# ARMT GRADE 3 READING

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INTRODUCTION

This document provides specific information about the open-ended questions on the *Alabama Reading and Mathematics Test* (ARMT). It is intended to give an overview of how responses to open-ended questions are scored and to provide responses at each score point.

This document includes two open-ended questions from previous administrations of the ARMT. Each open-ended question is followed by three responses for each score point and the scoring rubric. Sample responses will include annotations and explanations on scoring decisions. Students were not penalized for spelling or grammar errors that had no impact on the meaning of the response.
GLOSSARY OF COMMON TERMS

Annotations: A brief explanation of why a paper has received the score it has, emphasizing the specific ways it is representative of that score point and sometimes pointing out what is lacking that may have made it a higher score point.

Invalids: Refers to student responses which do not meet criteria for scorability. For example, blank papers; off-task and/or off-topic papers; papers containing only irrelevant marks or images. These papers receive a score of zero.

Item: A question for which a score or set of scores is to be recorded based on the response.

Logic: The process used to obtain the correct answer. An example is the logical and appropriate text-based support for the successful completion of test questions. Sufficient logic for reading items requires the student to write coherent responses which demonstrate his/her level of understanding of the reading material. The responses might require literal comprehension (such as sequencing, supporting details, and following directions), or inferential comprehension of reading text (such as drawing conclusions, making inferences, determining main idea, using text features, analyzing characterization and their behaviors).

Open-ended response: Complex assessment items/tasks that can be approached or solved in more than one way and have more than one accurate response. Students are asked to include reasons for their conclusions.

Rubric: Written descriptions of the performance evidence or behaviors expected at each level or score point on the scale for open-ended items.

Score point: A numerical value representing the level of success a constructed response achieves in relation to the rubric and the descriptors for each score point.
Sam’s Sand Castle

Sam and his family went to the beach every weekend. Sam swam in the cool water while Mom and Dad sat under an umbrella. The waves splashed onto the shore.

Sam used buckets and shovels to dig in the sand. One day he made a huge sand castle with high towers. It was fun to build, but he soon grew tired. Even though the beach was nice, it was always the same. Why couldn’t there be an adventure?

The sound and motion of the waves made Sam feel drowsy. He rested on his beach towel. The last thing he saw before he fell asleep was the drawbridge of his sand castle.

Sam suddenly realized that he was small enough to fit through the door! He skipped across the drawbridge and ran into the castle. Inside, it was dark and damp. He looked around a corner and saw an ugly, green blob! It oozed through the windows and slid over the floor.

Sam ran away as fast as he could. As he turned the corner, water began rushing in the windows. He needed to escape to higher ground.

Quickly, he ran to the top of a tower.

From there, Sam could see the rising waves pounding the walls of the castle. They would soon reach the spot where he stood. It was a good thing he was a strong swimmer! He took a deep breath and jumped off the tower.

Sam opened his eyes as water splashed over his face and arms. “What had just happened?” he wondered. He looked over at his sand castle. The waves had knocked down the walls. A chunk of green seaweed lay in the middle. Sam’s sand castle was ruined, but he smiled anyway. He left the beach, eager to return the next weekend. What an adventure it had been!
QUESTION

Explain how Sam's feelings about being at the beach change.

Use details from the story to support your answer.

Write your answer in the answer document.

RUBRIC

<table>
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<tr>
<th>Score Point</th>
<th>Description</th>
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| 3           | The response should demonstrate a thorough understanding of the character and his change in attitude about the beach and include complete details for support. Examples may include, but are not limited to, the following:  
  - Sam is at first bored because his family goes to the beach every weekend and he does the same thing.  
  - Sam gets excited during his dream where he needs to escape rising waters and green blobs.  
  - Sam wakes from his dream, but, instead of being bored, is now eager to continue his adventures. |
| 2           | The response should demonstrate a general understanding of the character and his change in attitude about the beach. Answer may use some of the examples from a score point 3 response, but answer is less well rounded. |
| 1           | The response should demonstrate a limited understanding of the character and his change in attitude about the beach. Response is vague and uses little or no support from the story. |
| 0           | There may be an attempt to address the prompt, but it is inaccurate, insufficient, or off task. |
Sample Paper 1
Score Point 1

Sam could not wait until he could go back to the beach because he had such a great adventure he wanted to have another great one.

The response demonstrates a limited understanding of the character’s change in attitude about the beach (“Sam could not wait until he could go back to the beach…”). This answer provides a little support from the story (“…because he had such a great adventure he wanted to have another great one”). This satisfies the standard for a score point of 1.
Sample Paper 2
Score Point 1

They change because the waves blew his castle down.

