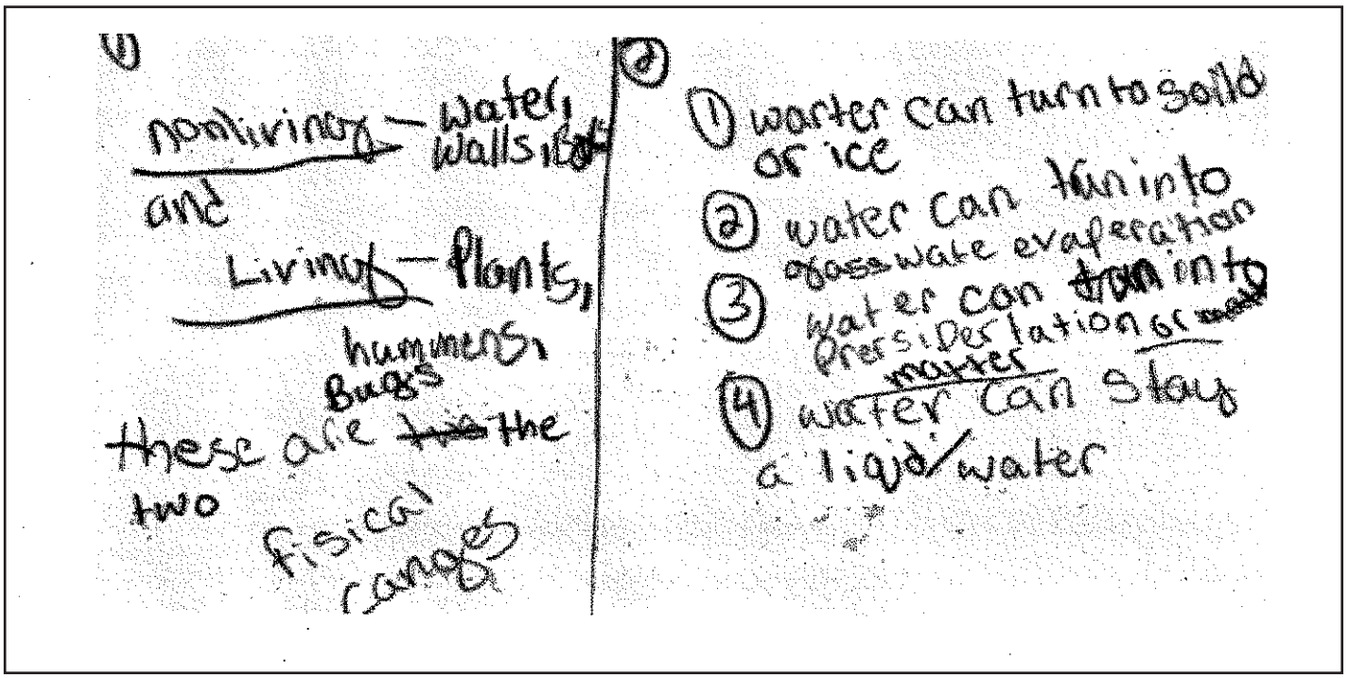


SCORE: 3		**Points**
Part 1, 2 pts:		
One physical change	"water which is a liquid turn into Ice which is a solid"	1
Second type of physical change	"water which is a liquid turn into vapor which is a gas"	1
Part 2, 1 pt:		
One way that water changes	"turning into Ice which is a solid"	1/2
Second way water changes	"Vapor which is a type of gas"	1/2
Third way water changes	no answer	0
Fourth way water changes	no answer	0
TOTAL POINTS		**3**

Science Item A Sample Responses and Annotations–
2008 Augmented Benchmark Grade 5

