# ARMT Grade 5 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.
The Eagle

Warm white clouds sigh
As he passes through them.

Dancing by the thundering waterfall,
He welcomes its rumble.

Soaring over sleek mountaintops,
He feels their power below.

Landing on the ridge lightly,
His wings fold.

The raging ocean roars
As he skims over the waves.

His call echoes through the calm land
As the eagle answers his kind.

Flying through fragrant, scented
treetops,
He listens to them exhale.

The silver river sings
As he dives near.

Gliding through grassy fields,
He waits for them to whisper.

The silky flowers are silent
As he floats over them.
# QUESTION

In “The Eagle,” explain the relationship the eagle has with its environment.

Use details from the poem to support your answer.

Write your response in the answer document.

## RUBRIC

<table>
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| 3           | The response should demonstrate that the student thoroughly comprehends the relationship between the eagle and his environment. It should be suggested that a mutual respect and/or communication exists between the eagle and the environment. Examples may include, but are not limited to, the following:  
  • The eagle is able to “feel the power” of the mountains.  
  • The eagle listens to trees “exhale.”  
  • The eagle dives near a river to hear it “sing.”  
  • The eagle “waits” for message from the fields.  
  • The eagle “dances” near a waterfall and “welcomes its rumble.”  
  • The eagle “answers” the environment over which it flew. |
| 2           | The response should demonstrate a general comprehension of the eagle’s relationship with the environment. Response is not as complete or organized as a score point 3 response. |
| 1           | The response should demonstrate a limited comprehension of a relationship between the eagle and the environment. Response contains little or no support from the text. |
| 0           | There may be an attempt to address the prompt, but it is inaccurate, insufficient, or off task. |
As he flies over, under, and through things, the reader can tell the eagle has a strong relationship with nature.

This response demonstrates a limited comprehension of a relationship between the eagle and the environment (“…has a strong relationship with nature”). The response contains a little support (“As he flies over, under, and through things...”) from the text, resulting in a score point of 1.
The relationship the eagle has with its environment is very nice. 'Cause as he passes by the mountains, oceans and grassy fields everything is calm.

The response demonstrates a limited comprehension of a relationship between the eagle and the environment (“…is very nice”). It contains little support from the text (“‘Cause as he passes by the mountains, oceans and grassy fields everything is calm”), meeting the standard for a score point of 1.
The eagle thinks it's an enjoyable environment.

Eagle enjoys life and nature. He likes all the sounds that his environment makes and the way it acts.

The response demonstrates a limited comprehension of a relationship between the eagle and the environment ("The eagle thinks it’s an enjoyable environment") because he ("…enjoys life and nature"). It provides vague support from the text ("He likes all the sounds that his environment makes and the way it acts"), resulting in a solid score point 1 answer.
This response demonstrates a general comprehension of the eagle’s relationship with the environment (“he has a good relationship…”). The response cites two parts of the poem (“…he welcomed the rumble of the watterfall and he likes the silfy flowers”) which support that relationship and results in a lower score of 2 answer.
The Eagle is very close with his environment. He knows where everything is. It’s said “Warm white clouds sigh as he passes through them.” or soaring over sleek mountaintops, he feels their power below.”

The response demonstrates a general comprehension of the eagle’s relationship with the environment (“The eagle is very close…”). The support (“…‘warm white clouds sigh as he passes through them.’ or soaring over sleek mountaintops, he feels their power below”) is not as complete as for a higher score, but sufficient for a score of 2.
Sample Paper 6
Score Point 2

| It’s like he is speaking to nature as he passes through the warm white clouds and flying over fragrant, scented treetops. He listens to nature while soaring over grassy meadowy hills and loving the thunder as it is beating against the Earth making it vibrate. |

The response demonstrates a general comprehension of the eagle’s relationship ("It’s like he is speaking to nature…” and “He listens to nature…”). It provides support ("…as he passes through the warm white clouds…”, “…while soaring over grassy meadowy hills and loving the thunder as it is beating against the Earth making it vibrate"), resulting in a solid score of 2 answer.
The response demonstrates a thorough comprehension of the relationship between the eagle and his environment (“The eagle as a good relationship with its environment”). The textual evidence (“He loves to fly over the many scenes and carefully listens for their songs” through the closing thought “Then, after all of his visits, adds is own call to the sound of nature”) suggests that a mutual respect and communication exists between the eagle and the environment. This response is a very good example of some of the higher level score point of 3 responses.
The response demonstrates a thorough comprehension of the relationship between the eagle and its environment (“…is interesting because the way he does things”). The evidence in this student’s answer (“He passes through white clouds and hears them sigh”) to the end of this response supports or suggests that there may exist a communication between the eagle and its environment, making this a score of 3.
The response demonstrates that the student thoroughly comprehends the relationship between the eagle and his environment. It suggests that a mutual respect and communication exists between the two (“The eagle flies through the breeze, knowing where to go, gently flowing to his destination. He understands why the clouds sigh, why the oceans roar, even why the flowers are silent. He knows where to go to smell the scented treetops, or to hear the rumble of the waterfall. He folds his wings down, on the ridge, waiting for the familiar call of his kind.”). The support from the text passage shows that the eagle knows where to go to (“…smell the scented treetops, or to hear the rumble of the waterfall”). This response meets the standard for a score of 3.
Octopus

Many people are afraid of octopuses. Perhaps it is because an octopus has eight arms, a huge head, and a parrot-like beak for a mouth. Some people think the octopus looks like an imaginary monster from the bottom of the sea. Scientists, though, are quite fascinated by this animal. Researchers are learning that these creatures are physically complex and highly intelligent.

