ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Released Item Booklet

Benchmark Examination
Grade 6

April 2007
Administration

Arkansas Department of Education

Table of Contents—2007 Benchmark Grade 6

PART I Overview—2007 Benchmark Grade 6

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

As part of this program, all Grade 6 students in Arkansas public schools participated in the *Grade 6 Benchmark Examination* in April 2007.

This *Released Item Booklet* for the *Grade 6 Benchmark Examination* contains test questions or items that were asked of students during the April 2007 operational administration. The test items included in Part II of this booklet are those items that contributed to the student performance results for that administration.

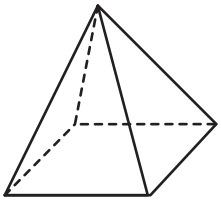
Students were given approximately two hours each day to complete assigned test sessions during the three days of testing in April 2007. Students were permitted to use a calculator for the Mathematics items (both multiple-choice and open-response), with the exception of questions 1–8 in this *Released Item Booklet* (items 1–10 in the test booklet). Students were also supplied with a reference sheet to be used during the Mathematics sessions so that all students would have equal access to this information during testing. (See the reference sheet on page 22 of this booklet.) All of the Mathematics, Reading, and Writing multiple-choice items within this booklet have the correct response marked with an asterisk (*). The open-response questions for Mathematics and Reading and the two essay prompts for Writing are listed with scoring guides (rubrics) immediately following. These rubrics provide information on the scoring model used for each subject, with the scoring model for Writing defining the overall curricular and instructional link for that subject with the Arkansas *English Language Arts Curriculum Framework*. The domain scoring model, implemented within Arkansas for a number of years, illustrates the appropriate instructional approaches for Writing within the State.

The development of the *Grade 6 Benchmark Examination* was based on the Arkansas Curriculum Frameworks. These frameworks have common distinct levels: *Strands* to be taught in concert, *Content Standards* within each Strand, and *Student Learning Expectations* within each Content Standard. Abridged versions of the Arkansas *Mathematics Curriculum Framework*, Arkansas *English Language Arts Curriculum Framework—Reading Strand*, and Arkansas *English Language Arts Curriculum Framework—Writing Strand* can be found in Part III of this booklet. It is important to note that these abridged versions list only the predominant Strand, Content Standard, and Student Learning Expectation associated with each item. However, since many key concepts within the Arkansas Curriculum Frameworks are interrelated, in many cases there are other item correlations or associations across Strands, Content Standards, and Student Learning Expectations.

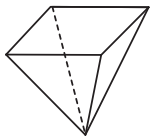
Part III of the *Released Item Booklet* also contains a tabular listing of the Strand, Content Standard, and Student Learning Expectation that each question was designed to assess. The multiple-choice and open-response items found on the *Grade 6 Benchmark Examination* were developed in close association with the Arkansas educational community. Arkansas teachers participated as members of Content Advisory Committees for each subject area, providing routine feedback and recommendations for all items. Part III of the *Released Item Booklet* provides Arkansas educators with specific information on how the *Grade 6 Benchmark Examination* items align or correlate with the Arkansas Curriculum Frameworks to provide models for classroom instruction.

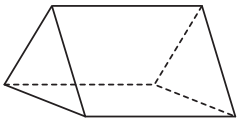
CALCULATOR NOT PERMITTED—ITEMS 1–8

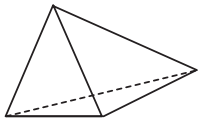
1. Carmen drew the square-based pyramid, shown below, on the board.



Which of the following figures represents a **different** view of Carmen's square-based pyramid?

* A. 

B. 

C. 

D. 

2. Mr. Jones asked 75% of his class to stand up. What fraction represents this percentage?

A. $\frac{1}{4}$

B. $\frac{5}{7}$

* C. $\frac{3}{4}$

D. $\frac{7}{5}$

3. Robbie needs to solve the equation $5n = 10$ in order to determine the value of n. What is the value of n?

* A. 2

B. 5

C. 11

D. 20

4. Marianne collected information about two United States presidents to compare their similarities and differences while they were in office. Which is the **best** way for her to display her findings?

A. line graph

B. circle graph

C. function table

* D. Venn diagram

5. Mr. Poe wants to measure the length and width of his bedroom floor so that he can order the correct amount of new carpet. What tool should Mr. Poe use to measure his bedroom floor?

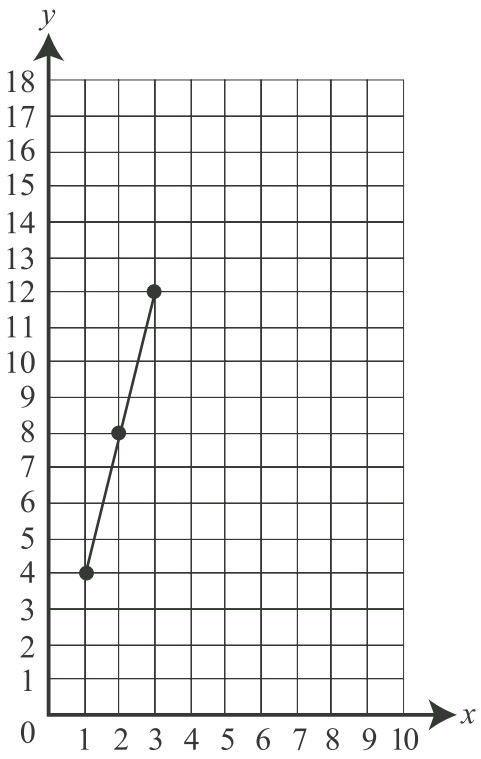
* A. a yardstick

B. a protractor

C. a thermometer

D. a balance scale

6. Which equation describes the relationship between the *x*- and *y*-values for the coordinate points on the graph below?



A. $y \times 4 = x$

* B. $x \times 4 = y$

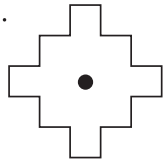
C. $x + 3 = y$

D. $y \div 1 = x$

7. Which object has 90-degree rotational symmetry around its center point?

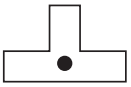
A.

* B.



C.

D.



8. Chantell has decided to plant flowers in a garden. She needs to know the garden's area in order to estimate how much fertilizer to buy. Which unit of measure will she **most** likely use?

A. cm

B. cm^2

C. ft

* D. ft^2

CALCULATOR PERMITTED—ITEMS 9–40

9. Which number is missing in the pattern below?

16 25 36 ? 64 81

A. 45

* B. 49

C. 55

D. 60

10. Camille walks 0.5 kilometers to school each morning. How many meters does Camille walk to school each morning?

A. 5 meters

B. 50 meters

* C. 500 meters

D. 5000 meters

11. Carlos likes to play basketball. In his last game, he took 12 shots and made 3 of them. What percentage of shots did Carlos make?

A. 12%

B. 15%

* C. 25%

D. 75%

12. The table below lists the prices of items at Kathy's Craft Shop.

Kathy's Craft Shop Price List	
knitted socks	$ 8
carved animal	$ 4
hair bow	$ 4
leather wallet	$ 6
candle holder	$ 4
candle	$ 4
photo frame	$12
stamped cards	$ 6

What is the mean (average) price?

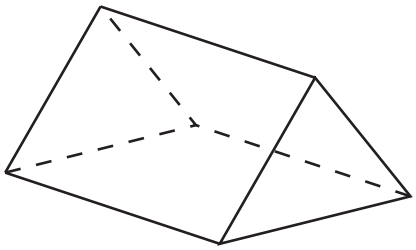
A. $4

* B. $6

C. $5

D. $8

13. What type of figure is shown below?



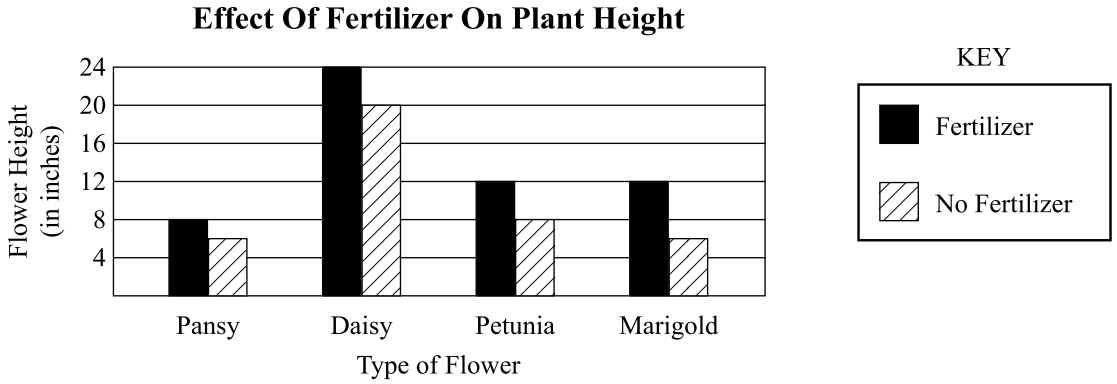
* A. triangular prism

B. rectangular prism

C. triangular pyramid

D. rectangular pyramid

14. The results of putting fertilizer on plants are shown on the bar graph below.



Which flower had the **greatest** increase in height when fertilizer was used, as compared to when no fertilizer was used?

A. Pansy

B. Daisy

C. Petunia

* D. Marigold

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15. Philip is working on a 500-piece jigsaw puzzle. He has put 350 pieces together. What percentage of the puzzle has he completed?