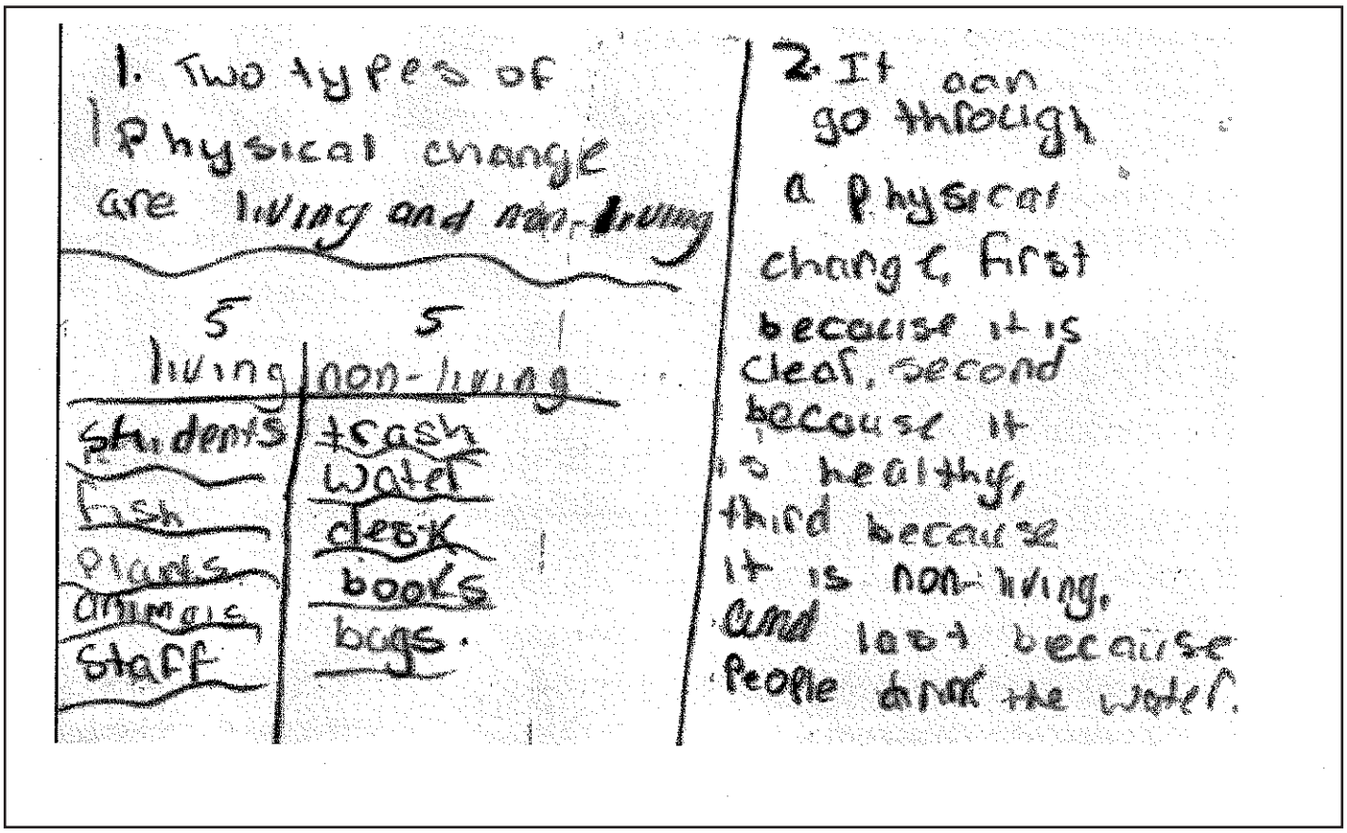


SCORE: 2		**Points**
Part 1, 1 pt:		
One physical change	"burn something and it terns into ashis" Chemical changes receive no credit	0
Second type of physical change	"if you smashed something and made it flate" Change of shape	1
Part 2, 1 pt:		
One way that water changes	"water to water vapor"	1/2
Second way water changes	"water to gas" Same as "water to water vapor" above	0
Third way water changes	"water can be evaporated" Same as "water to water vapor" above	0
Fourth way water changes	"water can be frozen"	1/2
TOTAL POINTS EQUALS		**2**



