

Arizona's Instrument to Measure Standards (AIMS DPA)

Student Guide Grade 4



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Table of Contents

Section	Page
AIMS DPA FAQ	4
Reading	7
Writing	13
Mathematics	27
Scoring Keys	37
Six Trait Writing Rubric	38
Test-Taking Strategies	44
Notes	45

AIMS DPA FAQ

What is AIMS DPA?

Arizona's Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA) is a combination of two separate tests. One test is AIMS, which measures how well you know the reading, writing, and mathematics content that all Arizona students in your grade level are expected to know and be able to do. AIMS includes multiple-choice questions in reading and mathematics and one extended writing response. The other test included in the AIMS DPA is the *TerraNova*, which compares your performance in reading, language arts, and mathematics to the performance of other students in your grade level nationwide. The *TerraNova* test questions are all multiple-choice questions. They make up a small portion of the reading and mathematics sections of the AIMS DPA test.

Who has to take AIMS DPA?

All students in Grades 3 through 8 are required to participate in AIMS DPA testing in the spring, usually in April.

What will be tested on AIMS DPA?

Test items were written to measure specifically the Standards, Concepts, and Performance Objectives described in the Arizona Academic Standards. Standards were articulated by grade level for reading and mathematics and approved by the state Board of Education in March 2003. Reading and mathematics items are multiple-choice. There will be no multiple-choice questions on the writing test. The Writing Standard was articulated by grade level and approved by the state Board of Education in June 2004. There will be an extended writing prompt that students will use to actively engage in the writing process. Your writing will be scored using the Six Trait Rubric™.

How can I use this guide to prepare for AIMS DPA?

This guide is divided into the three subject areas assessed on AIMS DPA. It gives a short explanation of each testing format, hints for test taking, sample test questions, and a scoring guide for written responses. It will NOT teach you what you should know and be able to do to score well on the tests, but it will help you become familiar with the tests.

Read what the guide tells you about the test. Practice completing the test questions and writing a response to the prompt. Ask your teacher about anything you do not understand.

Tips for Success



- Attend school everyday! You miss out if you are not there.



- Ask your teacher for help if you do not understand your schoolwork. There is no such thing as a silly question!



- Pay attention in class and always try your best.



- Do your homework – everyone needs **PRACTICE** in order to get better.

Types of Items

Multiple-Choice

In these types of questions, you will be given four answer choices. You will need to choose the BEST answer of the four and mark the answer by filling in the matching bubble. These questions are on the reading and mathematics tests. They are worth one point each.

Extended Writing Response

In this type of question, you will be asked to write a long (one -to-two pages) response to a writing prompt. For example, you may be asked to write a story or about something you know. Your final copy will be scored using an Official Scoring Guide, called a rubric. This will give information about certain traits or qualities in your writing. These are ideas, organization, voice, word choice, sentence fluency, and conventions. This type of question is on the writing test only. A copy of the rubric is at the end of this guide.

When you are asked to write...

- Be sure you understand the prompt.
- Respond to the prompt as completely as you can.
- Explain your ideas clearly.
- Use your best handwriting.
- Read what you have written to be sure it says what you want it to say .
- Make any needed changes before you write your final draft.

Reading

Just think how hard life would be if a person could not read! Street signs, maps, warning labels, food packages, newspapers, emails, notes and letters, magazines, and books would all be impossible to understand. That's why it is so important to become a good reader. How do you do that? You become a good reader by practicing the reading skills you are learning in school, by reading often, and by thinking and talking about what you have read. If you think you are not a good reader yet, don't be discouraged! Keep working at it. Reading is a skill you will use all of your life. It opens the door to a world of new and exciting ideas. It helps us to learn. But most of all, reading is fun!

About the Test

On AIMS DPA, you will be given several passages to read, both fiction and nonfiction. You may also be given informational text to read – for example, labels or pages from manuals. The questions will assess your ability to understand, interpret, and analyze what you have read. There are approximately 84 multiple-choice Reading items. Thirty-nine items are AIMS questions, 15 items are *TerraNova* and AIMS DPA questions, and 30 items represent ten *TerraNova* reading questions and 20 *TerraNova* language arts questions. The test should be completed in approximately 1-2 hours. One sample passage is provided in this guide followed by a set of questions. Reading this passage and answering the questions may help you prepare for the test. An answer key for the reading questions is included in this guide.

Hints for Taking AIMS DPA Reading

- You will be asked to read different types of fiction and nonfiction, so adjust your reading to your purpose. Read each passage and the accompanying questions carefully.
- Think about each question before you respond.
- In the multiple-choice questions, choose the **best** response to the question.
- Manage your time so that you won't feel rushed answering questions that require more thought. This is not a timed test, but you do want to use your time well.
- Be sure to answer all items. Do not leave any blanks.

Special Sounds

It was late Saturday afternoon on an autumn day, and Willy was leaning against his favorite cottonwood tree at the park, working on his leather key chains. Willy heard a drum sound. He looked up and saw Dina across the park, sitting on a bench with her bongo drums. Dina was the new girl in Willy's class. Her family had moved to town from California.

"Hi Dina!" Willy waved across the park. Dina gave a friendly nod and kept on drumming. Willy could tell that she really liked playing her bongo drums.

It was sunset when Willy finished the last three key chains. He put them into his cloth pouch, and strolled over to Dina.

"Look, Dina," Willy showed her the key chains made from strings of brown leather.

Dina looked at the key chains. "Very nice," she said quietly, and went back to drumming. Willy said goodbye and went home.

The next Saturday, Willy brought his grandpa to the park. Willy carried his key chains and Grandpa had his flute. Willy and his grandpa overheard the rhythmic sounds of drums, and there was Dina again, sitting on the same bench with her bongo drums. After finishing one keychain, Willy walked over to Dina.

"Here, Dina, this is a gift from me," Willy said as he handed her the key chain. Dina stopped drumming and didn't know what to say. She smiled and looked up in amazement. It was such an unexpected act of friendship. Dina didn't have any friends at her new school, so she was alone much of the time.

"Thank you, Willy," Dina spoke slowly and took the keychain from his hand.

"Do you always play those bongos alone?" Willy asked. Dina went back to drumming and nodded her head yes.

"Come and meet my grandpa!" Willy shouted over the bongo sounds. Dina stopped drumming and became silent. She took a thoughtful pause, and then stood up to go with Willy. They walked across the park where his grandfather sat, playing his flute.

"Grandpa, meet my friend," Willy said, and Grandpa stopped playing.

"Show him how you play your drums, Dina," Willy said. Dina sat across from Willy's grandfather and began to play her bongo drums softly. Grandpa started to play his flute again. Willy thought that Dina's drum beats with Grandpa's melody made special sounds. He smiled.

1 Why did Willy bring Grandpa to the park?

- A Dina wanted to meet Willy.
- B Willy wanted Dina to play music with Grandpa.
- C Grandpa did not want to be alone.
- D Willy liked to hear bongo drum music.

2 What is the **MAIN** problem in “Special Sounds”?

- A Willy likes to make key chains.
- B Dina does not have any friends.
- C Grandpa likes to play the flute.
- D Willy does not play an instrument.

3 Why did Willy want Dina to meet Grandpa?

- A He thought that they could make key chains together.
- B He thought that she was interested in cottonwood trees.
- C He thought she would enjoy playing music with a friend.
- D He thought that she wanted to learn how to play the flute.

4 What will **MOST LIKELY** happen after the end of “Special Sounds”?

- A Willy will not have friends at school.
- B Dina will learn how to make key chains.
- C Grandpa will give concerts in the park.
- D Willy and Dina will become good friends.