A. 15%

B. 30%

* C. 70%

D. 85%

16. It takes Mrs. Little exactly 2 hours and 30 minutes to drive from her home to Little Rock. Her average speed is 60 miles per hour. How far is Mrs. Little's home from Little Rock?

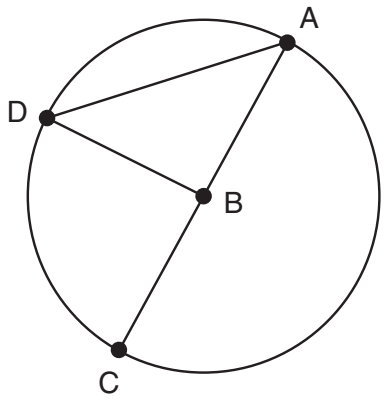
A. 120 miles

* B. 150 miles

C. 180 miles

D. 230 miles

17. Mr. Smilton drew the figure below on the board.



What word describes line segment AD?

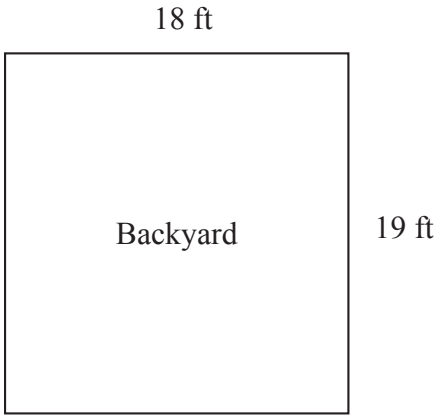
* A. chord

B. radius

C. diameter

D. perpendicular

18. What is the area of the backyard shown below?



A. 37 square feet

B. 74 square feet

C. 148 square feet

* D. 342 square feet

19. Tad kept a tally sheet, as shown below, of the points scored by the top five members of the sixth-grade basketball team.

Tad's Tally Sheet	
Top Players	**Points Scored**
Kerry	𝍸 𝍸
Philippe	𝍸 𝍸 𝍸 𝍸 | | |
Cedric	𝍸 𝍸 𝍸 𝍸
Joachim	𝍸 𝍸
Juan	𝍸 𝍸 𝍸 | |

Which two players' combined scores equal $\frac{1}{2}$ of the total points scored?

A. Cedric and Philippe

B. Cedric and Joachim

* C. Juan and Philippe

D. Juan and Kerry

20. Lee has twice as many nails as he has bolts. He has 70 nails. How many bolts does he have?

* A. 35

B. 37

C. 68

D. 72

21. Mr. Hamm created the function table below.

input ***n***	**output** **?**
3	1
9	3
27	9
81	27

What rule did he use to find the output number?

A. $n + 3$

B. $n - 2$

C. $n \times 9$

* D. $\frac{n}{3}$

22. Jay's brother earns $134.67 each week delivering newspapers. How much money does Jay's brother make in one month (4 weeks)?

A. $ 21.16

B. $ 33.67

C. $426.48

* D. $538.68

23. John's bowling team practiced four nights this week. He bowled two games each night, as shown in the table below.

John's Bowling Scores		
	Game 1	**Game 2**
Night 1	256	298
Night 2	245	273
Night 3	289	286
Night 4	267	266

Which equation will help John find the range of scores for all eight games? Let r represent the range.

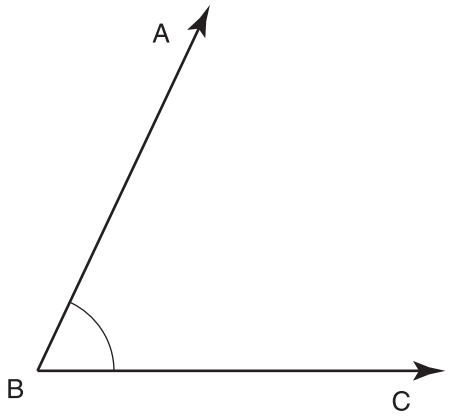
* A. $298 - 245 = r$

B. $286 - 267 = r$

C. $266 - 256 = r$

D. $256 - 298 = r$

24. Kyrie estimated the angle measure of angle ABC below.



Which is the **best** estimate for angle ABC?

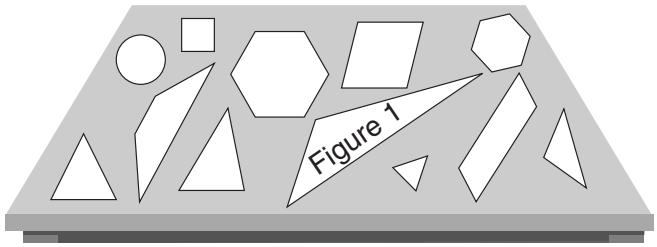
A. 45°

* B. 65°

C. 85°

D. 115°

25. Paul glued several different geometric figures to his tabletop for decoration.



What type of geometric figure is Figure 1?

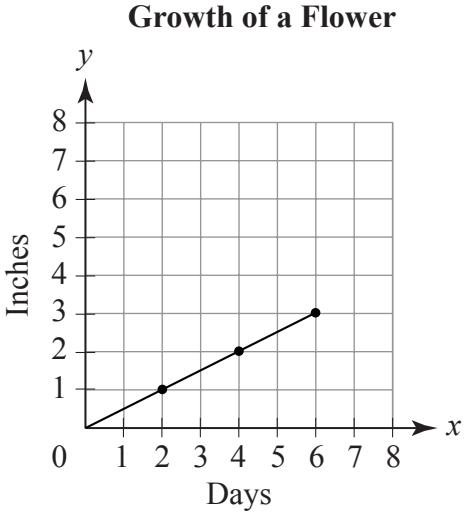
A. right triangle

* B. scalene triangle

C. isosceles triangle

D. equilateral triangle

26. Madison has recorded the growth of a flower on the line graph below.



If the flower plant continues to grow at the same rate, what will be the coordinates for the next graph point?

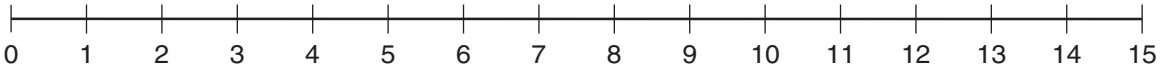
A. (4, 7)

B. (4, 8)

C. (7, 4)

* D. (8, 4)

27. What is the distance between 2 and 14 on the number line below?



* A. 12

B. 13

C. 14

D. 16

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28. LaToya measured the lengths of four tree frogs in science class. She displayed her data in the chart below.

Tree Frogs' Lengths	
Tree Frog Number	**Length (in inches)**
1	$5\frac{1}{2}$
2	$5\frac{1}{4}$
3	$5\frac{1}{8}$
4	$5\frac{3}{8}$

What is the order of lengths of LaToya's tree frogs from **least** to **greatest**?

A. $5\frac{1}{2}$ $5\frac{1}{4}$ $5\frac{1}{8}$ $5\frac{3}{8}$

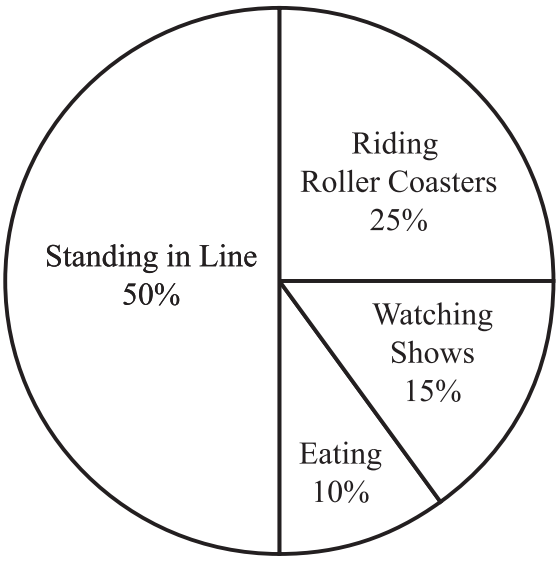
B. $5\frac{1}{8}$ $5\frac{1}{4}$ $5\frac{1}{2}$ $5\frac{3}{8}$

C. $5\frac{3}{8}$ $5\frac{1}{8}$ $5\frac{1}{4}$ $5\frac{1}{2}$

* D. $5\frac{1}{8}$ $5\frac{1}{4}$ $5\frac{3}{8}$ $5\frac{1}{2}$

29. Dylan spent 8 hours at an amusement park. The circle graph below shows the amount of time he spent doing various activities.

Time Spent at an Amusement Park



How many hours did Dylan spend riding roller coasters and standing in line?

A. 2 hours

B. 4 hours

* C. 6 hours

D. 8 hours

30. Which expression is the rule for finding the number of bulbs in the function table below? Let n represent the number of boxes.

