Alabama Reading and Mathematics Test

Annotated Packet

for

Reading

Grade 4

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**ARMT GRADE 4 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.
Tricky Micky

Lisa searched through the clothes hamper again. She looked under the bed for the third time. She emptied out the dresser drawers and then sat on the bed, bewildered.

Mom was surprised to see that Lisa was not dressed yet.

“You’ll be late for your game if you don’t put on your uniform,” Mom warned.

Lisa explained that she could not find her soccer shorts.

“I laid them on the bed with my shirt before I left for school,” she said. “But when I got home they were gone.”

Mom said Lisa would have to wear a different pair of shorts. Lisa changed, and Mom drove her to the game.

Later that night, Lisa’s brother Stevie asked if anyone had seen his calculator.

“It was on my desk last night,” Stevie said, “but now I can’t find it. I have a math test tomorrow!”

“Just like my shorts,” Lisa said, looking at Mom.

Mom said, “My change purse is missing too. I’m sure I put it on the counter yesterday. When I went to get it this morning, it had vanished.”

Dad came downstairs and asked if someone had picked up his red tie. He said he had put it on the chair in the bedroom after work, but now it was gone.

“It seems we have a disappearing act going on around here,” Mom said.

Just then, Micky, the family’s German shepherd, hopped down from the couch where he was sleeping. He snatched Dad’s wallet from the table and trotted out of the room.

“Hey!” everyone yelled and ran after Micky. They found him lying in his bed. Dad’s wallet was nowhere in sight.

Mom rustled him out of his bed and lifted the cushion. They all laughed at what they found. There were Stevie’s calculator, Lisa’s shorts, Mom’s change purse, and Dad’s tie, as well as several socks, a stuffed toy monkey, and a hairbrush.

“Well I guess that solves that mystery,” Dad said, giving Micky a pat. “We should have named him ‘Tricky Micky’.”
QUESTION

Tell about a time when you lost something and couldn’t find it.

- How was your experience like Lisa’s in the story?
- How was your experience different from hers?

Use examples from the story to help explain your answer.

Write your response in the answer document.

RUBRIC

<table>
<thead>
<tr>
<th>Score Point</th>
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<tbody>
<tr>
<td>3</td>
<td>The response should thoroughly tell about a time the student lost or misplaced an item and use well-chosen examples from the story to draw comparisons and contrasts between the student’s experience and the events of the story.</td>
</tr>
<tr>
<td>2</td>
<td>The response should demonstrate a general understanding of the prompt by addressing only two of the three required tasks.</td>
</tr>
<tr>
<td>1</td>
<td>The response should demonstrate a limited understanding of the prompt by attempting to address one of the three tasks using bare or no detail for support.</td>
</tr>
<tr>
<td>0</td>
<td>There may be an attempt to address the prompt, but it is inaccurate, insufficient, or off task.</td>
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When I lost a brown ball that I was playing with, I told mommy that Wade took it but he didn't take it because he pulled my dresser drawer out and found it. I was so happy because Wade found it, and I apologized to him because I told Wade that he took my small brown ball.

This response demonstrates a limited understanding of the prompt with only one of the three tasks addressed. In this response, the student tells us about losing something (“…I lost a brown ball…”), but the reader does not know how the experience was either similar or different from the main character in the story. There is no tie back into the prompt, which keeps this at a score of 1.
This is a time when I lost my shoes. One day I came home and I couldn't find all my good shoes, so I look, I look, and I look. I look under the bed, closet, and finally in the other room. But there was nothing to be found.

The next day I saw my dog with a shoe string in his mouth and I ran after him and I finally caught up. He had put all my shoes in the very back of the garage.
Sample Paper 3
Score Point 1

Along time ago I lost my linze to my Glasses.

I couldn’t find them any where, I look under
my bed, under my radio, and on the floor. Then
I looked in my couer and it was right
there.

The response demonstrates a limited understanding of the prompt by addressing only one of the required tasks (“Along time ago I lost my linze to my Glasses”) and provides no textual support. This meets the basic criteria for a score of 1.
Once, I had to go to a football game, and my helmet was missing. I looked, and I looked but I couldn’t find it. Finally, I asked my dad if he knew where my helmet was, and he said, “he had to take it to my coach to get a new one, because mine had too many dents.”

My experience was like Lisa’s, because something of mine had vanished and I didn’t know where it was... before the game.