SCORE: 1		**Points**
Part 1, 0 pts:		
One physical change	"nonliving"	0
Second type of physical change	"Living"	0
	Neither living nor nonliving receive credit since they are not physical changes.	
Part 2, 1 pt:		
One way that water changes	"warter can turn to solid or ice"	1/2
Second way water changes	"water can trun into gass"	1/2
Third way water changes	"water can turn into prersipertation or matter"	0
	This is not a physical change.	
Fourth way water changes	"water can stay a liqid/water"	
	This is not a physical change.	0
TOTAL POINTS		**1**

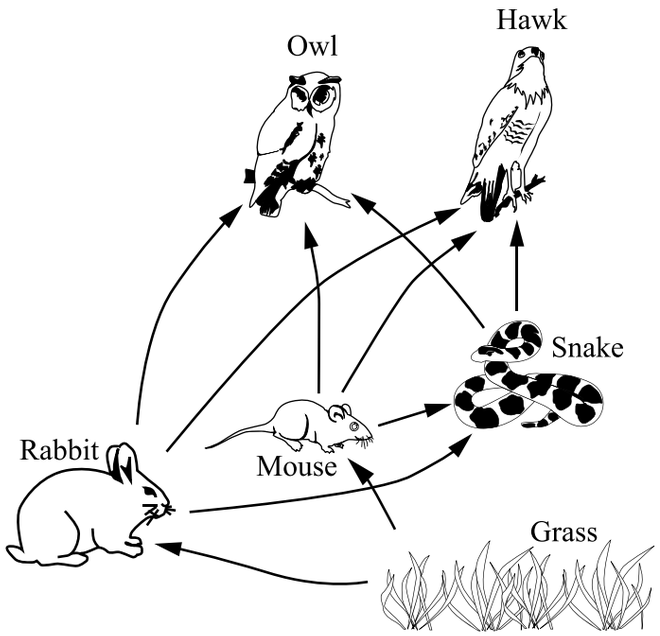
Science Item A Sample Responses and Annotations–
2008 Augmented Benchmark Grade 5



SCORE: 0		**Points**
Part 1, 0 pts:		
One physical change	"non-living"	0
Second type of physical change	"living"	0
	Neither living nor non-living receive credit.	
Part 2, 0 pts:		
One way that water changes	"it is clear"	0
Second way water changes	"because it is healthy"	0
Third way water changes	"it is non-living"	0
Fourth way water changes	"People drink the water"	0
	None of these answers receive credit.	
TOTAL POINTS		**0**

B

The diagram below represents a terrestrial food web.



1. How are predators **different** from prey? Give an example of each from the food web.
2. How are producers **different** from consumers? Give an example of each from the food web.
3. How are herbivores **different** from carnivores? Give an example of each from the food web.
4. This food web does not show a decomposer or a scavenger. How is a decomposer **different** from a scavenger? Give an example of each that could be included in the food web.