Boxes of Light Bulbs

Number of Boxes n	Number of Bulbs ?
3	12
5	20
9	36

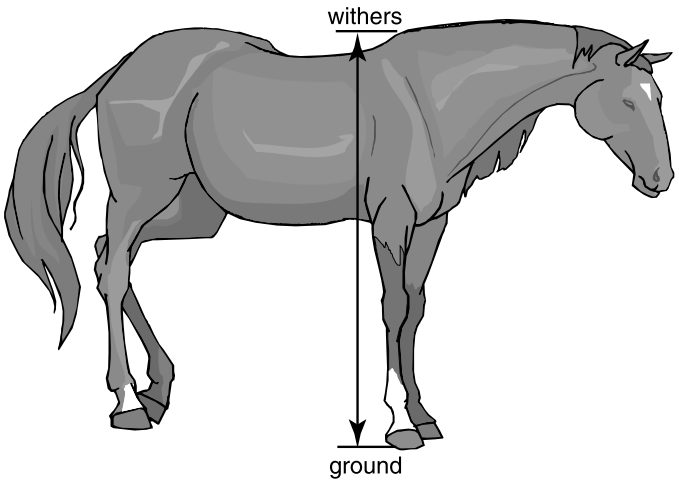
A. $n + 6$

B. $n - 6$

* C. $n \times 4$

D. $\frac{n}{4}$

31. The height of a horse is figured by using a measure called a "hand." A hand is equal to 4 inches and measures the horse from its withers to the ground.



What is the height, in inches, of a horse that is 15 hands and 2 inches in height?

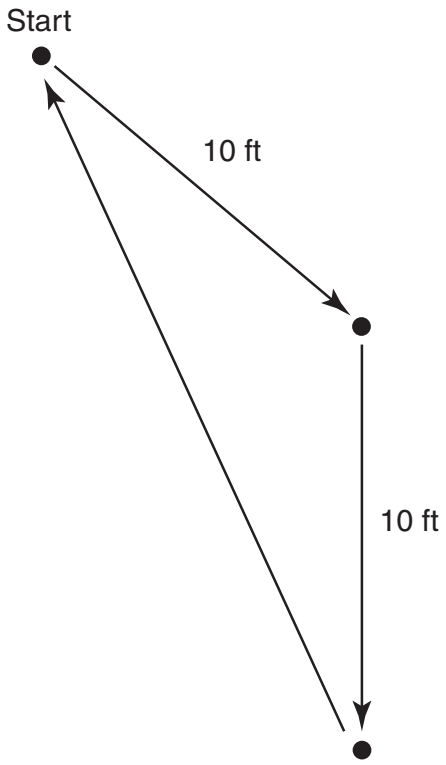
A. 15 inches

B. 17 inches

C. 60 inches

* D. 62 inches

32. Ida walked through her yard picking up trash. She started by walking southeast 10 feet, and then turned south and walked another 10 feet. She then walked straight back to her starting point.



Which type of triangle did her walking pattern form?

A. acute

B. scalene

* C. isosceles

D. equilateral

33. The table below shows average high and low temperatures for Arkansas during the four seasons.

Seasonal Temperatures in Arkansas		
Season	**High Temperature (°F)**	**Low Temperature (°F)**
fall	70.7	48.1
winter	47.9	26.4
spring	69.5	46.3
summer	87.9	65.2

Which season has the **greatest** range in temperature?

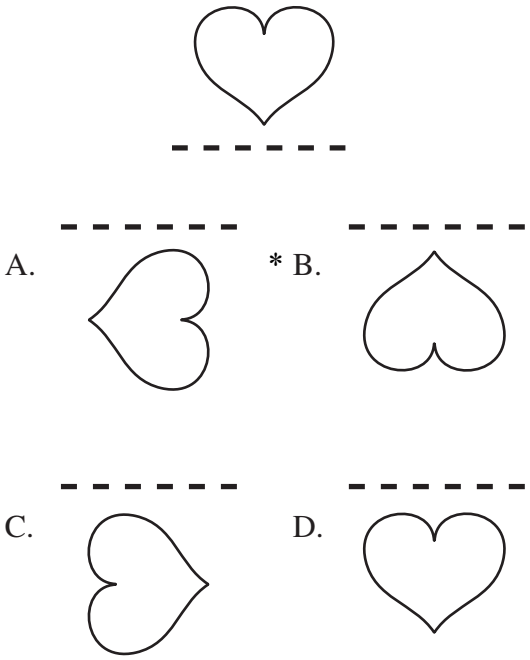
A. fall

B. winter

* C. spring

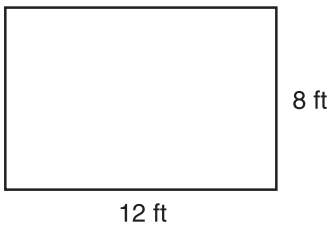
D. summer

34. Which transformation illustrates a reflection over the line of the figure below?



35. Maria's rectangular garden has the same area as Kyle's rectangular garden shown below.

Kyle's Garden



What is one possible set of dimensions for Maria's rectangular garden?

A. 7 feet by 13 feet

B. 14 feet by 6 feet

* C. 16 feet by 6 feet

D. 45 feet by 51 feet

36. Mrs. Hill wrote the following problem on the board and asked her students to solve it.

> Every Tuesday (t), Kim practices the piano for 30 minutes.
> Every Wednesday (w), she practices twice as long as on Tuesdays.
> How long does Kim practice on Wednesdays?

Which equation below will help determine how long Kim practices on Wednesdays?

* A. $w = 2 \times t$

B. $w = t + 2$

C. $w + t = 30$

D. $w - t = 60$

37. Justin and Darlene are playing with their baseball cards.

Justin's and Darlene's Baseball Cards	
Teams	**Number of Cards**
Yankees	4
Cardinals	2
Mets	3
Blue Jays	6
Devil Rays	1

If they put all the cards in a box, and Justin draws first, what is the theoretical probability (or expected outcome) that he will draw a Yankees card?

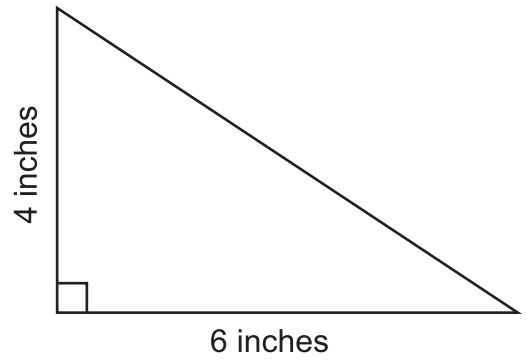
A. $\frac{1}{3}$

* B. $\frac{1}{4}$

C. $\frac{1}{8}$

D. $\frac{1}{16}$

38. What is the area of the right triangle below?



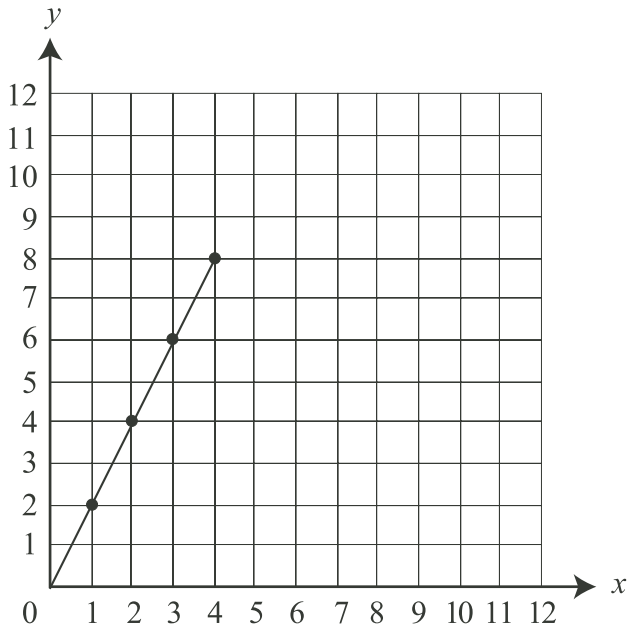
A. 8 in.^{2}

B. 10 in.^{2}

* C. 12 in.^{2}

D. 24 in.^{2}

39. Greg drew a straight line in the graph below.



If Greg continued this pattern, which would be the next coordinate pair on the line?

A. (5, 9)

* B. (5, 10)

C. (6, 11)

D. (6, 12)

40. Mr. Cash asked his students to write down the first five prime numbers. Which of the following is an accurate listing of the first five prime numbers?

* A. 2 3 5 7 11

B. 1 3 5 7 9

C. 0 1 2 3 5

D. 2 3 7 9 12

PART II Released Mathematics Items—2007 Benchmark Grade 6

MATHEMATICS OPEN-RESPONSE ITEM A

A. Bruce washes windows. His rate of pay is $8.00 per hour.

1. How much money does Bruce earn if he works a 40-hour week? Show all your work and/or explain your answer.

2. Bruce earns 1.5 times his normal rate of pay for each hour worked over 40 hours. One week, Bruce worked 46 hours. How much money did he earn? Show all your work and/or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM A

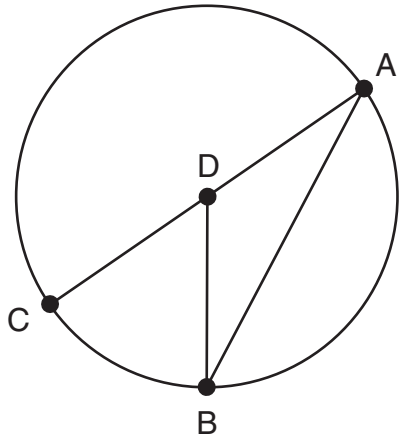
SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work. The label "$" is included in Part 1 and Part 2 answers.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point.
0	The student earns 0 points. No understanding is shown.
B	Blank—No 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: ($) 320.** AND 1 point: **Correct and complete procedure shown and/or explained.** Work may contain a calculation or copy error. Give credit for the following or equivalent: • $40 \times 8.00 = \#$, or • "I multiplied 8 times 40 to get my answer."
2	**2 points possible** 1 point: **Correct answer: ($) 392, or correct answer based on answer in Part 1.** AND 1 point: **Correct and complete procedure shown and/or explained.** Work may contain a calculation or copy error or may be based on work in Part 1. Give credit for the following or equivalent: • $6(8 \times 1.5) = 72$ (46 – 40 = 6 not required) $+\underline{320}$ (40 hour amount from Part 1) $\#$ Total for 46 hr/week, or • "Half of 8 is 4 and 8 + 4 = 12/hour. If I work 6 extra hours I can make 12×6 or 72 extra. Add that to my amount for 40 hours of 320 that I got in Part 1 to get my total of 392," or • $6 \times 1.5 = 9,\ 9 \times 8 = 72,\ 320 + 72 = \#$.