This response demonstrates a general understanding of the prompt by addressing only two out of the three required tasks. The student lost or misplaced an item (“...my helmet was missing”). This response provides an illustration in which the experience of the student was like Lisa’s (“My experience was like Lisa’s, because something of mine had vanished and I didn’t know where it was...”). The response does not state how their experiences were different and fails to use well-chosen examples from the story to draw comparisons and contrasts between the student’s experience and the events in the story. It earns a score of 2.
| I lost my gameboy advanced and the way my experience was different from Lisa is that I found it on a table and her dog took hers and the way are was the same was that we had something lost. |

This response demonstrates a general understanding of the prompt by partially addressing required tasks. The student lost an item (“I lost my gameboy…”). This response tells of a difference (“…I found it on a table and her dog took hers…”). It fails to use an example from the text to explain how their experiences were the same (“…and the way are was the same was that we had something lost”) and is not sufficient for a higher score, keeping it at the score point 2 level.
The response demonstrates a general understanding of the prompt by addressing only two out of the three required tasks. The student lost an item, (“I lost my coin…”). How the student’s experience was different (“…is it was a spider not a dog”). This response meets the standard for a score of 2.
A time when I lose my memory card was horrible. I was mad at my brother and he was trying to be nice and put my memory card into the game system. I yelled at him and told him I didn’t need it. Then when I needed to use it, I couldn’t find it. I asked everybody, did they see it and they said no. Later, my brother found it on the side of my bed and now I can use it. It is different from when Lisa was trying to find her pants. She looked everywhere and pulled everything out of her drawer in a day. It took me like a month for mine to be found. We are the same because we both have what we need.

This response thoroughly tells about a time the student lost or misplaced an item (“...I lose my memory card...”). The response uses well-chosen examples from the story to draw comparisons and contrasts between the student’s and Lisa’s experiences. The statement (“Then when I needed to use it I couldn’t find it”) explains how the situations were alike. In addition, Lisa and the student both looked everywhere for their items and in the end (“We are the same because we both have what we need”). The differences between Lisa’s and the student’s experiences were that he lost a memory card and she lost her pants and that it only took a day for Lisa to find her pants while it (“...took me like a month for mine to be found”). This response accomplishes all three tasks required by the prompt, earning a score of 3.
There was a time when I lost one of my Junie B. Jones books. The last place I left it was on the couch. I looked everywhere! In my room, in my brother’s, in my book bag, and even under my bed! I was just like Lisa; I had put it somewhere and now it was gone! The only thing different was that my pet didn’t take it. I’d been looking for it and finally gave up. But the next day I looked under the couch, and there it was! I started laughing because I just couldn’t believe it!

This student’s response accomplishes all three tasks required by this prompt. It thoroughly tells how the student lost and couldn’t find something (“…I lost one of my Junie B. Jones books”). It uses well-chosen examples from the story to draw comparisons and contrasts between the student’s experience and events in the story. It explains why it was like Lisa’s in the story (“I was just like Lisa, I had put it somewhere and now it was gone!”). Also, the response explains their experience was different because (“…that my pet didn’t take it”). This response earns a score of 3.
A few weeks ago, I lost my favorite pair of shoes. I thought I had put them somewhere, but as soon as I needed them, I couldn’t find them. But a few days later, I was cleaning out my mom’s car and found them. My experience was similar to Lisa because we both thought we had something but they disappeared. My story is different to Lisa’s because my dog didn’t steal my soccer shorts and put them in his bed.

The response tells about a time the student lost an item (“A few weeks ago, I lost my favorite pair of shoes”). The student provides details from the text to show comparisons (“My experience was similar to Lisa because we both thought we had something but they disappeared”), and contrasts (“My story is different to Lisa’s because my dog didn’t steal my soccer shorts and put them in his bed”) between the student’s experience and events from the story. This satisfies the requirement for a score point of 3.
Three Markets

Where do you go when you need something? To the store! But how do people who live on boats get the things they need? In Vietnam, they visit the floating markets. Boats with large eyes painted on the fronts crowd together until you can’t see the water. A boat full of vegetables bumps against the boat of a fisherman. He trades his fish for some pineapples.

Near the shore, a rice boat is loaded. Young men carry a pole on their shoulder. Baskets of rice hang from each end of the pole. On the boat, a mountain of rice grows.

While the rice is being loaded, melons are being unloaded. A long line of workers stretches from boat to shore. The melons are tossed from one to another. Sometimes one of the men misses, and the melon floats away, down to the sea.

In the souks, or markets, of Morocco, there is something for each of your senses. Follow the alley to the sound of the metalworkers’ souk. The metalworkers take copper, brass, or silver and hammer it into beautiful things. While they work, they listen to loud music!

How about the spice souk? It smells wonderful there. In other souks you can taste fruits, nuts, vegetables, or bread. Feel the soft, beautiful rugs, and listen to the storyteller. But if you decide to buy, remember to barter. The seller will name a price. You name a lower one. Back and forth you go until you agree. That is the way of the souk.