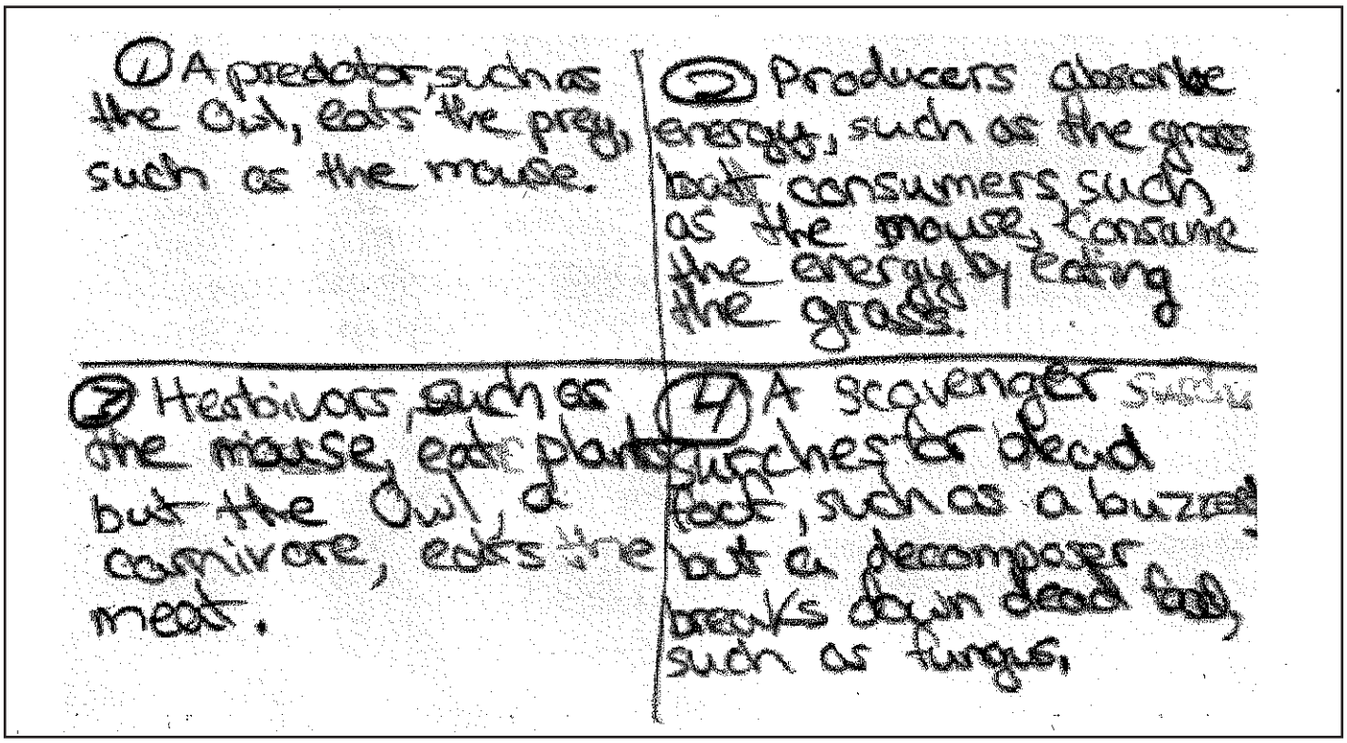
BE SURE TO LABEL YOUR RESPONSES 1, 2, 3, AND 4.

SCIENCE ITEM B SCORING RUBRIC–2008 AUGMENTED BENCHMARK GRADE 5

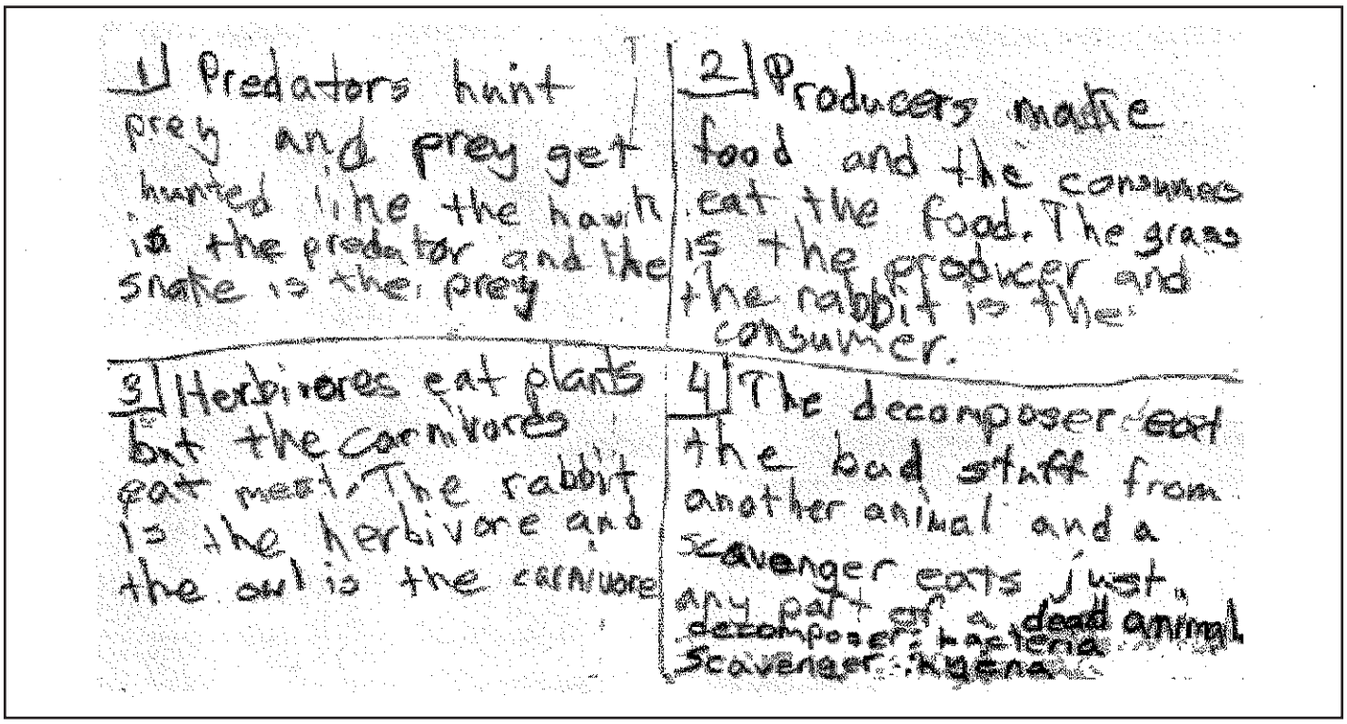
SCORE	DESCRIPTION
4	Response shows a *complete understanding* of the problem's essential scientific concepts and procedures. The student responds to all parts of the task.
3	Response shows a *nearly complete understanding* of the problem's essential scientific concepts and procedures. The student responds 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 correctly responds 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

