ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Teacher Handbook

Grade 4
Benchmark Examination

April 2007
Administration

Arkansas Department of Education

Teacher Handbook—2007 Benchmark Grade 4

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Introduction—2007 Benchmark Grade 4

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

This handbook provides information about the scoring of the grade 4 student responses to the open-response items in Mathematics and Reading and to the direct Writing prompts. 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 to each content area.

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

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

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

Reader Training

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

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

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

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

Scoring Procedures

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

This Teacher Handbook includes the Mathematics open-response items and the Reading passages with their open-response items as they appeared in this year's test. The specific scoring rubric for each item and annotated response for each score point of the rubric 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.

MATHEMATICS RESPONSES

Mathematics Item A—2007 Benchmark Grade 4

Cheryl has a new 20-gallon fish tank. She only has a 1-quart pitcher that she will use to fill the tank. She started making the table below to help her find out how many times she would need to fill and pour with her quart pitcher.

Number of Gallons	1	2	3	4	5	6	7	8	9	10
Number of Quarts	4	8								

1. In your answer document, copy and complete Cheryl's table, showing the relationship between quarts and gallons.

2. How many times will Cheryl need to fill and pour her pitcher in order to fill her 20-gallon tank? Explain your answer using words and/or numbers.

Mathematics Item A Scoring Rubric—2007 Benchmark Grade 4

SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work. The chart in Part 1 contains 1 & 2 gallons and 4 & 8 quarts. The chart contains "# of gallons" and "# of quarts" labels.
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: At least 5 entries are correct or use correct procedures.
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 1

Points: 2 points possible

2 points: **Chart is correct and complete, as shown in the diagram below.**
Note: Work is not required.
Note: 1 & 2 Gallons and 4 & 8 Quarts (given) may be missing but are required for a score of 4. Labels (# of Gallons, # of Quarts) may be missing, but are required for a score of 4.
Ex:

Number of Gallons	1	2	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Number of Quarts	4	8	**12**	**16**	**20**	**24**	**28**	**32**	**36**	**40**

OR

1 point: **Chart is incomplete or incorrect due to one of the following:**

- 1 or more #s are incorrect due to one calculation, counting or copy error.
  Correct procedure used: 4 is added to all entries to get the next entry, or each entry for # of gallons is multiplied by 4.
  Ex:
  Response contains 1 calculation error.

Number of Gallons	1	2	3	4	5	6	7	8	9	10
Number of Quarts	4	8	12	16	20	**23**	**27**	**31**	**35**	**39**

  Error: 20+4=23, others from that point on are correct based on error (+4).

- Chart is incomplete: One entry is missing from 12–40. The #s listed are correct.
  Ex:

Number of Gallons	1	2	3	4	5	6	7	8	9	10
Number of Quarts	4	8	**12**	**16**	**20**	**24**	**28**	**32**	**36**	

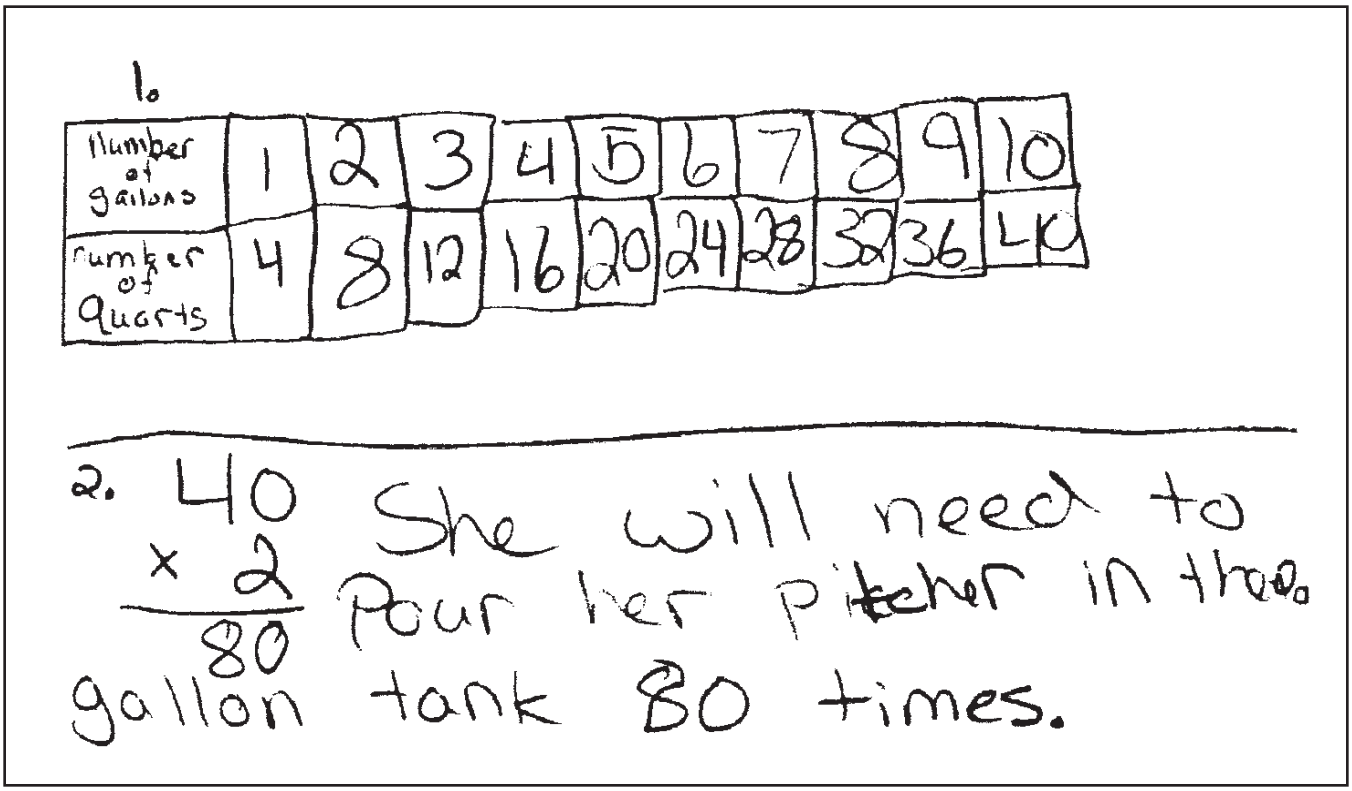
- The # of Quarts (12–40) are correct and complete but they aren't associated with corresponding # of Gallons.
  Ex:

Number of Quarts	**12**	**16**	**20**	**24**	**28**	**32**	**36**	**40**

Note: Do not give credit if work contains more than 1 calculation error or incorrect procedure is used.

Solution and Scoring (continued)

Part	Points
2	**2 points possible** 1 point: **Correct answer: 80, or correct answer based on calculation in Part 1.** AND 1 point: **Correct and complete procedure shown and/or explained.** Work may contain a calculation error or may be based on a calculation, counting, or copy error in Part 1. Give credit for the following or equivalent: • $20 \times 4 = \#$ (4 quarts/gallon, has 20 gallons), or • 40 (or # of quarts for 10 gallons in Part 1) $\times 2 = \#$, or • The chart is extended to 20 gallons and is completed correctly, or multiples of 4 from 44 to 80 are listed: 44, 48, 52, 56, 60, 64, 68, 72, 76, 80 (may be based on incorrect entry in Part 1), or • $10/40 = 20/x$, $x = \#$, or • "The chart shows that it would take 40 quarts to fill a 10-gallon tank. A 20-gallon tank is 2 times larger, so it would need two times as much water so I doubled 40." Note: Do not give credit for incomplete work or explanation. Ex: "I counted by 4's"



SCORE: 4 **Points**

Part 1:

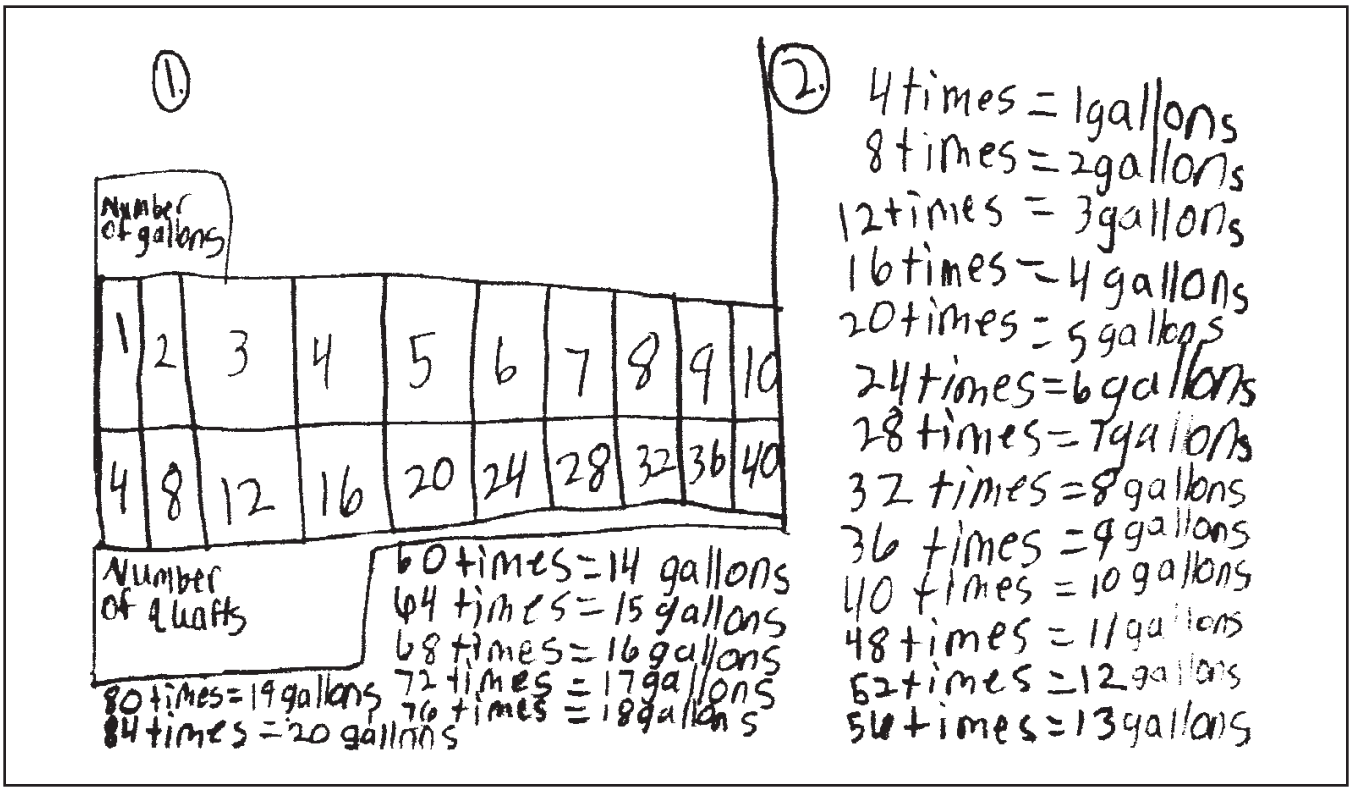
Chart is correct & complete:	1 2 3 4 5 6 7 8 9 10 4 8 12 16 20 24 28 32 36 40	2

Part 2:

Correct answer:	80	1
Correct & complete procedure:	40 x 2 = #	1

TOTAL POINTS: **4**

Correct labels of "# of Gallons" and "# of Quarts" are included in Part 1.



SCORE: 3 **Points**

Part 1:

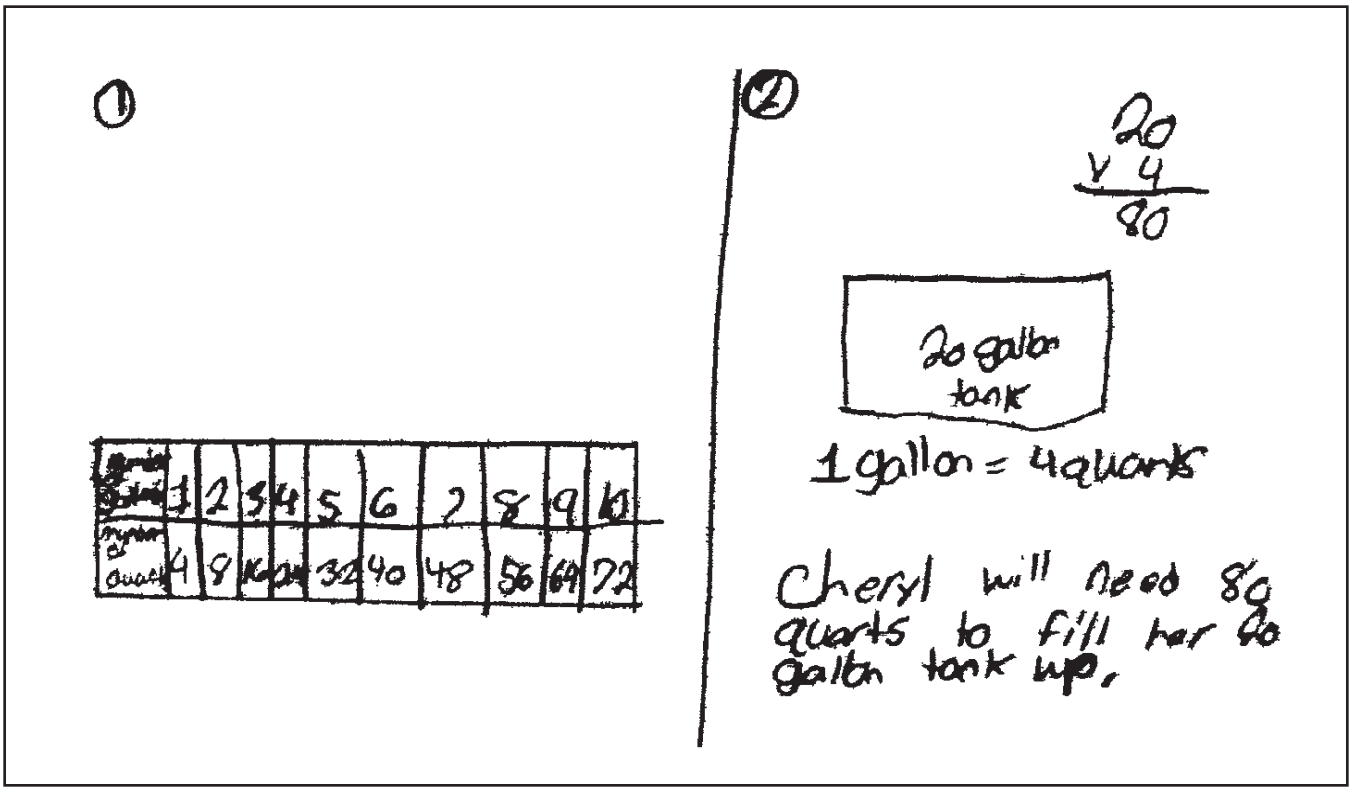
Chart is correct & complete: 1 2 3 4 5 6 7 8 9 10
4 8 12 16 20 24 28 32 36 40 — 2

Part 2:

Incorrect answer due to calculation error: 84 — _

Correct & complete procedure: List is extended to 20 gallons:
48 (error) Succeeding #'s are +4:
52 56 60 64 68 72 76 80 84 — 1

TOTAL POINTS: **3**



SCORE: 2 **Points**

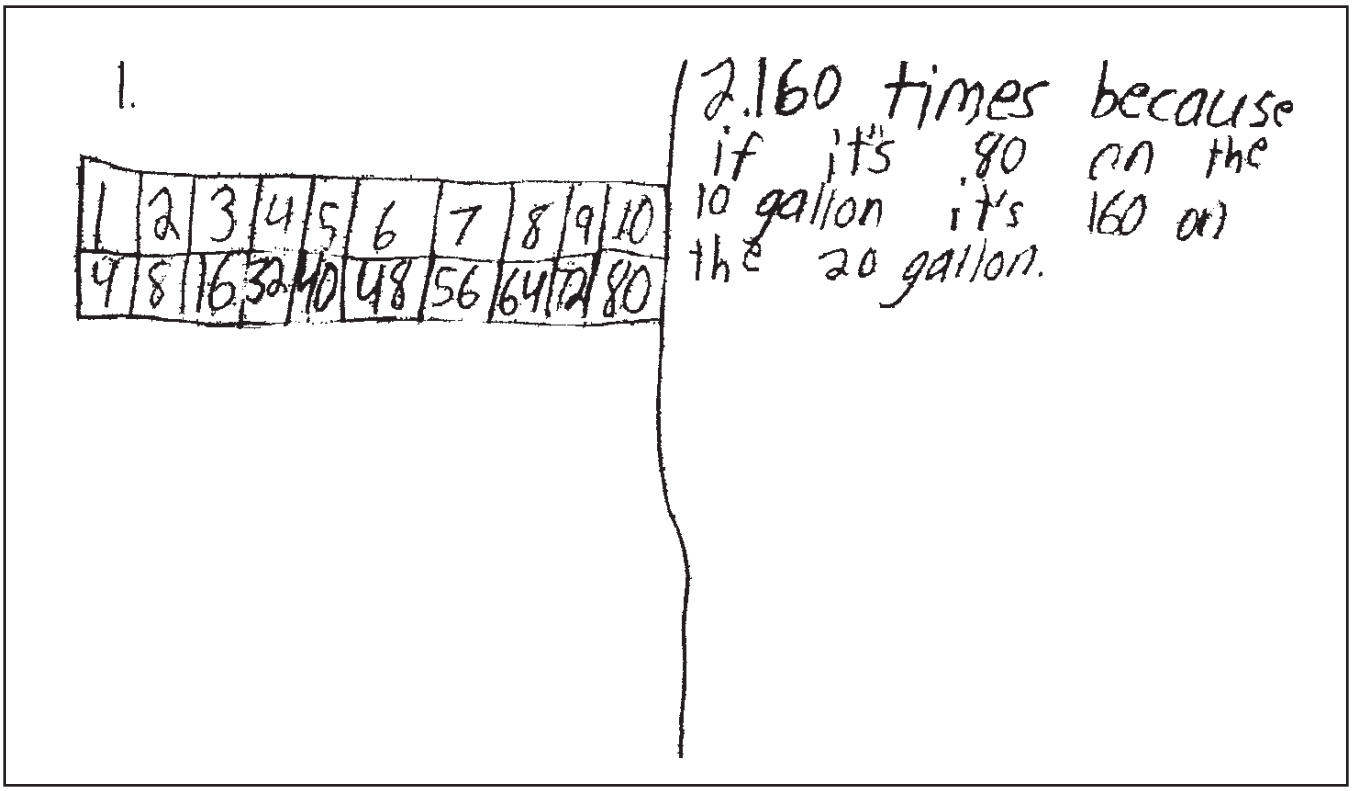
Part 1:

Chart is incorrect:	4 8 **16 24 32 40 48 56 64 72**	–
Incorrect procedure:	Multiples of 8 are listed.	

Part 2:

Correct answer:	80	1
Correct & complete procedure:	20 x 4 = #	1

TOTAL POINTS: **2**



SCORE: 1 **Points**

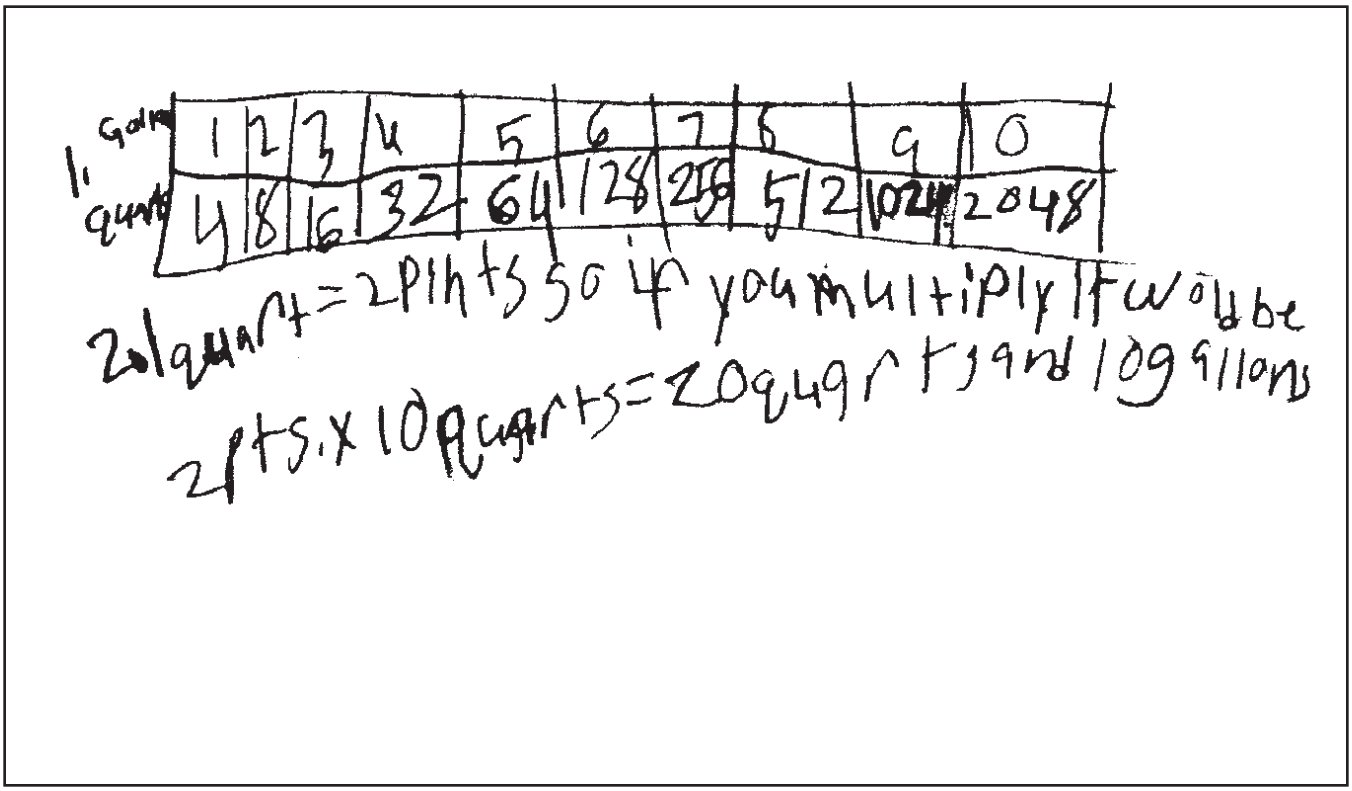
Part 1:

Chart is incorrect:	4 8 **16 32 40 48 56 64 72 80**	–
Incorrect procedure:	Doubles entry (16, 32), then + 8	

Part 2:

Correct answer based on Part 1 answer:	160	1
Incomplete procedure:	"If it's 80 on the 10 gallon it's 160 on the 20 gallon."	–

TOTAL POINTS: **1**



SCORE: 0 **Points**

Part 1:

Chart is incorrect:	4 8 **16 32 64 128... 2048**	–
Incorrect procedure:	Doubles entry to get next #	

Part 2:

Incorrect answer:	20 quarts & 10 gallons	–
Incorrect procedure:	2 pints x 10 quarts = #	–

TOTAL POINTS: **0**

Mathematics Item B—2007 Benchmark Grade 4

Susan wrote the clues below to describe a mystery shape.

- It is a quadrilateral.
- It has only one set of parallel sides.
- It has no right angles.
- It has only one line of symmetry.

You may use your pattern blocks to help answer Parts 1 and 2.