5 In “Special Sounds,” what does the word unexpected mean?

- A nervous
- B sudden
- C not excited
- D not happy

6 Why was Dina amazed by Willy’s gift?

- A She didn’t have any friends.
- B She never met Willy.
- C She wanted to be alone.
- D She didn’t like key chains.

7 Read the sentence.

She took a thoughtful pause, and then stood up to go with Willy.

Adding -ful to the word thought makes a new word that means —

- A much thought
- B without thought
- C thought again
- D thought before

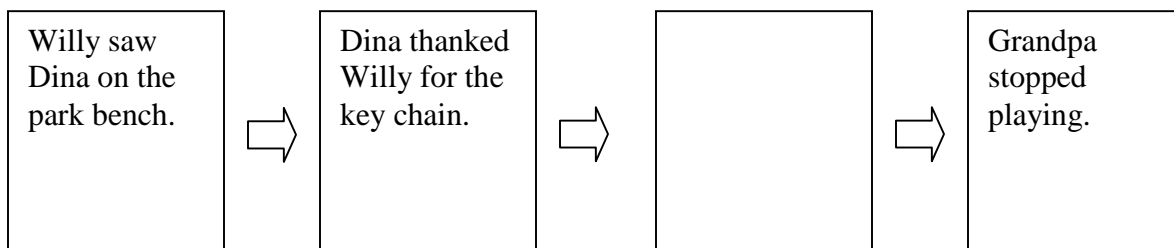
8 How was the second day in “Special Sounds” different from the first day?

- A Willy had key chains with him.
- B Dina played the bongo drums.
- C Dina and Willy were at the park.
- D Grandpa played the flute.

9 In “Special Sounds,” what does the word amazement mean?

- A sound
- B friendship
- C surprise
- D anger

10 Look at the graphic organizer from “Special Sounds.”



Which statement belongs in box 3?

- A Willy finished the key chains.
- B Dina played her drums with Grandpa.
- C Dina and Willy walked across the park.
- D Dina looked at the key chains.

11 What is the setting of “Special Sounds”?

- A the school
- B the park
- C Willy’s house
- D Grandpa’s house

12 “Special Sounds” is an example of —

- A a short story
- B a biography
- C an autobiography
- D a poem

13 When does “Special Sounds” begin?

- A Sunday evening in autumn
- B Saturday afternoon in autumn
- C Saturday morning in spring
- D Thursday afternoon in summer

14 Who is the narrator of “Special Sounds”?

- A the family
- B Willy
- C the writer
- D Dina

15 Which of these words BEST describes Dina?

- A mean
- B talkative
- C shy
- D jealous

16 Who is the major character in “Special Sounds?”

- A Dina’s family
- B Dina
- C Willy’s grandpa
- D Willy

17 Which character in “Special Sounds” is NOT a major character?

- A Dina
- B Willy’s grandpa
- C Willy
- D Dina’s father

18 What is the moral of “Special Sounds”?

- A If you want to have friends, be friendly.
- B If you want to hear music, go to the park.
- C Take your grandpa to the park.
- D Learn to play the bongos.

19 Who was Willy depending on to help Dina out of her shyness?

- A Dina’s family
- B Grandpa
- C friends
- D classmates

Writing

Writing is a skill that is not only important but is also fun. It is a way to share our ideas with others. We will use this skill all of our lives. It takes practice and hard work to become a good writer. We need to look at our own writing as a reader does and be sure that our writing says what we want it to say. On the next page is a list of writing skills that you should know and be able to do by the end of your fourth grade year. Talk with your teacher and your parents to be sure you understand what they mean. And practice your writing – notes, lists, directions, invitations, letters, reports, and stories. That’s the best way to become a better writer!

About the Test

You will be expected to write one extended writing piece on a specific topic. This writing test will be completed in two sessions with a significant break between them. In session one, you will do prewriting, planning, and drafting. This work will not be scored. In session two, you will revise your draft with the Writer’s Checklist and write your final draft. Only the final draft will be scored. There is an example of a writing prompt and scored student responses on pages 15 through 26 of this guide. A copy of the Official Scoring Guide is also included at the end of this guide.

Hints for taking AIMS DPA Writing

- When asked to write, be sure to think, write, and then read your work!
- For the extended writing prompt, be sure to use the steps in the writing process . Take the time to plan, draft, revise, and edit.
- Use the writer’s checklist - it will help you make improvements in your draft.
- Recopy your rough draft carefully into a final copy (only your final copy will be scored, not your rough draft).
- Read your final copy to be sure it says what you mean.
- Use your best handwriting.
- Take your time.

How to Use the Writing Samples in This Section

At the bottom of this page is an example of an extended (longer) writing prompt like the one you will be given on the AIMS DPA Writing. On the next few pages are sample papers that fourth grade students wrote in response to this writing prompt and the scores they were given. Follow the steps below to help you use these samples.

1. Be sure you understand the task: what is the prompt asking you to write?
2. Read the papers these fourth graders wrote.
3. Think about the writing. Are the writer's ideas clear? Is the paper organized with a beginning, middle, and end? Can you hear the writer's voice? Did the writer choose words carefully? Do the sentences make sense? Did the writer edit the paper carefully for mistakes?
4. Talk about these papers with your teacher and other students. What did you see in these papers that helped you understand the writer's message? Where does the paper need work?
5. Read the scores with your teacher or a parent to see if you understand and agree with the comments made about each score. Use the Official Scoring Guide to help you understand the comments and scores.
6. Write your own paper for practice.
7. Ask your teacher to score your paper (or score it yourself!) and pay attention to what you did well and what you can do to make your paper better.

The following four examples illustrate the scoring performed for the AIMS DPA.

The first example is scored as “**Falls Far Below.**”

The second example is scored as “**Approaches.**”

The third example is scored as “**Meets.**”

The fourth example is scored as “**Exceeds.**”

Sample writing prompt:

We all have things that we believe are exciting. Think of something you have done that was exciting to you. It might be winning a ball game, getting a new pet, or riding a bike.

Write a story about a time when you felt excited .

This is the Writer's Checklist you will see on the Grade 4 AIMS DPA Writing. Practice using it when writing to revise your rough draft before writing your final copy. If you take time to use it carefully, it will help you write a better paper.

Writer's Checklist

Are my ideas clear?

Does my writing have words that make it interesting?

Does my writing have a clear beginning, middle, and ending?

Does my writing sound right and make sense?

Did I edit for capital letters?

Did I edit for correct punctuation?

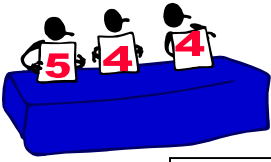
Did I edit for correct spelling?

Sample 1

Writing

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When I felt excited was ...
when I felt excited was when I
got Buddy and fluffy my dogs.



Score Sheet for Writing Sample 1

Prompt:

We have all done things we believe are exciting. Think of something that was exciting to you. It might be a ball game, getting a new pet, or riding a bike.

Write a story about a time when you felt excited.

Paper Falls Far Below the standard

Ideas & Content

6 5 4 3 2 (1)

Organization

6 5 4 3 2 (1)

Voice

6 5 4 3 2 (1)

Word Choice

6 5 4 3 2 (1)

Sentence Fluency

6 5 4 3 2 (1)

Conventions

6 5 4 3 (2) 1

The underlined passages are taken from the *Official Scoring Guide for AIMS Writing* (Six Trait Rubric). Papers are original samples of Arizona student writing. Identifying information has been removed.