Parts	Points
1	**1 point possible:** 1/2 point for defining predator and prey 1/2 point for examples of both predators and prey
2	**1 point possible:** 1/2 point for defining producer and consumer 1/2 point for examples of both producers and consumers
3	**1 point possible:** 1/2 point for defining herbivores and carnivores 1/2 point for examples of both herbivores and carnivores
4	**1 point possible:** 1/2 point for defining decomposer and scavenger 1/2 point for examples of both decomposers and scavengers

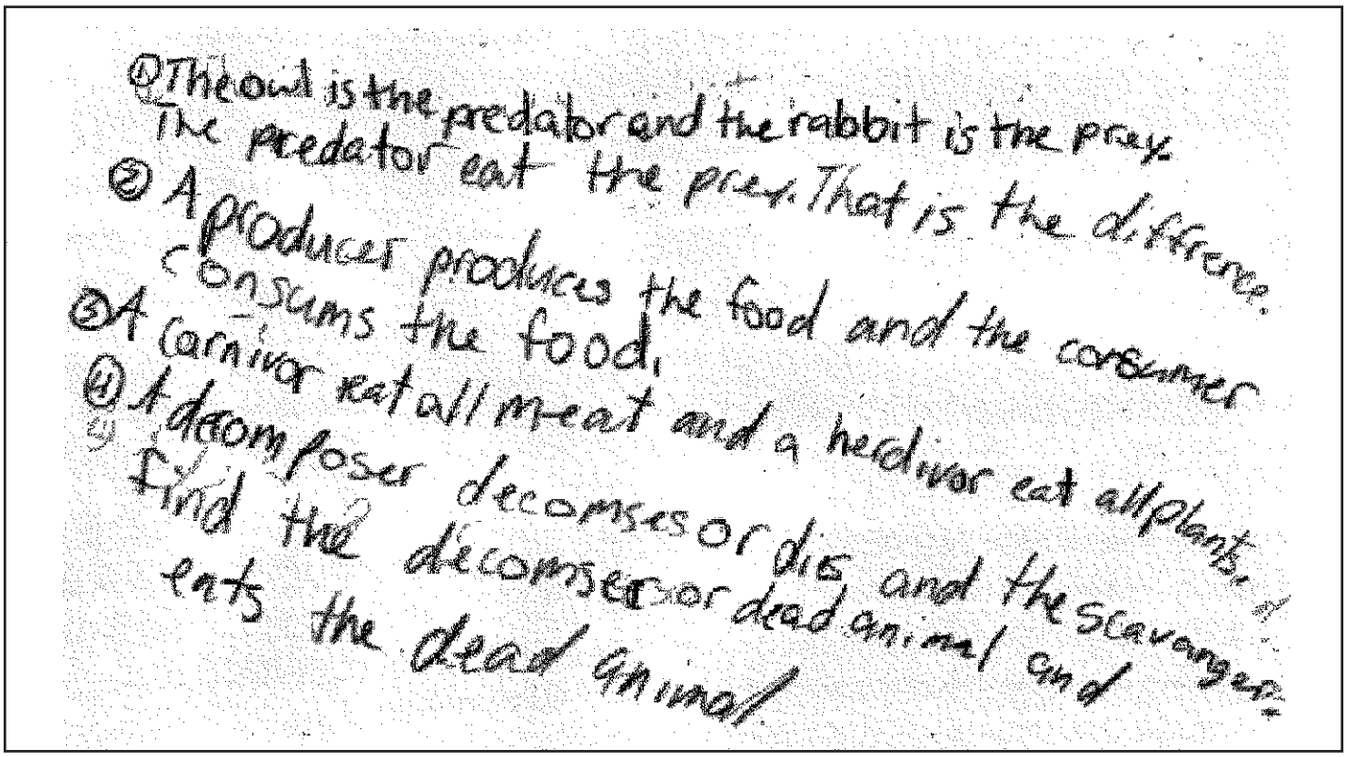


SCORE: 4	Points
Part 1: Explains how predators are different from prey.	
"A predator – eats the prey –"	1/2
Gives examples of predator and prey.	
"– the owl – the mouse –"	1/2
Part 2: Explains how producers are different from consumers.	
"Producers absorbe energy, – consumers – consume the energy by eating the grass –"	1/2
Gives an example of a producer and a consumer.	
"– grass – mouse –"	1/2
Part 3: Explains how herbivores are different from carnivores.	
"Herbivors – eat plants – carnivore, eats meat."	1/2
Gives an example of a herbivore and a carnivore.	
"– mouse – owl –"	1/2
Part 4: Explains how a decomposer is a different from a scavenger.	
"A scavenger suarchs for dead food, – a decomposer breaks down dead food, –"	1/2
Gives an example of a decomposer and a scavenger	
"– buzzard – fungus –"	1/2
TOTAL POINTS	**4**