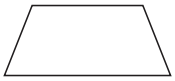
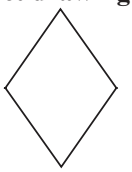
1. In your answer document, draw and name Susan's mystery shape.

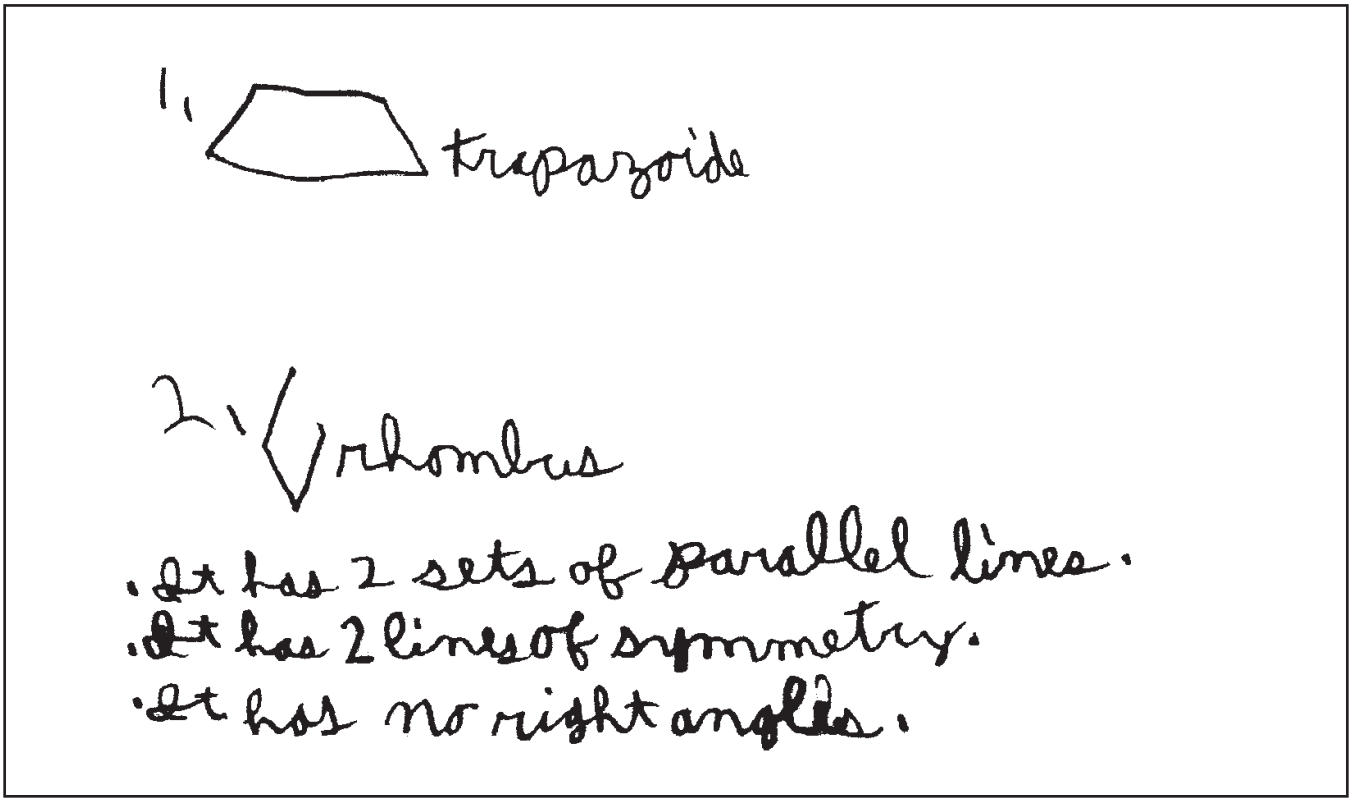
2. Draw and label a rhombus, and give three "mystery shape" clues for it.

Mathematics Item B Scoring Rubric—2007 Benchmark Grade 4

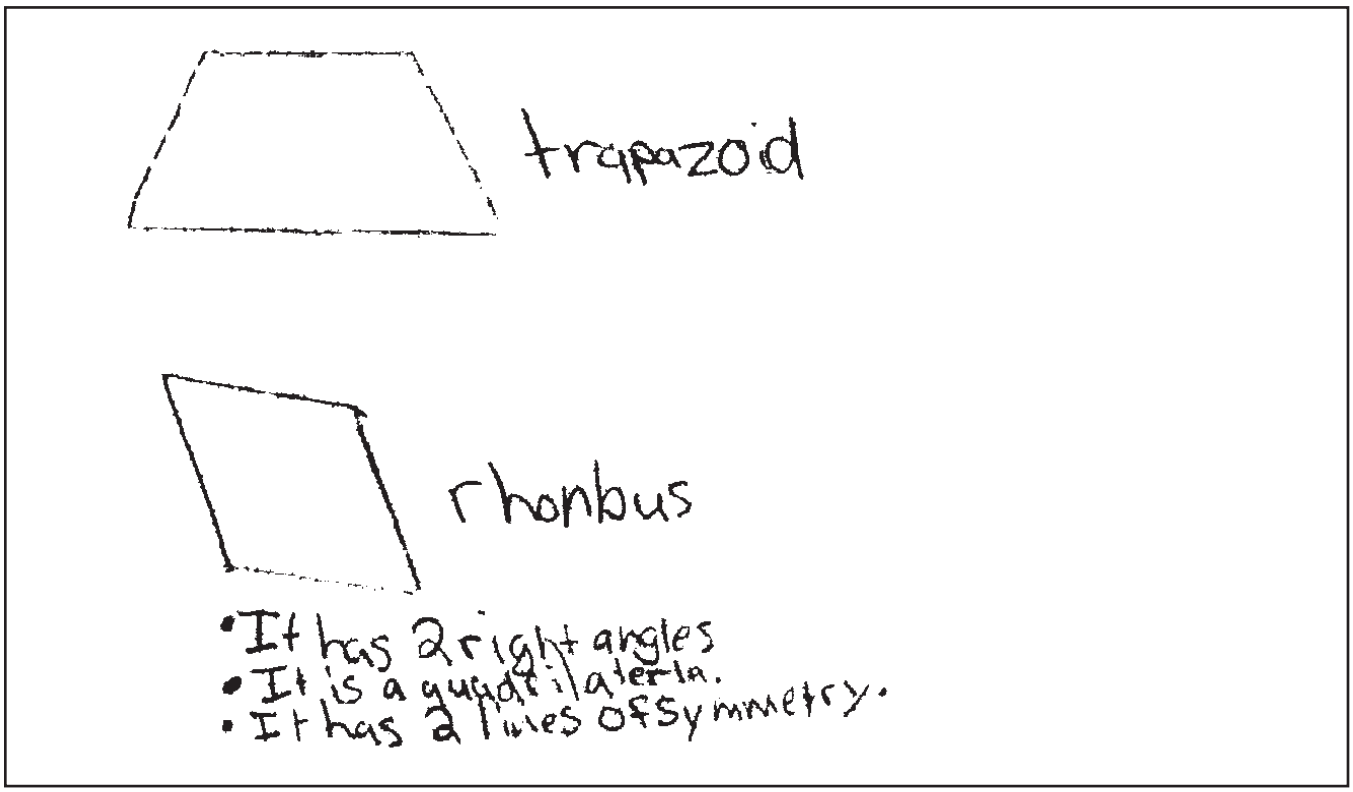
SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work. The label "rhombus" is included in Part 2.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding is shown. Ex: A polygon other than a rhombus is drawn, but 3 clues that correctly describe it are listed in Part 2 (Ex: Drawing of a regular hexagon, 3 sets of parallel sides, 6 sides, and 6 lines of symmetry).
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

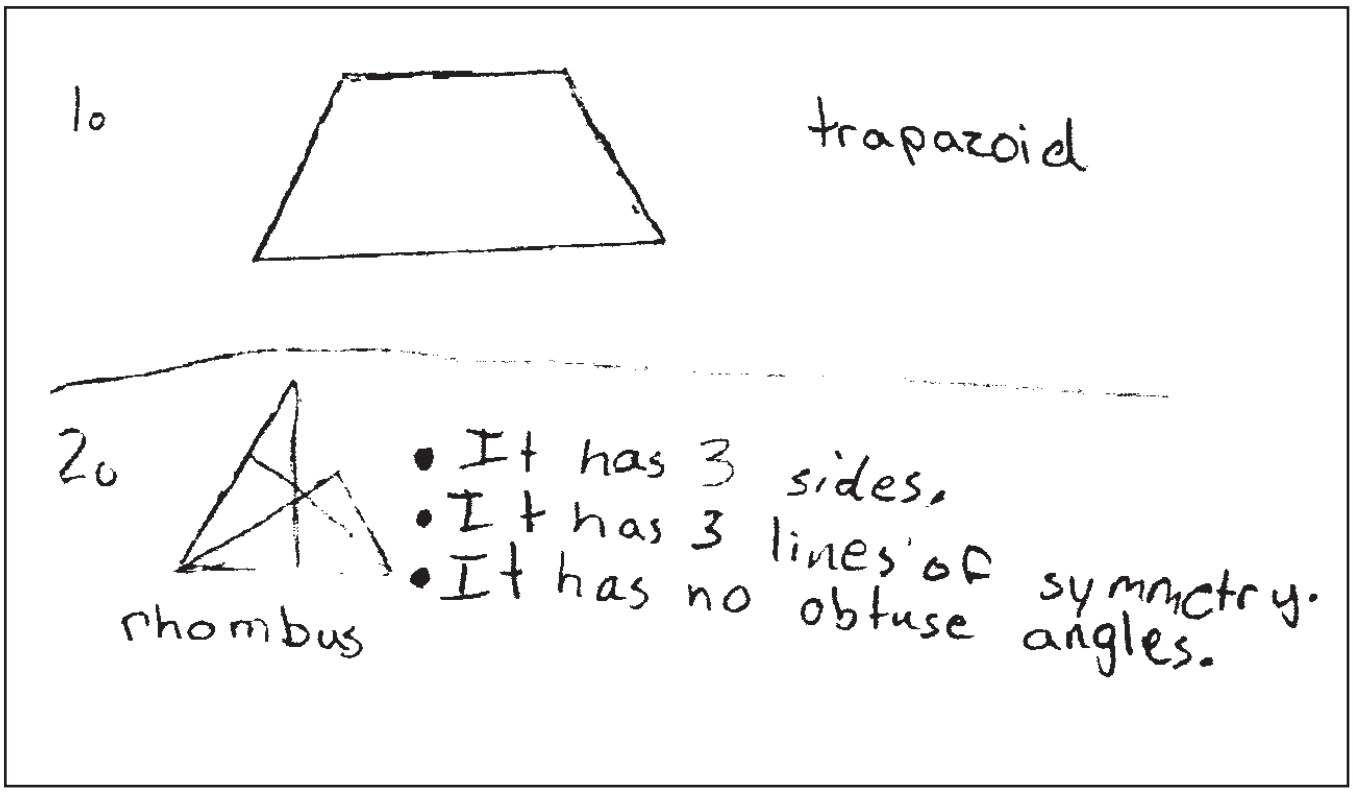
Part	Points
1	**2 points possible** 1 point: **Correct drawing of a trapezoid.** Ex:  trapezoid AND 1 point: **Correct name of "Trapezoid."**
2	**2 points possible** 2 points: **Correct drawing of a rhombus, as shown below.**  rhombus Note: The label of "rhombus" is only required for a score of 4. A drawing of a square is acceptable because a square is a rhombus. And **Response contains any 3 clues that correctly describe a rhombus.** Examples: • I am a quadrilateral. • I am a parallelogram or I am like a diamond. • I have 4 sides, lines, or edges ("edges" is not acceptable for a score of 4). • I have 4 vertices or corners ("points" is not acceptable). • The lengths of all of my sides are equal. • I am an equilateral. • My opposite sides are parallel. • I have **2 sets** of parallel sides. • I have 2 lines of symmetry. • I have 2 obtuse angles. • I have 2 acute angles. • The measures of my opposite angles are equal. • My diagonals are perpendicular. • My diagonals bisect each other. • My diagonals bisect my angles. Note: If a drawing of a square is given, score clues accordingly. OR 1 point: **Response contains either of the following:** • Correct drawing of a rhombus but clues are incomplete or missing, or • Drawing of rhombus is missing or not obviously incorrect. 3 correct clues for a rhombus are listed with no incorrect clues included. Note: No credit is given in Part 2 if the diagram is incorrect.



SCORE: 4		**Points**
Part 1:		
Correct drawing of trapezoid:		1
Correct name:	"trapazoide"	1
Part 2:		
Correct drawing of rhombus with 3 correct clues:	• "2 sets of parallel lines" • "2 lines of symmetry" • "no right angles"	2
TOTAL POINTS:		**4**



SCORE: 3		**Points**
Part 1:		
Correct drawing of trapezoid:		1
Correct name:	trapazoid	1
Part 2:		
Correct drawing of rhombus with only 2 correct clues:	• "quadrilateral" • "2 lines of symmetry" • "2 right angles (incorrect)"	1
TOTAL POINTS:		**3**



SCORE: 2 **Points**

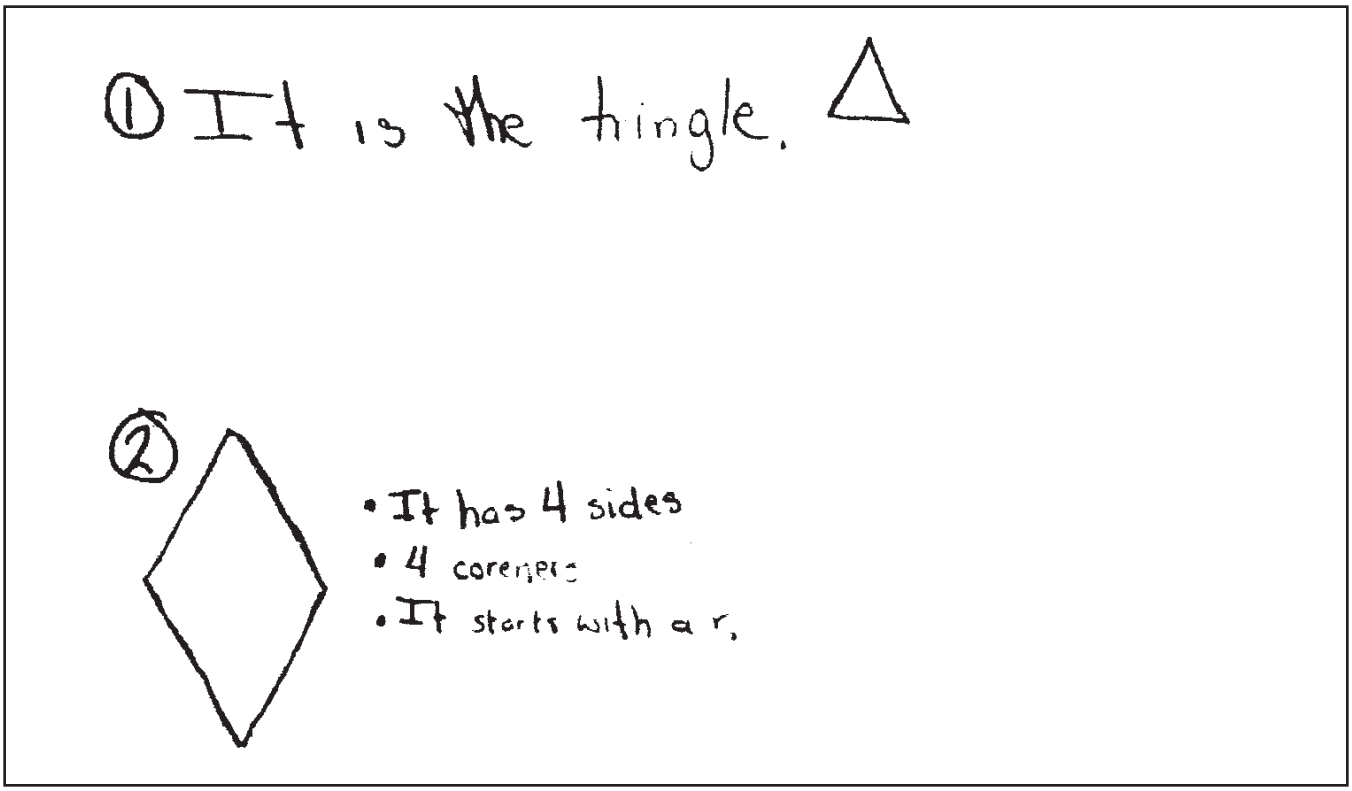
Part 1:

Correct drawing of trapezoid:		1
Correct name:	trapazoid	1

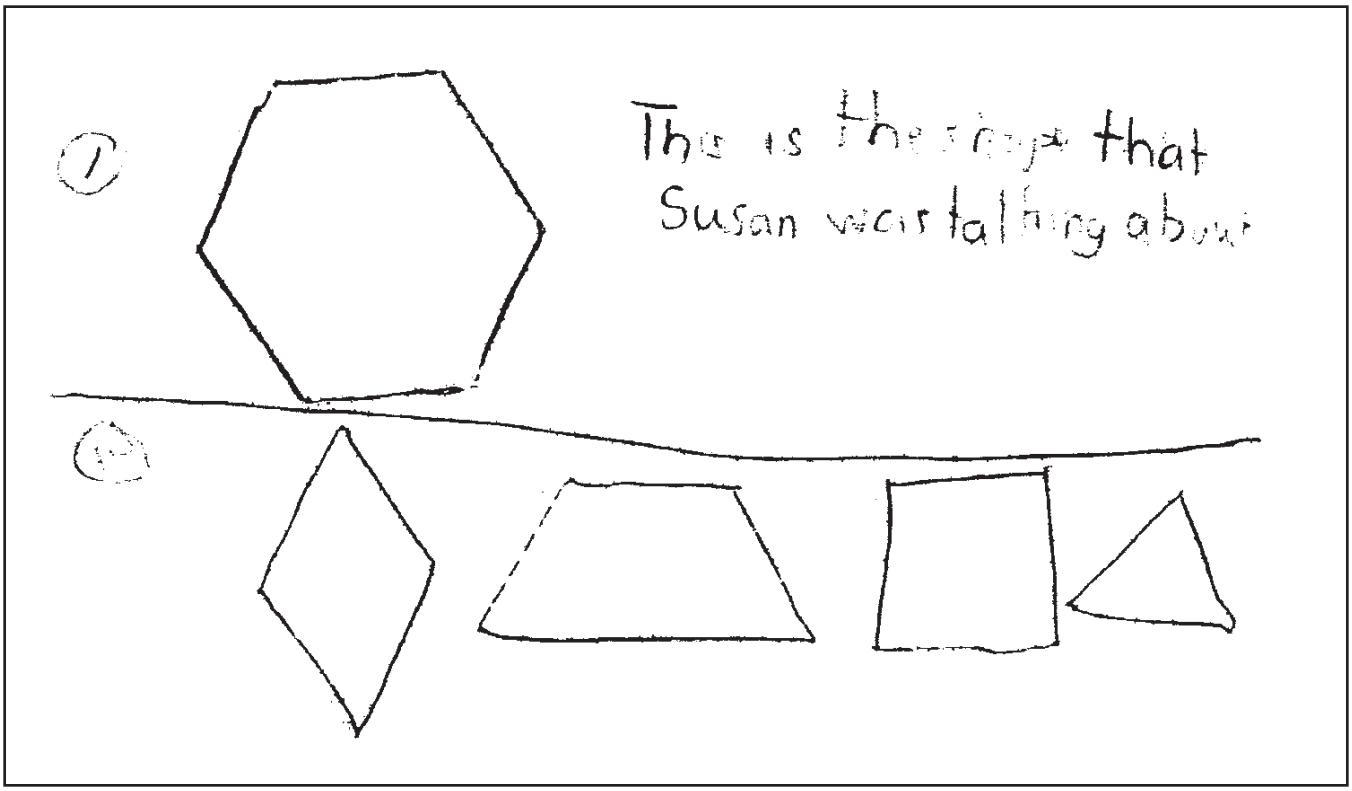
Part 2:

Incorrect drawing of rhombus:	No credit for clues if drawing is incorrect.	–

TOTAL POINTS: **2**



SCORE: 1		**Points**
Part 1:		
Incorrect drawing of trapezoid:		–
Incorrect name:	"tringle"	–
Part 2:		
Correct drawing of rhombus with only 2 correct clues:	• "4 sides" • "4 coreners" • "starts with a r" (irrelevant)	1
TOTAL POINTS:		**1**



SCORE: 0 **Points**

Part 1:

Incorrect drawing of trapezoid: –

Missing name: –

Part 2:

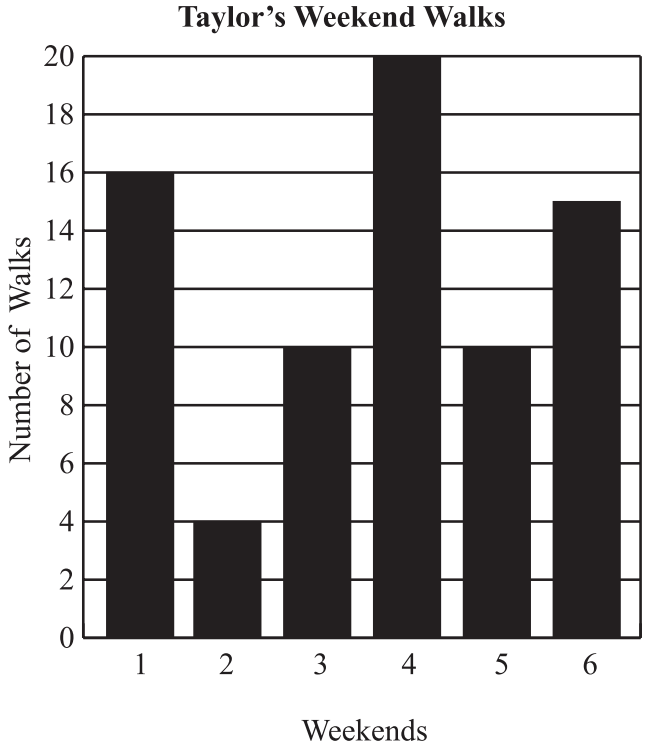
4 drawings are included

with no clues listed: Rhombus, trapezoid, square, triangle –

TOTAL POINTS: **0**

Mathematics Item C—2007 Benchmark Grade 4

Taylor walks dogs on the weekends to earn money. The graph below shows the number of times Taylor has walked dogs over the last 6 weekends.



1. How many more times did Taylor walk dogs during the last 3 weekends than during the first 3 weekends? Explain your answer using words and/or numbers.