On Saturday, the markets in Puerto Rico come alive. Women carrying baskets of fruit stroll past men carrying large sacks of beans or sugar. The fruit stands are decorated with piles of mangoes, coconuts, and green bananas. Fishermen sell the bright red snappers they caught in the nearby ocean.

The air is full of different smells. White lilies smell like perfume. From the restaurant stand comes the smell of mofongo. At lunchtime, people crowd around to buy these big soft balls of cooked plantains and bits of pork skin. With some sweet lemonade to drink, it makes a wonderful lunch.

Wherever you live, whatever you need, try a market!
QUESTION

Though this passage is based on facts, it also contains some opinions.

List at least three opinions the author has included in the passage.

Write your response in the answer document.

RUBRIC

<table>
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<th>Score Point</th>
<th>Description</th>
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| 3           | The response should thoroughly list at least three clear opinions from the story. Examples may include but are not limited to the following:  
- metalworkers hammer metal into beautiful things  
- it smells wonderful there  
- it makes a wonderful lunch |
| 2           | The response should generally list at least two opinions from the story. The response may also include one extraneous fact. |
| 1           | The response should demonstrate limited understanding of the prompt by including only one valid opinion or show an attempt to produce an opinion from the story. |
| 0           | There may be an attempt to address the prompt, but it is inaccurate, insufficient, or off task. |
Young men carry the pole on their shoulder.

A long line of workers line up the shore.

White lilies smell like perfume.

This response demonstrates a limited understanding of the story by including only one valid opinion that attempts to address the prompt (“White lilies smell like perfume”). This meets the standard for a score point of 1.
This response demonstrates a limited understanding of the prompt by providing us with only one opinion ("It smells wonderful there") thus making it a score point of 1.
Sometimes one of the men misses, and the melon floats away, down to the sea. You name a lower one. Back and forth you go until you agree. One Saturday, the markets in Puerto Rico come alive. At lunch time, people crowd around to buy these big soft balls of cooked pork skins and bits of pork skin with some sweet lemonade to drink. It makes a wonderful lunch.

The response demonstrates a limited understanding of the prompt by including only one valid opinion from the story (“…with some sweet lemonade to drink, it makes a wonderful lunch”). The rest of this lengthy response is a recount of the story, does not add any significance, and therefore, does not raise this from a score point of 1.
In this response, two opinions are provided under the umbrella statement (“The air is full of wonderful smells…”). These opinions are (“…white lilies smell like perfume” and “It smells wonderful…”). This satisfies the requirement for a score point of 2.
The ather said the spike souks smells wonde rful.

wonderful, he said white lilis smell like perfume, and he also said you can tast fruiths.

This response lists two opinions from the story. Those opinions are (“…the spike souks smells wonderful” and “…white lilis smell like perfume…”). The text (“…you can tast fruits”) is an extraneous fact. This response meets the basics for a score point of 2.
One of the opinions that the author has included in this passage is when the author says, “The metalworkers take copper, brass, or silver & hammer it into beautiful things.” The second one is when the author says, “While they work they listen to loud music!” The third one is when the author says, “It smells wonderful there.”

The response lists two opinions from the story (“…The metalworkers take copper, brass, or silver & hammer it into beautiful things” and “…It smells wonderful there”). There is an additional piece of text (“…While they work they listen to loud music!”), but since it is a fact and not an opinion, this response stays at a score point of 2.
In Vietnam, you would visit floating markets. Sometimes, you would bump into another boat and trade with it. In Morocco, the markets or souks have something for each of your senses. The metalworkers use brass, copper, or silver and make it into beautiful things. In the spice souk, it smells wonderful. The air is full of all sorts of smells. During lunchtime, people buy all sorts of food. With some sweet lemonade to drink, it makes a great lunch.

This response thoroughly lists at least three clear opinions from the story (“The metalworkers use brass, copper, or silver and make it into beautiful things”; “…the spice souk, it smells wonderful”; and “With some sweet lemonade to drink, it makes a great lunch”). This response has a lot of textual information and support, making it a score point of 3.
Three opinions are that metal workers hammer brass, copper, or silver into beautiful things, it smells wonderful in the spice souk, and white lilies smell like perfume.

This response thoroughly lists three clear opinions from the story (“...that metal workers hammer brass, copper, or silver into beautiful things, it smells wonderful in the spice souk, and white lilies smell like perfume”). One of those opinions, while not listed in the rubric, is valid from the text (“...white lilies smell like perfume”). This response is typical for a score of 3.
The response thoroughly lists three opinions from the story (“1. They say the spice souk smells wonderful. 2. They say lemonade, pork skin, and cooked plantains is a wonderful lunch. 3. They say they make things like medal beautiful”). This meets the basic requirements for a score point of 3.