Ideas and Content: Ideas are extremely limited. Attempts at development are minimal. The paper is too short to demonstrate the development of an idea. **Score point is 1.**

Organization: The writer has failed to provide an effective beginning, body, and ending. There is not enough content to discern an organizational attempt. **Score point is 1.**

Voice: The writing lacks a sense of commitment. There is a lack of audience awareness and no sense of interaction between the writer and the reader. **Score point is 1.**

Word Choice: The writing shows an extremely limited vocabulary. Only the most general kind of message is communicated. **Score point is 1.**

Sentence Fluency: The text consists of one sentence. A writer does not demonstrate fluency with one sentence. **Score point is 1.**

Conventions: The writer shows little control over standard writing conventions. In the short offering, spelling is correct, but there are only 10 words. End-of-sentence punctuation is shown one time only. Internal punctuation is missing. **Score point is 2.**

Sample 2A

Writing

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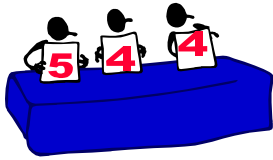
My family and I went to San Diego, California for some fun. We had to wake up at 4:00 in the morning. We went into Albertsons to get breakfast. After that, we started on our 6 hour journey to San . It was so boring in the car!

When we went outside it was chilly, so we ran inside the hotel and checks in. We were tired from our long trip so we all took a nap.

The next day, my dad drove us to SeaWorld for some family fun. A and I were so excited! The first show we saw was when a bunch of people in costumes, doing fancy moves. Then we went to the gray dolphins and pet them. Some people had fish to feed the gray dolphins and pet them while eating. There was a cool ride called River Rapids. My dad went on with me. it was so fun when we tried to dodge the waterfalls that were on your side. Then after 1 more time with my dad I went with my mom. My mom bought me a worm sweat shirt because I was so cold with the wet water. I have been waiting to touch the sting ray for a long time so we went to the water

Page 4

Go On 



Score Sheet for Writing Sample 2

Prompt:

We have all done things we believe are exciting. Think of something that was exciting to you. It might be a ball game, getting a new pet, or riding a bike.

Write a story about a time when you felt excited.

Paper Approaches the standard

Ideas & Content
6 5 4 3 2 1

Organization
6 5 4 3 2 1

Voice
6 5 4 3 2 1

Word Choice
6 5 4 3 2 1

Sentence Fluency
6 5 4 3 2 1

Conventions
6 5 4 3 2 1

The underlined passages are taken from the *Official Scoring Guide for AIMS Writing* (Six Trait Rubric). Papers are original samples of Arizona student writing. Identifying information has been removed.

Ideas and Content: The reader can understand the main idea, but developmental details are often limited and uneven and somewhat off-topic. The writer includes breakfast at Albertsons, taking a nap, and a warm sweatshirt, none of which support the idea of excitement. **Score point is 3.**

Organization: An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal . The writing has a beginning and an ending which are underdeveloped . Placement of details is not always effective. Transitions are limited to “when” and “then,” and the ending must be inferred because the writer went to bed. **Score point is 3.**

Voice: A voice is present. In places the writing is expressive. The reader may glimpse the writer behind the words, but it happens only briefly in sporadic fashion. When the writer describes the “River Rapids” and “touching the sting ray,” the voice comes through. **Score point is 4.**

Word Choice: Words effectively convey the intended message. However, the writer uses expression that is functional. There are rare experiments with language, such as “dodge,” “succeed,” and “cumffy,” but generally the writer uses merely words that work. **Score point is 4.**

Sentence Fluency: Sentence patterns are somewhat varied, but connections between phrases or sentences are less than fluid. The writer shows strong control over simple sentence structures, but variable control over more complex sentences. There are also repeated patterns of sentences, such as subject – verb, “when we” and “then I.” **Score point is 4.**

Conventions: The writer demonstrates limited control of standard writing conventions . Errors begin to impede readability. There are spelling errors that distract the reader; misspelling of common words occurs. Words such as “exited,” “wating,” and “worm” add to a significant need for editing. **Score point is 3.**

Sample 3A

Writing

My Basketball game

One morning I wake up and I notice I had a basketball game in R P.

Then me my mom and my brothers drove up to R P. When we got there we went to the store and my mom bought us some drinks for the game.

Finally we were at the game, and we waited for the game to start.

When our coach came to our game it started, so we went on the court so we can warm up.

Then our game started, I was in the starting five. L jumped ball for our team because he was the tallest on our side.

In the middle of our game we only had one point and they had thirty seven points.

At the end of our game we had one point and they beat us by forty one points.

Then we went on the losers bracket. So we had to play L and we beat them so we had to play W R and we beat them.

So we played K again for championship. We played for championship because

Sample 3B

Writing

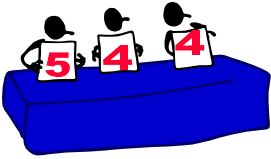
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we beat the other two teams. Then we played for championship we made more points than the last game. The score the first time was one to forty two, and the second time was thirteen to twenty three.

After the game they did the awards. Last place was to L, third place was to W & R, and second place was to our team. We got seatshirts, and first place was to K, and they got a sweater.

After they did the awards we went home. When we got home it was about 10:30 p.m. When we got home we went to bed.





Score Sheet for Writing Sample 3

Prompt:

We have all done things we believe are exciting. Think of something that was exciting to you. It might be a ball game, getting a new pet, or riding a bike.

Write a story about a time when you felt excited.

Paper Meets the standard

<i>Ideas & Content</i> 6 5 <u>4</u> 3 2 1	<i>Organization</i> 6 5 <u>4</u> 3 2 1	<i>Voice</i> 6 5 <u>4</u> 3 2 1
<i>Word Choice</i> 6 5 <u>4</u> 3 2 1	<i>Sentence Fluency</i> 6 5 <u>4</u> 3 2 1	<i>Conventions</i> 6 5 <u>4</u> 3 2 1

The underlined passages are taken from the *Official Scoring Guide for AIMS Writing* (Six Trait Rubric). Papers are original samples of Arizona student writing. Identifying information has been removed.

Ideas and Content: The writing is clear and focused. Support is present, although it may be limited or rather general. Developmental details may occasionally be out of balance (“...my mom bought us some drinks.” and “In the middle of our game we only had one point and they had thirty seven points.”) **Score point is 4.**

Organization: Order and structure are present but may seem formulaic. The writing has a beginning that may not be particularly inviting and a conclusion that lacks subtlety. **Score point is 4.**

Voice: A voice is present. There is a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The writer tends to “report” rather than build excitement about the tournament. There is no mention of team or school celebration, the second place just happened. **Score point is 4.**

Word Choice: The writer employs a variety of words that are functional and appropriate to audience and purpose. However, they are words that work but do not particularly energize the writing. More action verbs could be used in place of the repetitive “played” and “went.” **Score point is 4.**

Sentence Fluency: The writing flows; however, connections between phrases or sentences may be less than fluid. The writer shows strong control over simple sentence structures. Some repeated patterns of sentence structure, length, and beginnings detract from the overall impact. For instance, four sentences begin with “then ;” four begin with “when.” Also, the writer tends to overuse the connector “so” in many sentences. **Score point is 4.**

Conventions: Minor errors, while perhaps noticeable, do not impede readability. The writer uses correct end punctuation, but internal punctuation may sometimes be incorrect. There is only a moderate need for editing. **Score point is 4.**

Sample 4A

Writing

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I was so excited! Today my sister, _____, and my brother, _____, and I were accompanying my mom for a hike up the McDowell Mountains. Mom had finally agreed that we were ready for such a rugged trail. All of us were equipped; and ready to roll. _____, _____, and I piled in the back of Mom's Mini Van. Before we could like travel anywhere, we had to make sure that we had loaded everything from our cold pack of sandwiches to Mom's fanny pack with her cell phone. Then we were off! It was the longest ten minute drive of my life! _____ eagerly hopped out at the base of the mountain. The rest of us followed her. Then we began our way up. We paused from time to time to take a drink of water.