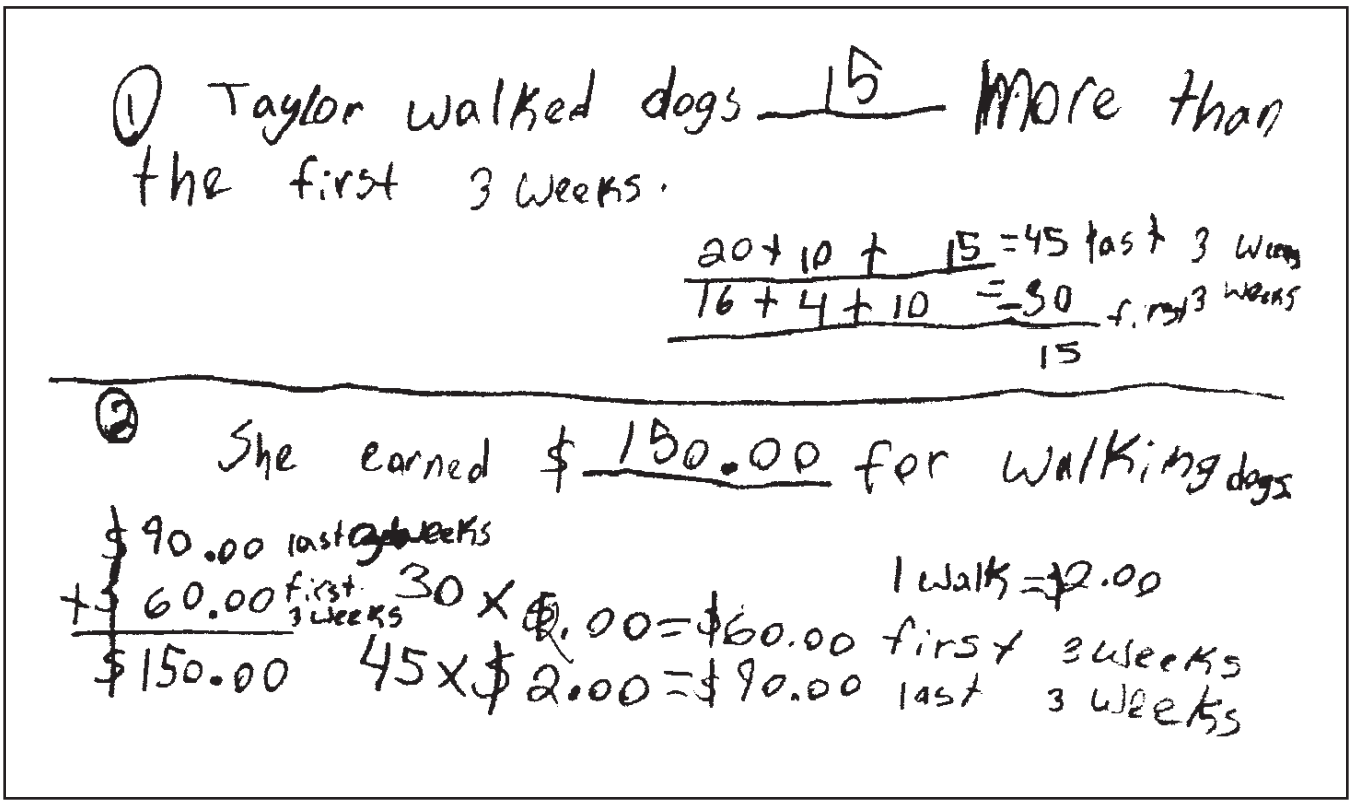
2. Taylor charges the dog owners $2.00 per walk. How much money did Taylor earn over the 6 weekends? Explain your answer using words and/or numbers.

Mathematics Item C Scoring Rubric—2007 Benchmark Grade 4

SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work. The correct label of "$" or "Dollars" is included in Part 2.
3	The student earns 3–3 ½ points.
2	The student earns 2–2 ½ points.
1	The student earns ½–1 ½ 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.)

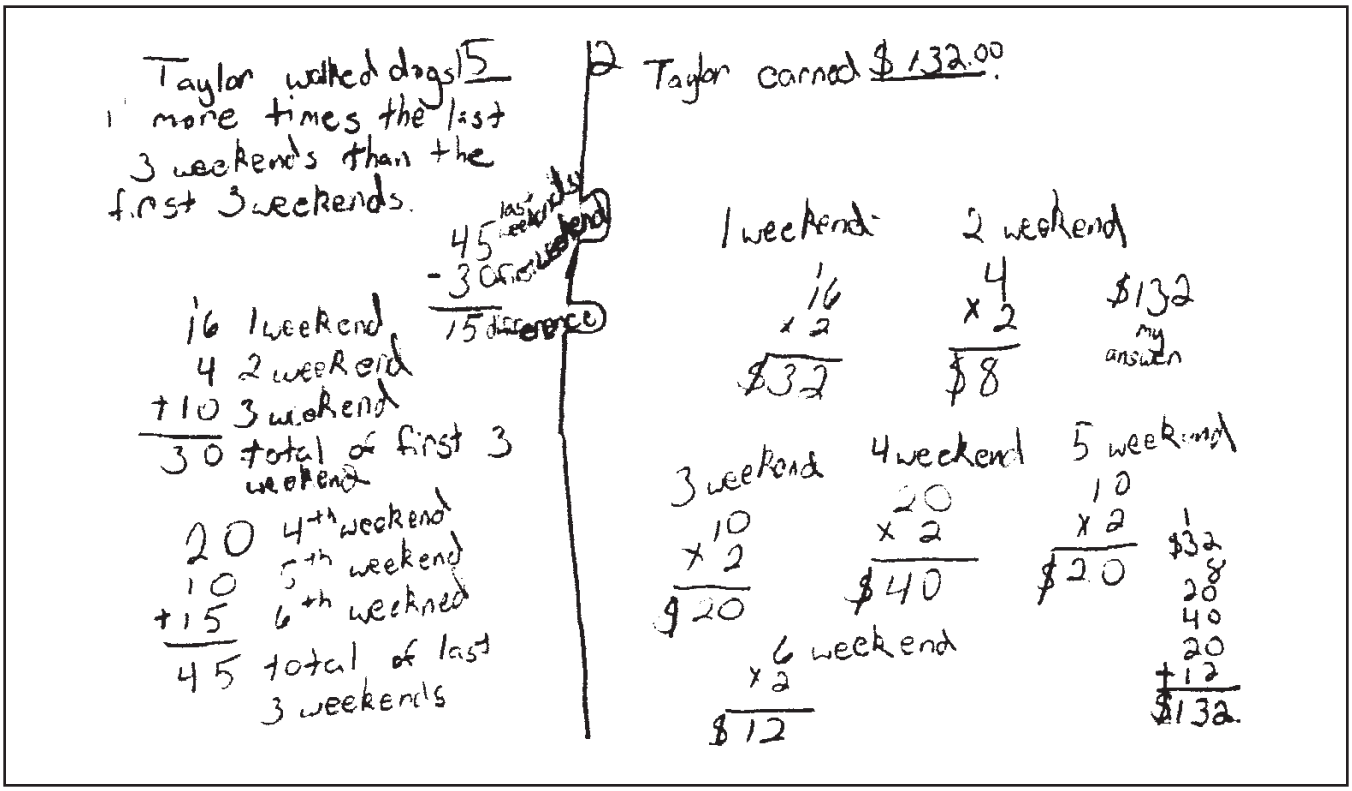
Solution and Scoring

Part	Points
1	**2 points possible** 1 point: **Correct answer: 15 (more walks).** AND 1 point: **Correct and complete procedure shown and/or explained.** The student finds 2 totals (work shown or explained) and the difference. Work may contain a calculation or copy error. Give credit for the following or equivalent: • 16 + 4 + 10 = 30, 20 + 10 + 15 = 45 (some grouping is acceptable), 45 – 30 = #, or • "I added the # of walks from the 1st 3 weeks and got 30. I added the # of walks from the last 3 weeks and got 45. Next, I found the difference to get my answer." OR ½ point: **Incomplete, but correct, procedure shown and/or explained.** Give credit for the following or equivalent: • 1st 3 weeks: 30, Last 3 weeks: 45, 45-30 = #, or • 1 total correct, 1 total incorrect (no work shown), and correct difference found.
2	**2 points possible** 1 point: **Correct answer: ($) 150.00, or correct answer based on incorrect amount(s) 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 an incorrect amount in Part 1. Give credit for the following or equivalent: Note: Work done in Part 1 does not have to be repeated. • 30 + 45 = 75, 75 x 2 = 150 • 2 × 16 + 2 × 4 + 2 × 10 + 2 × 20 + 2 × 10 + 2 × 15 = # • "There were 30 walks in the 1st 3 weeks and 45 in the last 3 weeks. I added those together and multiplied the sum by 2 to get my answer." • (T for 1st 3 weeks from Part 1) x 2 + (T for last 3 weeks from Part 1) x 2 = #. OR ½ point: **Incomplete, but correct, procedure shown and/or explained.** Give credit for the following or equivalent: • 32 + 8 + 20 + 40 + 20 + 30 = # (×2 not shown or explained), or • 30 + 45 = 75, $150.00 made (×2 not shown or explained). Note: Do not give any credit for 30 + 45 = 75 only.



SCORE: 4		**Points**
Part 1:		
Correct answer:	15	1
Correct & complete procedure:	Last 3: 20 + 10 +15 = 45 1st 3: 16 + 4 + 10 = 20 45 – 30 = #	1
Part 2:		
Correct answer:	($)150.00	1
Correct & complete procedure:	30 x 2 = 60.00, 45 x 2 = 90.00 90.00 + 60.00 = #	1
TOTAL POINTS:		**4**

Correct label ($) is included in Part 2.



SCORE: 3 **Points**

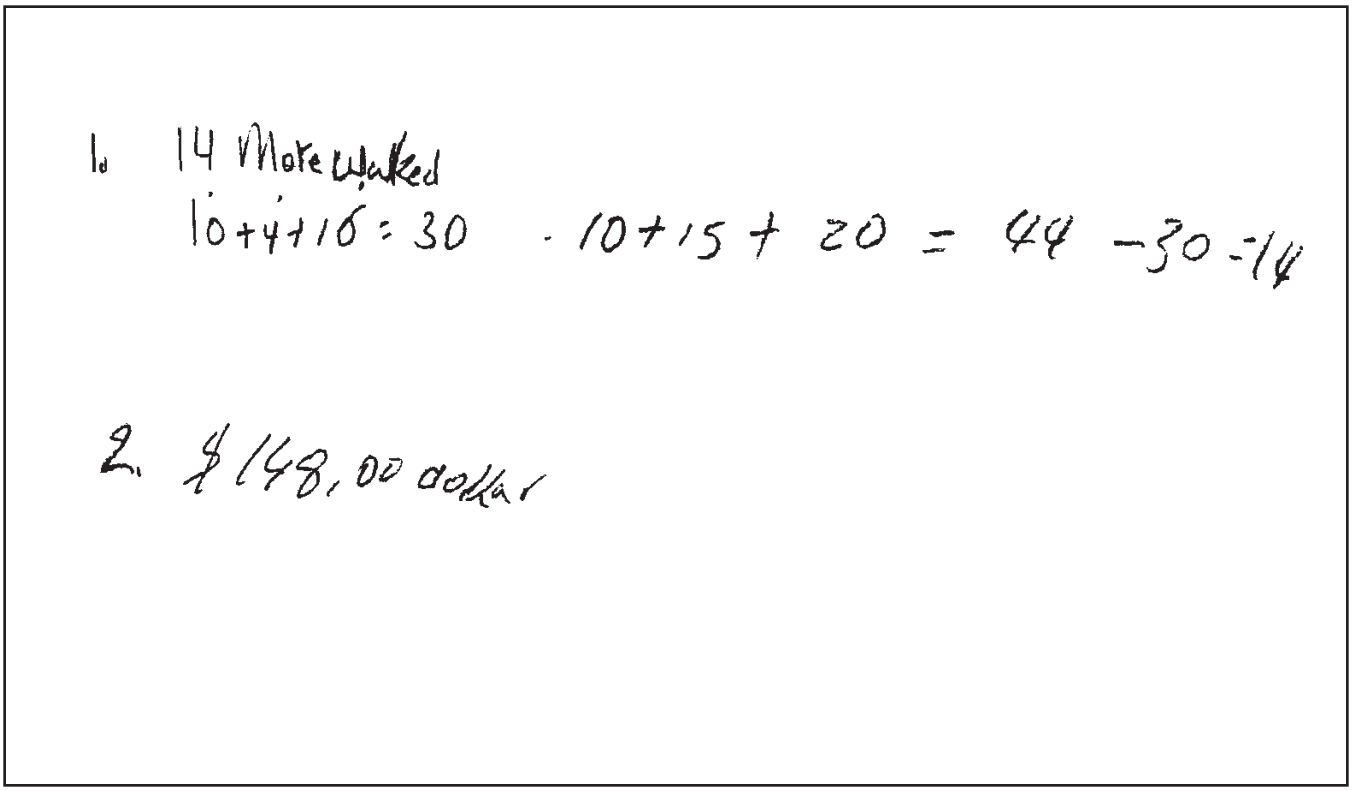
Part 1:

Correct answer:	15	1
Correct and complete procedure:	16 + 4 + 10 = 30 20 + 10 + 15 = 45 45 – 30 = #	1

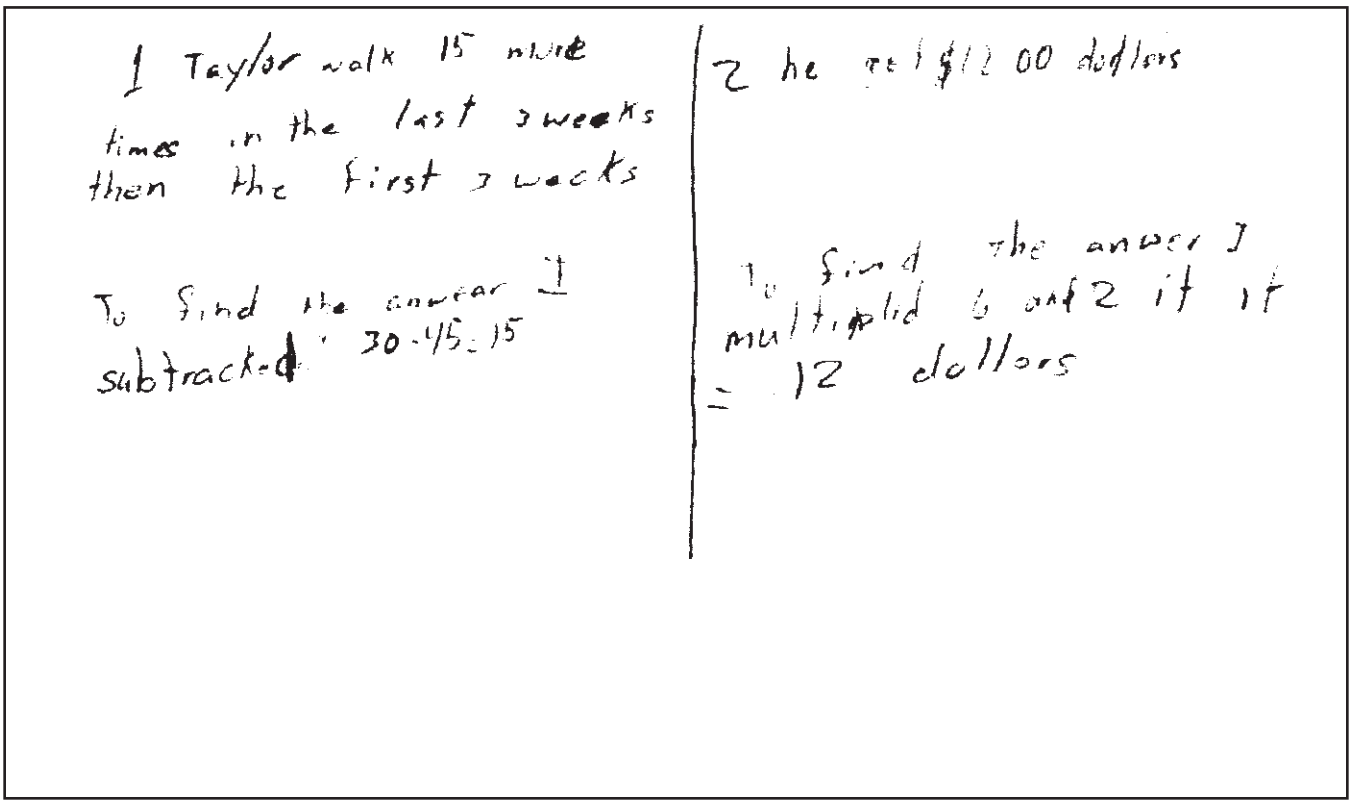
Part 2:

Incorrect answer due to copy error:	132.00	–
Correct & complete procedure:	16 x 2 = 32, 4 x 2 = 8, 10 x 2 = 20, 20 x 2 = 40 10 x 2 = 20, 6 (copy error) x 2 = 12 32 + 8 + 20 + 40 + 20 + 12 = #	1

TOTAL POINTS: **3**



SCORE: 2		**Points**
Part 1:		
Incorrect answer due to calculation error:	14	–
Correct & complete procedure:	10 + 4 + 16 = 30, 10 + 15 + 20 = 44 (calc. error) 40 – 30 = #	1
Part 2:		
Correct answer based on Part 1:	148.00 (44 + 30 = 74, 74 x 2 = 148)	1
Missing procedure:		–
TOTAL POINTS:		**2**



SCORE: 1 **Points**

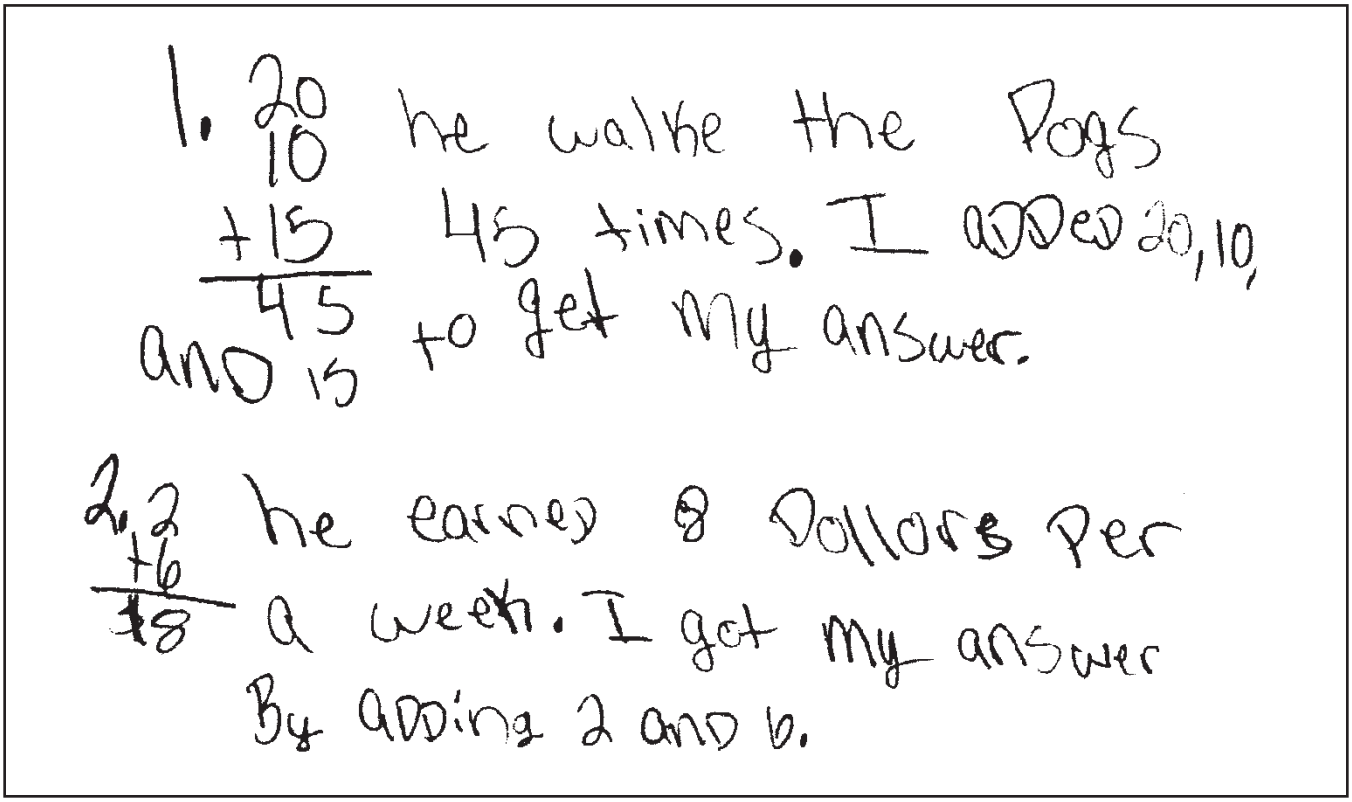
Part 1:

Correct answer:	15	1
Procedure described incorrectly:	30 – 45 = #	–

Part 2:

Incorrect answer:	12	–
Incorrect procedure:	"multiplid 6 and 2"	–

TOTAL POINTS: **1**



SCORE: 0 **Points**

Part 1:

Incorrect answer:	45	–
Incorrect procedure:	20 + 10 + 15 = 45 (Finds total for last 3 weeks only.)	–

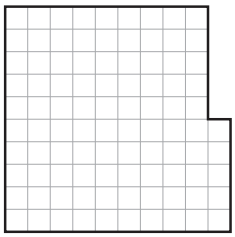
Part 2:

Incorrect answer:	8	–
Incorrect procedure:	"adding 2 and 6"	–

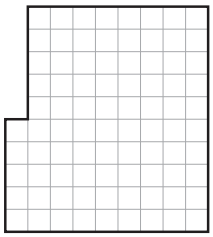
TOTAL POINTS: **0**

Mathematics Item D—2007 Benchmark Grade 4

Rachel and Hannah are getting new desks for their rooms. Their parents said that the larger desk should go in the larger room. Below is a grid model of each girl's room and the two desks.



Rachel's Room



Hannah's Room

Desk A

Desk B

1. The area of Rachel's room is 95 square feet. What is the area of Hannah's room? Explain your answer using words, numbers, and/or pictures.

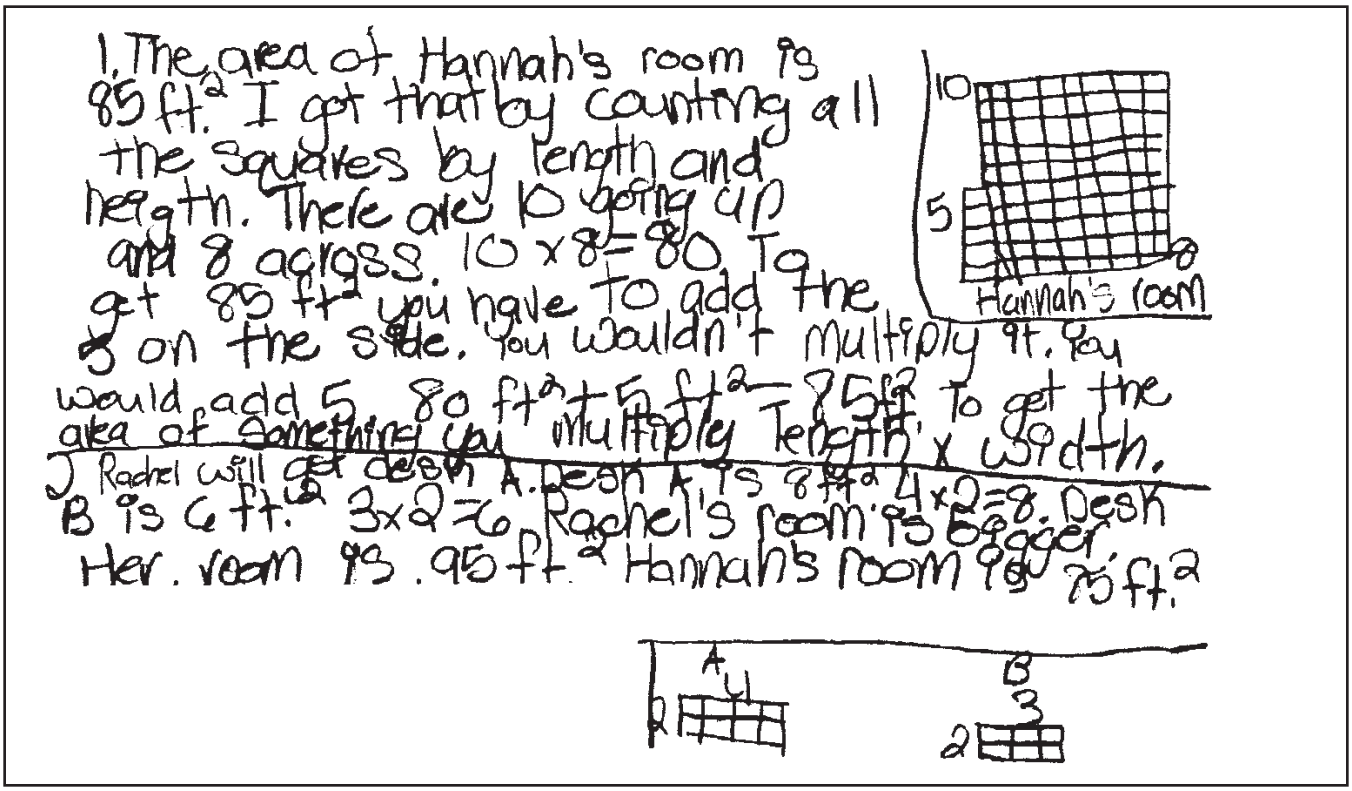
2. Which girl will get Desk A? Explain your answer using words, numbers, and/or pictures.