The octopus belongs to a shellfish group called mollusks. However, an octopus does not have an outside shell like clams or oysters. Instead, it has a tough skin that protects its body. An octopus has eight arms that have small suction cups on their undersides. These arms have the ability to regenerate. If an octopus loses an arm, another one grows in its place.

The octopus is oddly arranged. Its brain is fairly large. Half of its brain is located in its arms and the other half surrounds its throat. It has three hearts and breathes with gills, like a fish.

The octopus swims by first drawing water into its body. It then pushes the water through a funnel-shaped opening under its head. This causes the octopus to move backwards. The octopus can squirt a black, inky fluid from this opening. The fluid becomes a dark cloud in the water, allowing the octopus to escape from its predators. Like a chameleon, the octopus can change its skin color to blend with its surroundings. Some scientists believe it also changes its color according to its mood.

Fascinating Fact
One bashful octopus was observed piling rocks by the door of its den to keep out other fish.

What amazes scientists the most is the clever way an octopus can use blasts of water. For example, just like a human, an octopus has to clean up after meals. It “cleans” its den with blasts of water. Octopuses have been known to squirt humans who were studying them. If other fish come too close, the octopus directs its water jets at them, much like a person uses a water gun.

There is much to learn from this animal. To many people, its appearance may be somewhat unattractive. To scientists, however, the octopus is a remarkable creature to study.
**QUESTION**

Explain how the octopus protects itself.

Use specific details from the passage to support your response.

Write your response in the answer document.

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**RUBRIC**

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| 3           | The response should thoroughly demonstrate that the student clearly understands the manner in which an octopus can protect itself. The response uses details from the story to support the student’s answer. Examples may include, but are not limited to, the following:  
* It can squirt an inky fluid to darken the water and allow for it to escape.  
* It can also change its skin color to blend in with things around it.  
* It can send blasts of water to protect itself. |
| 2           | The response should demonstrate a general understanding of the way an octopus can protect itself and includes some detail from the story. Response has some elements of a score point 3 response, but is not as complete or in-depth. |
| 1           | The response should demonstrate a limited understanding of the octopus’ protection and may include little to no support. |
| 0           | There may be an attempt to address the prompt, but it is inaccurate, insufficient, or off task. |
Score Point 1

This response demonstrates a limited understanding of the octopus’ protection by including a little detail from the text (“When an octopus feels threat it sutes a black ink. When it do’s this it can excap from harm”). This answer meets the standard for the higher score point 1 level response.
This response demonstrates a limited understanding of the octopus’ protection (“It blends w/ its surroundings so that it doesn’t get eaten”). It does not include support from the text to explain how it does that, making this response a bare bones score point of 1.
Sample Paper 12
Score Point 1

The response demonstrates a limited understanding of the octopus’ protection (“It shoots black ink cloud underwater when it feels threatened”). This type of answer, without more supporting details from the passage, remains at the score point 1 level.
The response demonstrates a general understanding of the way an octopus can protect itself and includes some detail from the story ("they protect their self by the ink it squirts out and by blending in with its surroundings"). This answer meets the minimum requirement for a score point 2 level response.
It squirts out ink against the people who are studying it. When a fish gets too close, the octopus sends water jets at it.

This response demonstrates a general understanding of the way an octopus can protect itself and includes some detail from the story (“It squirts out ink...” and “When a fish gets to close the octopus sends water jets at it”). The response is not as complete as a score point 3 answer, but meets the minimum requirement for a score point 2 type answer.
Octopuses can protect itself by squirting ink over the predator and escape. They can also blend in with their surroundings.

The response demonstrates a general understanding of the way an octopus can protect itself by including some details from the story (“…squirting ink over the predator and escape” and “…blend in with their surroundings”). While they are not as complete or in-depth as in a score point 3 answer, the standard for the score point 2 level answer is met.
The Octopus is a strange animal. Because it can protect its self by squiring black icyey stuff behind it to get away. It also can chang its color to blind in with its surroundings, so it can get away from its predator. It also is very smart because it can swim very fast. It can also blast a huge amount of water in its predators face. It puts rocks in front of were it's openin is to it home to stay away too.

This response thoroughly demonstrates that the student clearly understands the manner in which an octopus can protect itself. The response lists four ways that an octopus protects itself (“...squiring black icyey stuff...”; “...chang it’s color...”; “...blast a huge amount of water...”; and “It put’s rocks in front of were it’s openin is to it home...”). The text “...can swim very fast” is not an acceptable form of protection. This answer meets the requirements of the higher score point 3 level responses.
The octopus is an amazing creature.
It protects itself in many ways.
It can change its skin color to match its surroundings to avoid its predators. It can also shoot out a black inky substance and one octopus has been seen covering its passage to its den with rocks so no other fish could get in. It can also use blasts of water & can regenerate.

This response thoroughly demonstrates that the student clearly understands the manner in which an octopus can protect itself. The response lists four ways that an octopus protects itself (“It can change its skin color to match its surroundings…”; “…shoot out a black inky substance and one octopus has been seen covering its passage to its den with rocks…”; and “…use blasts of water & can regenerate”). This answer meets the requirements of the higher level score point 3 responses.
The octopus can protect itself in many ways. One way is they can squirt black inky fluid. Another way is it can change colors to match its surroundings so it can hide itself. The last way is it can shoot blasts of water at its enemies.

The response thoroughly demonstrates that the student clearly understands the manner in which an octopus can protect itself by using the following textual examples (“...squirt black inky fluid”; “...change colors to match its surroundings...”; and “...shoot blasts of water at its enemies”). This answer meets the standard for a score point of 3 level response.