MATHEMATICS OPEN-RESPONSE ITEM B

B. The teacher drew the figure below on the board.



1. Name all the radii found in the figure with center point D. Be sure to label each radius **correctly**.

2. Explain the relationship between the measure of $\overline{AC}$ and the measure of $\overline{AD}$.

3. If the measure of $\overline{AC}$ is 6 cm, what is the measure of $\overline{AD}$? Show all your work and/or explain your answer.

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

RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM B

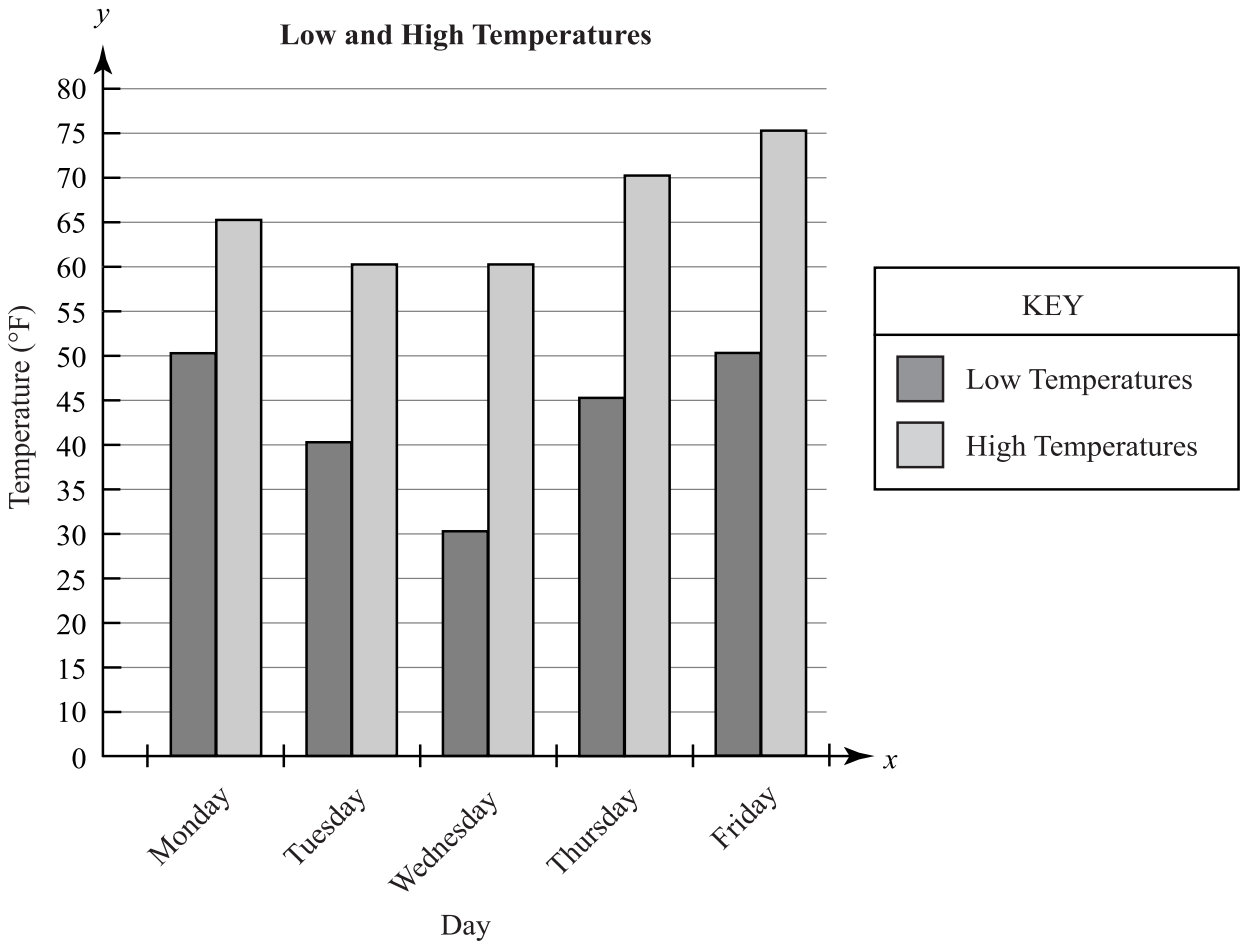
SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work. The response contains the correct label of "cm" in Part 3.
3	The student earns 3–3½ points.
2	The student earns 2–2½ points.
1	The student earns ½–1½ points, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of "B" will be reported as "NA." (No attempt to answer the item. Score of "0" assigned for the item.)

Solution and Scoring

Part	Points
1	**2 points possible** 2 points: **3 correct radii: $\overline{AD}$, $\overline{CD}$, $\overline{BD}$ or $\overline{DA}$, $\overline{DC}$, $\overline{DB}$ and no incorrect segments.** Note: Give credit for incorrect representation of segments (*AD, BD, CD*). OR 1 point: **2 correct radii and no incorrect segments.** OR ½ point: **1 correct radius, or 3 correct radii and 1 incorrect segment.** • Ex: "The radii are $\overline{AD}$, $\overline{BD}$, $\overline{CD}$ and $\overline{AB}$."
2	**1 point possible** 1 point: **Correct and clear explanation that the measure $\overline{AD}$ is half the measure of $\overline{AC}$.** Give credit for the following or equivalent: • AD = ½ AC • $AC = 2\,AD$ • $\overline{AC}$ is a diameter and $\overline{AD}$ is a radius. The length of a radius is ½ the length of a diameter. • Note: No credit for names of radius and diameter only.
3	**1 point possible** ½ point: **Correct answer: 3 (cm).** Note: Do not give credit for 3 cm if **only** an incorrect procedure is used. Ex: $AD = 3$ because $6 - 3 = 3$. Note: <u>Give credit for 3 cm</u> if credit is given in Part 2, even if an incorrect procedure is used in Part 3. Ex: Part 2 answer is "The relationship is that *AD* is ½ of *AC*." Part 3 answer is 3 cm and the procedure shown is 3 + 3 = 6. Part 3 receives ½ point for the answer but no credit for the procedure. AND ½ point: **Correct and complete procedure shown and/or explained.** Work may contain a calculation or copy error. Give credit for the following or equivalent: • 6/2 = #, or • "I took half of the length of *CA*."

MATHEMATICS OPEN-RESPONSE ITEM C

C. Amy recorded the low and high temperatures for each school day last week, as shown on the bar graph below.



1. Which day had the **greatest** range in temperatures? Show all your work and/or explain your answer.

2. Two days have the same high temperature. Compare the low temperatures of these two days. Show all your work and/or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM C

SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work. Degrees are indicated at least one time in the response.
3	The student earns 3–3½ points.
2	The student earns 2–2½ points.
1	The student earns ½–1½ points, or some minimal understanding is 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: Wednesday.** AND 1 point: **Correct and complete procedure shown and/or explained.** Give credit for the following or equivalent: • Monday: 65º – 50º = 15º Tuesday: 60º – 40º = 20º Wednesday: 60º – 30º = 30º Thursday: 70º – 45º = 25º Friday: 75º – 50º = 25º, or • "I looked at the graph and compared the dark and light (low and high) bars for each day, and looked for the greatest difference." OR ½ point: **Incomplete (but not incorrect) procedure shown:** • The difference (range) is 30º, or • 60 – 30 = 30. Note: Do not give credit for a vague explanation. Ex: "I looked at the high and low temperature for each day." Note: It appears that the bars are very slightly higher than the temperature markings on the graph. Do not deduct procedure points if student uses temperatures one degree higher than the expected value. Ex: Monday: 66º – 51º = 15º, etc.
2	**2 points possible** 2 points: **Correct and complete answer and explanation.** Give credit for the following or equivalent: • On Tuesday, the low temperature was 40º and on Wednesday it was 30º, or • 40º – 30º = 10º, or • The low temperature on Tuesday was higher because 40º > 30º, or • The difference between the low temperatures was 10º because 40º – 30º = 10º. OR 1 ½ points: **Give credit for the following:** • Tuesday's low was 10º higher than Wednesday's, or • The difference of the low temperatures on Tuesday and Wednesday was 10º. OR 1 point: **Partial answer/explanation.** Give credit for the following: • 2 days and 2 lows are included, but work contains something incorrect. Ex: Tuesday and Wednesday are the days because both have a high of 60º and a low of 40º. OR ½ point: **Give credit for the following:** • "There was a 10º difference between the low temperatures."