Mathematics Item D Scoring Rubric—2007 Benchmark Grade 4

SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work. The correct label of "square feet" is included in Part 1.
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.)

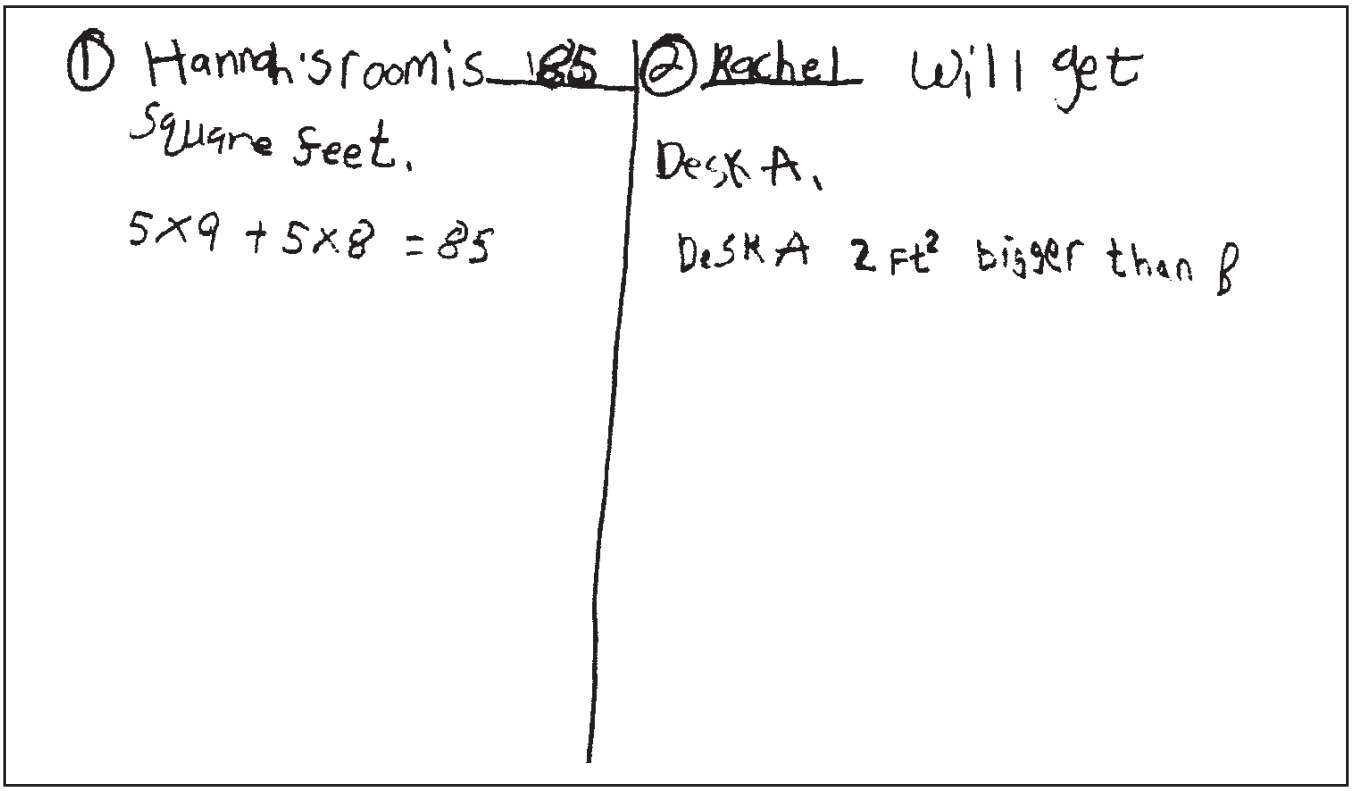
Solution and Scoring

Part	Points
1	**2 points possible** 1 point: **Correct answer: 85 (square feet required for a score of 4).** AND 1 point: **Correct and complete procedure shown and/or explained.** Work may contain a copy, calculation, or counting error ± 1. Give credit for the following or equivalent: • $8 \times 10 = 80$, $80 + 5 = \#$, or • $(5 \times 9) + (5 \times 8) = \#$, or • $10 \times 9 = 90$, $90 - 5 = \#$, or • "The first row has 5, and there are 8 rows of 10, so I added them all up and got 85," or • The response includes a diagram of the room with squares numbered from 1–85. Note: Do not give credit for incomplete or vague explanations. Ex: "I counted the squares."
2	**2 points possible** 2 points: **Correct answer: Rachel, or correct answer based on an incorrect answer in Part 1 with correct and complete work shown and/or explanation that includes <u>both</u> of the following:** • A <u>comparison in words or symbols of the areas of the rooms</u>. • A <u>comparison of the desks using 1 of the following methods</u>: ▪ Compares using letters A & B. Ex: A > B ▪ Compares areas using #s. Ex: 8 > 6 ▪ Names the areas of the desks. Ex: A = 8 and B = 6 Comparative words include "bigger, larger, greater, more than," etc. Give credit for the following or equivalent: • "Rachel gets Desk A because she has the bigger room since 95 > 85. Desk A is bigger than Desk B since $2 \times 4 = 8$, $2 \times 3 = 6$, and 8 > 6," or • "Rachel gets A, Rooms: 95 > 85, Desks: 8 > 6," or • "Rachel will because she has the bigger room and Desk A is the bigger desk," or • "Rachel, because her room has more area and A = 8 and B = 6." OR 1 point: **Give credit for the following or equivalent:** Work may contain a copy, calculation, or reasonable counting error. • Correct answer (may be based on incorrect work in Part 1) with incomplete work and/or explanation that includes a comparison of the areas of the rooms OR a comparison of the desks using A & B and/or comparing or naming of the areas of the desks using #s. Ex: "Rachel gets A since A > B" (no comparison of rooms). Ex: "Rachel gets Desk A because she has the bigger room—hers is 95 and Hannah's is only 85" (no comparison of desks), or • Work or explanation does not included comparative symbols or words, but includes the correct answer (Rachel) and all 4 correct areas. Ex: "Rachel. Rooms: Rachel's is 95, Hannah's is 85. Desks: A is 8, B is 6." **Note: Do not give credit for "Rachel gets Desk A" with no comparison of the areas of the rooms or naming the areas and/or comparison of the desks.**



SCORE: 4		**Points**
Part 1:		
Correct answer:	85 (ft.^{2})	1
Correct & complete procedure:	10 x 8 = 80, 80 + 5 = #	1
Part 2:		
Correct answer:	Rachel	
Correct & complete procedure:	Finds areas of desks: "Desk A is 8 ft^2. 4 x 2 = 8" "Desk B is 6 ft.^{2} 3 x 2 = 6" Compares areas of rooms: "Rachel's room is bigger."	2
TOTAL POINTS:		**4**

Correct label of "Square Feet" is included in Part 1.



SCORE: 3 **Points**

Part 1:

Correct answer:	85 (sq. ft.)	1
Correct & complete procedure:	5 x 9 + 5 x 8 = #	1

Part 2:

Correct answer:	Rachel	
Incomplete procedure:	Compares areas of desks: "Desk A 2 ft^2 bigger than B" Comparison of areas of rooms is missing.	1

TOTAL POINTS: **3**

1. The area of Hannahs room is exactly 85 cubic meters. I know this becuse if you can count each little box in Hannahs room you will find that ther are 85 boxies (area) in her room which is 85 cubic meters.

2. Rachel will get Desk A, becuse she has more area in her room than Hannah does. The girls mom would like the biggest Desk should go in the larger room so Rachel would get Desk A.

SCORE: 2 **Points**

Part 1:

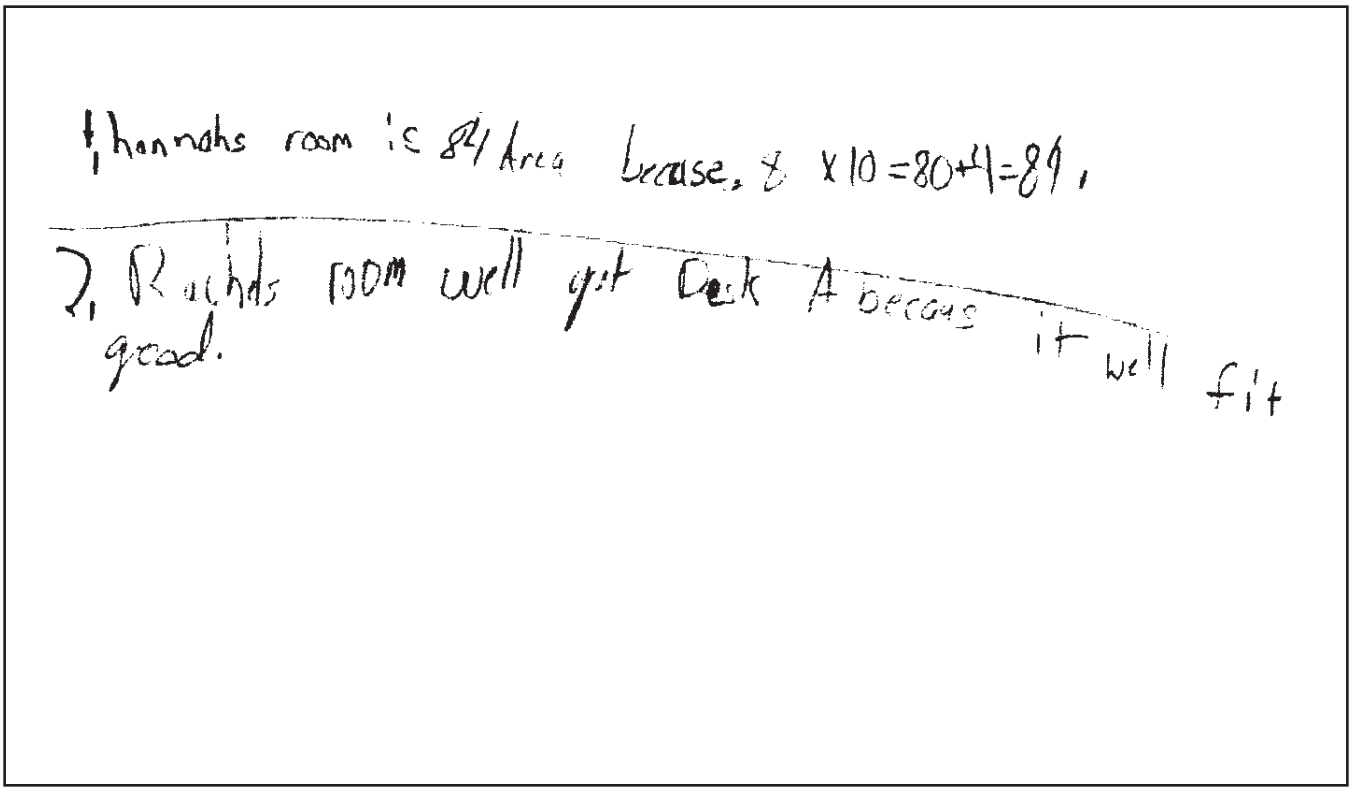
Correct answer:	85	1
Incomplete procedure:	"count each little box"	–

Part 2:

Correct answer:	Rachel	
Incomplete procedure:	Compares areas of rooms: "more area in her room" Finding and/or comparing areas of desks is missing: repeats prompt	1

TOTAL POINTS: **2**

Note: The incorrect label of "cubic meters" is not an issue since the response is not a candidate for a "4."



SCORE: 1 **Points**

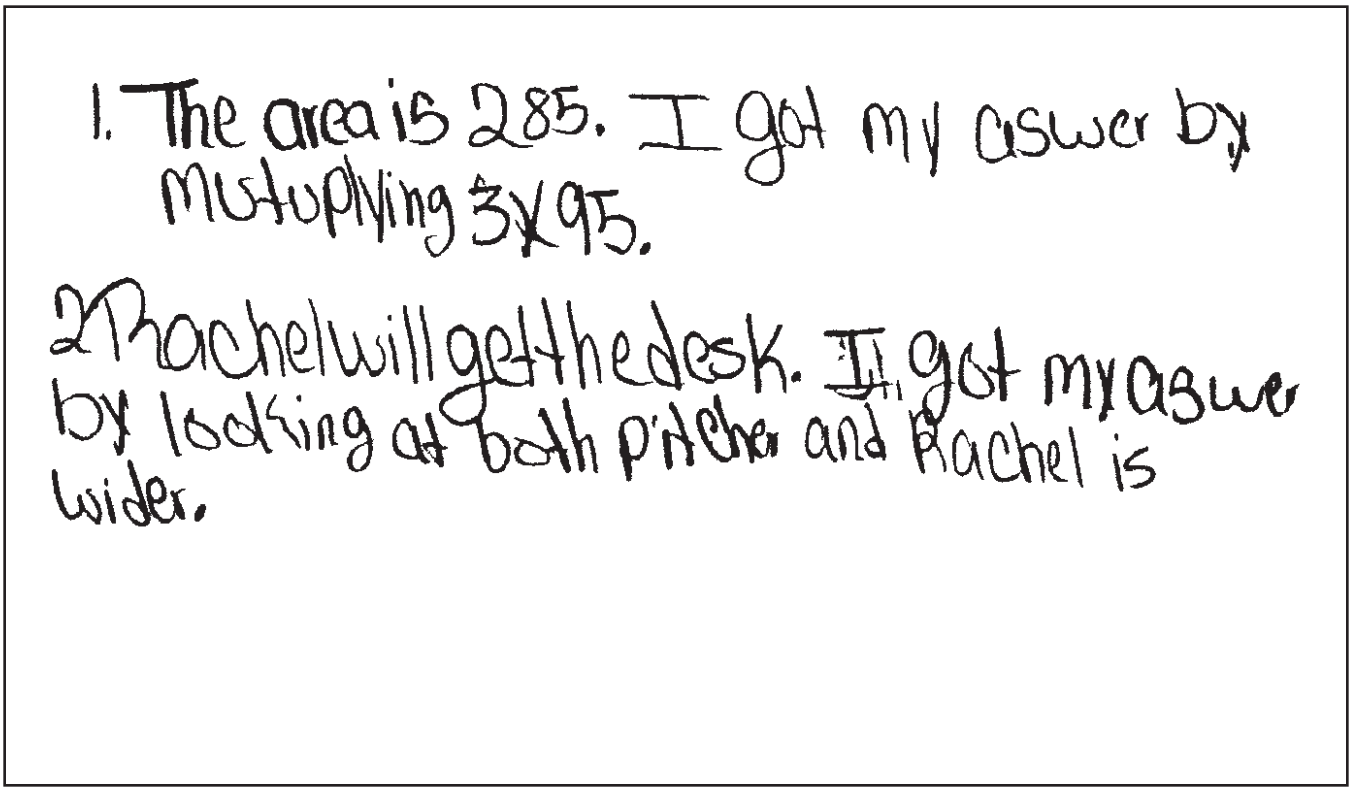
Part 1:

Incorrect answer		–
due to counting error:	84	–
Correct & complete procedure:	8 x 10 = 80 + 4 = #	1

Part 2:

Correct answer:	Rachel	
Incorrect procedure:	"It will fit good."	–

TOTAL POINTS: **1**



SCORE: 0		**Points**
Part 1:		
Incorrect answer:	285	–
Incorrect procedure:	3 x 95 = #	–
Part 2:		
Correct answer:	Rachel	
Incorrect procedure: (Based on Part 1)	"looking at both pitcher and Rachel is wider."	–
TOTAL POINTS:		**0**

Mathematics Item E—2007 Benchmark Grade 4

Jansen is helping to prepare for a bicycle race. His job is to set up tables with cups of water along the course. There will be 10 tables with 24 paper cups of water on each table.

1. How many paper cups will Jansen need in all? Explain your answer using words and/or numbers.

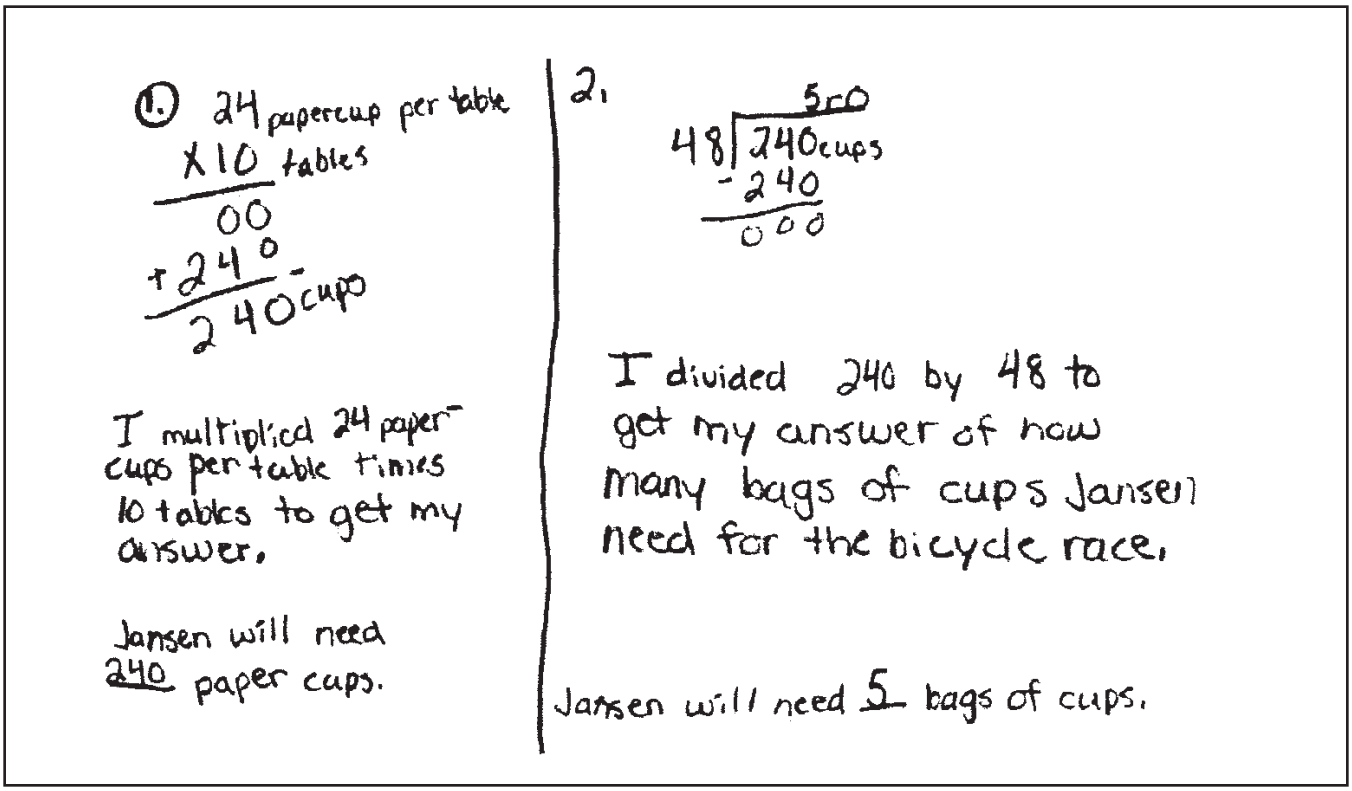
2. The paper cups come in packages of 48. Based on your answer in Part 1, how many packages of cups will Jansen need? Explain your answer using words and/or numbers.