The response demonstrates a limited understanding of the character and his change in attitude about the beach and support was minimal at best (“They change because the waves blew his castle down”). This meets the minimum requirement for a score point of 1.
His feelings changed because the waves had knocked down the walls. A chunk of green had layed in the middle and his sand castle was ruined. He had smiled anyway. It was a adventure to him.

The response demonstrates a limited understanding of the character’s change in attitude about the beach (“His feelings change because …”). This answer provides a little support from the story (“…because the waves had knocked down the walls” and “He had smiled anyway. It was a adventure to him”), keeping this response in the 1 score point range.
At the beginning Sam wished he would have an adventure. So Sam rested on his beach towel, but before he fell asleep he realized that he was small enough to fit in his castle. In the end Sam was eager to return the next weekend.

The response demonstrates a general understanding of the character’s change in attitude about the beach by providing a couple of feelings (“At the beginning Sam wished he would have an adventure” and “In the end Sam was eager to return the next weekend”). The examples provided are not well-developed and only partially support the changes in attitude about the beach and result in the lower score point of 2.
The response demonstrates a general understanding of the character’s change in attitude about the beach by implying that in the beginning of the passage Sam ("He fell asleep…") because he was drowsy or tired because it was always the same and at the end of the passage ("He said he can’t wait to go back next weekend"). Some of the details used summarized part of Sam’s dream and were similar to score point 3 responses, but were less developed and did not add sufficient support for those changes in feelings about the beach and are not enough to raise the score for this paper from a score of 2.
The response demonstrates a general understanding of the character’s change in attitude about the beach (“Sam said the beach was all ways the same he wanted an adventure. Than he wanted to come back next weekend. He said he would come back next weekend because he had some much fun, and cause he can fit in the draw brige”). The support (“… he had some much fun, and cause he can fit in the draw brige”) is not as developed as the higher score point 3 responses; therefore, this remains at the 2 score point level.
At first Sam was bored. When he fell asleep though, he had a dream that he could fit through the door! As he turned the corner of the castle he saw an ugly, green blob! Water then became rushing in and he swam to shore. Then he woke up and just smiled. I think he would like to go to the beach again!

The response demonstrates a thorough understanding of the character’s change in attitude about the beach. The student’s examples provide clear support for those changes (“At first Sam was bored….he fell asleep… had a dream that he could fit through the door!” and “Then he woke up and just smiled. I think he would like to go to the beach again!”). This response meets the basics for a score point of 3.
Sample Paper 8
Score Point 3

He at first was bored with the same thing at the beach, but when he fell asleep and had a dream that he was able to enter the sand castle, he got excited and entered and noticed the oozing green slime and the rushing water. He could hardly wait until he came back to the beach.

The response demonstrates a thorough understanding of the character’s change in attitude about the beach. The student provides complete details in support of those changes in feelings about the beach (“He at first was bored with the same thing at the beach but when he fell asleep and had a dream … he got excited … he could hardly wait until he came back to the beach”). This meets the minimum requirement for a score point of 3.
At first Sam felt like the beach was always the same. Then he fell asleep on his beach towel. When he woke up he found he was small enough to fit in the sand casel. He skipped into the casel. Suddenly green blobs started to ooze in the windows. He ran to the top of the tower. He jumped off the tower. Then he woke up and left so he realized that there were many adventures at the beach.

The response demonstrates a thorough understanding of the character’s change in attitude about the beach (“At first Sam felt like the beach was always the same”) and at the end (“So he realized that there were many adventures at the beach”). The support includes complete details (“...fell asleep...”; “…he was small enough to fit in the sand casel”; “…green blobs started to ooze…”; “…ran to the top of the tower”; “…jumped off…”) making this a solid score point 3 response.
Baron Alexander von Humboldt

What would you do if you had a lot of time and money? Would you become an explorer? That is what a man named Alexander von Humboldt did.

Alexander von Humboldt was born in 1769 in Berlin, Germany. As a young boy, he wanted to learn about the world around him. Von Humboldt followed his dream. In 1799, he traveled with a friend to Central and South America.

On their trip, von Humboldt and his friend saw and did many things. They sailed down the Amazon River. They watched dolphins play in the ocean. They explored the rain forest and climbed mountains and volcanoes. They were able to make the first maps of the northern part of South America.

Von Humboldt set a world record for mountain climbing. He also made a discovery. During his climb, von Humboldt became very sick. He found out that the higher he climbed, the less oxygen there was in the air. This made it more difficult to breathe. Later, this would become known as mountain sickness.

Science was another part of von Humboldt’s interests. He wanted to write about all of the new things he saw. He described the new plants, animals, and rocks which had never been seen by scientists before.