MATHEMATICS OPEN-RESPONSE ITEM D

D. Mrs. Dee ordered a 7.5-meter roll of paper to decorate two of her classroom bulletin boards.

1. On her first bulletin board, Mrs. Dee used 250 centimeters of paper. How much paper is left to cover the other bulletin board? Show all your work and/or explain your answer.

2. The rest of the paper was used on the largest bulletin board. Mrs. Dee only had 25 centimeters left over after she covered the board. How long is the largest bulletin board? Show all your work and/or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM D

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 is shown. Ex: Answer to Part 1 is 500 (units missing). Answer to Part 2 is 475 (units missing).
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 with label: 500 cm or 5 m.** AND 1 point: **Correct and complete procedure shown and/or explained.** Work may contain a calculation error in subtraction, but conversion from cm to m or m to cm must be correct. Give credit for the following or equivalent: • 250 cm = 2.5 m (correct conversion) 7.5 – 2.5 = # left, or • 7.5 m = 750 cm (correct conversion) • 750 – 250 = # left.
2	**2 points possible** 1 point: **Correct answer <u>with</u> label: 475 cm, 4.75 m, 4 ¾ m, or 4 m + 75 cm, or correct answer based on incorrect amount left in Part 1.** AND 1 point: **Correct and complete procedure shown and/or explained.** Work may contain a calculation (not conversion) error. Give credit for the following or equivalent: • 500 – 25 = # cm in length of largest board, or • 5 – .25 = # in m in length of largest board, or • (Answer in cm from Part 1) – 25 = length of largest board, or • 500 – 475 = 25 (guess and check) with answer explicitly stated.

MATHEMATICS OPEN-RESPONSE ITEM E

E. Ms. Harris started a new business making and selling T-shirts. She had to pay $6,075.00 to buy the materials and equipment she needed to start her business. Each T-shirt costs her $2.75 to make.

1. Ms. Harris will sell each T-shirt for $5.00. How much profit will she make on each shirt? Show all your work and/or explain your answer.

2. Ms. Harris is trying to calculate how many T-shirts she will need to sell in order to cover her entire expenses in starting the business. She calculated that she must sell at least 2,500 T-shirts in order to do so. Using words and/or numbers, explain if Ms. Harris's calculations are correct.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

RUBRIC FOR MATHEMATICS OPEN-RESPONSE ITEM E

SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work. The label "$" is included in Part 1 answer.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding is 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: ($) 2.25** AND 1 point: **Correct and complete procedure shown and/or explained.** Work may contain a calculation or copy error. Give credit for the following or equivalent: • 5 – 2.75 = 2.25, or • "I subtracted 2.75 from 5.00 to get my answer."
2	**2 points possible** 2 points: **Correct answer: "She is incorrect," and any of the following or equivalent correct and complete procedures.** Note: Answer may be based on incorrect answer in Part 1. • $2500 \times 2.25 = 5625$ profit, $5625 < 6075$, or • $6075 \div 2.25 = 2700$ shirts need to be sold (> 2500), or • $6,075 \div 5.00 = 1215$ shirts need to be sold (< 2500), or • Costs: $6075 + (2500 \times 2.75) = 12,950$ She will bring in $(5 \times 2500) = 12,500$ (not enough), or • Bring in: $2500 \times 5.00 = 12,500$ (> 6075) so you don't need to sell 2500. OR 1 point: **Give credit for the following:** • Correct and complete work with missing or incorrect answer Ex: $2500 \times 5 = \$12500$ "Yes, it will cover her expenses," or • Correct answer with incomplete or vague (but not incorrect) procedure shown and/or explained, or • Incorrect answer due to a calculation or copy error, or work contains a calculation or copy error. Correct procedures are shown and/or explained. Note: No credit for "calculations are incorrect" if reasoning is invalid or missing.

Mathematics Reference Sheet
Grade 6

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

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

Miscellaneous Conversions

$\pi \approx 3.14$

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

1 pound (lb) = 16 ounces (oz)

1 cup = 8 ounces (oz)
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts

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

PART II Released Reading Items—2007 Benchmark Grade 6

Read the following passage. Then answer multiple-choice questions 1 through 8 and open-response question A.

PRISCILLA AND THE WIMPS

by Richard Peck

Listen, there was a time when you couldn't even go to the *rest room* around this school without a pass. And I'm not talking about those little pink tickets made out by some teacher. I'm talking about a pass that could cost anywhere up to a buck, sold by Monk Klutter.

Not that Mighty Monk ever touched money, not in public. The gang he ran, which ran the school for him, was his collection agency. They were Klutter's Kobras, a name spelled out in nailheads on six well-known black plastic windbreakers.

Monk's threads were more . . . subtle. A pile-lined suede battle jacket with lizard-skin flaps over tailored Levis and a pair of ostrich-skin boots, brassed-toed and suitable for kicking people around. One of his Kobras did nothing all day but walk a half step behind Monk, carrying a fitted bag with Monk's gym shoes, a roll of rest-room passes, a cashbox, and a switchblade that Monk gave himself manicures with at lunch over at the Kobras' table.

Speaking of lunch, there were a few cases of advanced malnutrition among the newer kids. The ones who were a little slow in handing over a cut of their lunch money and were therefore barred from the cafeteria. Monk ran a tight ship.

I admit it. I'm five foot five, and when the Kobras slithered by, with or without Monk, I shrank. And I admit this, too: I paid up on a regular basis. And I might add: so would you.

This school was old Monk's Garden of Eden. Unfortunately for him, there was a serpent in it. The reason Monk didn't recognize trouble when it was staring him in the face is that the serpent in the Kobras' Eden was a girl.

Practically every guy in school could show you his scars. Fang marks from Kobras, you might say. And they were all highly visible in the shower room: lumps, lacerations, blue bruises, you name it. But girls usually got off with a warning.

Except there was this one girl named Priscilla Roseberry. Picture a girl named Priscilla Roseberry, and you'll be light years off. Priscilla was, hands down, the largest student in our particular institution of learning. I'm not talking fat. I'm talking big. Even beautiful, in a bionic way. Priscilla wasn't inclined toward organized crime. Otherwise, she could have put together a gang that would turn Klutter's Kobras into garter snakes.

Priscilla was basically a loner except she had one friend. A little guy named Melvin Detweiler. You talk about The Odd Couple. Melvin's one of the smallest guys above midget status ever seen. A really nice guy, but, you know—little. They even had lockers next to each other, in the same bank as mine. I don't know what they had going. I'm not saying this was a romance. After all, people deserve their privacy.

10 Priscilla was sort of above everything, if you'll pardon a pun. And very calm, as only the very big can be. If there was anybody who didn't notice Klutter's Kobras, it was Priscilla.

Until one winter day after school when we were all grabbing our coats out of our lockers. And hurrying, since Klutter's Kobras made sweeps of the halls for after-school shakedowns.

Anyway, up to Melvin's locker swaggers one of the Kobras. Never mind his name. Gang members don't need names. They've got group identity. He reaches down and grabs little Melvin by the neck and slams his head against his locker door. The sound of skull against steel rippled all the way down the locker row, speeding the crowds on their way.

"Okay, let's see your pass," snarls the Kobra.

"A pass for what this time?" Melvin asks, probably still dazed.

"Let's call it a pass for very short people," says the Kobra, "a dwarf tax." He wheezes a little Kobra chuckle at his own wittiness. And already he's reaching for Melvin's wallet with the hand that isn't circling Melvin's windpipe. All this time, of

course, Melvin and the Kobra are standing in Priscilla's big shadow.

She's taking her time shoving her books into her locker and pulling on a very large-size coat. Then, quicker than the eye, she brings the side of her enormous hand down in a chop that breaks the Kobra's hold on Melvin's throat. You could hear a pin drop in that hallway. Nobody'd ever laid a finger on a Kobra, let alone a hand the size of Priscilla's.

Then Priscilla, who hardly ever says anything to anybody except to Melvin, says to the Kobra, "Who's your leader, wimp?"

This practically blows the Kobra away. First he's chopped by a girl, and now she's acting like she doesn't know Monk Klutter, the Head Honcho of the World. He's so amazed, he tells her. "Monk Klutter."

"Never heard of him," Priscilla mentions. "Send him to see me." The Kobra just backs away from her like the whole situation is too big for him, which it is.

Pretty soon Monk himself slides up. He jerks his head once, and his Kobras slither off down the hall. He's going to handle this interesting case personally. "Who is it around here doesn't know Monk Klutter?"

He's standing inches from Priscilla, but since he'd have to look up at her, he doesn't. "Never heard of him," says Priscilla.

Monk's not happy with this answer, but by now he's spotted Melvin, who's grown smaller in spite of himself. Monk breaks his own rule by reaching for Melvin with his own hands. "Kid," he says, "you're going to have to educate your girl friend."

His hands never quite make it to Melvin. In a move of pure poetry Priscilla has Monk in a hammerlock. His neck's popping like gunfire, and his head's bowed under the immense weight of her forearm. His suede jacket's peeling back, showing pile.

Priscilla's behind him in another easy motion. And with a single mighty thrust forward, frog-marches Monk into her own locker. It's incredible. His ostrich-skin boots click once in the air. And suddenly he's gone, neatly wedged into the locker, a perfect fit. Priscilla bangs the door shut, twirls the lock, and strolls out of school. Melvin goes with her, of course, trotting along below her shoulder. The last stragglers leave quietly.

Well, this is where fate, an even bigger force than Priscilla, steps in. It snows all that night, a blizzard. The whole town ices up. And school closes for a week.