Mathematics Item E Scoring Rubric—2007 Benchmark Grade 4

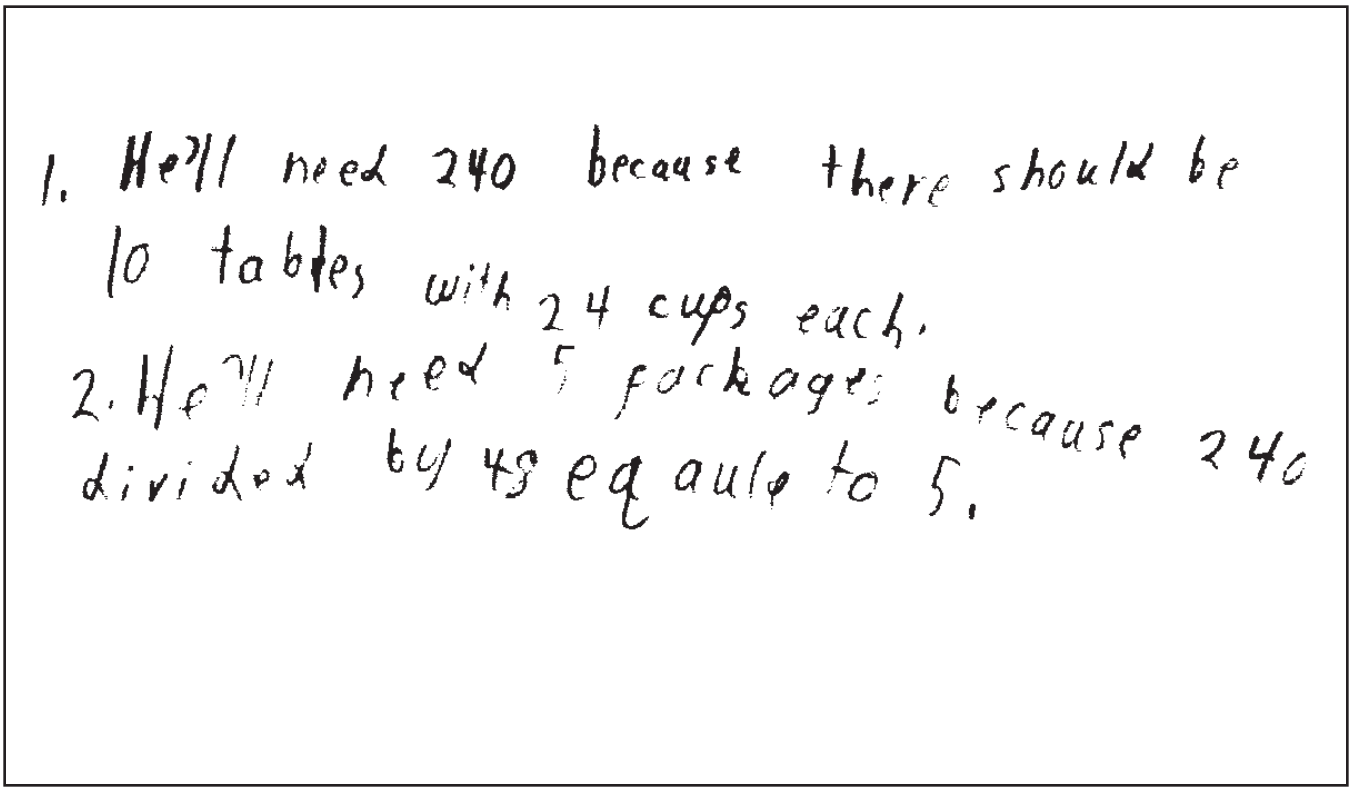
SCORE	DESCRIPTION
4	The student earns 4 points. The response contains no incorrect work. Labels are not required for a score of 4.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding is shown.
0	The student earns 0 points. No understanding 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

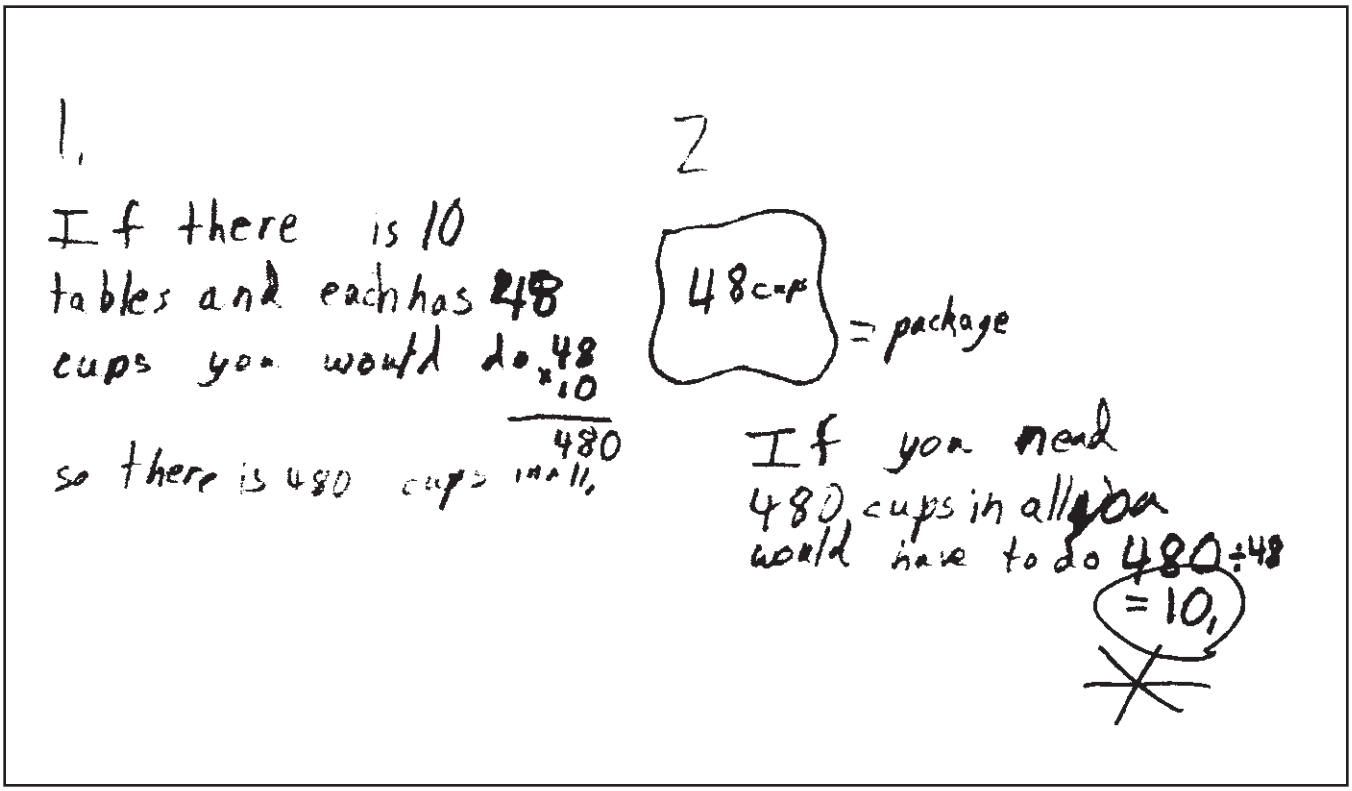
Part	Points
1	**2 points possible** 1 point: **Correct answer: 240 (cups).** AND 1 point: **Correct and complete procedure shown and/or explained.** Work may contain a calculation or copy error. Give credit for the following or equivalent: • $10 \times 24 = \#$ cups, or • Student adds 24 ten times, or • "I multiplied 10 by 24 to get my answer."
2	**2 points possible** 1 point: **Correct answer: 5 (packages), or correct answer based on calculation error in Part 1.** Note: Answer may be a mixed # or rounded up to the next whole #. AND 1 point: **Correct and complete procedure shown and/or explained.** Work may contain a calculation, copy, or counting error or may be based on an incorrect answer in Part 1. Give credit for the following or equivalent: • $240 \div 48 = \#$ packages, or • "I divided 240 by 48 to get the # of packages," or • (# of cups from Part 1) $\div 48 =$ # of packages, or • "Since 24 + 24 = 48, 2 tables will use 1 package. There are 10 tables, so they will need 10/2 = 5 packs," or • 5 x 48 = 240 (guess and check), or • 48 + 48 + 48 + 48 + 48 = 240 (guess and check). Note: Do not give credit for incomplete or vague procedure.



SCORE: 4		**Points**
Part 1:		
Correct answer:	240	1
Correct & complete procedure:	10 x 24 = #	1
Part 2:		
Correct answer:	5	1
Correct & complete procedure:	240 ÷ 48 = #	1
TOTAL POINTS:		**4**



SCORE: 3		**Points**
Part 1:		
Correct answer:	240	1
Incomplete procedure:	"10 tables with 24 cups each."	–
Part 2:		
Correct answer:	5	1
Correct & complete procedure:	"240 divided by 48 equals to 5."	1
TOTAL POINTS:		**3**



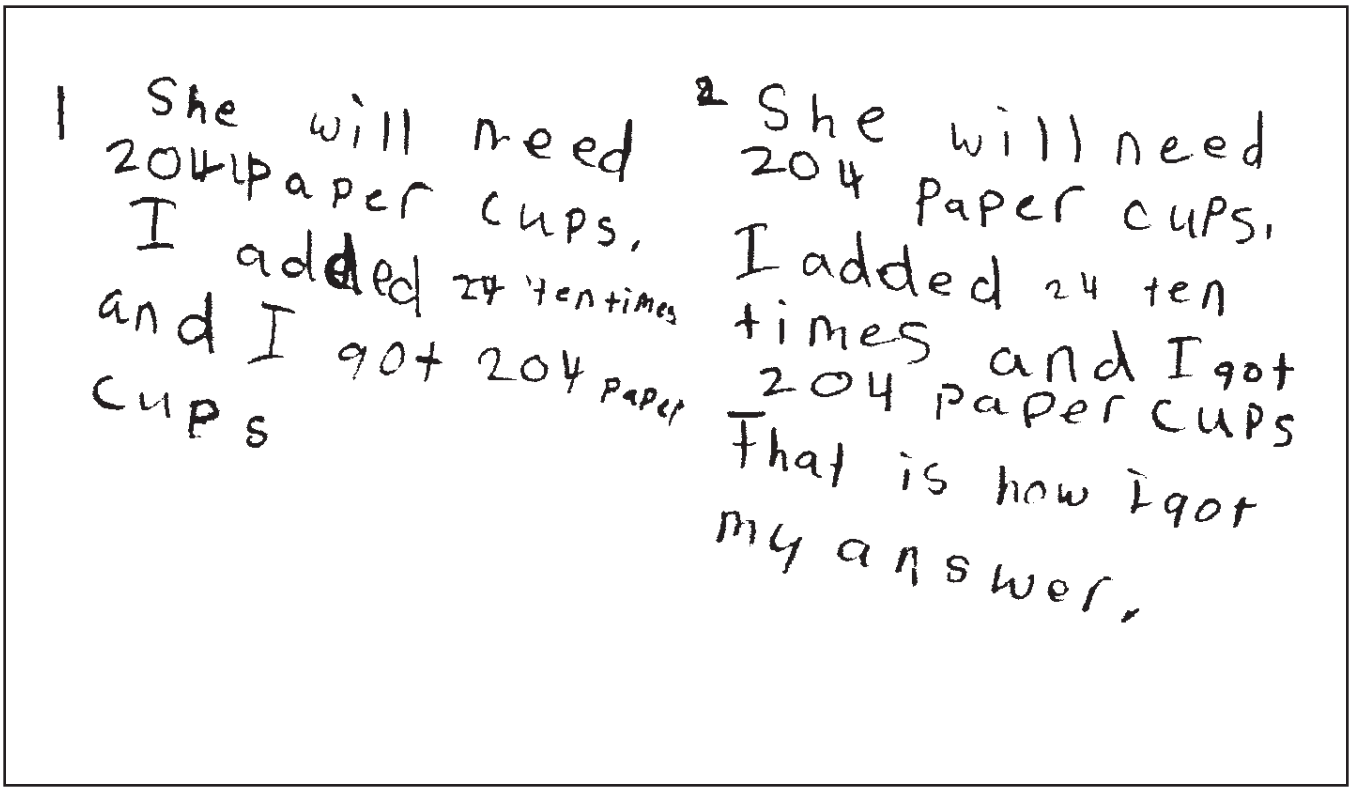
SCORE: 2 **Points**

Part 1:

Incorrect answer due to procedural error:	480	–
Incorrect procedure:	10 x 48 = 480 (uses # of cups in a bag)	–

Part 2:

Correct answer based on Part 1:	10	1
Correct & complete procedure:	480 ÷ 48 = #	1
TOTAL POINTS:		**2**



SCORE: 1 **Points**

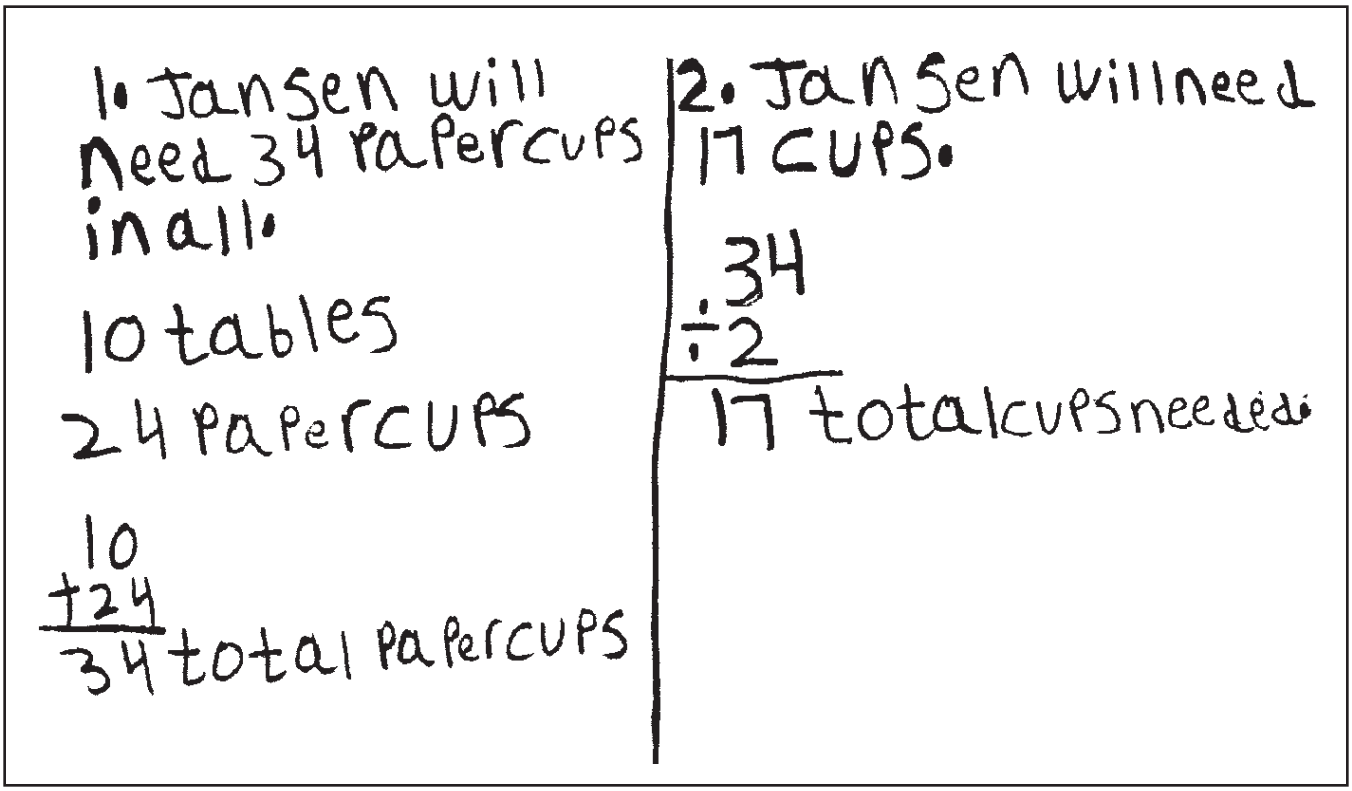
Part 1:

Incorrect answer:	204	–
Correct & complete procedure:	"I added 24 ten times"	1

Part 2:

Incorrect answer based on Pt. 1:	204	–
Incorrect procedure:	"I added 24 ten times"	–

TOTAL POINTS: **1**



SCORE: 0 **Points**

Part 1:

Incorrect answer:	34	–
Incorrect procedure:	10 + 24 = #	–

Part 2:

Incorrect answer:	17	–
Incorrect procedure:	34 ÷ 2 = #	–

TOTAL POINTS: **0**

READING RESPONSES

A Short Knight's Tale

by Leanne M. Pankuch

Once, long ago, Good King Bern ruled a great kingdom. He and his daughter, the wise and beautiful Princess Sara of the long, shining hair, lived in Castle Bor.

Because King Bern was very afraid that his daughter might be lost or hurt, he would not allow her to leave Castle Bor.

One morning, a note was found in the princess's bedroom. It said, "I have been captured by the dread dragon Lightning. Sincerely, Princess Sara."

Good King Bern called all of the knights in the kingdom to Castle Bor. "Brave knights," he said, "my daughter has been kidnapped by the dread dragon Lightning. Who among you will rescue my wise and beautiful princess?"

All of the knights raised their swords. One very tall knight stepped forward. It was Sir Reginald the Strong. "We will bring her back to you, Sire," shouted Sir Reginald.

Suddenly, another knight arrived. He was very short, and his armor didn't fit very well. The knight stepped up beside Sir Reginald and laid his sword before the king.

"I am Sir Aras the Small," the knight said, bowing. The other knights laughed.

8 Good King Bern held up his hand. "Laugh not at any knight who has the courage to face the dread dragon Lightning," he said.

9 Now, it was said throughout the kingdom that the dragon could melt any opponent with ease. The truth, though, was that the dragon had made up that story himself to keep knights from bothering him with their challenges. Actually, melting people always upset his stomach.

So on the day the knights came to rescue the princess, the dragon simply picked up each one and dropped him into a huge cage with thick, metal bars.

"I will defeat you!" shouted Sir Reginald when his turn came. But even he was dropped into the cage, shining armor and all.

Soon only Sir Aras the Small remained. The small knight put away his sword and walked up to the dread dragon Lightning.

"Why have you caged these knights?" asked Sir Aras.

"They wanted to defeat me," the dragon said.

"Noble dragon," said Sir Aras, bowing. "If I can end these challenges, will you return these knights to their king?"

The dragon rumbled for a few minutes, thinking. "Agreed," he said at last.

And so, Sir Aras the Small led the dread dragon Lightning, pulling the cage full of defeated knights, back to King Bern.

"But what of my daughter?" the king shouted.

Sir Aras bowed his head and removed his helmet. Long, shining hair tumbled out.

"*Princess Sara!*" the king cried.

"I'm sorry, Father," said the princess. "I wanted to prove that I could take care of myself. Please let me leave the castle. I want to see more of our beautiful kingdom."

"Of course," said the king.

"And will you also order the dread dragon Lightning free from any knight's challenge?" the princess asked.

"I suppose so," said the king, who was still a bit afraid of the dragon.

In the years to come, Princess Sara and Lightning—nobody called him "dread" any longer—became great friends. Together, they had many adventures and, of course, lived happily ever after.

Reading Item A—2007 Benchmark Grade 4

A. The cause and effect map below is missing the effects. Describe one effect for each cause. Use specific information from the passage to support your responses.

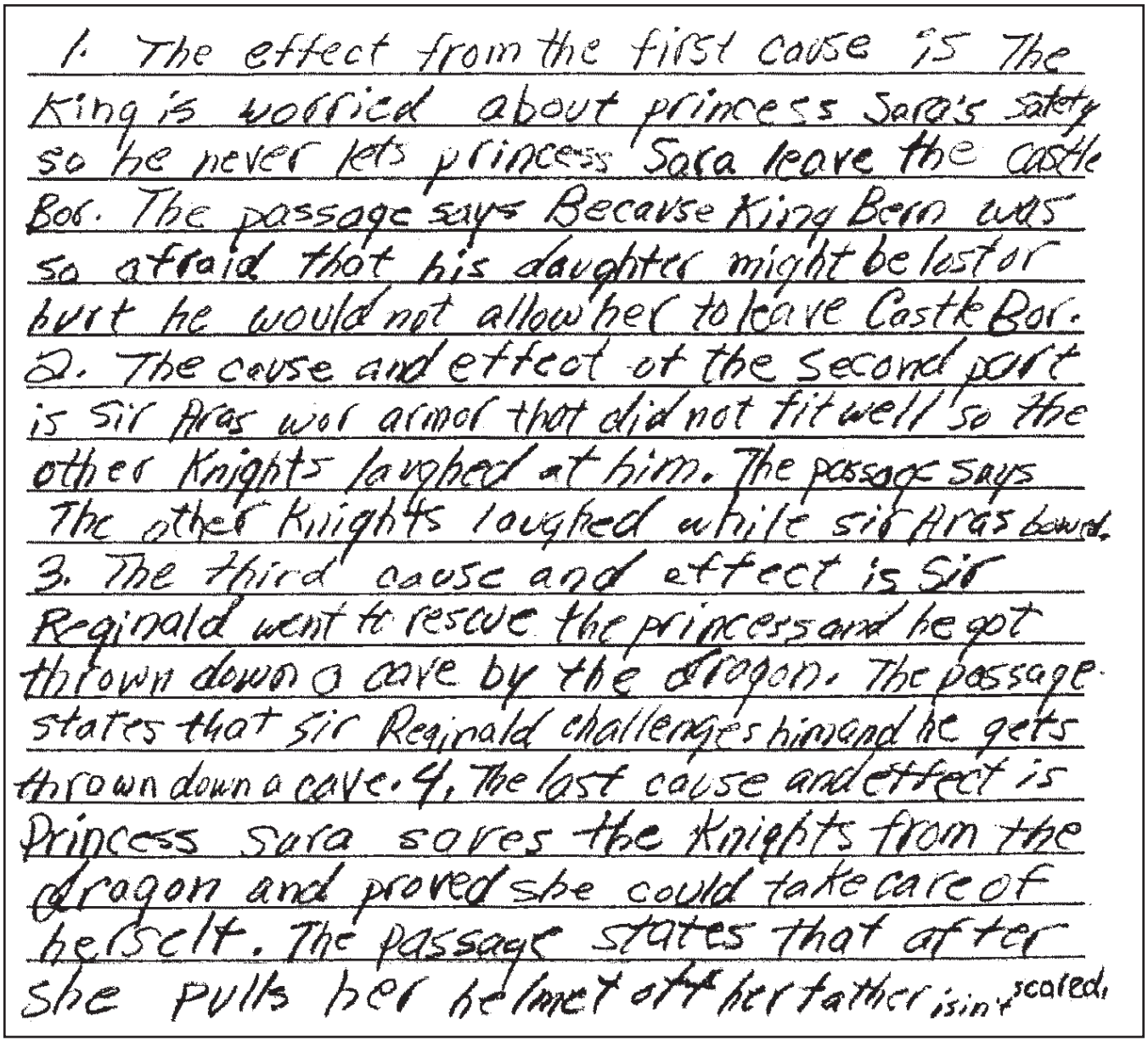
Cause	Effect
1. The king worried about Princess Sara's safety.	
2. Sir Aras wore armor that did not fit well.	
3. Sir Reginald went to rescue the princess.	
4. Princess Sara saved the knights from the dragon.	

Reading Item A Scoring Rubric—2007 Benchmark Grade 4

SCORE	DESCRIPTION
4	The response correctly describes one effect for each of the four causes using details from the passage to support the response.
3	The response correctly describes three of the effects using details from the passage to support the response.
2	The response correctly describes two of the effects using details from the passage to support the response.
1	The response correctly describes one of the effects using details from the passage to support the response or shows some understanding of the passage.
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.)

Score Point: 4

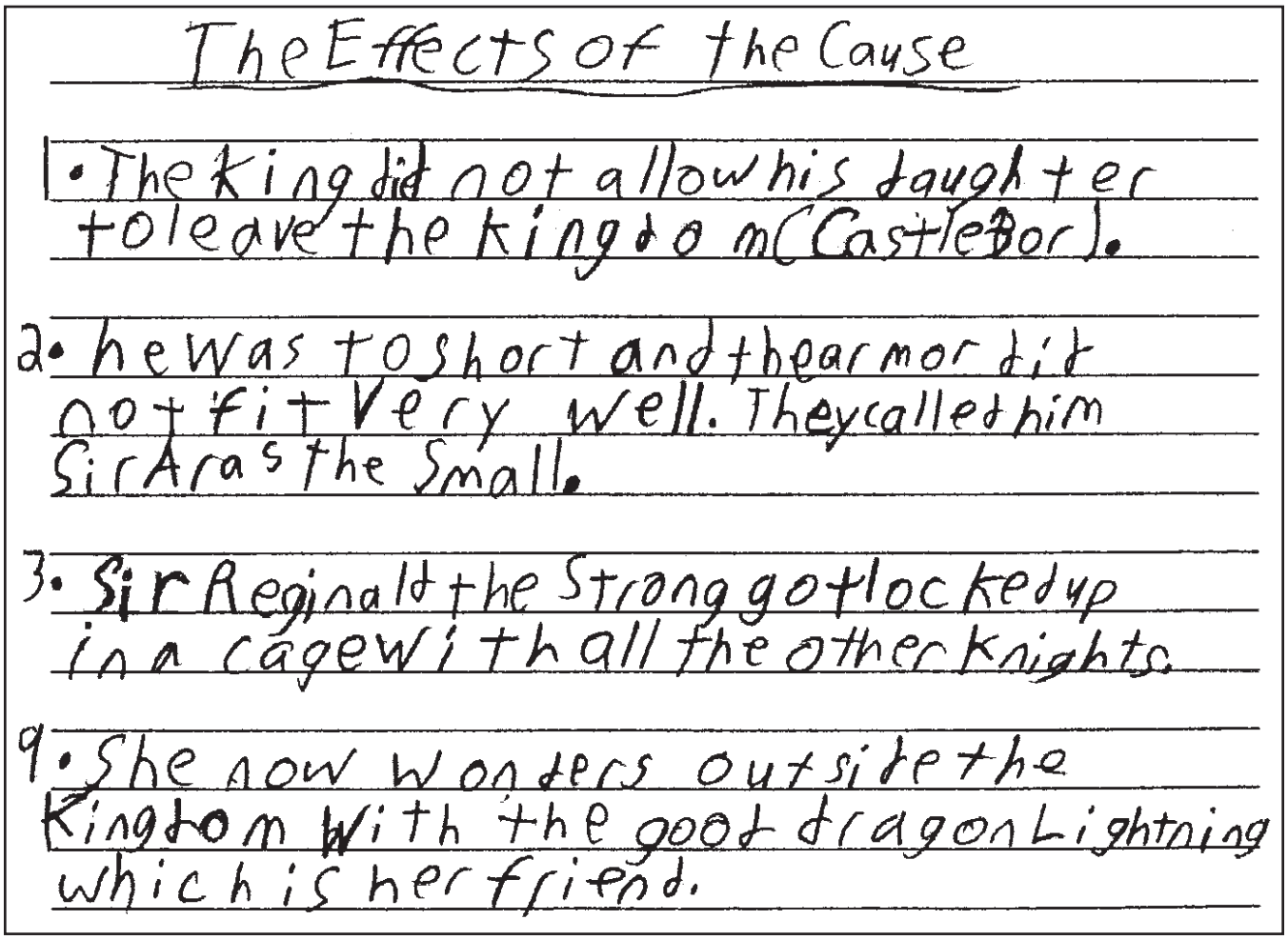
The student thoroughly describes one effect for each of the causes given in the map and uses accurate and relevant information from the passage to support it with details: 1) "he never lets princess Sara leave the castle"; 2) "the other knights laughed at him"; 3) "he got thrown down a cave by the dragon"; 4) "Princess Sara…proved she could take care of herself." The response demonstrates a thorough understanding of the passage.