M. _____, _____, and I hoisted ourselves up a rocky ledge and waited for Mom. She tossed our backpack up to me, and _____ pulled out the cold bag. Then she scouted out a good place to spread our meal. Mom's face appeared over the edge, and she pushed herself up. Mom reached down to tighten her fanny pack. Her fanny pack was missing! She peered back down the mountain side, and there was her pack. She turned to us. "You may start eating lunch," she said. "I'll

Page 4

Go On 

Sample 4B

Writing

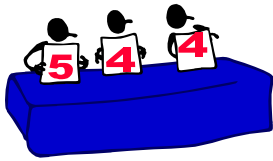
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be right back." Then she carefully slid down the side of the mountain.

She was on her way back up again when the boulder underneath her started to tremble. I crashed to the ground far below. Mom wailed in fear as she tumbled downward. Mom jumped up and prepared to rescue her. I held him back. I crept forward to look at Mom. She lie there, motionless. I passed around a thermos of lemonade, but none of us was thirsty, not even

Suddenly we heard the rumble of a helicopter up above. Two paramedics lifted us on to roll away cots in the helicopter. A smiling nurse perched on the end of my bed. "Where's my mom?" I asked her. She shushed me. "Your mom will just fine," she answered. "Now you better get some rest." Reasured, I drifted off to sleep. Finally I could let down my guard and let someone else take control.





Score Sheet for Writing Sample 4

Prompt:

We have all done things we believe are exciting. Think of something that was exciting to you. It might be a ball game, getting a new pet, or riding a bike.

Write a story about a time when you felt excited.

Paper Exceeds the standard

Ideas & Content
6 5 4 3 2 1

Organization
6 5 4 3 2 1

Voice
6 5 4 3 2 1

Word Choice
6 5 4 3 2 1

Sentence Fluency
6 5 4 3 2 1

Conventions
6 5 4 3 2 1

The underlined passages are taken from the *Official Scoring Guide for AIMS Writing* (Six Trait Rubric). Papers are original samples of Arizona student writing. Identifying information has been removed.

Ideas and Content: The writing is clear, focused, and interesting. The writer offers supporting, relevant, carefully selected details such as packing the cell phone, pausing for water, and the “trembling” boulder. **Score point is 5.**

Organization: The organization enhances the central ideas. The writer employs smooth, effective transitions among all elements. The paper begins with excitement and ends with resolution. **Score point is 5.**

Voice: The writer seems deeply committed to the topic, and there is an exceptional sense of “writing to be read.” The reader enjoys the liveliness, conviction, excitement, and humor. The writer employs an effective level of closeness to the audience in the narrative. The phrase “equipped and ready to roll” is especially effective. **Score point is 6.**

Word Choice: Words convey the intended message in an exceptionally interesting, precise, and natural way. The writer employs a rich, broad range of words which have been carefully chosen. Action verbs such as “piled,” “hopped,” “paused,” “boosted,” “scouted,” “peered,” “slid,” “crashed,” and “shushed” add liveliness. The use of “boulder” versus rock, and “rugged” instead of hard or difficult are indicative of the writer’s strong vocabulary use. **Score point is 6.**

Sentence Fluency: Sentences show a high degree of craftsmanship with consistently strong and varied structure. The writer has stylistic control, and dialogue sounds natural. Both short and longer sentences are used effectively. **Score point is 6.**

Conventions: The writer demonstrates exceptionally strong control of standard writing conventions. The paragraph breaks reinforce the organizational structure. There is little or no need for editing. **Score point is 6.**

Mathematics

When do you use mathematics? You use it every single day. You use it when you buy something at the store and ask yourself, “Do I have enough money?” “Did I get the correct change back?” Before you set your alarm clock, you think about how much time you will need to get ready in the morning. When you share things with your friends or your brothers and sisters, you want to be sure to divide equally. People use mathematics every day in their jobs. All jobs from firefighters to building contractors use mathematics. Even if you’re not sure what you want to do when you grow up, learning mathematics will give you a lot more choices to pick from later. You will discover that mathematics can be a lot of fun!

About the Test

The AIMS DPA Mathematics test contains approximately 80 multiple-choice questions. Fifty-five of the items are AIMS questions. Fifteen items are *TerraNova* and AIMS questions, and ten items are *TerraNova* questions. Calculators are not allowed; however, the calculations required can be readily handled with pencil and paper. This is not a timed test. You can take as much time as you need to do your best. Most of the questions will be based on general understanding of mathematics and problem-solving skills.

Hints for taking AIMS DPA Mathematics

- Remember! This is not a timed test! Take as much time as you need and do your best work.
- Estimate an answer first so you can check if your answer is reasonable.
- Calculators are not allowed in this test, so be careful with your calculations and double-check your work.
- Look at all the answer choices and choose the best one.

Sample Questions for Mathematics

What To Expect From This Section

This AIMS DPA Student Guide for Mathematics provides examples of the format and types of questions that will appear on AIMS DPA Mathematics. An attempt has been made to provide a sampling of the types of questions that might be asked; however, not every concept in each standard has a corresponding sample question in this guide. An answer key for all mathematics sample questions is provided in the appendices.

Strand 1: Number Sense and Operations

General concepts you should know :

- Addition and subtraction of two three-digit whole numbers
- Fractions (halves, thirds, fourths, eighths, and tenths), including adding and subtracting of fractions with common denominators
- Read, write, and order (smallest to largest and largest to smallest) whole numbers up to one thousand
- Place value concepts
- Expanded notation
- Counting money, and adding and subtracting money up to \$20.00
- Evaluate reasonableness of results using a variety of techniques, including estimation

- 1 What is the solution to the problem shown below?

$$\begin{array}{r} 5182 \\ - 1359 \\ \hline \end{array}$$

- A 3823
B 3833
C 4823
D 4833

- 2 Which of the following is true?

- A $3\frac{1}{7} > 3\frac{2}{7}$
B $3\frac{1}{3} < 3\frac{2}{6}$
C $3\frac{5}{8} > 3\frac{6}{8}$
D $3\frac{2}{5} < 3\frac{3}{5}$

- 3 What is the solution to the problem shown below?

$$\frac{5}{9} + \frac{3}{9} = \boxed{}$$

- A $\frac{1}{9}$
B $\frac{2}{9}$
C $\frac{8}{9}$
D $\frac{9}{9}$

- 4 What is the solution to the problem shown below?

$$8\overline{)72}$$

- A 9
B 8
C 7
D 6
- 5 Which is closest to 1043×15 ?