1. In which way is Priscilla **most** different from the other students?

* A. She refuses to submit to bullying.

B. She dislikes having to give her money away.

C. She gets off with a warning from the Kobras.

D. She does not want to talk to anyone in the school.

2. Which would be the **best** reference source for general information about cobras?

A. an atlas

B. a dictionary

* C. an encyclopedia

D. a daily newspaper

3. According to the narrator, why does Monk fail to realize that Priscilla will cause him problems?

* A. She is a girl.

B. She is basically a loner.

C. She is very tall and strong.

D. She does not talk to anyone but Melvin.

4. Which word **best** describes Priscilla's character?

A. timid

B. desperate

C. mannerly

* D. courageous

5. The author of this passage includes paragraph 10 in order to describe Priscilla as being

A. a likely friend of Melvin's.

* B. different from the other students.

C. a problem in the eyes of the Kobras.

D. annoyed by Monk Klutter and his Kobras.

6. Which statement is a fact presented by the narrator?

A. No one in school likes Monk Klutter.

* B. Priscilla only has one friend in school.

C. Monk Klutter enjoys making people feel afraid.

D. Klutter's Kobras feel insecure without their leader.

7. How would one of Klutter's Kobras **most** likely feel if he were **not** part of the gang?

A. accepted

B. ashamed

C. secure

* D. weak

8. Which description fits both Priscilla Roseberry and Monk Klutter?

* A. self-confident

B. enormous

C. mean

D. calm

READING OPEN-RESPONSE ITEM A

A. How would you describe the members of Klutter's Kobras? How do you think the Kobras will change as a result of Priscilla's stuffing Monk into her locker? Provide two examples from the passage to support your answer.

RUBRIC FOR READING OPEN-RESPONSE ITEM A

SCORE	DESCRIPTION
4	The response describes the members of Klutter's Kobras, tells how the Kobras will change as a result of Priscilla's actions, and provides two examples from the passage to support the response.
3	The response describes the members of Klutter's Kobras, tells how the Kobras will change as a result of Priscilla's actions, and provides one example from the passage to support the response. **OR** The response describes the members of Klutter's Kobras and provides two examples from the passage to support the response. **OR** The response tells how the Kobras will change as a result of Priscilla's actions and provides two examples from the passage to support the response.
2	The response describes the members of Klutter's Kobras and tells how the Kobras will change as a result of Priscilla's actions. **OR** The response describes the members of Klutter's Kobras and provides one example from the passage to support the response. **OR** The response tells how the Kobras will change as a result of Priscilla's actions and provides one example from the passage to support the response.
1	The response describes the members of Klutter's Kobras. **OR** The response tells how the Kobras will change as a result of Priscilla's actions.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
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.)

Read the following passage, which describes Rosa Bonheur's life of animal artwork. Then answer multiple-choice questions 9 through 16 and open-response question B.

A Life Painting Animals

by Diana Childress

"Moo!" "Baa!" Animal sounds filled the air as drovers prodded the cattle and sheep into town. The September livestock market was underway. All at once, unnerved by the throngs of people, the oxen lowered their long horns and charged. Screaming onlookers ran for cover. But Rosa Bonheur stood her ground. She opened up her sketchbook and began to draw.

Rosa Bonheur never feared animals. As a small child in the south of France in the 1820s, she terrified her parents by running into pastures to admire the bulls. When she grew up, she kept lions as pets.

3 Rosa's love of animals went hand in hand with her love of art. From early childhood, she played with her artist father's paints and brushes, painting the walls as high as she could reach. But her path toward becoming one of the greatest animal painters of the nineteenth century was not easy.

Overcoming Obstacles

Her first obstacle was her father. Raymond Bonheur knew how hard it was to earn a living as an artist. He decided his oldest daughter needed a more practical career. But Rosa stubbornly refused to learn dressmaking. At last, when Rosa was thirteen, her father agreed to let her study art.

At that time, art schools in France were closed to women. Since Rosa's father believed in giving women equal opportunities, he began to train her at home.

Every morning, before he went to work, he gave her a drawing assignment. One day he forgot to take his oil paints with him. Rosa darted out to buy two pennies' worth of cherries, and spent the day painting a picture of them on a small discarded canvas. Impressed by her skill, her father declared her ready for the next step in her art education. She would copy paintings at the Louvre, the national art museum in France.

Barely fourteen, Rosa was so excited her first day at the museum that her hand "trembled like a leaf." Within a few months her copies began to sell. Rosa's proud father told her that if she kept working, she would someday surpass the most celebrated woman artist in France, portrait painter Elisabeth Vigée-Lebrun.

Rosa didn't want to paint portraits of people. "Can't I be famous for painting animals?" she asked her father.

"Certainly," he said. "If God wills it, you can do it."

Animals All Around

Rosa's father set her next task—drawing live animals. She visited farms to observe and sketch cows, sheep, goats, and horses. Pet chickens, ducks, quail, and rabbits crowded the family studio. She painted animals again and again, eager to make them as life-like as she could.

11 At age nineteen, Rosa felt ready to submit two paintings to the Salon, an art show sponsored by the French government. Salon juries rarely chose works by women artists, so Rosa was thrilled when both paintings were accepted.

Encouraged by her success, Rosa kept working. To learn about bone structure and muscles, she studied anatomy books and even watched animals being butchered. "One must be greatly devoted to art to stand the sight of such horrors," she later said.

Every year, she exhibited more animal paintings and sculptures. Critics began to notice her work. In 1848 she won a first prize for a painting of red oxen. Even better, she received a commission to do a work on the subject of ploughing.

Here was a chance to do a truly monumental

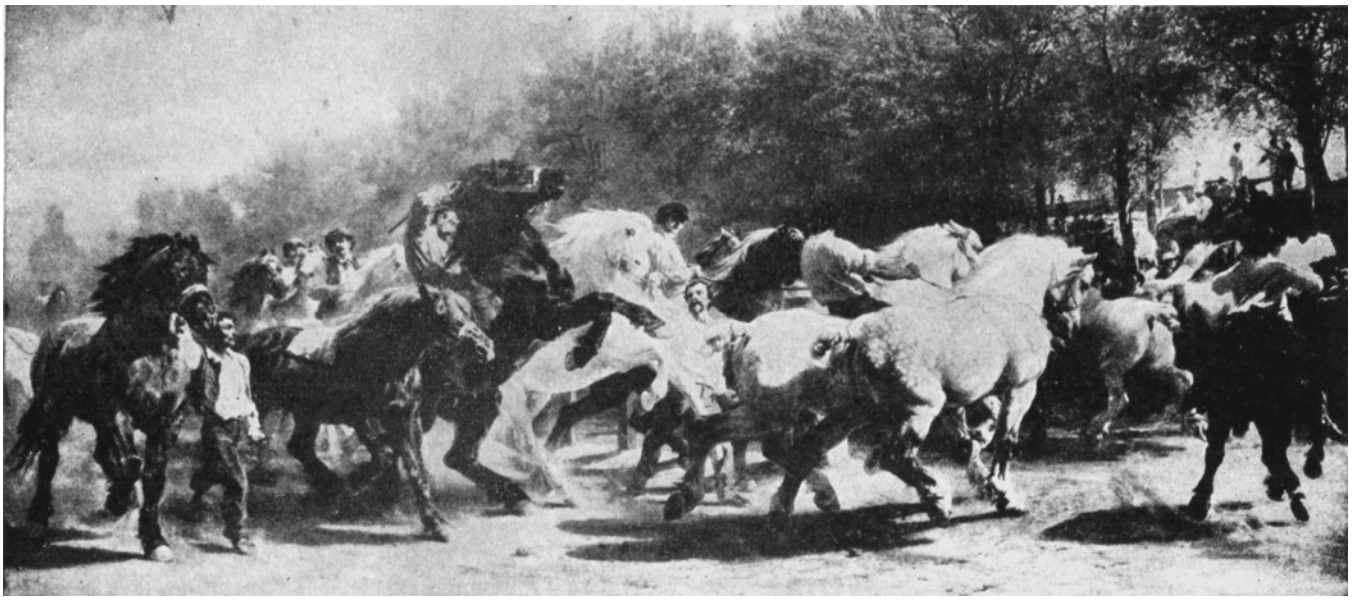
painting! Rosa spent most of a year planning and drawing sketches for it. *Ploughing in the Nivernais* drew much notice. The three teams of oxen trudging across the eight-foot canvas looked so realistic that a farmer stopped in front of it and exclaimed, "Those are oxen! And that is ploughing!"

Yet Rosa dreamed of an even larger, more dramatic painting. For months, she sketched horses being traded at a Paris market and workhorses pulling city buses. To avoid attracting attention, she wore men's clothing. (She had to apply for permission from the Paris police to do so!) She chose a huge canvas for the painting, one more than sixteen feet long and eight feet high.

The Legion of Honor

At the Salon in 1853, *The Horse Fair* created a sensation. Critics applauded her skillful realism and the painting's swirling harmony of color and line. Today this famous painting hangs in the Metropolitan Museum in New York City. When you stand in front of it, one art historian writes, you "can almost hear the shouting and the snorting and feel the ground shake under the assault of the hooves."

Rosa Bonheur painted animals for the rest of her life. Her paintings sold widely. With her earnings, she purchased a small château, where she kept a menagerie of animals to pose for her. In 1865, Rosa Bonheur became the first woman artist to receive France's highest award, the Cross of the Legion of Honor—a fitting tribute for an artist who would not let worries about money, prejudice against women, or even a stampede stand in her way.