1. The effect from the first cause is The King is worried about princess Sara's safety so he never lets princess Sara leave the castle Bor. The passage says Becavse King Bern was so afraid that his daughter might be lost or hurt he would not allow her to leave Castle Bor. 2. The cause and effect of the second part is Sir Aras wor armor that did not fit well so the other Knights laughed at him. The passage says The other Knights loughed while sir Aras bowed. 3. The third cause and effect is Sir Reginald went to resave the princess and he got thrown down a cave by the dragon. The passage states that sir Reginald challenges him and he gets thrown down a cave. 4. The last cause and effect is Princess Sara saves the Knights from the dragon and proved she could take care of herselt. The passage states that after she pulls her helmet off her father isint scared.

Score Point: 3

The student describes one effect for each of the causes given in the map and uses accurate and relevant information from the passage to support each effect with details, but some of the details have minor misinterpretations: 1) "The king did not allow his daughter to leave the kingdom (Castle Bor)"; 2) "They called him Sir Aras the Small" is an adequate, but not thorough, detail; 3) "Sir Reginald the Strong got locked up in a cage with all the other knights"; 4) "She now wonders outside the kingdom with the good dragon Lightning which is her friend." The response provides evidence of general but not comprehensive understanding of the passage.



The Effects of the Cause

1. The king did not allow his daughter to leave the kingdom (Castle Bor).

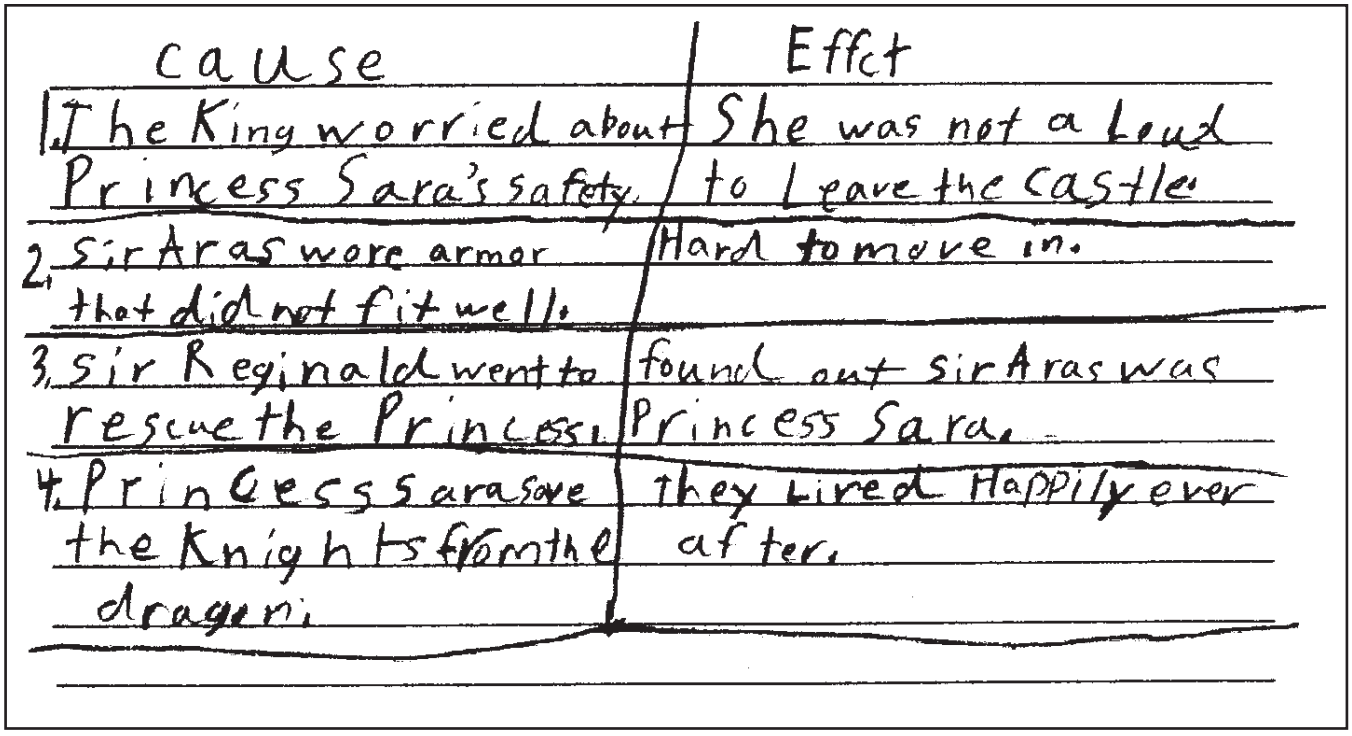
2. he was to short and the armor did not fit very well. They called him Sir Aras the Small.

3. Sir Reginald the Strong got locked up in a cage with all the other knights.

9. She now wonders outside the Kingdom with the good dragon Lightning which is her friend.

Score Point: 2

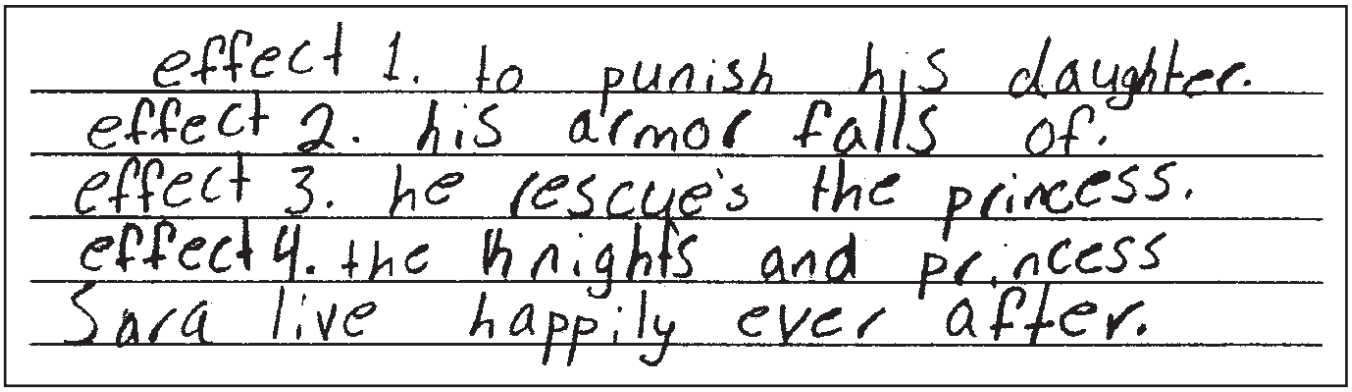
The student uses some information from the passage to describe one effect for each of the causes given in the map: 1) "she was not a loud to leave the castle"; 2) "Hard to move in" is not an effect of the cause; 3) "found out Sir Aras was Princess Sara" is not an effect of the cause; and 4) "they Lived Happily ever after." This is an example of a basic understanding of the passage.



cause	Effct
1. The King worried about Princess Sara's safety.	She was not a Loud to Leave the castle.
2. Sir Aras wore armor that did not fit well.	Hard to move in.
3. Sir Reginald went to rescue the Princess.	found out sir Aras was Princess Sara.
4. Princess sara save the Knights from the dragon.	they Lived Happily ever after.

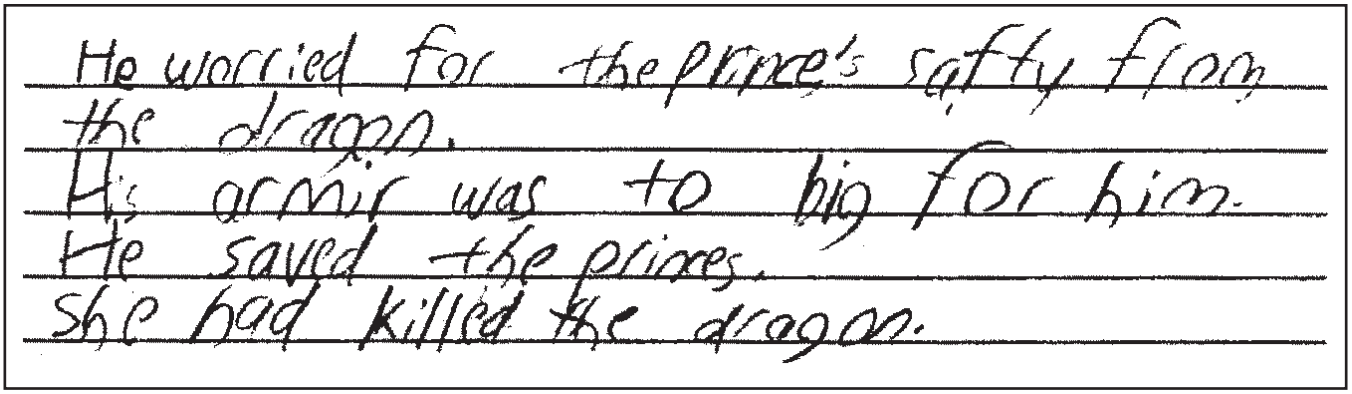
Score Point: 1

The student uses little or no information from the passage to describe one effect for each of the causes given in the map and provides evidence for only one detail ("the knights and princess Sara live happily ever after"). The response is inadequate and provides evidence of minimal understanding.


effect 1. to punish his daughter.
effect 2. his armor falls of.
effect 3. he rescue's the princess.
effect 4. the knights and princess
Sara live happily ever after.

Score Point: 0

There is no evidence that the student understands the task. The response is incorrect and irrelevant.


He worried for the prince's safty from
the dragon.
His armir was to big for him.
He saved the prines.
She had killed the dragon.

DUCKLINGS COME HOME TO BOSTON

BY PAMELA WATERMAN

What has eighteen legs, shines in the sun, and loves children? A set of eight bronze duckling statues with their mother, that's what! They are made for hugging, climbing on, and "feeding." They were created by the sculptor Nancy Schön (pronounced **shern**). She based them on the ducklings in the famous children's book *Make Way for Ducklings.*

2 The ducklings in the book hatched from the drawing pencil of author Robert McCloskey back in 1941. In the story, the ducklings followed their proud mother around the Public Garden in Boston, Massachusetts. They learned to "walk in a line, to come when they were called, and to keep a safe distance from bikes and scooters and other things with wheels." But the duckling statues started in a very different way almost fifty years later.

Ms. Schön, who had been making sculptures of people for years, noticed that children love to play with animal statues. At the same time, the six-year-old twin boys of an English friend of hers visited the Public Garden. They had read *Make Way for Ducklings*, and they were puzzled. "Mummy, where are the ducks?" they asked.

Ms. Schön's friend suggested that she bring the famous little birds to life. Mr. McCloskey himself was delighted with the idea. He encouraged the sculptor to start by copying his own drawings.

"Just to be different, I chose eight of the poses of the ducks that I liked best," explains Ms. Schön. She then lined them up behind Mrs. Mallard. She wanted to remind people how the

ducklings in the book waddled from the Charles River, across busy Beacon Street, and right into the Public Garden.

Deciding how big the ducks should be was an important question. Mr. McCloskey himself came to the art studio to help. To get a better look, they dragged the clay models outside on a snowy February day. Just then a group of children at the preschool next door came out and stopped short in surprise.

Ms. Schön laughs as she remembers. "The children came running and screaming and started to pat and hug them. It was so exciting!" There was no doubt now—the ducklings were perfect. The bronze statues were ready to be made.

In October 1987, two large and sixteen small webbed feet lined up and came to stay in the Boston Public Garden. Mrs. Mallard stands more than three feet tall, and her children—"Jack, then Kack, and then Lack, followed by Mack and Nack and Ouack and Pack and Quack"—trail proudly behind her, waddling on old rounded Boston cobblestones. Their bright eyes sparkle, inviting children of all ages to touch, hug, and play with them, just as Ms. Schön wanted.

Reading Item B—2007 Benchmark Grade 4

B. Both Robert McCloskey and Nancy Schön created works that have something to do with ducks.

1. Explain one way their works are **alike** and provide one example from the passage to support your answer.

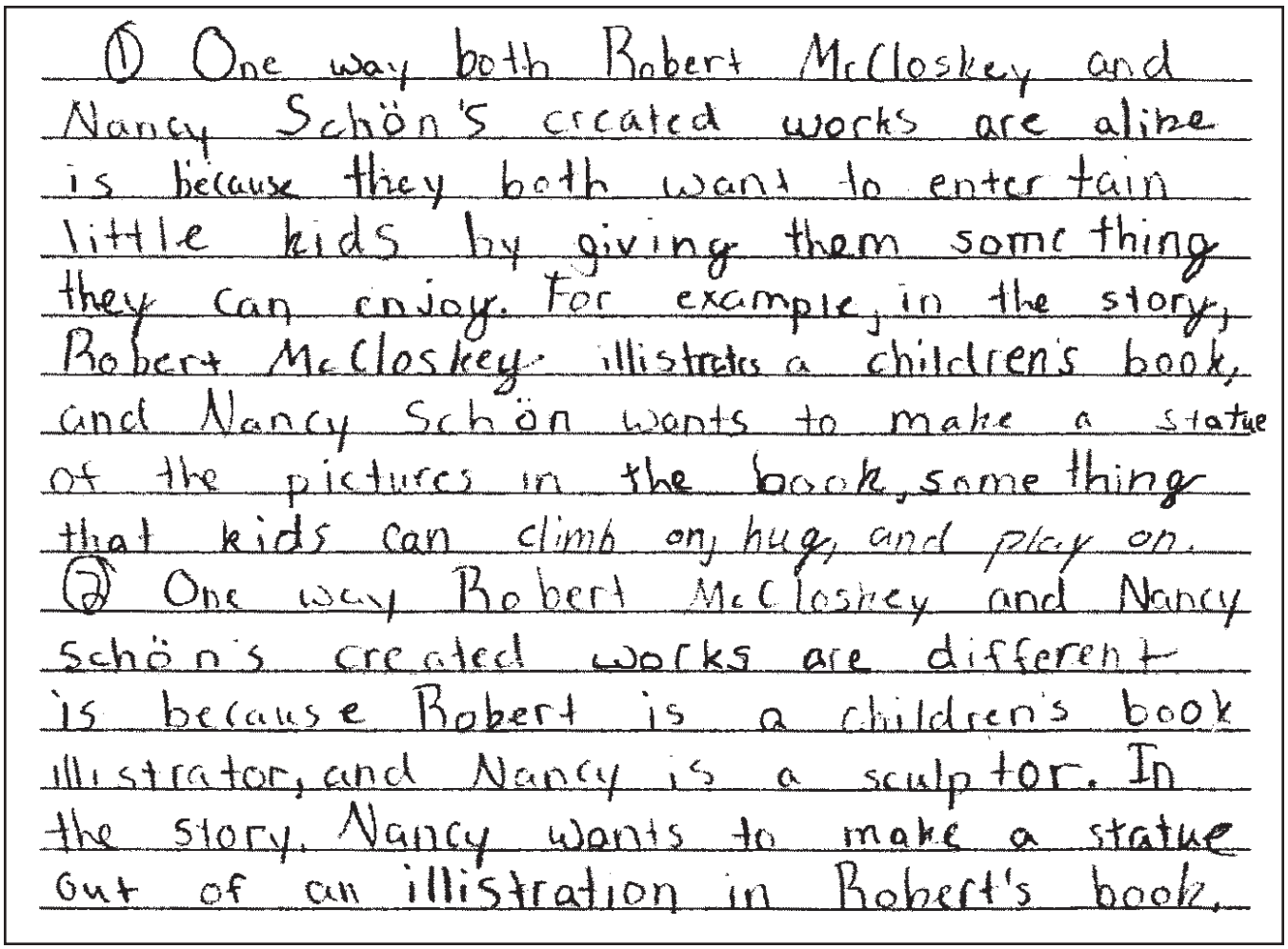
2. Explain one way their works are **different** and provide one example from the passage to support your answer.

Reading Item B Scoring Rubric—2007 Benchmark Grade 4

SCORE	DESCRIPTION
4	The response provides a description of how the two people's works are alike and how they are different. The response uses one example from the passage to support the similarity and one example to support the difference.
3	The response provides a description of how the two people's works are alike and how they are different. The response uses one example from the passage to support either the similarity or difference.
2	The response provides a description of how the two people's works are alike and uses one example from the passage to support the similarity. **OR** The response provides a description of how the two people's works are different and uses one example from the passage to support the difference. **OR** The response provides a description of how the two people are alike and how they are different but provides no examples in support. **OR** The response gives two examples that show how they are alike or different without explicitly stating the similarity or difference.
1	The response provides a description of how the two people's works are alike. **OR** The response provides a description of how the two people's works are different. **OR** The response gives an example that shows how they are alike or different without explicitly stating the similarity or difference.
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.)

Score Point: 4

The student thoroughly explains one way the artists' works are alike ("they both want to entertain little kids") and uses accurate and relevant information from the passage to support it ("Robert McCloskey illistrates a children's book, and Nancy Schön wants to make a statue of the pictures in the book, some thing that kids can climb on, hug, and play on"). The student also thoroughly explains one way their works are different ("Robert is a children's book illistrator, and Nancy is a sculptor") and uses accurate and relevant information from the passage to support it ("Nancy wants to make a statue out of an illistration in Robert's book"). The response demonstrates a thorough understanding of the passage.

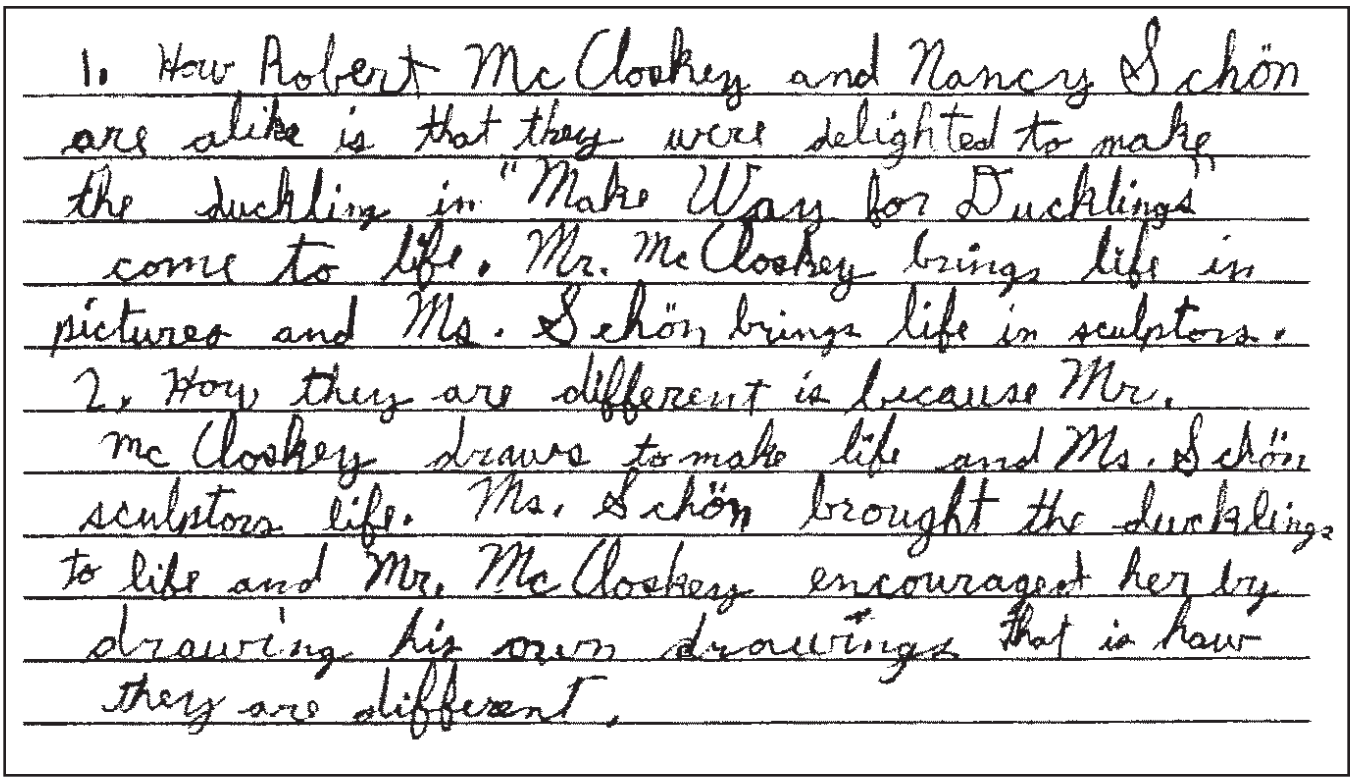


① One way both Robert McCloskey and Nancy Schön's created works are alike is because they both want to entertain little kids by giving them some thing they can enjoy. For example, in the story, Robert McCloskey illistrates a children's book, and Nancy Schön wants to make a statue of the pictures in the book, some thing that kids can climb on, hug, and play on.

② One way Robert McCloskey and Nancy Schön's created works are different is because Robert is a children's book illistrator, and Nancy is a sculptor. In the story, Nancy wants to make a statue out of an illistration in Robert's book.