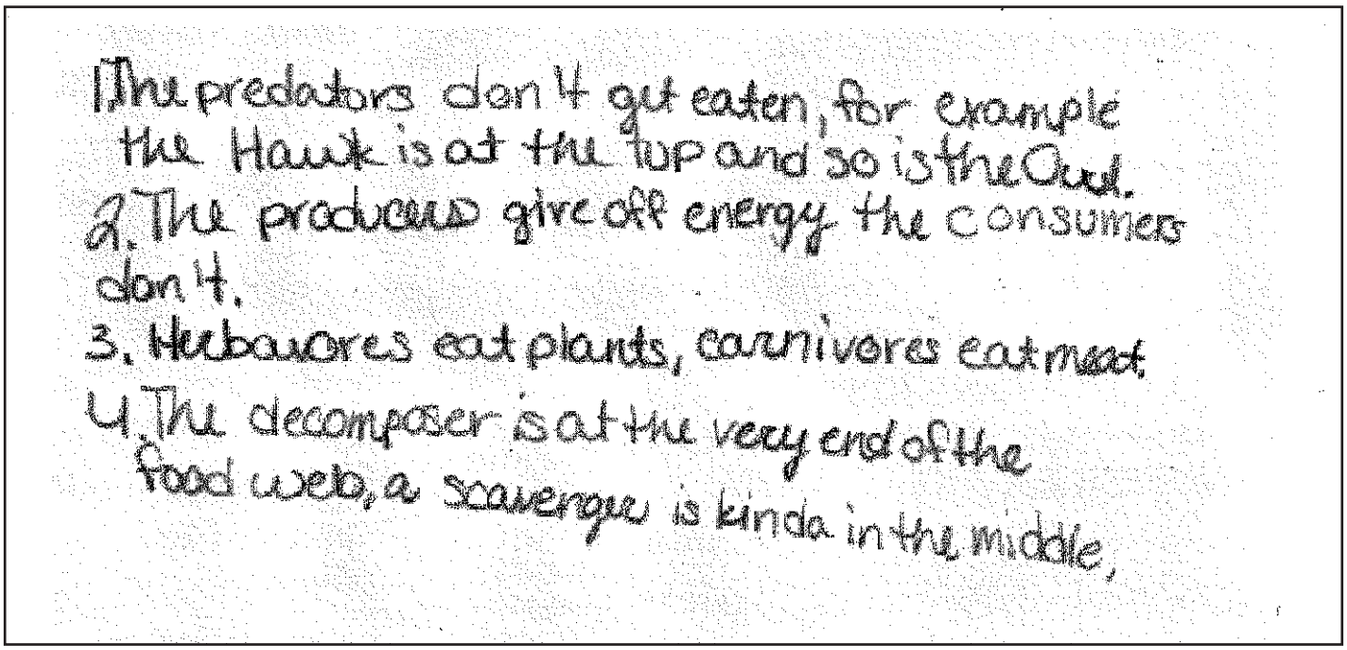


SCORE: 3	Points
Part 1: Explains how predators are different from prey.	
"Predators hunt prey and prey get hunted"	1/2
Gives examples of predator and prey.	
"– the hawk – the snake –"	1/2
Part 2: Explains how producers are different from consumers.	
"Producers make food and the consumers eat the food"	1/2
Gives an example of a producer and a consumer.	
"The grass – the rabbit –"	1/2
Part 3: Explains how herbivores are different from carnivores.	
"Herbivores eat plants but the carnivores eat meat."	1/2
Gives an example of a herbivore and a carnivore.	
"– rabbit – owl –"	1/2
Part 4: Inexact explanation of how a decomposer is different from a scavenger.	
"The decomposer eat the bad stuff from another animal and a scavenger eats just any part of a dead animal"	0
Gives an example of a decomposer and a scavenger	
"– bacteria – hyena –"	1/2
TOTAL POINTS	**3 1/2**

Science Item B Sample Responses and Annotations–
2008 Augmented Benchmark Grade 5