9. What is the meaning of the phrase "went hand in hand" as it is used in paragraph 3?

* A. was closely related to

B. caused some conflict

C. was created by

D. inspired

10. Which happened first?

A. Rosa kept lions as pets.

B. Rosa studied anatomy books.

C. Rosa's work was noticed by art critics.

* D. Rosa ran into pastures to admire the bulls.

11. Which conclusion can the reader draw from the passage?

A. Rosa's father attended the best art schools in France as a youth.

B. Rosa Bonheur was eventually accepted into art schools in France.

C. Rosa often felt that she would not be able to accomplish her dream.

* D. Rosa Bonheur changed the way the French viewed women painters.

12. What disagreement did Rosa and her father have?

* A. whether Rosa should study to be a dressmaker

B. whether women could be successful in the arts

C. whether Rosa was good at drawing and painting

D. whether women should have equal opportunities

13. "Salon juries rarely chose works by women artists, so Rosa was thrilled when both paintings were accepted." (paragraph 11)

In the sentence above, which word **best** describes how Rosa felt?

A. rarely

B. chose

* C. excited

D. accepted

14. How does the fact that Rosa Bonheur was a woman add importance to her story?

* A. It shows success in spite of prejudice.

B. It emphasizes the relationship with her father.

C. It allows the reader to focus on her talent for painting.

D. It demonstrates a great gift that she shared with others.

15. What caused Rosa's father to decide that she was ready to copy paintings at the Louvre?

* A. He saw promise in her oil painting of the cherries.

B. Her copies of famous works were beginning to sell.

C. He knew she was not afraid to give herself to her art.

D. Her artwork began to be noticed by critics.

16. What was the first obstacle Rosa had to overcome to become a painter?

A. her age

* B. her father

C. art schools

D. lack of talent

READING OPEN-RESPONSE ITEM B

B. Describe two things you learned about Rosa Bonheur in the passage. Be sure to use details or events from the passage to support each of your conclusions.

RUBRIC FOR READING OPEN-RESPONSE ITEM B

SCORE	DESCRIPTION
4	The response describes two things the reader learned about Rosa Bonheur and supports each with details or information from the passage.
3	The response describes two things the reader learned about Rosa Bonheur and supports one with details or information from the passage.
2	The response describes one thing the reader learned about Rosa Bonheur and supports it with details or information from the passage. **OR** The response describes two things the reader learned about Rosa Bonheur.
1	The response describes one thing the reader learned about Rosa Bonheur.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
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.)

PART II Released Reading Items—2007 Benchmark Grade 6

Read the following passage about buying a skateboard. Then answer multiple-choice questions 17 through 24 and open-response question C.

For a copy of the reading passage, "Shop Skate Smart" by Mark Anders, please refer to the hard copy version of the Released Item Booklet.

For a copy of the reading passage, "Shop Skate Smart" by Mark Anders, please refer to the hard copy version of the Released Item Booklet.

17. Which of the following is a fact from the passage?

A. Longboards are better than street and park/ramp boards.

B. All decks are chosen because of cool graphics.

* C. The bigger the wheel, the faster you will go.

D. Cheap skateboards are always dangerous.

18. Which **best** summarizes the information in the passage?

A. Proper safety equipment is important for every athlete.

* B. There are many things to consider before buying a skateboard.

C. Ryan Sheckler worked hard to become a professional skateboarder.

D. An inexpensive skateboard only costs about $35, but it will be heavy.

19. Why did the author capitalize and bold some words in the passage?

A. to credit the source of the information

B. to remind the reader to say them aloud

C. to indicate important vocabulary words

* D. to introduce new sections or new topics

20. What does the author **most** likely want readers to learn from the passage?

A. Sports equipment should not cost over $100.

B. Skateboarding is a popular but dangerous sport.

C. Safety equipment is inexpensive but very important.

* D. Anyone can choose a good skateboard by following these tips.

21. Which word from paragraph 8 would be **most** useful in determining the meaning of the word trucks?

A. rail
* B. axles
C. grind
D. durable

22. Which statement is true?

A. The best boards cost less than $100.
B. The deck holds the skateboard wheels.
* C. All skateboard decks are the same shape.
D. There are four main styles of skateboards.

23. Which **best** describes the main idea of the section titled "Wheels"?

* A. the importance of the size and hardness of skateboard wheels
B. E.G. Fratantaro's knowledge of skateboard wheels
C. the uses of dual-durometer skateboard wheels
D. the cost of skateboard wheels

24. What are the three main styles of skateboards?

A. truck, deck, wheel
B. short, medium, long
* C. street, park/ramp, longboard
D. streetboard, parkboard, long/ramp

READING OPEN-RESPONSE ITEM C

C. Using information from the passage, describe two things to consider when buying a skateboard, and explain why each is important.

RUBRIC FOR READING OPEN-RESPONSE ITEM C

SCORE	DESCRIPTION
4	The response uses information from the passage to describe two things to consider when buying a skateboard and explains why each is important.
3	The response uses information from the passage to describe two things to consider when buying a skateboard and explains why one is important.
2	The response uses information from the passage to describe one thing to consider when buying a skateboard and explains why it is important. **OR** The response uses information from the passage to describe two things to consider when buying a skateboard.
1	The response uses information from the passage to describe one thing to consider when buying a skateboard.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
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.)

Acknowledgments

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PART II Released Writing Prompts—2007 Benchmark Grade 6

PROMPT #1

Your principal is having a contest, and the winner will be in charge of your class for a day. Write an essay about what you would do if you were in charge for a day.

Before you begin to write, think about your class. How would you organize the day? What activities would you include?

Now write an essay for your principal about being in charge of your class for a day. Be sure to give enough detail so that your principal will understand.

PROMPT #2

Your teacher has asked you to write an essay explaining ways to help a friend who is having a bad day.

Before you begin to write, think about when you are having a bad day. What can someone do to cheer you up? What are ways to help a friend who is having a bad day?

Now write an essay for your teacher explaining ways to help a friend who is having a bad day. Be sure to give enough detail so that your teacher will understand.

WRITER'S CHECKLIST

1. Look at the ideas in your response.
   - — Have you focused on one main idea?
   - — Have you used enough detail 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 a variety of sentence lengths.)
   - — Are your sentences alike? (Hint: Use different kinds of sentences.)
3. Look at the words you have used.
   - — Have you described things, places, and people the way they are? (Hint: Use enough detail.)
   - — Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)
   - — Have you used the right words in the right places?
4. Look at your handwriting.
   - — Can others read your handwriting with no trouble?

Domain Scoring Rubric

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

- Central idea
- Elaboration
- Unity
- Organization

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

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

Sentence Formation (F)
The Sentence Formation domain reflects the writer's ability to form competent, appropriately mature sentences to express his/her thoughts. Features are:

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

Usage (U)
The Usage domain comprises the writer's use of word-level features that cause written language to be acceptable and effective for standard discourse. Features are:

- Standard inflections
- Agreement
- Word meaning
- Conventions

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

- Capitalization
- Punctuation
- Formatting
- Spelling

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

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

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

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

Non-scoreable and Blank Papers
Compositions are scored, unless they are off-topic, illegible, incoherent, refusals to respond, written in a language other than English, or too brief to assess. A score of "NA" indicates that the student's writing entry was non-scoreable and that entry will receive a score of "0."

1. [1]Doing laundry takes a few simple steps. [2]Sort colors from whites before loading the clothes into the washer. [3]Then be sure to pick the proper temperature setting on the machine. [4]Finally, add the detergent and turn on the washer.

What is the main purpose of this paragraph?

A. to describe a scene
* B. to explain a process
C. to entertain the reader
D. to persuade to take action

2. **The students filed <u>into</u> the classroom after recess.**

Which part of speech is <u>into</u>?

A. noun
B. adverb
* C. preposition
D. interjection

3. Which word is spelled **incorrectly**?

A. sagging
B. upsetting
C. controlling
* D. respondding

4. In which sentence is the underlined word used **correctly**?

A. I wish <u>they're</u> were more choices for lunch.
B. Please do not sit over <u>their</u> on the new grass.
* C. I think <u>there</u> are many good reasons for joining the band.
D. Andrea and Lucas are always first to turn in <u>there</u> homework.

5. Which method would be **least** useful in preparing to write a report from several pages of research material?

* A. copying the material
B. outlining the material
C. paraphrasing the material
D. summarizing the material

6. **The <u>buzz</u> of the microwave timer told the hungry kids their food was ready.**

Which type of figurative language is <u>buzz</u>?

A. simile
B. metaphor
* C. onomatopoeia
D. personification

7. In which sentence is the underlined word used **correctly**?

A. I only got back a few <u>sents</u> in change.

B. The boys were <u>scent</u> to the gym with a tardy slip.

C. The twin girls were <u>cent</u> to their room to clean it.

* D. The skunk's <u>scent</u> on our clothes seemed to last forever.

8. [1]The girls were surprised when they met the new member of their class. [2]Two of them had older sisters. [3]Her clothes were torn and her hair was disheveled. [4]When she spoke, her voice was as soft as rain.

Which sentence does **not** belong in the paragraph?