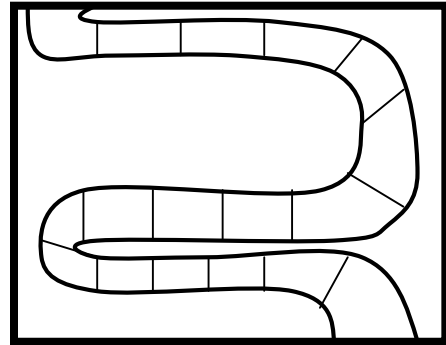
- A 16,000
B 15,500
C 15,000
D 14,500

Strand 2: Data Analysis, Probability and Discrete Math

General concepts you should know :

- Collect, record, and organize data from surveys and probability experiments
- Identify largest, smallest, most often recorded (mode), least often and middle (median)
- Make and label graphs and solve problems using graphs, charts and tables
- Name possible outcomes of probability experiments and predict the most likely or least likely outcome
- Make a diagram of possible combinations

- 6 Alyce made-up the board game shown below. She doesn't want to have any of the same colors next to each other.



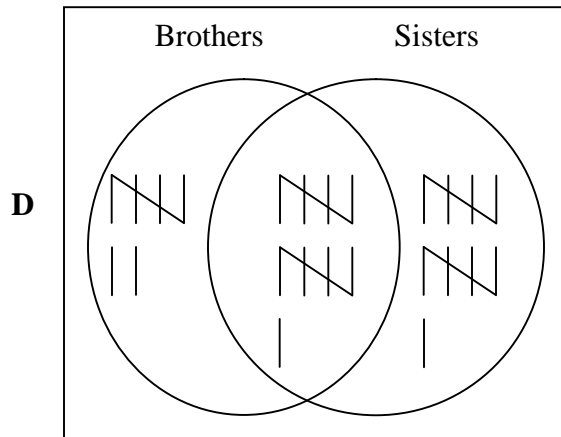
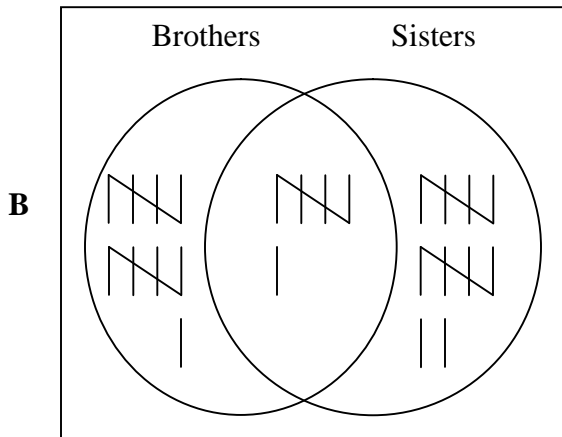
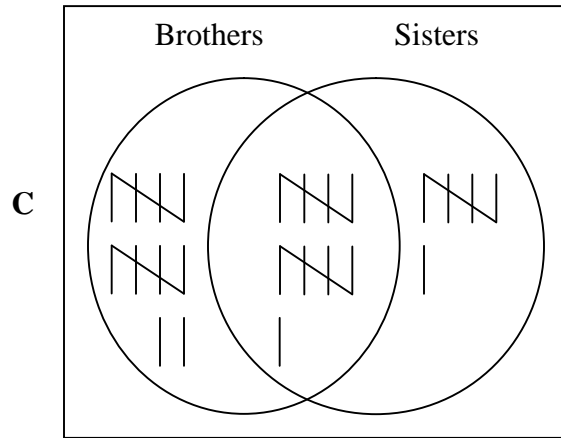
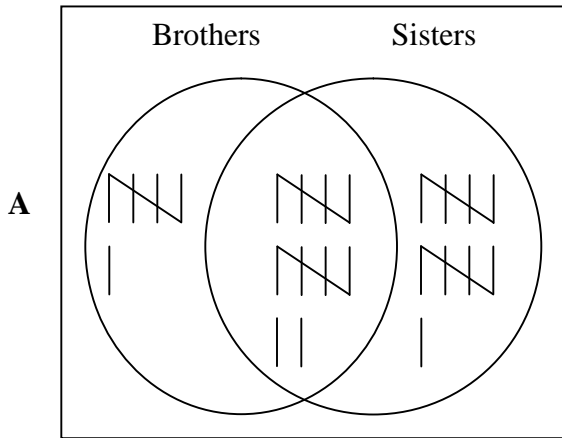
What is the least number of colors she will need to color all areas of the gameboard?

- A 5
B 4
C 3
D 2

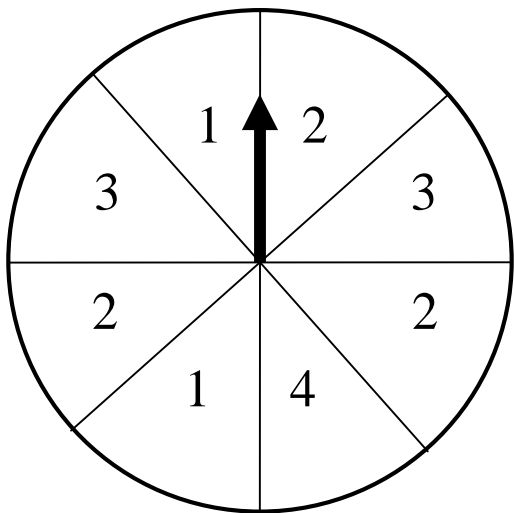
7 Ms. Heizer asked the students in her class who have at least one brother or sister if they had brothers or sisters. The list below shows the results.

- 6 had brothers only
- 11 had sisters only
- 12 had both brothers and sisters

Which Venn diagram best represents this data?



- 8 Ms. James will spin the spinner below 10 times. She had four students predict which number the spinner would stop on most often. The students' predictions are in the table.



Student	Prediction
Lynn	1
Tawana	3
Hazel	2
Marichu	4

The results of the experiment are shown below.

Results

1	
2	
3	
4	

Which student's prediction was correct?


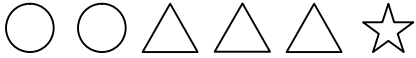


- A Lynn
- B Hazel
- C Marichu
- D Tawana

Strand 3: Patterns, Algebra and Functions

General concepts you should know :

- Create, describe, and extend a variety of patterns using shapes, events, designs, and numbers
- Make predictions based on a given pattern
- Identify the pattern in skip-counting and name the next number in a pattern
- Find the missing number in addition and subtraction number sentences

9 Darius made a pattern by drawing 1 star, then 3 triangles, then 2 circles. Which of the following is the same as Darius' pattern?

- A 
- B 
- C 
- D 

10 Bryce, Scott, and Natalie want to equally share the money they earned for cleaning their neighbor's yard.

- M represents the amount of money Bryce, Scott, and Natalie earned.

Which of the following represents the amount of money each person got?

- A $M - 3$
- B $M + 3$
- C $M \div 3$
- D $M \times 3$

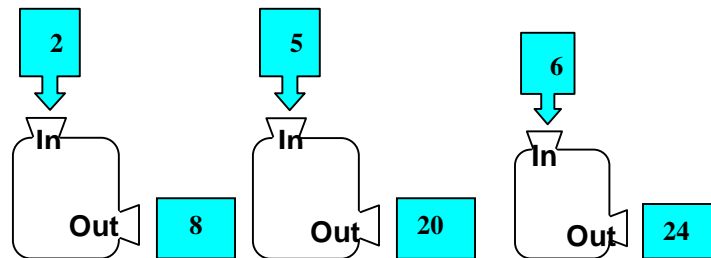
11 Gloria collects toy animals. Each year she has collected more toy animals than the year before, as shown in the table below.

Year	1	2	3	4	5
Number of Toy Animals	6	10	14	18	?

If the pattern in the table continues, which of the following would be the number of toy animals Gloria would collect in year 5?