Score Point: 3

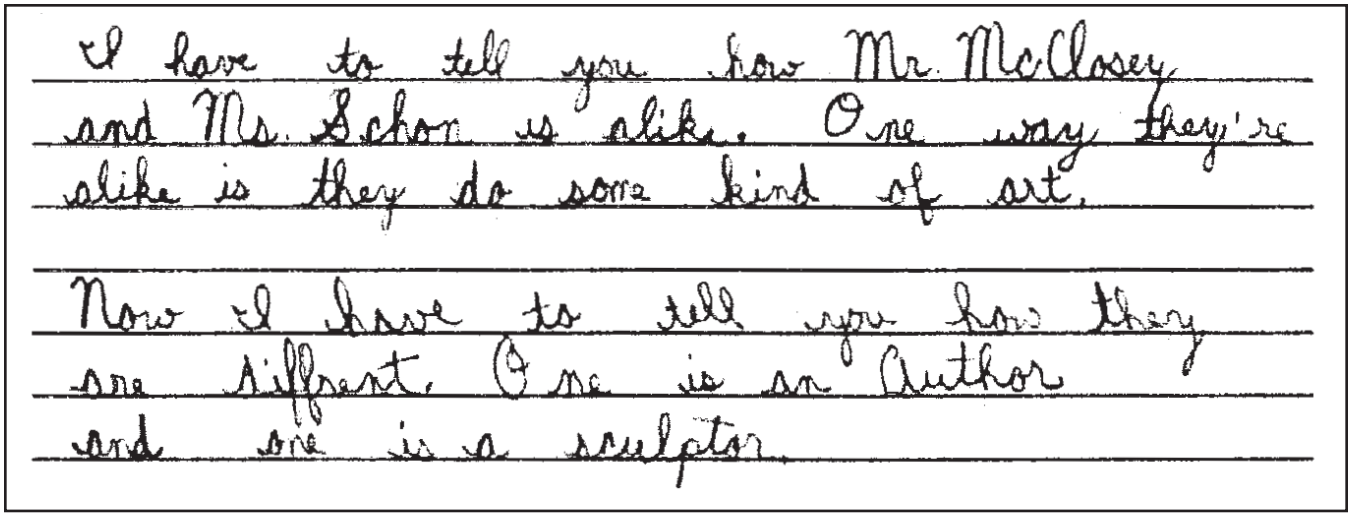
The student explains one way the artists works are alike ("they were delighted to make the duckling... come to life") and uses relevant information from the passage to support it ("McCloskey brings life in pictures and Ms. Schön brings life in sculptors"). The student also explains one way their works are different ("Mr. McCloskey draws to make life and Ms. Schön sculptors life") and uses relevant information from the passage with some minor misinterpretation ("Ms. Schön brought the ducklings to life and Mr. McCloskey encouraged her by drawing his own drawings"). The response provides evidence of general but not comprehensive understanding of the passage.



1. How Robert McCloskey and Nancy Schön are alike is that they were delighted to make the duckling in "Make Way for Ducklings" come to life. Mr. McCloskey brings life in pictures and Ms. Schön brings life in sculptors.
2. How they are different is because Mr. McCloskey draws to make life and Ms. Schön sculptors life. Ms. Schön brought the ducklings to life and Mr. McCloskey encouraged her by drawing his own drawings that is how they are different.

Score Point: 2

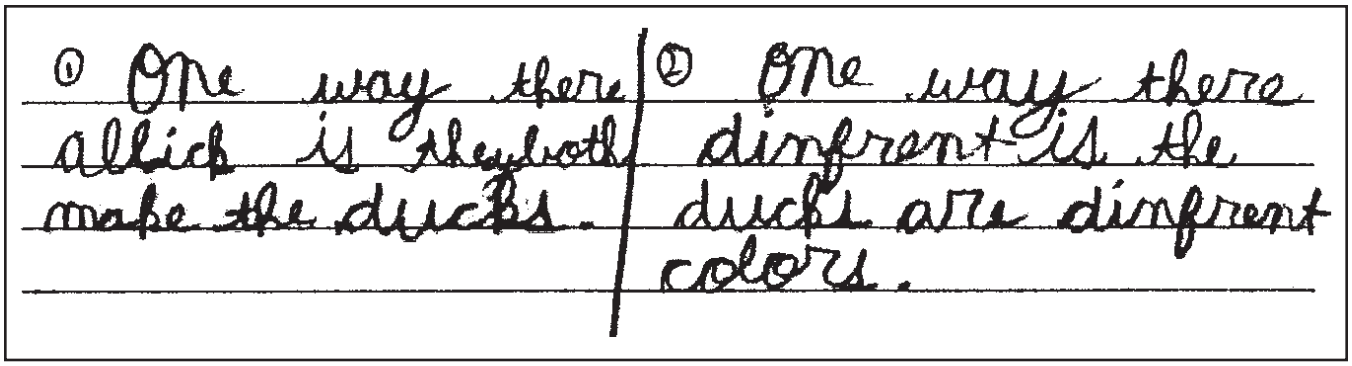
The student explains one way the artists' works are alike ("they do some kind of art") and explains one way their works are different ("One is an author and one is a sculptor"). However, no supporting examples from the passage are provided. This is an example of basic understanding of the passage.


I have to tell you how Mr. McClosey and Ms. Schon is alike. One way they're alike is they do some kind of art.

Now I have to tell you how they are diffrent. One is an Author and one is a sculptor.

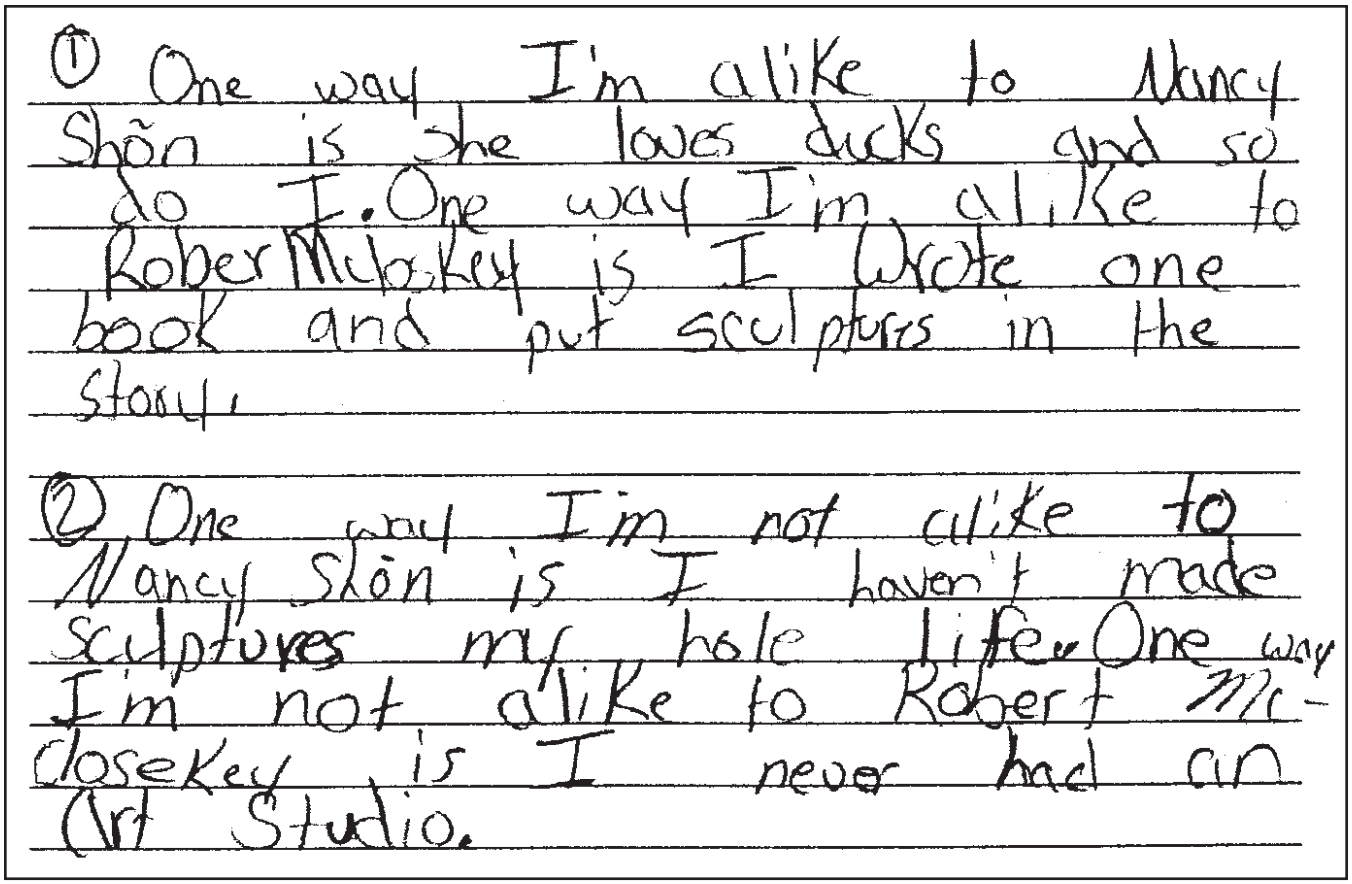
Score Point: 1

This student uses little or no information to explain how the artists' works are alike ("they both make the ducks") and how they are different ("the ducks are dinfrent colors"). The response is inadequate and provides evidence of minimal understanding.



Score Point: 0

Although the student appears to have read the passage, there is no evidence that the student understood the task. The response is irrelevant.

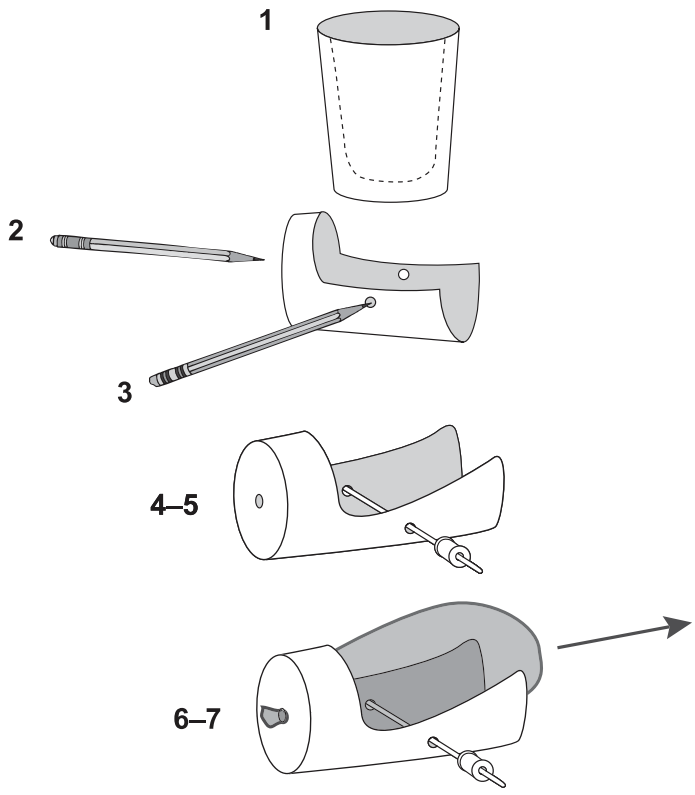


BALLOON CAR

Make and race a balloon-powered car!

What You Need

- paper cup (hot-beverage cup made of sturdy cardboard)
- scissors
- pencil
- plastic drinking straw
- 2 wooden spools
- 2 small rubber bands
- balloon



Car Body

1 **Cut** out half of the cup.

2 Using a pencil, **poke** a hole in the center of the cup bottom. (The neck of a balloon will go through this hole.)

3 Using a pencil, **poke** 2 holes in the sides of the cup.

Wheels

4 **Insert** a straw through the holes on the side of the cup. Then, slide a spool on each end of the straw. The spools

should touch the ground. If they don't, change the position of the holes for the straw.

5 **Wrap** a rubber band around the end of each straw. The rubber bands will keep the spools from sliding off.

Fuel Tank

6 **Push** the neck of the balloon through the hole in the bottom of the cup. The balloon should be lying inside the cup.

7 **Blow up** the balloon. Then put your car on the ground, and let the balloon **go**!

Science Scoop

Think of what happens when you stretch a rubber band—when you pull it and let go, it snaps back into its original shape. The more you stretch it, the faster and harder it snaps. A balloon is like a rubber band. When you blow air inside a balloon, you stretch the balloon. The more air you blow inside, the more you stretch the balloon. The more the balloon is stretched, the faster the air leaves the balloon. The force of the air leaving the balloon pushes the car forward.

Reading Item C—2007 Benchmark Grade 4

C. This passage uses rubber bands as part of the balloon car.

1. In this project, for what are the rubber bands used? Explain what would **most** likely happen if you did **not** use the rubber bands.

2. In this project, for what is the balloon used? Explain what would happen if you did **not** use the balloon.

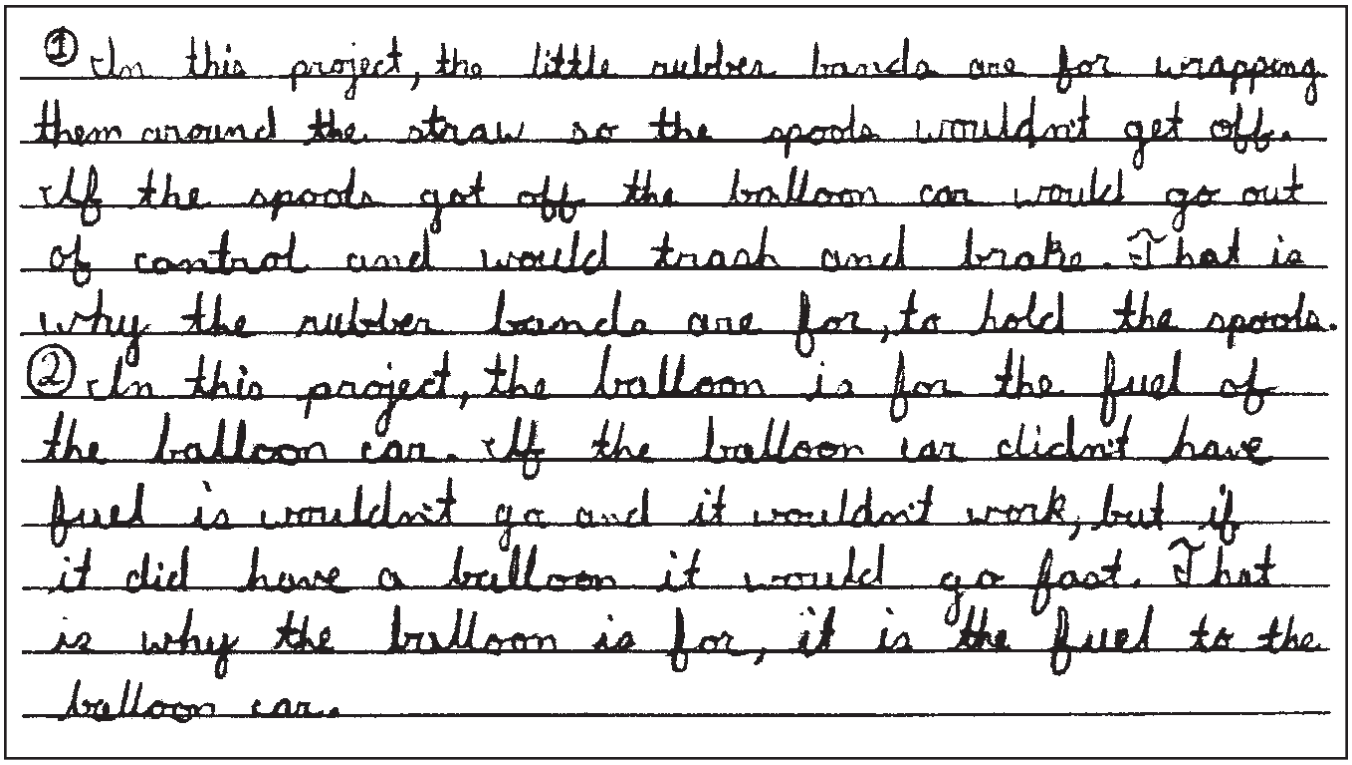
Use information from the passage to support your responses.

Reading Item C Scoring Rubric—2007 Benchmark Grade 4

SCORE	DESCRIPTION
4	The response accurately states what the rubber bands are used for and what would happen if they were not used. The response accurately states what the balloon is used for and what would happen if you did not use the balloon.
3	The response accurately states what the rubber bands are used for and what would happen if they were not used. The response accurately states what the balloon is used for. **OR** The response accurately states what would happen if the balloon were not used. **OR** The response accurately states what the rubber bands are used for, what the balloon is used for, and what would happen if you did not use the balloon.
2	The response accurately states what the rubber bands are used for and what would happen if they were not used. **OR** The response accurately states what the balloon is used for and what would happen if you did not use the balloon. **OR** The response accurately states what the rubber bands are for and what the balloon is used for. **OR** The response accurately states what would happen if you did not use the rubber bands and what would happen if you did not use the balloon.
1	The response accurately states what the rubber bands are used for. **OR** The response accurately states what the balloon is used for. **OR** The response accurately states what would happen if you did not use the rubber bands. **OR** The response accurately states what would happen if you did not use the balloon.
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.)

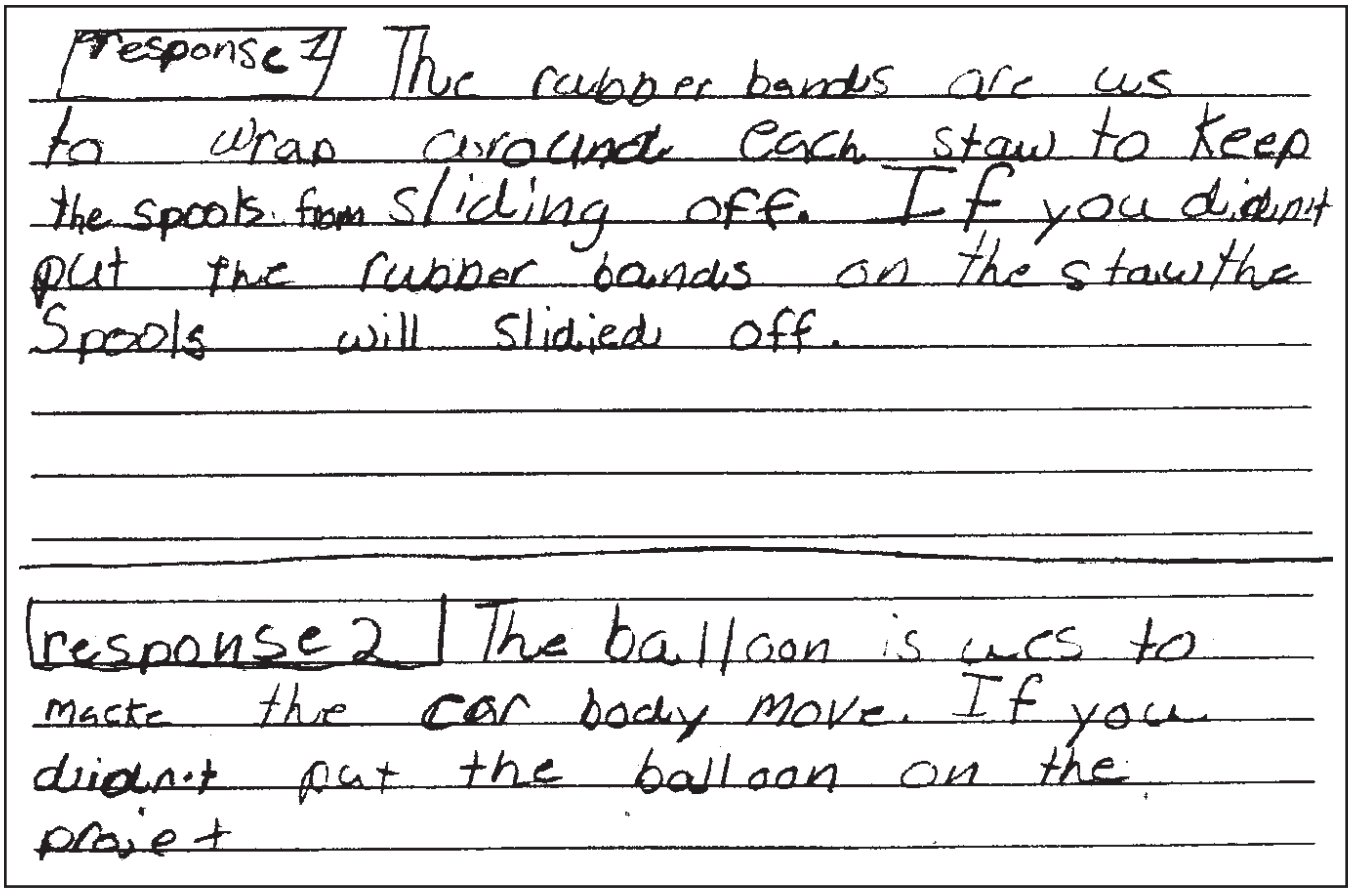
Score Point: 4

The student explains what the rubber bands are used for ("for wrapping them around the straw so the spools wouldn't get off") and explains what would happen if you did not use the rubber bands ("the balloon car would go out of control"). The student also explains what the balloon is used for ("the balloon is for the fuel of the balloon car") and explains what would happen if you did not use the balloon ("wouldn't go and it wouldn't work"). The response demonstrates a thorough understanding of the passage.


① In this project, the little rubber bands are for wrapping them around the straw so the spools wouldn't get off. If the spools got off the balloon car would go out of control and would crash and brake. That is why the rubber bands are for, to hold the spools.
② In this project, the balloon is for the fuel of the balloon car. If the balloon car didn't have fuel is wouldn't go and it wouldn't work, but if it did have a balloon it would go fast. That is why the balloon is for, it is the fuel to the balloon car.

Score Point: 3

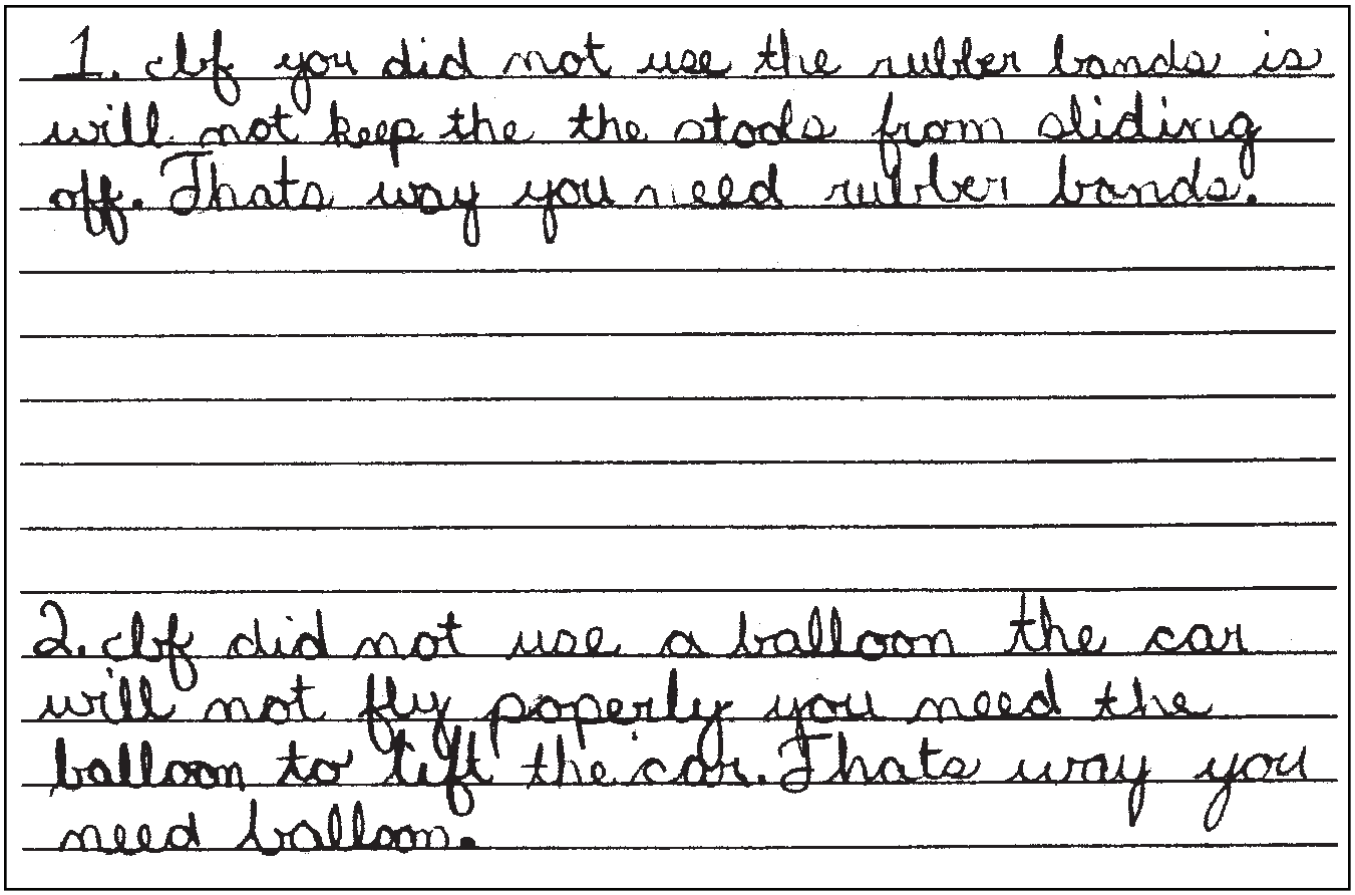
The student explains what the rubber bands are used for ("to wrap around each staw to keep the spools from sliding off") and what would happen if you did not use the rubber bands ("the spools will slidied off"). The student also explains what the balloon is used for ("ues to make the car body move"), but does not explain what would happen if you did not use the balloon. The response provides evidence of general but not comprehensive understanding of the passage.