A. sentence 1

* B. sentence 2

C. sentence 3

D. sentence 4

PART III Item Correlation with Curriculum Frameworks—2007 Benchmark Grade 6

The Arkansas *Mathematics Curriculum Framework**

Strands	Content Standards	Student Learning Expectations
1—NUMBERS AND OPERATIONS (NO)	1. Number Sense: Students shall understand numbers, ways of representing numbers, relationships among numbers, and number systems.	1. Demonstrate conceptual understanding to find a specific percent of a number using models, real-life examples, or explanations. 2. Find decimal and percent equivalents for proper fractions, and explain why they represent the same value. 4. Convert, compare, and order fractions (mixed numbers and improper fractions), decimals, and percents, and find their approximate locations on a number line.
	2. Properties of Number Operations: Students shall understand meanings of operations and how they relate to one another.	3. Apply the addition, subtraction, multiplication, and division properties of equality to one-step equations with whole numbers.
	3. Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates.	1. Apply, with and without appropriate technology, algorithms with computational fluency to perform whole-number operations (+, –, ×, ÷). 2. Develop and analyze algorithms for computing with fractions (including mixed numbers) and decimals, and demonstrate, with and without technology, computational fluency in their use, and justify the solution. 3. Solve, with and without appropriate technology, multi-step problems using a variety of methods and tools (i.e. objects, mental computation, paper and pencil). 5. Find and use factorization (tree diagram), including prime factorization of composite numbers (expanded and exponential notation), to determine the greatest common factor (GCF) and least common multiple (LCM).
2—ALGEBRA (A)	4. Patterns, Relations, and Functions: Students shall recognize, describe, and develop patterns, relations, and functions.	1. Solve problems by finding the next term or missing term in a pattern or function table, using real-world situations. 2. Interpret and write an algebraic rule for a one-operation function table. Ex. $y = x + 3$
	5. Algebraic Representations: Students shall represent and analyze mathematical situations and structures, using algebraic symbols.	1. Model, write, and solve one-step equations by informal methods, using manipulatives and appropriate technology.
	6. Algebraic Models: Students shall develop and apply mathematical models to represent and understand quantitative relationships.	1. Complete, with and without appropriate technology, and interpret tables and line graphs that represent the relationship between two variables in Quadrant I. Ex. time and distance
	7. Analysis of Change: Students shall analyze change in various contexts.	1. Identify and compare situations with constant or varying rates of change. Ex. A student's rate of growth each year is a varying rate; hourly wages is a constant rate.
3—GEOMETRY (G)	8. Geometric Properties: Students shall analyze characteristics and properties of two- and three-dimensional shapes and develop mathematical arguments about geometric relationships.	1. Identify three-dimensional geometric figures, using models (rectangular prisms, cylinders, cones, pyramids, and spheres). 3. Identify, describe, draw, and classify triangles as equilateral, isosceles, scalene, right, acute, obtuse, and equiangular. 4. Draw, label, and determine relationships among the radius, diameter, center, and circumference (e.g. radius is half the diameter) of a circle.
	9. Transformation of Shapes: Students shall apply transformations and the use of symmetry to analyze mathematical situations.	1. Identify and describe line and rotational symmetry in two-dimensional shapes, patterns, and designs. 2. Describe positions and orientations of shapes under transformation (translation, reflection, and rotation), recognizing the size and shape do not change.
	10. Coordinate Geometry: Students shall specify locations and describe spatial relationships, using coordinate geometry and other representational systems.	1. Use ordered pairs to plot points in Quadrant I.

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

PART III Item Correlation with Curriculum Frameworks—2007 Benchmark Grade 6

The Arkansas *Mathematics Curriculum Framework** (continued)

Strands	Content Standards	Student Learning Expectations
4—MEASUREMENT (M)	12. Physical Attributes: Students shall use attributes and tools of measurement to describe and compare mathematical and real-world objects.	1. Identify and select appropriate units and tools from both systems to measure. Ex. angles with degrees, distance with feet/meters 2. Make conversions within the same measurement system in real-world problems. Ex. hours to minutes to seconds, meters to centimeters, feet to inches, liters to milliliters, quarts to gallons, etc.
	13. Systems of Measurement: Students shall identify and use units, systems, and processes of measurement.	2. Determine which unit of measure or measurement tool matches the context for a problem situation. 4. Establish and apply formulas to find area and perimeter of triangles, rectangles, and parallelograms. 5. Find the distance between two points on a number line. 6. Use estimation to check the reasonableness of measurements obtained from the use of various instruments (including angle measures).
5—DATA ANALYSIS AND PROBABILITY (DAP)	14. Data Representation: Students shall formulate questions that can be addressed with data, and collect, organize, and display relevant data to answer them.	2. Collect data and select appropriate graphical representations to display the data, including Venn diagrams. 3. Construct and interpret graphs, using correct scale, including line graphs and double-bar graphs.
	15. Data Analysis: Students shall select and use appropriate statistical methods to analyze data.	1. Interpret graphs such as double line graphs and circle graphs. 2. Compare and interpret information provided by measures of central tendencies (mean, median, and mode) and measures of spread (range).
	16. Inferences and Predictions: Students shall develop and evaluate inferences and predictions that are based on data.	1. Use observations about differences in data to make justifiable inferences.
	17. Probability: Students shall understand and apply basic concepts of probability.	1. Distinguish between theoretical and experimental probability.

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

Released Items for Math*

Item	Strand	Content Standard	Student Learning Expectation
1	G	8	1
2	NO	1	2
3	A	5	1
4	DAP	14	2
5	M	12	1
6	A	4	2
7	G	9	1
8	M	13	2
9	A	4	1
10	M	12	2
11	NO	1	1
12	DAP	15	2
13	G	8	1
14	DAP	14	3
15	NO	1	1
16	A	7	1
17	G	8	4
18	M	13	4
19	DAP	16	1
20	NO	2	3
21	A	4	2
22	NO	3	2
23	DAP	15	2

Item	Strand	Content Standard	Student Learning Expectation
24	M	13	6
25	G	8	3
26	A	6	1
27	M	13	5
28	NO	1	4
29	DAP	15	1
30	A	4	2
31	NO	3	3
32	G	8	3
33	DAP	15	2
34	G	9	2
35	M	13	4
36	A	5	1
37	DAP	17	1
38	M	13	4
39	G	10	1
40	NO	3	5
A	A	7	1
B	G	8	4
C	DAP	14	3
D	M	12	2
E	NO	3	1

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

PART III Item Correlation with Curriculum Frameworks—2007 Benchmark Grade 6

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

Content Standards	Student Learning Expectations
9. Comprehension: Students shall apply a variety of strategies to read and comprehend printed material.	6. Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text. 7. Make inferences and draw conclusions about characters' traits and actions based on plot, setting, motives, and responses to other characters. 9. Compare the actions, motives, and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. 10. Distinguish among facts and inferences supported by evidence and opinions in text. 11. Use text information and background knowledge to draw conclusions and to make inferences (e.g., theme, etc.). 12. Identify main ideas and supporting evidence in short reading passages. 13. Use the text features to locate and recall information, with emphasis on cue words and phrases. 14. Use knowledge of text structure(s) to enhance understanding with emphasis on cause/effect and compare/contrast. 16. Use skimming and scanning to locate specific information to develop a general overview. 17. Analyze information from the text based on purpose and/or level of importance. 18. Summarize the content of a text.
10. Variety of Texts: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.	6. Use skimming and scanning to locate specific information or to develop a general overview. 7. Select informational sources appropriate for a given purpose.
11. Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.	7. Determine useful and relevant words. 8. Explain the meaning of figurative language such as idioms, similes, and metaphors.

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

Released Items for Reading*

Item	Content Standard	Student Learning Expectation	Passage Type
1	9	9	Literary
2	10	7	Literary
3	9	12	Literary
4	9	7	Literary
5	9	17	Literary
6	9	10	Literary
7	9	6	Literary
8	9	9	Literary
A	9	11	Literary
9	11	8	Content
10	9	14	Content
11	9	11	Content
12	9	9	Content
13	11	7	Content
14	9	11	Content
15	9	14	Content
16	9	13	Content
B	9	7	Content
17	9	10	Practical
18	9	18	Practical
19	9	13	Practical
20	9	11	Practical
21	11	7	Practical
22	10	6	Practical
23	9	12	Practical
24	9	16	Practical
C	9	12	Practical

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

PART III Item Correlation with Curriculum Frameworks—2007 Benchmark Grade 6

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

Content Standards	Student Learning Expectations
4. Process: Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.	3. Demonstrate an awareness of purpose and audience for all modes of written discourse. 8. Revise content for • central idea • organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.) • unity • elaboration • clarity
5. Purposes, Topics, Forms, and Audiences: Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences, employing a wide range of forms.	5. Write research reports using a variety of sources, summarizing, and paraphrasing.
6. Conventions: Students shall apply knowledge of Standard English conventions in written work.	6. Use knowledge of the parts of speech to construct effective sentences: • common and proper nouns • pronouns to avoid repetition • active and linking verbs • adjectives to modify nouns and pronouns • adverbs to modify verbs, adjectives, and other adverbs • coordinate conjunctions to join • interjections for excitement • prepositions to indicate relationships 8. Apply correct spelling to commonly misspelled words. 9. Spell homonyms correctly according to usage.
7. Craftsmanship: Students shall develop personal style and voice as they approach the craftsmanship of writing.	1. Use figurative language purposefully, such as onomatopoeia, to shape and control language to affect readers.

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

Released Items for Writing*

Item	Content Standard	Student Learning Expectation
1	4	3
2	6	6
3	6	8
4	6	9
5	5	5
6	7	1
7	6	9
8	4	8

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

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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