- A 19
- B 20
- C 21
- D 22

12 Caden made a number machine that used a rule to change one number into another number.



Which of the following rules did Caden use?

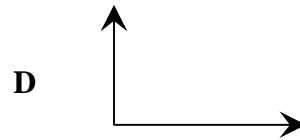
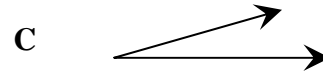
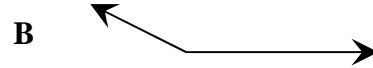
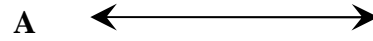
- A Multiply by 6
- B Multiply by 4
- C Add 6
- D Add 8

Strand 4: Geometry and Measurement

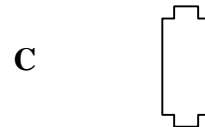
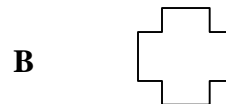
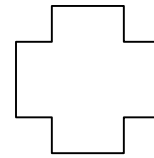
General concepts you should know :

- Identify two- and three-dimensional shapes; draw two-dimensional shapes
- Compare attributes of two-dimensional shapes and compare attributes of three-dimensional shapes
- Predict how shapes can be changed by combining or dividing them
- Determine and identify the characteristics (attributes) of an object that are measurable (e.g., length and weight are measurable; color and texture are not)
- Select appropriate unit of measure for a given characteristic of an object (e.g., inches, feet and yards; centimeters and meters; cups, gallons and liters; ounces, pounds, grams and kilograms)
- Select appropriate tool to measure the given characteristic of an object (e.g., ruler, thermometer, measuring cup, scale)
- Tell time to the nearest minute on digital and traditional (analog) clocks
- Determine the passage of time (days, months and years) using a calendar
- Compare units of measure to determine "more or less" relationships (e.g., 10 inches < 1 foot); also to determine equivalent relationships (e.g., 3 feet = 1 yard)
- Read a thermometer in Celsius and Fahrenheit to the nearest degree
- Estimate measurements and evaluate reasonableness

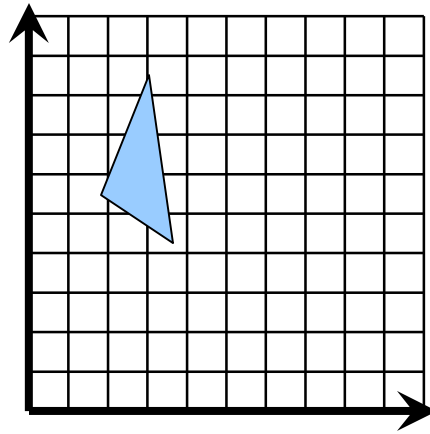
13 Which of the following appears to be an acute angle?



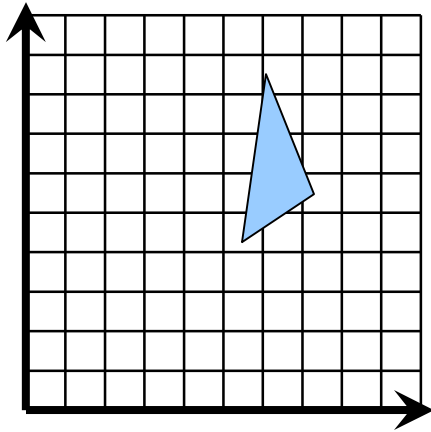
14 Which of the following is similar to the model below?



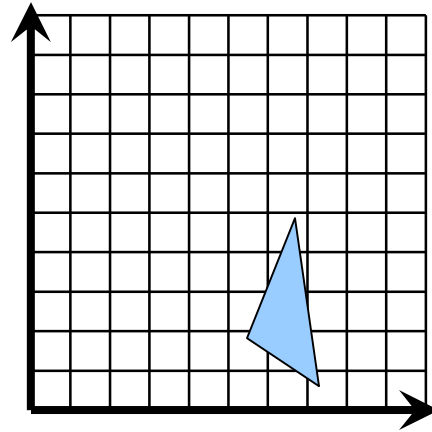
15 Which of the following shows only a rotation (turn) of the shape below?



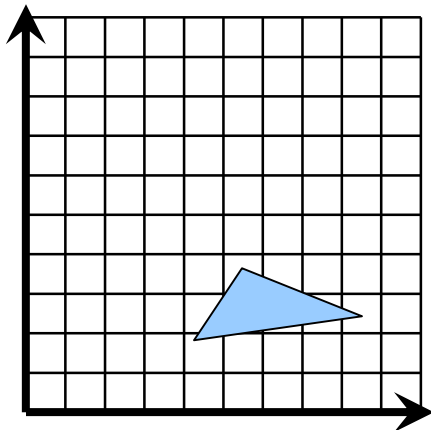
A



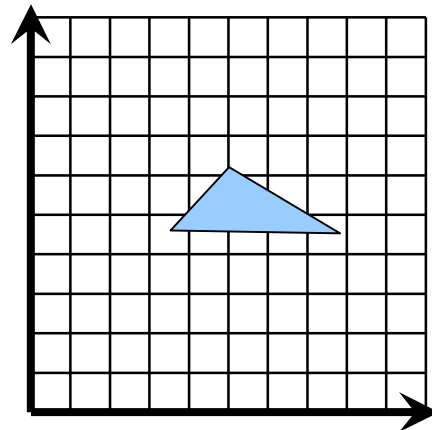
C



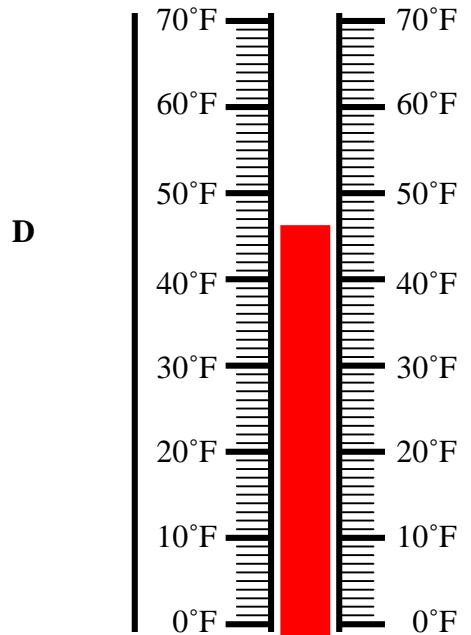
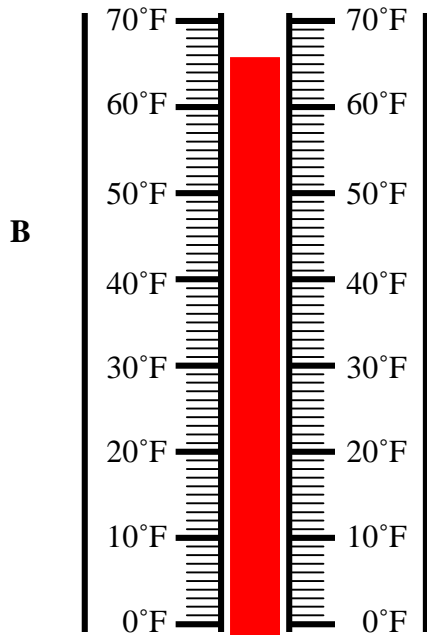
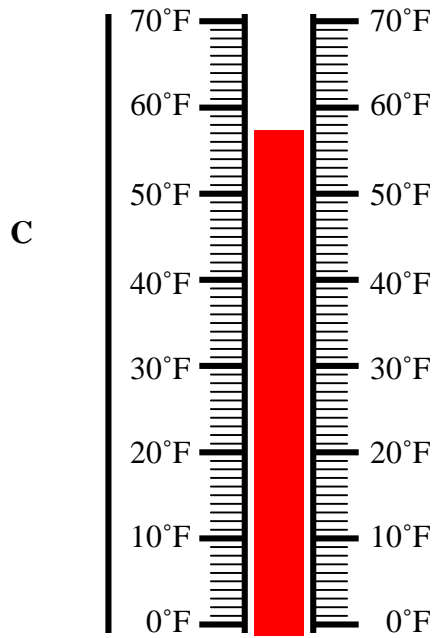
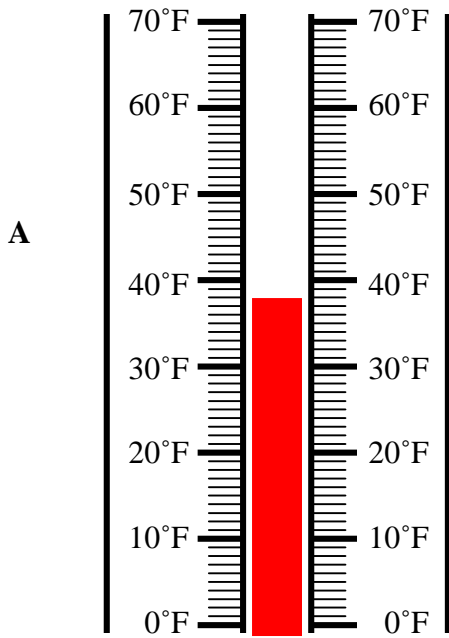
B