Response 1 The rubber bands are us to wrap around each staw to keep the spools from sliding off. If you didn't put the rubber bands on the staw the Spools will slidied off.

response 2 The balloon is ues to macke the car body move. If you didn't put the balloon on the

Score Point: 2

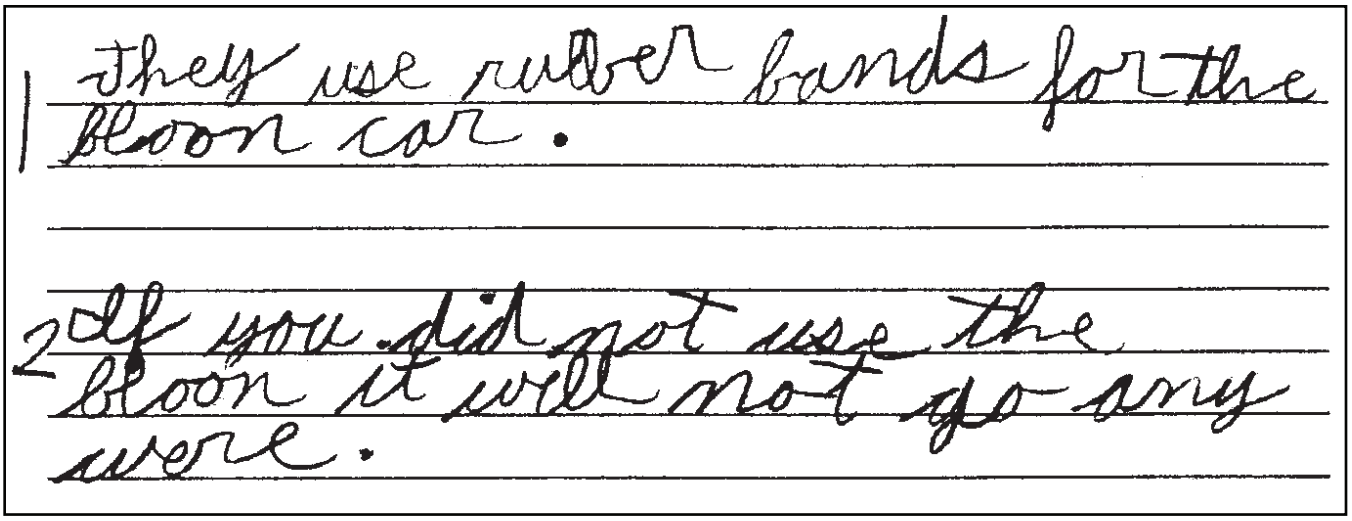
The student explains what the rubber bands are used for ("keep the the stools from sliding off") and what would happen if you did not use the rubber bands ("thats way you need rubber bands"), but uses incorrect information to explain what the balloon is used for ("you need the balloon to lift the car"), and does not explain what would happen if you did not use the balloon ("the car will not fly poperly"). This is an example of a basic understanding of the passage.


1. If you did not use the rubber bands is will not keep the the stools from sliding off. Thats way you need rubber bands.

2. If did not use a balloon the car will not fly poperly you need the balloon to lift the car. Thats way you need balloon.

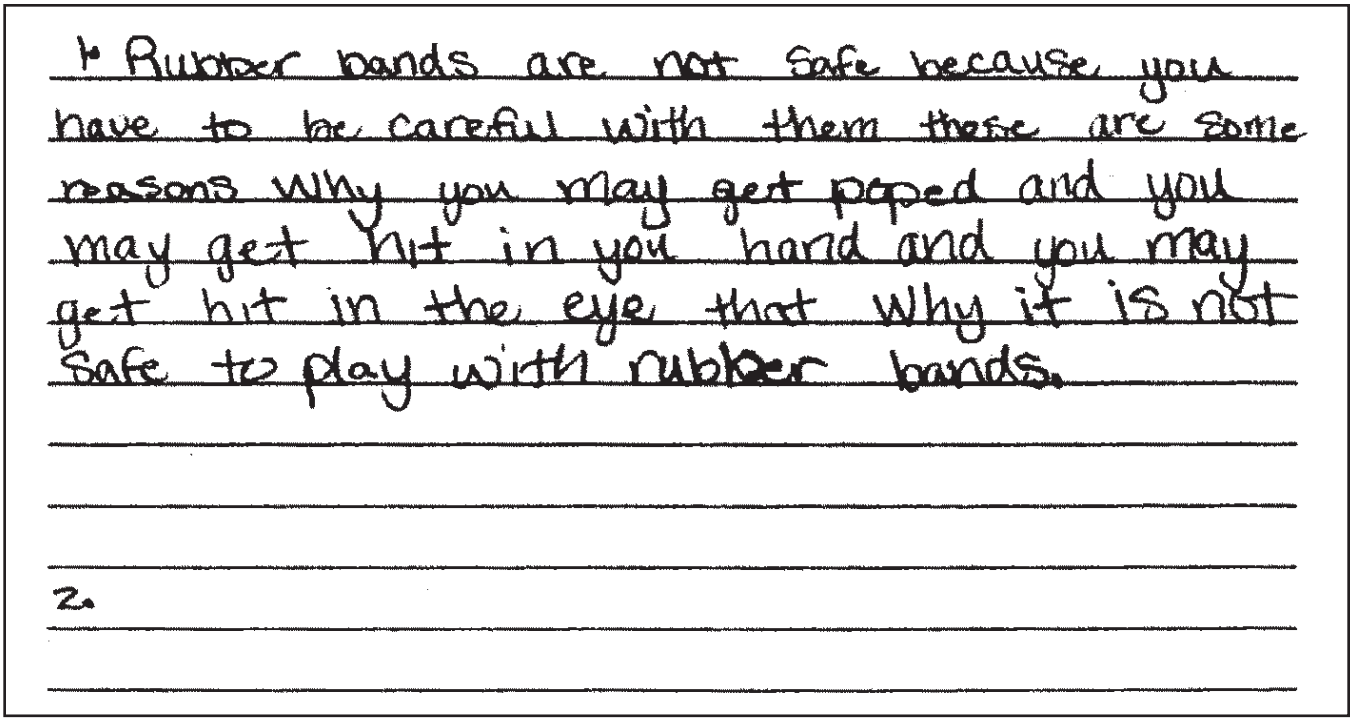
Score Point: 1

The student does not explain what the rubber bands are used for or what would happen if you did not use the rubber bands, but does explain what would happen if you did not use the balloon ("it will not go any were"). The response is inadequate and provides evidence of minimal understanding.



Score Point: 0

There is no evidence that the student understood the prompt. The response is completely irrelevant.



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WRITING RESPONSES

Domain Scoring

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

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

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

Scoring Scale

Each domain is scored independently using the following scale:

4 = The writer demonstrates **consistent**, though not necessarily perfect, control* of almost all of the domain's features.

3 = The writer demonstrates **reasonable**, but not consistent, control* of most of the domain's features, indicating some weakness in the domain.

2 = The writer demonstrates **inconsistent** control* of several of the domain's features, indicating significant weakness in the domain.

1 = The writer demonstrates **little** or **no** control* of most of the domain's features.

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

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

Non-scoreable and Blank Papers

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

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 Prompts—2007 Benchmark Grade 4

These are the two writing prompts administered to all grade 4 students in April 2007.

Prompt #1

Your teacher has asked you to write about this topic:

If you could have any animal for a pet, what animal would you choose and why would you choose it?

Before you begin to write, think about the animal you would choose for a pet. **Why** would you choose that animal?

Now write about the animal you would choose for a pet. Be sure you give reasons why you would choose that animal and enough detail so that your teacher will understand.

Prompt #2

If you could go anywhere you wanted, where would you go?

Before you begin to write, think about where you would go. It may be any place, real or imaginary. **Why** do you want to go there?

Now write about where you want to go. Be sure to give reasons why you want to go there and enough description and detail so that the person reading your paper will understand.

Writer's Checklist

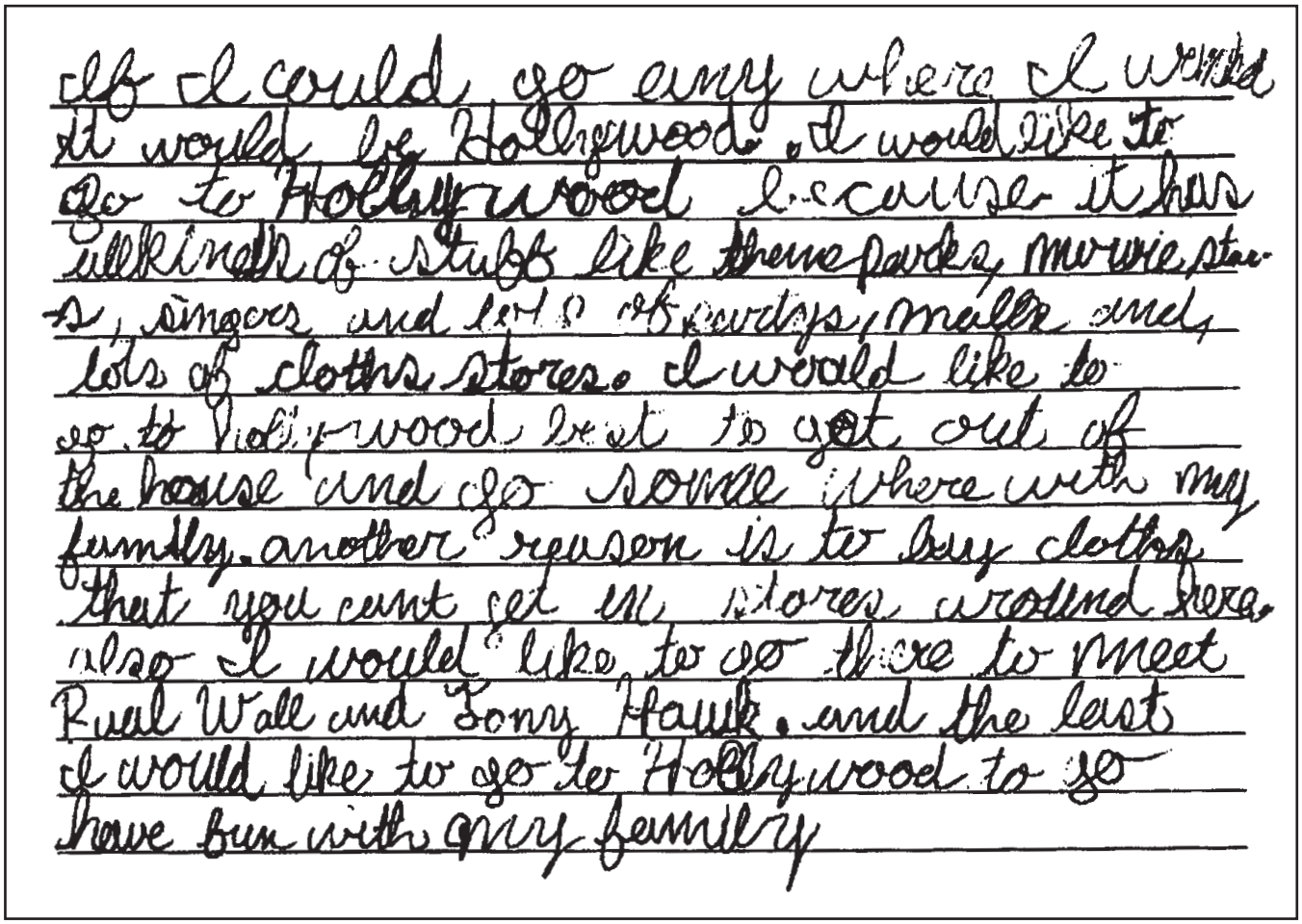
1. Look at the ideas in your response.
   - Have you focused on one main idea?
   - Have you used enough detail to explain yourself?
   - Have you put your thoughts in order?
   - Can others understand what you are saying?

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?

Writing Sample Response 1—Prompt 2—2007 Benchmark Grade 4



If I could go any where I would it would be Hollywood. I would like to go to Hollywood because it has all kinds of stuff like theme parks, movie stars, singers and lots of records, malls and lots of clothes stores. I would like to go to Hollywood best to get out of the house and go some where with my family. another reason is to buy clothes that you cant get in stores around here. also I would like to go there to meet Rual Wall and Tony Hawk. and the last I would like to go to Hollywood to go have fun with my family

Writing Annotation for Sample Response 1—Prompt 2—2007 Benchmark Grade 4

Content: 2

In this brief response, there is a clear central idea, and the writer remains focused. Additionally, there is some sense of closure. The main weakness in this response is its lack of elaboration and detail. The writer demonstrates inconsistent control of the Content domain.

Style: 2

There is some selected vocabulary and information ("theme parks"; "movie stars"; "clothes that you cant get in stores around here"), but it fails to affect the reader. The remainder of the vocabulary is basic, and the tone is flat. Control of the features of Style is inconsistent in this response.

Sentence Formation: 4

Although the last sentence of this response is awkwardly constructed, all other sentences are correct. The features of the Sentence Formation domain are consistently controlled.

Usage: 4

Although this response is not error free ("I would like to go to Hollywood best"), the writer skillfully and consistently controls the features of the Usage domain.

Mechanics: 3

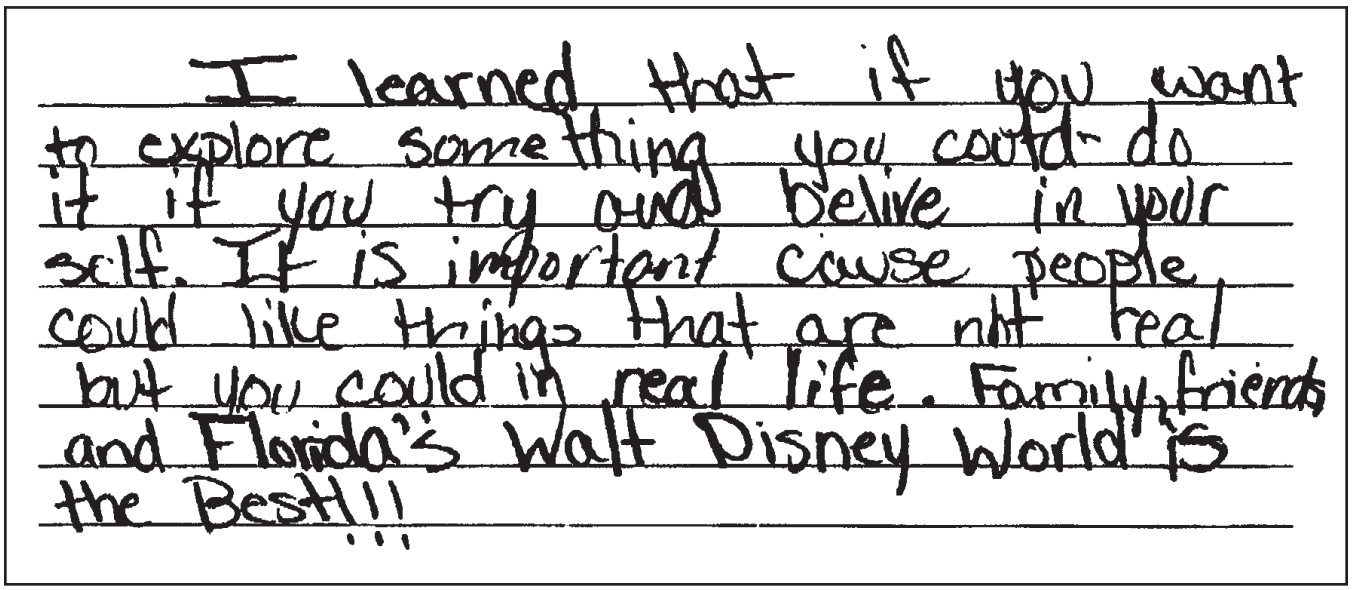
This response contains a few split and fused words ("some where"; "allkinds"), and several other errors in capitalization, punctuation, and spelling. The writer demonstrates reasonable control of the Mechanics domain.

My favorite place to go would be Disney World. I would like to go there because, the rides, charticors, and the little plays they have.

The first thing about Disney World is the rides. I think they would be cool because, they are huge, fun, and noisey. I love things like that around me. People always say thing about Disney World and I imagine things that are like what they say.

Next, the charticors are amazing. I love all of the people in the cartoons. They are very friendly, nice, and happy to everyone. I think, I would like that it would be my little world!

Meanwhile, all about the little plays they have they are very life like, happy, and you see every thing they do, you see it on T.V. They make it look like you are in the movie. Thats what people say!


I learned that if you want to explore something you could do it if you try and belive in your self. It is important cause people could like things that are not real but you could in real life. Family, friends and Florida's Walt Disney World is the Best!!!

Writing Annotation for Sample Response 2—Prompt 2—2007 Benchmark Grade 4

Content: 3

This response is clearly focused on the writer's favorite place to go. Although a slight digression is present in the last paragraph, the final sentence provides closure. The response is organized. There is some elaboration, but not enough detail. The absence of digression and the addition of specific details are required for a higher score.

Style: 3

In this response, there is some precise vocabulary ("the charticors are amazing"; "make it look like you are in the movie") and some general vocabulary ("huge, fun, and noisey"; "friendly, nice, and happy"). While there is some sentence variety, many of the sentences are similarly structured. The writer's tone is appropriate. Overall, this response demonstrates reasonable control of the Style domain.

Sentence Formation: 3

This response contains an awkward sentence in the last paragraph, a contact run-on, and a comma splice. All other sentences are correct, and there is a mixture of simple and compound sentences. This response demonstrates reasonable control of the Sentence Formation domain.

Usage: 4

Despite a few errors ("People always say thing"; "It is important cause"; "Family, friends... is the Best") this response merits a "4" in Usage. The writer skillfully handles other inflections, agreement, conventions and word choice.

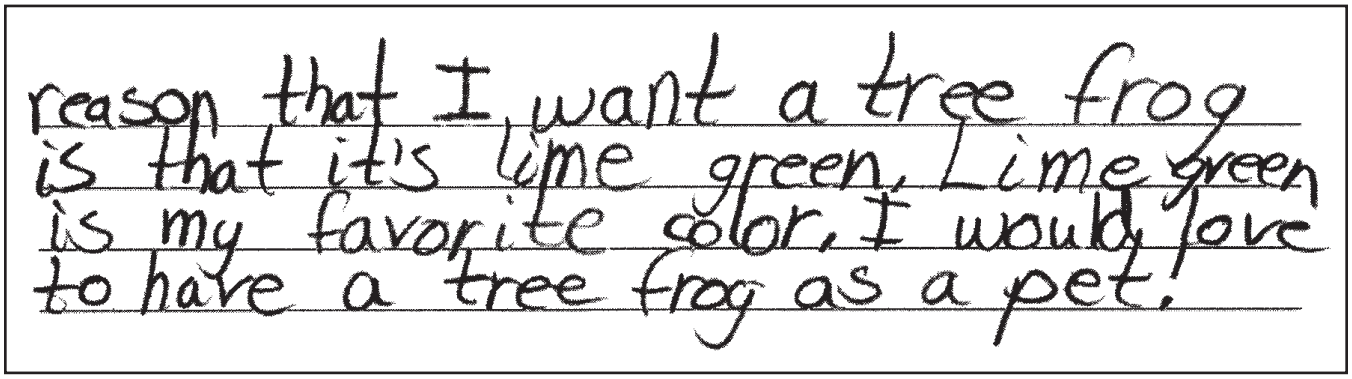
Mechanics: 4

The writer has misspelled some difficult words ("charticors"; "imagane"; "belive") and committed a few minor punctuation errors. However, the response demonstrates consistent control of the features of the Mechanics domain.

CROAK! I would love to have a tree frog as a pet. It would be awesome. A tree frog is my all time favorite animal. I would love to hear it croak at night. It would help me fall asleep faster. Also, I love the way a tree frog feels. It's so wet and slimy! Kind of like a snake.

If I had a tree frog it would be fun to try and catch flies for it to eat. Then I could just set there and watch it eat the fly. I would love to watch it jump around and play everywhere. To me that would be very amusing, or fun. Also I would love to hold my frog. It feels so weird when it's orange suction cups stick to your hand. When you finally get it off there would be little circles on your hand.

My mom hates frogs, so if I had one it would be awesome to scare her with it. It would be fun to watch her get freaked out! Another


reason that I want a tree frog
is that it's lime green. Lime green
is my favorite color. I would love
to have a tree frog as a pet.

Writing Annotation for Sample Response 3—Prompt 1—2007 Benchmark Grade 4

Content: 4

This response is clearly focused on the writer's choice of a pet. The writer includes numerous details to give the reader a clear understanding of this choice and elaborates these details evenly. There is a clear progression of ideas without digression. The introduction is effective and there is a sense of closure. The writer consistently controls the features of the Content domain.

Style: 4

The writer is skillful at creating images for the reader through the use of vivid vocabulary and purposefully selected information ("love to hear it croak at night"; "wet and slimy"; "very amusing"; "orange suction cups"). There are varied sentence structures, and a strong voice is apparent. The writer demonstrates consistent control of the Style domain.

Sentence Formation: 4

Through a variety of properly constructed simple, compound, and complex sentences, the writer demonstrates consistent control of the Sentence Formation domain.

Usage: 4

Inflections, agreement, conventions, and correct word choice are under this writer's control. One word choice error ("I could just set there") is certainly not enough to indicate a weakness in this domain. This response demonstrates consistent control of the Usage domain.

Mechanics: 4

Capitalization, punctuation, formatting, and spelling are all skillfully handled. This response demonstrates consistent control of the Mechanics domain.

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Developed for the Arkansas Department of Education, Little Rock, AR 72201

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