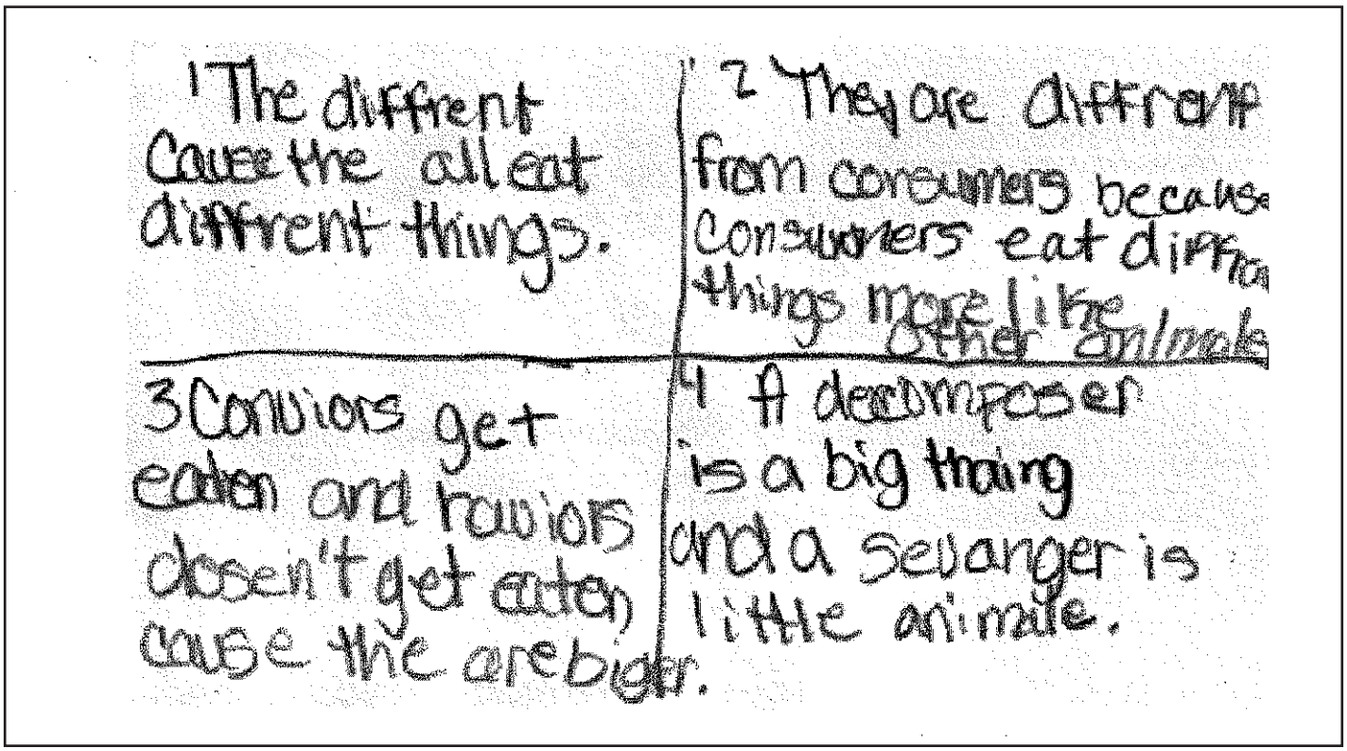


SCORE: 2	Points
Part 1: Explains how predators are different from prey.	
"The predator eat the prey."	1/2
Gives examples of predator and prey.	
"– the owl – the rabbit –"	1/2
Part 2: Explains how producers are different from consumers.	
"A producer produces the food and the consumer consums the food."	1/2
Does not give examples of a producer and a consumer.	0
Part 3: Explains how herbivores are different from carnivores.	
"A carnivor eat all meat and a herdivore eat all plants."	1/2
Does not give examples of a herbivore and a carnivore.	0
Part 4: Inexact explanation of how a decomposer is different from a scavenger.	0
"A decomposer decomses or dies – "	
Does not give examples of a decomposer and a scavenger.	0
TOTAL POINTS	**2**


1. The predators don't get eaten, for example the Hawk is at the top and so is the Owl.
2. The producers give off energy the consumers don't.
3. Herbavores eat plants, carnivores eat meat
4. The decomposer is at the very end of the food web, a scavenger is kinda in the middle,

SCORE: 1		Points
Part 1:	**Does not correctly explain how predators are different from prey.** "– predators don't get eaten, –" **Does not give examples of a predator and prey.**	0 0
Part 2:	**Invalid explanation of how producers are different from consumers.** "The producers give off energy the consumers don't." **Does not give an example of a producer and a consumer.**	0 0
Part 3:	**Explains how herbivores are different from carnivores.** "Herbivors – eat plants – carnivore, eats meat." **Does not give examples of a herbivore and a carnivore**	1/2 0
Part 4:	**Incorrect explanation of how a decomposer is different from a scavenger.** "The decomposer is at the very end of the food web, a scavenger is kinda in the middle." **Does not give examples of a decomposer and a scavenger**	0 0
TOTAL POINTS		**1/2**

Science Item B Sample Responses and Annotations–
2008 Augmented Benchmark Grade 5



SCORE: 0		Points
Part 1:	**Does not correctly explain how predators are different from prey.** "The different cause the all eat different things." **Does not give examples of a predator and prey.**	0 0
Part 2:	**Invalid explanation of how producers are different from consumers.** "– because consumers eat diffrent things –" **Does not give an example of a producer and a consumer.**	0 0
Part 3:	**Incorrect explanation of how herbivores are different from carnivores.** "Conviors get eaten and haviors dosen't get eaten –" **Does not give examples of a herbivore and a carnivore**	0 0
Part 4:	**Incorrect explanation of how a decomposer is different from a scavenger.** "A decomposer is a big thaing and a sevanger is little animale." **Does not give examples of a decomposer and a scavenger**	0 0
TOTAL POINTS		**0**

ACTAAP

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