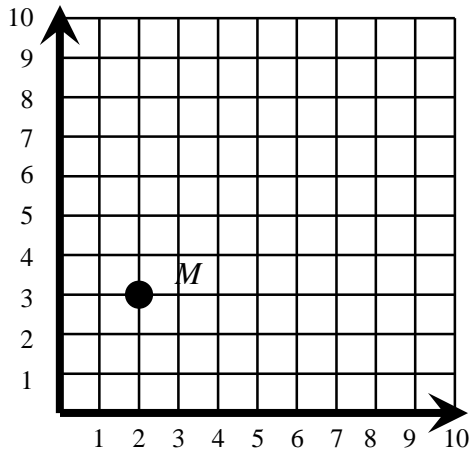
D



16 Which of the following shows a temperature closest to 47 °F?

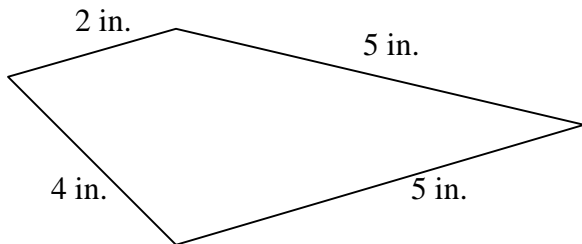


17 What ordered pair names the location of point M ?



- A (2, 3)
- B (3, 2)
- C (2, 2)
- D (3, 3)

18 What is the perimeter of the polygon shown below?



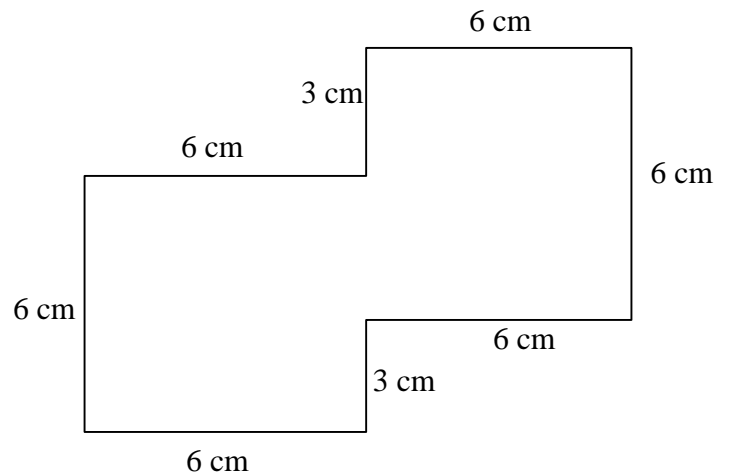
- A 200 in.
- B 100 in.
- C 16 in.
- D 14 in.

Strand 5: Structure and Logic

General concepts you should know :

- Identify necessary and unnecessary information
- Draw a conclusion from existing information

19 Which of the following could be used to determine the perimeter of the shape below?



- A $2 \times 3 \times 6 \times 6$
- B $3 \times 3 + 6 \times 6$
- C $3 \times 3 \times 6 \times 6 \times 6 \times 6 \times 6 \times 6$
- D $3 + 3 + 6 + 6 + 6 + 6 + 6 + 6$

Scoring Keys

Reading Key

Question #1: B
Question #2: B
Question #3: C
Question #4: D
Question #5: B
Question #6: A
Question #7: A
Question #8: D
Question #9: C
Question #10: C
Question #11: B
Question #12: A
Question #13: B
Question #14: C
Question #15: C
Question #16: D
Question #17: D
Question #18: A
Question #19: B

Mathematics Key:

Question #1: A
Question #2: D
Question #3: C
Question #4: A
Question #5: B
Question #6: C
Question #7: A
Question #8: B
Question #9: A
Question #10: C
Question #11: D
Question #12: B
Question #13: C
Question #14: B
Question #15: D
Question #16: D
Question #17: A
Question #18: C
Question #19: D

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IDEAS and CONTENT

<p>6</p> <p>The writing is exceptionally clear, focused and interesting. It holds the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support • a thorough, balanced, in-depth explanation/ exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well suited to audience and purpose. 	<p>5</p> <p>The writing is clear, focused and interesting. It holds the reader’s attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. • a thorough, balanced explanation/exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well-suited to audience and purpose. 	<p>4</p> <p>The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by</p> <ul style="list-style-type: none"> • an easily identifiable purpose. • clear main idea(s) • supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support. • a topic that is explored/explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present. • content and selected details that are relevant, but perhaps not consistently well chosen for audience and purpose.
<p>3</p> <p>The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly off-topic. The writing is characterized by</p> <ul style="list-style-type: none"> • an easily identifiable purpose and main idea(s). • predictable or overly-obvious main ideas or plot; conclusions or main points seem to echo observations heard elsewhere. • support that is attempted; but developmental details that are often limited in scope, uneven, somewhat off-topic, predictable, or overly general. • details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information. • difficulties when moving from general observations to specifics. 	<p>2</p> <p>Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by</p> <ul style="list-style-type: none"> • a purpose and main idea(s) that may require extensive inferences by the reader. • minimal development; insufficient details. • irrelevant details that clutter the text. • extensive repetition of detail. 	<p>1</p> <p>The writing lacks a central idea or purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • ideas that are extremely limited or simply unclear. • attempts at development that are minimal or non-existent; the paper is too short to demonstrate the development of an idea.