Von Humboldt also studied the way of life of the local people. He learned how the native people along the Amazon River used plants in their daily lives. For example, they used a strong poison from a vine to make poisoned arrows. The natives used these arrows for hunting their food.

The Amazon Indians also used a native plant to treat malaria, a serious illness. The plant grew wild, but after it was dug up, it was never replanted. Von Humboldt warned the natives that the plant was in danger of dying out. He looked for ways to preserve the plant and to make it grow strong.

Although von Humboldt took many risks during his trips, he lived to be 90 years old. In his lifetime, he made many discoveries and shared them with the world. As a tribute, there are rivers and mountains named after him.
**QUESTION**

Explain why Alexander von Humboldt went mountain climbing.

What did he discover while he was climbing?

Use details from the passage in your answer.

Write your answer in the answer document.

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**RUBRIC**

| Score Point | The response should demonstrate a thorough understanding of the reason von Humboldt went mountain climbing and include complete details for what he discovered for support. Examples may include, but are not limited to, the following: WHY:  
• He dreamed of exploring the world when he was a young boy.  
• As he explored northern South America, he had to cross various terrains, including mountains and volcanoes.  
• He made maps of parts of South America and set a world record for it.  
WHAT DISCOVERED:  
• As he climbed higher, there was less oxygen, leading to mountain sickness.  
• He discovered unique cultures of the Amazon such as poison arrows for hunting.  
• Humboldt discovered that a plant used to treat malaria was in danger of dying out.  
Any other defensibly feasible answer. |
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<td>3</td>
<td>The response should demonstrate a general understanding of the reason von Humboldt went mountain climbing and includes some detail about what he discovered for support. The response is not as complete or organized as a score point 3 response.</td>
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<td>2</td>
<td>The response should demonstrate a limited understanding of the reason and/or discovery von Humboldt went while mountain climbing and includes bare or no support.</td>
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<td>1</td>
<td>There may be an attempt to address the prompt, but it is inaccurate, insufficient, or off task.</td>
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The response demonstrates a limited understanding of the reason why von Humboldt went mountain climbing (“He want exploer the world”) and includes no support for what he discovered; this is a minimal score point 1 answer.
He discovered that there was less oxygen in the air up in the mountains. Plus new plants and animals.

This response demonstrates a limited understanding of what von Humboldt discovered (“…there was less oxygen in the air up in the mountains. Plus new plants and animals”). It does not address the reason why he went mountain climbing, keeping this answer at the score point 1 level.
The response demonstrates an understanding of what von Humboldt discovered (“… it was hard to breathe high in the mountains and discovered mountain sickness”), but does not address the reason why he went mountain climbing; resulting in a score point of 1.
Because they were able to make the first map of the northern part of South America, he discovered mountain sickness.

This response demonstrates a general understanding of the prompt (“…make the first map of the northern part of South America”) why von Humboldt went mountain climbing. It also includes a detail to support what he discovered (“…mountain sickness”), which is adequate; keeping this answer at the score point 2 level.
The response demonstrates a general understanding of the reason why (“… to learn about the world around him”) von Humboldt went mountain climbing. This answer includes some detail of what he discovered (“…that the higher you climb the more oxygen you run out of”), therefore, meeting the standard for a score point of 2.
The response demonstrates a general understanding of the reason why (“… he clinbed for discovery”) von Humboldt went mountain climbing. There is some detail of what he discovered (“… if you climb hight you lose oxigen…”) making this answer a score point of 2.
The response demonstrates a thorough understanding of the reason why (“…he wanted to set a world’s record”) von Humboldt went mountain climbing. It includes complete details to support what he discovered (“…the higher he climbed, the less oxygen there was in the air” and “…how the native people along the Amazon River used plants in their daily lives”). This answer meets the requirements for a score point of 3.
The response demonstrates a thorough understanding of the reasons (“...to explore and discover new things” “...enjoyed his trips... wanted to learn more science...”) why he went mountain climbing. It also includes complete details in support of what he discovered (“...that you get mountain sickness the higher you go with less oxygen” and “…native people use plants in their lives many times”). This response satisfies the requirements for a solid score point of 3.
Alexander von Humboldt did it to first finish the map of South America, second to set the world record for mountain, and discovered the higher you climb the harder it is to breath because there is less oxagen in the air.

The response demonstrates a thorough understanding of why (“...finish the map of South America...” and “...set the world record...”) von Humboldt went mountain climbing. In addition, this answer includes the discovery that (“... the higher you climb the harder it is to breath because there is less oxagen is in the air”), resulting in a solid score point 3 response.