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ORGANIZATION

<p>6</p> <p>The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by</p> <ul style="list-style-type: none"> • effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow. • a strong, inviting beginning that draws the reader in and a strong satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, and ideas). • details that fit where placed. 	<p>5</p> <p>The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by.</p> <ul style="list-style-type: none"> • effective sequencing; the organizational structure fits the topic, and the writing is easy to follow. • an inviting beginning that draws the reader in and a satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, and ideas). • details that fit where placed. 	<p>4</p> <p>Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by</p> <ul style="list-style-type: none"> • clear sequencing. • an organization that may be predictable. • a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety. • a body that is easy to follow with details that fit where placed. • transitions that may be stilted or formulaic. • organization which helps the reader, despite some weaknesses.
<p>3</p> <p>An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by</p> <ul style="list-style-type: none"> • attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear. • a beginning and an ending which, although present, are either undeveloped or too obvious (e.g. “My topic is...”, “These are all the reasons that...”) • transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused. • a structure that is skeletal or too rigid. • placement of details that may not always be effective. • organization which lapses in some places, but helps the reader in others. 	<p>2</p> <p>The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by</p> <ul style="list-style-type: none"> • some attempts at sequencing, but the order or the relationship among ideas is frequently unclear. • a missing or extremely undeveloped beginning, body, and/or ending. • a lack of transitions, or when present, ineffective or overused. • a lack of an effective organizational structure. • details that seem to be randomly placed, leaving the reader frequently confused. 	<p>1</p> <p>The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by</p> <ul style="list-style-type: none"> • a lack of effective sequencing. • a failure to provide an identifiable beginning, body and/or ending. • a lack of transitions. • pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly. • a lack of organization which ultimately obscures or distorts the main point.

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VOICE

<p>6</p> <p>The writer has chosen a voice appropriate for the topic, purpose and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of “writing to be read.” The writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.). • an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense. 	<p>5</p> <p>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of “writing to be read.” The writing is expressive, engaging or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively or interesting. Technical writing may require greater distance.). • a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense. 	<p>4</p> <p>A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of “writing to be read.” In places, the writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • a questionable or inconsistent level of closeness to or distance from the audience. • a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places. • liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.
<p>3</p> <p>The writer’s commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by</p> <ul style="list-style-type: none"> • a limited sense of audience; the writer’s awareness of the reader is unclear. • an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical. • a limited ability to shift to a more objective voice when necessary. 	<p>2</p> <p>The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by</p> <ul style="list-style-type: none"> • little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical. • a voice that is likely to be overly informal and personal. • a lack of audience awareness; there is little sense of “writing to be read.” • little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer. 	<p>1</p> <p>The writing seems to lack a sense of involvement or commitment. The writing is characterized by</p> <ul style="list-style-type: none"> • no engagement of the writer; the writing is flat and lifeless. • a lack of audience awareness; there is no sense of “writing to be read.” • no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.

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WORD CHOICE

<p>6</p> <p>Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words, which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> • accurate, strong, specific words; powerful words energize the writing. • fresh, original expression; slang, if used, seems purposeful and is effective. • vocabulary that is striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way. • words that evoke strong images; figurative language may be used. 	<p>5</p> <p>Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> • accurate, specific words; word choices energize the writing. • fresh, vivid expression; slang, if used, seems purposeful and is effective. • vocabulary that may be striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way. • words that evoke clear images; figurative language may be used. 	<p>4</p> <p>Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • words that work but do not particularly energize the writing. • expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective. • attempts at colorful language that may occasionally seem overdone. • occasional overuse of technical language or jargon. • rare experiments with language; however, the writing may have some fine moments and generally avoids clichés.
<p>3</p> <p>Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of “generic” paper filled with familiar words and phrases. The writing is characterized by</p> <ul style="list-style-type: none"> • words that work, but that rarely capture the reader’s interest. • expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective. • attempts at colorful language that seem overdone or forced. • words that are accurate for the most part, although misused words may occasionally appear, technical language or jargon may be overused or inappropriately used. • reliance on clichés and overused expressions. 	<p>2</p> <p>Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by</p> <ul style="list-style-type: none"> • words that are colorless, flat or imprecise. • monotonous repetition or overwhelming reliance on worn expressions that repeatedly distract from the message. • images that are fuzzy or absent altogether. 	<p>1</p> <p>The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by</p> <ul style="list-style-type: none"> • general, vague words that fail to communicate. • an extremely limited range of words. • words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong.

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SENTENCE FLUENCY

<p>6</p> <p>The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next. • extensive variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas. • varied sentence patterns that create an effective combination of power and grace. • strong control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used, sounds natural. 	<p>5</p> <p>The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing into the next. • variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning. • control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used sounds natural. 	<p>4</p> <p>The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace. • some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact. • strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective. • occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural.
<p>3</p> <p>The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • some passages that invite fluid oral reading; however, others do not. • some variety in sentences structure, length, and beginnings, although the writer falls into repetitive sentence patterns. • good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective. • sentences which, although functional, lack energy. • lapses in stylistic control; dialogue, if used, may sound stilted or unnatural. 	<p>2</p> <p>The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • significant portions of the text that are difficult to follow or read aloud. • sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object). • a significant number of awkward, choppy, or rambling constructions. 	<p>1</p> <p>The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by</p> <ul style="list-style-type: none"> • text that does not invite—and may not even permit—smooth oral reading. • confusing word order that is often jarring and irregular. • sentence structure that frequently obscures meaning. • sentences that are disjointed, confusing, or rambling.

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CONVENTIONS

<p>6</p> <p>The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions; manipulation of conventions may occur for stylistic effect. • strong, effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • paragraph breaks that reinforce the organizational structure. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little or no need for editing. 	<p>5</p> <p>The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions. • effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • paragraph breaks that reinforce the organizational structure. • correct capitalization; errors, if any, are minor. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little need for editing. 	<p>4</p> <p>The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • control over conventions used, although a wide range is not demonstrated. • correct end-of-sentence punctuation, internal punctuation may sometimes be incorrect. • spelling that is usually correct, especially on common words. • basically sound paragraph breaks that reinforce the organizational structure. • correct capitalization; errors, if any, are minor. • occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader. • moderate need for editing.
<p>3</p> <p>The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • some control over basic conventions; the text may be too simple to reveal mastery. • end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors. • spelling errors that distract the reader; misspelling of common words occurs. • paragraphs that sometimes run together or begin in ineffective places. • capitalization errors. • errors in grammar and usage that do not block meaning but do distract the reader. • significant need for editing. 	<p>2</p> <p>The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • little control over basic conventions. • many end-of-sentence punctuation errors; internal punctuation contains frequent errors. • spelling errors that frequently distract the reader; misspelling of common words often occurs. • paragraphs that often run together or begin in ineffective places. • capitalization that is inconsistent or often incorrect. • errors in grammar and usage that interfere with readability and meaning. • substantial need for editing. 	<p>1</p> <p>Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by</p> <ul style="list-style-type: none"> • very limited skill in using conventions. • basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect. • frequent spelling errors that significantly impair readability. • paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text. • capitalization that appears to be random. • a need for extensive editing.

Test-Taking Strategies

- **Be physically prepared.** Get plenty of rest the night before. On the day of the test, eat a healthy breakfast.
- **Be mentally prepared.** Try to relax and do your best. View the test as an opportunity to truly show what you know and are able to do.
- **Listen to directions** as the teacher explains them. Ask about any directions you do not understand.
- **Read the directions carefully.**
- **Look for key words** that will help you identify what the question is asking you to do.
- **Take your time** and work at your own pace. AIMS DPA is not a timed test, but you do want to use your time well.
- **Move on** to the next item if you are stuck. Be sure to return to it later.
- **Make educated guesses** if you are unsure of an answer: first eliminate choices that are obviously incorrect, then logically select from the remaining choices.
- **Take the time to review your answers** when you are finished. Re-read your written responses to check that they are clear.

NOTES